

**Three-Day Refresher Training on Teaching Sexuality Education in Community Campuses**

**A Report**

**Submitted to**  
**University Grants Commission (UGC)**  
**Sanothimi, Bhaktapur**

**Submitted by**  
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## Table of Contents

Table of Contents.....	2
1. Introduction.....	3
2. Background.....	5
3. Objectives of the Training Program.....	7
4. Methodology.....	7
5. Day-wise Activities.....	7
5.1 First Day.....	7
5.2 Second Day.....	9
5.3 Third Day.....	10
6. Achievement and Outcome.....	11
7. Future Perspective and Challenges.....	11
8. Conclusion and Recommendation.....	12
9. Acknowledgements.....	12
10. Schedule.....	13
Adolescent Sexuality Education in Nepal: Current Perspectives.....	13
11. Feedback from Participants.....	15
12. References.....	16
Photograph.....	18
Attendance Sheet with Signature.....	19
Certificate Template.....	20
Paper Presented by Experts.....	21
TDS Receipt.....	22
Bills Photocopy.....	23
Account Details of Institution.....	24

## **1. Introduction**

Sexuality education is defined by UNESCO as an age-appropriate and culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic, non-judgmental information (UNESCO, 2009). This education is now called Comprehensive Sexuality Education (CSE). It is found to be effective among children and adolescents regarding the development of responsible sexual behaviors, relationships, and addressing health needs. It contributes to the formation of a fair and compassionate society by empowering individuals and communities, promoting critical thinking skills, and strengthening young people's citizenship (UNESCO, 2018). CSE is highly encouraged by the UN for its potential to contribute to achieving Sustainable Development Goals such as: Ending Poverty, Good Health and Well-being, Quality Education, Gender Equality, and Reduced Inequalities (Gratzer & Keeton, 2017).

Sexuality Education provides a full range of information, life skills, and values to enable young people to make informed decisions about their sexual health and behavior. The purpose of sexuality education programs is not only to make people, especially youth and children, aware of sexual behavior and sexual abuse, but also to help prepare them for a healthy and pleasurable sexual life. However, sexuality education provided by schools is not being effective in Nepal because of ineffective delivery of sexuality education due to existing socio-cultural norms and misconceptions related to it.

Sexual and reproductive health and rights (SRHR) is an issue of public concern and the Nepal government has also shown its commitment to include SRHR in its education and health policies in international forums. However, this issue has not yet gained the attention of education policy-makers and teachers as well. Regarding the sexual and reproductive health status, adolescents and youth of Nepal are facing the problem of socio-cultural and ideational transition (Pathak & Pokharel, 2012). They are not sufficiently educated to address their SRHR. As a result of this, they may suffer peer pressure and its effects on sexual and reproductive health status.

CSE includes scientifically accurate information on human development, anatomy, reproductive health, and information on contraception, childbirth, and sexually transmitted infections (STIs), including HIV (UNFPA, 2016). It can be defined as a rights-based approach to equip young people with the knowledge, skills, attitudes, and values they need to determine and

enjoy their sexuality – physically and emotionally, individually, and in relationships (IPPF, 2017). The above definitions clearly emphasize that sexuality is limited to the information provided to young people and focuses on emotional and social development with the proper opportunity provided on life skills with a positive attitude and value.

CSE is a curriculum-based teaching process that involves the cognitive, emotional, physical, and social aspects of sexuality. Its objective is to provide children and young people with knowledge, skills, attitudes, and values so that they can realize their health, well-being, and dignity; develop respectful social and sexual relationships; consider how people's choices affect one's well-being and the welfare of others, and understand and ensure that their lifelong rights are protected (UNESCO, 2018). Acharya, Thomos, & Cann (2018) mention that students feel too shy and embarrassed to ask sexuality health-related questions to their teachers. There also seems to be a serious "communication gap" that prevents students from discussing sexual health issues with their parents. Students refer to the influence and role of local culture, media, and the Internet. They also recommended that comprehensive sex education be included in school curricula to meet the needs of young people. On the other hand, the teachers' quota for health education is also not managed to teach this subject in the school. Until teachers are trained on CSE-related issues, it is hard to expect the healthy sexual behavior of adolescents.

Ministry of Education Science and Technology has also recently integrated the CSE into the national school curriculum. It is now becoming much necessary to build the capacity of teachers for the facilitation of age-specific CSE learning for adolescents. Considering the importance of CSE, the updated school curriculum included CSE components in their programs. However, it is necessary to build the capacity of the teachers so that the content can be effectively taught. The inclusion of CSE in the curriculum is not sufficient to implement at the grass-root level. It is equally important to make the teachers aware of the effective implementation of the program.

Considering this, Kathmandu Shiksha Multiple Campus (KSMC) has organized a refresher training on teaching sexuality education in the seminar hall of the campus from Jestha 12 to 14, 2080 BS (May 26 to 28, 2023 AD). Altogether 40 participants were present in the program.

## **2. Background**

In Nepal, about 17% of adolescents become mothers between the ages of 15 - 19 years according to the Ministry of Health and Population (Ministry of Health, Nepal, New ERA, & ICF, 2017). Thus, due to inadequate sexual and reproductive health knowledge, adolescents are at considerable risk of negative health outcomes (Manu, Mba, Asare, Odoi-Agyarko, & Asante, 2015). The education sector is expected to address this lack and improve the situation through the inclusion of SRHR-related education in its school and university-level curriculums and in the teacher education program of the Universities.

In addition, a lack of knowledge about sexual and reproductive health and low access to sexual health services had forced young people to engage in unsafe sexual practices in Nepal (Regmi, Van Teijlingen, Simkhada, & Acharya, 2010). Due to the lack of sexuality education, adolescents are susceptible to practicing risky sexual behavior, and it has become a global concern (Haruna, Hu, & Chu, 2018). Such unsafe sexual activities increase the risk of unwanted pregnancy, STIs, HIV, and AIDS (Regmi, Simkhada, & Van Teijlingen, 2008).

SRHR is a human rights concept applicable to safe sexuality and reproduction (United Nations, 1995). Universal access to sexual and reproductive health is not only essential for achieving sustainable development, but also for ensuring that this new framework responds to the needs and aspirations of people around the world and leads to the realization of their health and human rights in life. Sexual rights can include the right to receive sex education, the right to be free from sexual violence and coercion, or the right to decide whether to have children (International Planned Parenthood Federation, 2018). On the other hand, reproductive rights can include access to contraception, access to menstrual and hygiene products, access to safe and legal abortions, and to ensure safe pregnancy and delivery (Butler, et al., 2019). However, SRHR also deals with illegal activities such as the elimination of female genital mutilation or the prevention of sexually transmitted diseases (United Nations, 2021).

The constitution of Nepal has included sexual and reproductive health rights of sexual minorities as well (The Government of Nepal, 2015). Therefore, Nepal commits itself to

implementing a reproductive health program, reproductive rights, and sexual health. SRHR issues are included in the health, education, and social sectors of Nepal.

Education, especially sexuality education plays an important role in awareness of the people and reducing taboos related to sexuality and reproduction. Nepal government has included sexual and reproductive health education under Health, Physical and Creative Arts subject in grades 4 to 8 as a compulsory subject and under Health and Physical Education subject in grades 9 to 12 as an elective subject. Similarly, Tribhuvan University (TU), Faculty of Education (FoE) has included courses in sexuality education under Health Education and Population Education in its Bachelor's and Master's programs. However, existing educational programs are not comprehensive in SRHR coverage and are unequal in different parts of the country. It is perceived and evident that the teachers do not teach this content with similar zest and passion as they teach other content. This situation poses a risk of inequality in the capabilities of SRHRs, suggesting that needs in this field may be unmet (Areskoug-Josefsson, Schindele, Deogan, & Lindroth, 2019).

Although there are disparities in the education sector related to gender and other dimensions of marginalization, highlighting underlying structural, social, and cultural factors that contribute to exclusion (MoEST, 2021), the education sector affects most of the areas of the state. It can address most of the problems of society. It can create a vision of the beautiful future of tomorrow. It also helps in reducing the issues of disparities and exclusion. There is evidence that it also plays an important role in improving sexual and reproductive health outcomes (World Health Organization, 2017). Education plays an important role in enabling young people to acquire knowledge and information, access services, and practice positive behavior.

The teacher training program offered by TU FoE has the potential in making the SRHR situation better in the country by preparing aware and skillful Sexuality Education teachers. However, the teachers teaching sexuality education reflect shyness and hesitation to openly discuss this matter in class. Cultural and social norms are also creating barriers for teachers in teaching this education. Therefore, in order to make the existing Health and Population Education teachers aware, sensitized, and skilled in teaching sexuality education, more specifically CSE in the Bachelor and Master level health education courses, this capacity

development refresher training had been proposed and organized in support with the University Grants Commission (UGC) of Nepal.

### **3. Objectives of the Training Program**

The program aims to develop the existing capacity of health and population education teachers regarding the teaching of sexuality education in education campuses of Kathmandu. Specifically, it has the following objectives:

- a. To sensitize the health and population education teachers of education campuses on CSE and its importance.
- b. To enhance understanding of CSE key concepts and processes and make the teachers acquainted with the effective implementation of CSE on campuses.
- c. To capacitate the teachers to conduct CSE classes and create an enabling environment for sexuality education learning by the prospective teachers.

### **4. Methodology**

Presentation, question-answer, brain-storming, value clarification, debate, discussion, group work, video show, case analysis, and game-play methods were used as the key methodology of the training program.

### **5. Day-wise Activities**

#### **5.1 First Day**

The first day's program started at 9 am with the registration and breakfast. At 9:30 am, an opening session was organized. The session was led by Mr. Basanta Kumar Baral, Assistant Campus Chief of KSMC as an MC. Mr. Shatrughan Prasad Gupta was the chairperson of the opening session. Prof. Dr. Chitra Bahadur Budhathoki, Dean of FoE, TU was the Chief-Guest of the program. Special Guest was Mr. Suresh Jang Shahi, Deputy Controller of Examinations, TU. Similarly, Ward Chairperson, Education Section Head of Chandragiri Municipality, Faculty Prof.

Ghanashyam Bhandari, Facilitators Dr. Bhagwan Aryal and Dr. Kalpana Gyawali, members of RMC, HoDs of KSMC were also the guests in the program.

National anthem was sung at the initial of the program. Then, Dr. Bhagwan Aryal, Coordinator of RMC, welcomed the participants and guests. The chief Guest inaugurated the program. Member of RMC Mr. Ashik Singh, Prof. Ghanasyam Bhandari, Ward Chairperson, and Mr. Suresh Jang Shahi made welcome remarks. Mr. Suresh Jang Shahi was then facilitated for being appointed as the deputy-controller of the examinations. Similarly, Prof. Ghanashyam Bhandari was also facilitated for being promoted to professor at Nepal Sanskrit University. Chief Guest of the Program provided his inaugural speech and motivated the participants to actively participate in the program and be sensitized for effective implementation of the CSE in their respective schools. A short introduction session of the participants was done and the Chairperson of the program closed the program.

Then a short break was given.

Immediately after the break, a PowerPoint presentation was made by the facilitator Prof. Dr. Chitra Bahadur Budhathoki on the Adolescent Sexuality Education in Nepal: Current Perspectives. This was the first technical session of the day. He explained and illustrated why this education is important and what are the situations at present.

Then Dr. Bhagwan Aryal discussed on the workshop guidelines and collected participants' expectations as second session. He also presented on "Overview of SRHR Contents included in the School Curriculum of Nepal". It helped the teachers and stakeholders to review the present school curriculum of Nepal and find the contents of Sexual and Reproductive Health (SRHR) included in it.

Refreshment break was taken at 1 pm.

After this, Dr. Kalpana Gyawali took the third session on "Overview of CSE and Key Concepts based on ITGSE 2018" from 1:30 pm. She informed the possible effects of exclusion of Health, Population, and Environment Education from grades 9 and 10 as a compulsory subject in the formal curriculum of Nepal. She described how CSE came forward in response to the failure of abstinence-based sexuality education in the world. She made the participants



acquainted with the development of CSE and how it differs from other types of sexuality education. Finally, all the eight key concepts of CSE were discussed with illustrations. Thick descriptions, including examples, case studies, and illustrations were made.

Dr. Gyawali continued her final session on “Peer Pressure and Life Skills for Adolescents related to SRHR”. In this session 10 life skills needed to the adolescents were discussed giving more focus on the decision-making skills. Video show and discussions were made.

Finally, the coordinator Dr. Aryal had a short reflection session with the participants and found that the program remained satisfactory for the first day. Day 1 was ended at 5 pm.

## **5.2 Second Day**

The second day's program started at 10 am with the session of Prof. Dr. Ram Krishna Maharjan on “Sex and Sexuality, SRH Rights, and Case studies dealing with Adolescents’ SRHR issues”. He firstly made presentation on the concept of sex, sexuality, and SRHR.

A short break was taken.

After the break, the facilitator divided the class into three groups, gave one case each for reading, analyzing and/or acting or making presentations. The participants discussed and prepared their tasks for 30 minutes and then presented their work to the larger group after the discussion. Finally, the facilitator and participants cheered their work and came to a conclusion that diverse methodologies could be used in teaching sexuality education in schools and colleges.

Refreshment break was taken at 1 pm.

Then, Dr. Bhagwan Aryal took the third session on “Personal and Social Values affecting Sexuality”. He asked for the value clarification on selected sexuality-related values. Participants stated their personal values on each statement. Dr. Aryal showed the difference in their values and explained that each individual has their value system which is normal, and no value is wrong until it starts to hamper the health of an individual or community. After the reflection on the values, the facilitator started discussing the concept of the value and its relationship to culture. The focus was made on how the personal and social values on sexuality become a barrier to the

effective implementation of CSE. Sensitization through showing pictures of Nepalese culture, society, and sexuality was done at the end.

Again Dr. Aryal continued with his last session on “Body Image and Beauty”. PowerPoint presentation on the introduction to ‘Body Image’ was done including value clarification on various statements regarding body image. Pictures were shown of flowers and popular people to sensitize on the relativity of beauty. It was introduced how to motivate the students and adolescents to question beauty and value the body of everyone.

Finally, the coordinator Dr. Aryal had a short reflection session with the participants and day 1 was ended at 5 pm.

### **5.3 Third Day**

The third day's program started at 10 am. In the first session of the day, Mr. Bishnu Kumar Adhikari illustrated “Sexual Behavior and Orientation”. An introduction to sexual behavior was made followed by an introduction to sexual orientation. Various pictures were shown about sex toys and sexual orientations. Finally, the participants were sensitized to respect all types of sexuality and sexual orientations through illustrations of the constitutional provisions in Nepal.

A short break was taken.

The second and third sessions were taken by Dr. Bhagwan Aryal. A video song on misconceptions of sexuality was played initially to warm up the participants. He firstly introduced STIs and HIV and explained how to remove the stigma associated with it. Then again after a refreshment break, he took the next session on “Menstrual Hygiene Management and Dignified Menstruation”. A video on “mentrupaedia” was played to encourage the teachers use such videos in the schools and colleges to make students aware on such issues. He also illustrated the meaning of dignified menstruation.

Finally, Mr. Basanta Kumar Baral took the final session of the day on “Feedback collection from the participants”, where he summarized the sessions first, and then distributed a form developed to collect the impressions of the training program.

The final day's session was ended by a short closing ceremony. The final closing ceremony was chaired by Mr. Shatrughan Prasad Gupta, Campus Chief of KSMC. Chief Guest of the program was Prof. Dr. Surendra Giri, Director of CERID. Similarly, Special Guest was the Mayor of Chandragiri Municipality Mr. Ghanshyam Giri. Other guests included the facilitators, professors and HoDs of KSMC.

The session was led by MC Mr. Basanta Kumar Baral. Dr. Bhagwan Aryal welcomed the guests to the program and reflected on the effectiveness of the program. Two male participants and one female participant reflected on the sessions. Chief Guest of the program Prof. Dr. Giri distributed the certificates to the participants. Then, the chief guest provided his final remarks to the program and also declared work jointly in the area of research and development with the RMC of KSMC. Finally, the chairperson of the program closed the sessions after thanking all the guests and participants including the funding organization UGC.

The participants and the guests joined the dinner program after the closing session.

## **6. Achievement and Outcome**

The training achieved and fulfilled the following expected outcomes:

- a. Participants were made aware of present school curriculum of Nepal and reviewed the inclusion of CSE matters in the curriculum.
- b. Participants were sensitized to the concept of CSE and its importance including its genesis and the need in addressing the issues of young people's sexuality.
- c. Participants were trained on CSE key concepts.
- d. Participants were capacitated in conducting the CSE classes and creating an enabling environment for CSE learning by school adolescents.

## **7. Future Perspective and Challenges**

The program duration was found less to incorporate all the key concepts of CSE as recommended by the International Technical Guidance on Sexuality Education (ITGSE) 2018. In future, such program should be made of at least 5 days. Next, significantly fewer teachers from

Health education backgrounds had participated in the training. This creates a challenge in the transformation of learning knowledge and skill off sexuality education in the classroom. Although the execution of the training was smoothly done, it was felt the challenge to increase teachers from the disadvantaged groups and related backgrounds.

## **8. Conclusion and Recommendation**

It was learnt that the training was effective in terms of knowledge and skill acquisition by the participants. The program was found to be successful because of the active participation of the participants and the trainers, and that every session was enjoyed by the participants. This type of training should mostly be targeted towards health and population education or related subject teachers and conducted for at least 5 days. Similarly, focus should be given more on participating dalit and other ethnic minorities and disadvantaged group of participants.

## **9. Acknowledgements**

This program was possible due to the financial support of UGC, therefore, our vote of thanks goes to the UGC for trusting us with this. RMC shows gratitude to the FoE and DEAN of FoE, and CERID and the Director for trusting us and giving us time on the inaugural and closing sessions. Similarly, RMC thank the facilitators for effective facilitation in the program. We are also grateful to the KSMC family for supporting to make the event successful. The participating teachers of various colleges and institutions are are thanked for their active participation.

## 10. Schedule

### 3-DAY REFRESHER TRAINING ON TEACHING SEXUALITY EDUCATION IN COMMUNITY CAMPUSES

Day/ Session/Time	Activity Title (with Proposed Resource Person)	Intended Activities and Methods
<b>Day 1: Friday, 12 Jestha 2080</b>		
Registration (9:00-10:00)	Welcome and Inauguration Session - <b>KSC family</b>	Inauguration remarks
Day 1/Session 1 (10:00-11:30)	<b>Adolescent Sexuality Education in Nepal: Current Perspectives</b> - <b>Prof. Dr. Chitra Bahadur Budhathoki</b> , Dean Faculty of Education	Presentation with Remarks on the issues with challenges of course curriculum
Day 1/Session 2 (11:30-1:00)	Elaborate on the Significance of the Workshop and Collect the Participants' Expectations - <b>Dr. Bhagwan Aryal</b>	Discussion and formulation of workshop guidelines Expectation Sharing
<b>Refreshment (1:00- 1:30)</b>		
Day 1/Session 3 (1:30-3:00)	Overview of CSE and Key Concepts based on ITGSE 2018 - <b>Dr. Kalpana Gyawali</b>	Presentation, Discussions, and Sharing
Day 1/Session 4 (3:00-4:30)	Peer Pressure and Life Skills for Adolescents related to SRHR - <b>Dr. Kalpana Gyawali</b>	Presentation, Discussion, Illustrations, and Video show
(4:30-5:00)	Post-Session Discussion and Reflections ( <b>Coordinator and Participants</b> )	
<b>Day 2: Saturday, 13 Jestha 2080</b>		
Day 2/Session 5 (10:00-11:30)	Sex and Sexuality, SRH Rights, and Case Studies on Dealing with Adolescents' SRHR Issues - <b>Prof. Dr. Ram Krishna Maharjan</b>	Presentation, Case study presentations and show, Discussion, and Illustrations
Day 2/Session 6 (11:30-1:00)	Sex and Sexuality, SRH Rights, and Case Studies on Dealing with Adolescents' SRHR Issues - <b>Prof. Dr. Ram Krishna Maharjan</b>	Presentation, Case study presentations and show, Discussion, and Illustrations
<b>Refreshment (1:00-1:30)</b>		
Day 2/Session 7 (1:30-3:00)	Personal and Social Values affecting Sexuality - <b>Dr. Bhagwan Aryal</b>	Attitude survey, Presentation, Question-answer, and Photo and Video show
Day 2/Session 8 (3:00-4:30)	Body Image and Beauty - <b>Dr. Bhagwan Aryal</b>	Presentation, Question-answer, Discussion, Illustrations, and

		Picture and video show
(4:30-5:00)	Post-Session Discussion and Reflections ( <b>Coordinator and Participants</b> )	
<b>Day 3: Sunday, 14 Jestha 2080</b>		
Day 3/Session 9 (10:00-11:30)	Sexual Behavior and Orientation - <b>Mr. Bishnu Kumar Adhikari</b>	Classroom Activity Exploring the Complexity of Sexual Orientation including Presentation
Day 3/Session 10 (11:30-1:00)	Stigma of STIs and HIV - <b>Dr. Bhagwan Aryal</b>	Presentation, Question-answer, Discussion, Illustrations, and Picture and video show
Day 3/Session 11 (1:30-2:30)	Menstrual hygiene management and dignified menstruation - <b>Dr. Bhagwan Aryal</b>	Presentation, Value clarification, Discussion, Illustrations, and Picture and video show
<b>Refreshment (1:30-2:30)</b>		
Day 3/Session 12 (2:30-4:00)	Feedback Collection from the participants - <b>Mr. Basant Kumar Baral, Asst. Campus Chief, KSC</b>	Participants' reflection sharing
4:00 pm onwards	Closing Ceremony and Certification	Closing remarks, reflections and distribution of the certificates

## **11. Feedback from Participants**

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**Photograph**

**Banner Photo**

**Photos of Sessions**

**Other activities Photo**

**Attendance Sheet with Signature**

## Certificate Template

## **Paper Presented by Experts**

## **TDS Receipt**

## **Bills Photocopy**

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