



Gaps in Teaching Comprehensive Sexuality Education: A Review of Literature

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Abstract

Background: Comprehensive Sexuality Education (CSE) is globally recognized as essential for adolescent development and sexual and reproductive health. However, a significant disconnect exists between international policy frameworks and actual classroom implementation, particularly in low- and middle-income countries.

Objective: This review examines how CSE is taught to children aged 5–15 years, identifying implementation gaps across diverse socio-cultural contexts with special emphasis on Nepal, where progressive policies coexist with limited classroom practice.

Methods: A systematic literature review of 45 peer-reviewed studies and grey literature published between 2010–2024 was conducted. Databases including Google Scholar, PubMed, and HINARI were searched using Boolean operators. Studies from over 15 countries (Nepal, South Africa, Nigeria, Uganda, the Netherlands, Japan, and the United States) were thematically analyzed using inductive and deductive approaches.

Findings: Three major implementation gaps emerged: (1) inadequate teacher preparation and discomfort teaching sensitive topics; (2) socio-cultural and religious barriers creating classroom silence; and (3) reliance on outdated, lecture-based pedagogy rather than



participatory methods. Students across contexts desire comprehensive sexual health information but rely on informal, often inaccurate sources. In Nepal, despite supportive policies, CSE remains fragmented, culturally shame-bound, and biologically focused, excluding critical topics like consent, gender equality, and sexual diversity.

Conclusion: Effective CSE requires contextually adapted, rights-based curricula; specialized teacher training incorporating values reflection; and student-centered pedagogies. Anderson and Krathwohl's revised taxonomy offers a framework for moving beyond factual recall toward critical thinking and practical skill development.

Novelty: This review uniquely synthesizes global evidence on CSE teaching processes—not just content—while highlighting Nepal's under-researched implementation challenges and proposing theoretically grounded, culturally responsive solutions.

Keywords: comprehensive sexuality education, curriculum implementation, Nepal, sociocultural barriers, teacher preparation

Introduction

Comprehensive sexuality education (CSE) at the basic level has been recognized by the World Health Organization (WHO) and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) as a cornerstone of adolescent development, sexual and reproductive health (SRH), and gender equality (UNESCO, 2018; WHO, 2011). CSE is defined as “a curriculum-based teaching and learning process that addresses the intellectual, emotional, physical, and social aspects of sexuality” (UNESCO, 2018, p. 15). The purpose of CSE is not simply to impart factual information. It aims to develop critical thinking in students, also help build respectful relationships, and enable them to make informed and responsible decisions in their lives. However, there remains a serious and worrying gap between international policy frameworks and classroom practice, especially in low- and middle-income countries like Nepal. In this context, this article raises an important question that has not yet been adequately addressed: how is CSE actually taught at the basic level? While much research has focused on whether CSE should be delivered or what content it should include, far less attention has been paid to the process of teaching the pedagogical choices, teacher-student dynamics, classroom interactions, and contextual constraints that shape learning outcomes. This gap is particularly evident in South Asia rather than Europe and America, where traditional and sensitive socio-cultural norms, values, and beliefs often clash with modern health needs. Based on a systematic literature search and review of 45 peer-reviewed (See table in Annex) and grey literature sources, this article summarizes the global evidence on the implementation of CSE in primary and lower secondary schools. This review article integrates findings across four dimensions: (1) teacher perceptions and preparedness, (2) student experiences and learning sources, (3) sociocultural and structural barriers, and (4) pedagogical approaches and theoretical frameworks. Special emphasis is placed on the Nepalese context, which, despite policy advancements, remains critically under-researched in terms of actual teaching practices. By centering the “how” of teaching in CSE, this review



aims to inform more effective, equitable, and contextually responsive interventions in the coming days.

Methodology: Systematic Literature Search

This article is based on a literature review of PhD studies on Comprehensive Sexuality Education (CSE) in Nepal. The review was conducted using a systematic approach, which ensures transparency and comprehensiveness. A search was conducted using keywords such as “sex education”, “basic education”, “teacher perceptions”, “student comfort”, “barriers to implementation”, and “teacher preparation” across databases including Google Scholar, PubMed, and HINARI. Boolean operators such as AND, OR, and (*) truncation were used in the search process. In addition, backward search and forward search methods were also adopted from the reference list. Grey literature, such as government reports and NGO evaluations, was collected from Google and other specialized sources. Full-text, high-quality peer-reviewed (or reliable grey literature) studies in English published between January 2010 and December 2020 were prioritized, and articles with little relevance to the topic or methodological weaknesses were excluded. Finally, 45 studies from more than 15 countries were thematically analyzed using both inductive and deductive methods. Initial codes were generated from the research questions and revised after repeated readings. The findings were categorized into four main themes: teacher-related aspects, student-related aspects, socio-cultural barriers, and teaching methods/models. In this process, attention was also paid to the theoretical frameworks used in the various studies, in particular Anderson and Krathwohl’s revised Bloom’s taxonomy, which is central to the study as a useful theoretical basis for reframing teaching CSE.

Results and Discussion

The results show how teachers, students, institutions, and learning models are interconnected and face different opportunities and challenges. Students have great curiosity, but shyness and reliance on informal sources inhibit this. Even with positive attitudes among teachers, challenges arise when preparation is lacking. Social restrictions, structural barriers, and discrepancies between policies and practices affect implementation. Learning is often limited to lectures, which highlights the need for more participatory and interactive methods. In this context, online learning, peer-led, and community-based models are emerging as more inclusive and effective learning approaches.

Teacher Perceptions and Preparedness: The Frontline Dilemma

Teachers must manage the complex needs of students, but a lack of adequate preparation poses a major challenge to their preparation and approach. Many teachers enthusiastically accept these responsibilities in principle, but professional roles and personal values clash with the discomfort experienced in everyday teaching. Such discomfort is exacerbated by a lack of clear training, which leaves teachers feeling insecure and confused.

Support in Principle, Discomfort in Practice

Educators worldwide agreed that CSE is necessary and useful for every individual. As the literature of Kazakhstan, Zimbabwe, and Uganda has shown, while teachers understand



the importance of CSE, they struggle to implement it effectively in the classroom. In Nepal, teachers also acknowledge that CSE is essential to address the increasing prevalence of premarital sex and teenage pregnancy (Ghimire, 2018; Upreti & Acharya, 2020). However, many teachers report feeling unprepared, uncomfortable, and embarrassed when teaching CSE (Acharya et al., 2018). Similar problems are seen in other countries as well. In Nigeria, teachers cited a lack of necessary skills and knowledge as a major barrier (Emenike et al., 2023). In Japan, teachers reported a fear of being falsely accused when discussing sexual issues (Sato et al., 2023). This reluctance is not due to opposition to CSE's subject matter. The main problem is the weaknesses in the teacher preparation system. A study by Keogh et al. (2021) found that the biggest barrier to effective CSE implementation in Ghana, Kenya, Peru, and Guatemala was inadequate teacher training.

In Nepal, CSE is often assigned to teachers who teach other subjects without any training in CSE, such as mathematics, biology, or social studies. However, they are not specifically trained in the subject (Acharya et al., 2018; Pokharel, 2021). This leads to problems such as providing incomplete or inaccurate information in the classroom, avoiding sensitive yet important topics such as contraception and LGBTQ+ identity, and relying on rote learning rather than participatory discussion (Adhikari et al., 2020). Unless targeted and ongoing professional development programs are provided, teachers' confidence and competence will remain weak. This will continue to undermine the effectiveness and equity of CSE programs not only in Nepal, but also around the world (Adhikari et al., 2020; Keogh et al., 2021).

The Role of Teacher Identity and Values

Technical knowledge alone is not enough; teachers' identities, gender, and personal values also have a major impact on how CSE is taught. In many cases, female teachers experience greater difficulty teaching CSE. This is due to social and cultural expectations regarding women's modesty (Koch & Wehmeyer, 2021; Khau, 2012). In South Africa, some teachers have been found to justify traditional heterosexual views in the name of "culture". In this context, young people with homosexual or other gender identities are portrayed as "abnormal" or "overly sexualized" (Francis, 2015). Similarly, religious education teachers in Islamic schools in the Netherlands have reported experiencing a tension between Islamic moral values and the secular norms of the country. They feel that some of CSE's content does not align with their religious beliefs (Kaya-Postema, 2022). These examples show that CSE is not a neutral or merely informative subject.

The subject is deeply intertwined with ethical, cultural, and political dimensions. According to Helleve et al. (2011), an effective CSE teacher should not only serve as a teacher but also as a friend, parent, counselor, and social supporter. Fulfilling all these roles requires emotional understanding, self-reflection, and the ability to evaluate one's own thinking and behavior critically. However, such qualities are often not developed in typical teacher training programs. Therefore, if teachers are not supported in reflecting on their beliefs, prejudices, and roles, the implementation of CSE may reinforce shame, discrimination, and exclusion rather than providing inclusive, scientific education.



Training Gaps and the Call for Specialization

A review of the literature clearly shows that specific and ongoing teacher training is essential for effective CSE. Teachers in various countries have acknowledged their limitations and felt the need for systematic support. For example, teachers in Myanmar clearly stated that they need specific training to teach sensitive topics in sexuality education. They stated that regular support and meetings with health workers increase their confidence and ability to provide accurate information (Khaing, 2023). In Nepal, both teachers and parents believe that sexuality education should start in grade 7. At this age, adolescents begin to be exposed to sexual material through the media and peer interactions. However, teachers do not just need factual knowledge. They also need skills in talking to students, teaching in an age-appropriate manner, and handling sensitive questions respectfully (Acharya et al., 2019).

Pre-service training is as important as in-service training. Cheung et al. (2021) noted that basic level school teachers appear confident in teaching topics such as “self-protection”. However, they feel more uncomfortable when teaching topics such as “body parts” or “origin of life”. This shows that cultural shame and embarrassment have a profound impact on teacher preparation. Therefore, effective training should not be limited to teaching content alone.

According to Ollis et al. (2013), effective sexuality education training should include: teaching methods that involve students; opportunities for teachers to reflect on their own values, beliefs, and biases; and skills for managing emotionally and sensitive classrooms. Without such comprehensive training, even well-intentioned and knowledgeable teachers are forced to adopt safe but ineffective methods.

This is often lecture-based and limited to biology. In this process, important topics such as relationships, consent, gender equality, and diversity are left out (Tucker et al., 2016). Such teaching neither engages students nor fulfills the original purpose of sexuality education. The main purpose of sexuality education is to enable young people to make informed, respectful, and empowered decisions.

Student Experiences: Curiosity, Embarrassment, and Informal Learning

In a classroom where there is a generally silent culture, students’ deep curiosity influences their experiences with complex topics. Their curiosity drives them to seek information, but shame and fear of criticism prevent them from having open discussions in a formal learning environment.

Desire for Knowledge vs. Classroom Silence

Students around the world are very interested in topics related to CSE, such as puberty, relationships, consent, and contraception. However, many students are shy or uncomfortable asking questions about these topics in class. In Nepal, adolescents are often “inquisitive,” but they are often hesitant to ask their teachers questions (Acharya et al., 2018). In Ethiopia, girls want to learn about sexual behavior and bodily functions. But they often receive incomplete or unclear information (Chitra et al., 2020).

Similarly, students in Hong Kong believe that sex education should start before adolescence. However, they find the current lessons incomplete and not very useful (Cheung et al., 2023). Many young people turn to other informal sources when they do not receive the



necessary information from the classroom. In Nepal, young people use social media to obtain information about sexual and reproductive health (Regmi et al., 2010). In Hong Kong, boys are more likely to seek information from the Internet and pornographic comics. Girls are more likely to talk to their mothers or teachers (Cheung et al., 2023). In Tanzania, although sex education is included in the school curriculum, students often learn these topics outside of school (Bilinga & Mabula, 2014). This gap between students' needs and classroom instruction increases the risk of misinformation spreading. It also creates a situation where important learning opportunities are missed.

Gendered and Contextual Differences in Learning

Gender roles have a significant impact on the experience of sex education. In Uganda, girls are more likely to face menstrual hygiene issues. Boys are more likely to face peer pressure and relationship challenges (Sato et al., 2023). In South Africa, boys are more vocal in the classroom. However, girls are more likely to remain silent (Francis & DePalma, 2015). In the context of Nepal, early sexual initiation among girls is often associated with pressure from their boyfriends. However, condom use rates are much lower (Maolida et al., 2020). Regional differences are also important. Adolescents living in urban areas have reported more premarital sex and pornography use than those living in rural areas (Upreti & Acharya, 2020). This highlights the need for sex education to be delivered in different ways depending on the context. Meanwhile, queer youth are demanding a curriculum that embraces diversity and is free from prejudice. However, most national sexuality education programs have yet to meet this need (Francis, 2010).

Sociocultural and Structural Barriers to Implementation

Socio-cultural and structural barriers pose major challenges when implementing educational programs in sensitive areas. Deep-rooted cultural taboos and religious tensions limit open discussion and acceptance within schools and communities. In addition, the gap between policy and practice in Nepal undermines effective implementation of guidelines in the classroom. Parents those feels uncomfortable to communicate with adolescents about sexuality issues makes the less effective implementation of CSE which results in students not receiving positive support from both home and school.

Cultural Taboos and Religious Tensions

In many societies, sexual matters are considered taboo, making sex education controversial. In Nepal, discussions about reproduction are viewed as "shameful" (Acharya et al., 2010). Similarly, in Nigeria, there is community opposition to issues such as contraception and abortion (Eco Jimmy et al., 2013). In Islamic schools, teachers struggle to balance religious beliefs with the comprehensive sex education mandated by the state (Kaya-Postema, 2022). All of these tensions are often labeled "culture." However, according to Francis and DePalma (2015), culture is not static. Sometimes culture is just an excuse used to exclude certain subjects or groups. Therefore, for effective sex education, it is not enough to accept cultural norms as they are.

Instead, it is necessary to reflect critically and discuss these norms.



Policy-Practice Gaps in Nepal and Beyond

Nepal exemplifies the policy-practice paradox. Since 2000, it has adopted progressive frameworks: the National Adolescent Health and Development Strategy, the National Youth Policy (2010), and the Right to Safe Motherhood Act (2018), all of which endorse CSE (MoHP, 2018). The School Sector Development Plan (2016–2023) explicitly includes “age-appropriate CSE.”

However, implementation lags. SE is not a standalone subject but embedded haphazardly in health or life skills modules. Teachers lack guidelines, resources, or assessment tools. As Pokharel (2020) notes, the curriculum omits critical topics like gender equality, human rights, and sexual diversity. Consequently, adolescents remain vulnerable: 39% of male college students report premarital sex (Adhikari & Tamang, 2009), while teen pregnancy persists in peri-urban areas (Adhikari, 2018).

Similar gaps exist globally. In Zambia, CSE is delivered through youth clubs with trained CHWs, but school-based integration remains weak (Chavula et al., 2022). In Ecuador, teachers are “not specialists” but generalists with minimal SE training (Herat et al., 2018).

Parental Roles and Communication Gaps

Parents can play an important role in the effective implementation of CSE. However, many parents are not adequately prepared to communicate with their children and are also hesitant to talk about SRH.

About 75 percent of adolescents in Nepal report having conversations about sexual issues with their parents. However, such kinds of sexual health issues conversations often avoid sensitive and deep topics such as contraception, consent, or relationships (Gautam et al., 2023).

Even when conversations about sexual issues do occur, mothers often seem to initiate conversations with adolescents without hesitation, whereas fathers play a relatively lesser role (Timur, 2023). This reflection showed that the societal perception is that care and emotional attachments with children are associated with the mother rather than the father. However, due to cultural taboos, mothers also feel hesitant. There may be insufficient information on SRH, or myths pressure like fear that such discussions will encourage their children to engage in sexual activity (Plaza-del-Pino et al., 2021). Therefore, Schools can bridge this communication gap between parents and children by encouraging parents' active participation in the CSE awareness programme. Providing clear information about the curriculum is an important measure. Organizing orientation programs or workshops for parents is also useful. Similarly, it is necessary to create a safe environment where open discussions can take place. Such measures help parents better understand sexual and reproductive health issues. Furthermore, schools' CSE programmes also help reduce parents' fears and concerns about sex education (Robinson et al., 2017).

Studies conducted in Nepal have shown that parents are generally positive about school-based CSE. They believe it should be taught in an age-appropriate, culturally respectful way, especially starting in grade 7 (Ram et al., 2020).



By developing collaborative relationships with families, schools can deliver accurate and consistent messages about sexual and reproductive health both at home and in the classroom. This ultimately has a positive impact on adolescents' health and overall well-being.

Pedagogical Approaches: Beyond Didacticism Toward Participation

The traditional lecture format that teachers often adopt in schools has made students passive. This has limited teacher-student interaction, the development of critical thinking skills in students, and active learning. Therefore, it is necessary to think beyond traditional teaching, which requires more participatory and dialogue-based classroom practices for students.

The Dominance of Teacher Talk and Lecture Methods

Classroom observation studies have shown that CSE is often taught in a teacher-centered, traditional, passive manner. In most cases, the teacher does most of the talking, and the students only act like good listeners.

In Nepal, teachers also tend to adopt a traditional, lecture-based approach and rely heavily on textbooks. This has been shown to make the classroom “uncomfortable” and uninteresting for students (Acharya et al., 2010). These kinds of teaching limit room for dialogue, questioning, curiosity, and critical thinking. However, these elements are essential for meaningful learning on sensitive topics such as CSE.

The teacher over-talking phenomenon has also been confirmed by Flanders' Interaction Analysis, a validated tool for classroom observation. In some cases, teachers have been found to spend up to 83 percent of their class time talking, which severely limits student participation and interaction (Agbarakwe & Ona, 2024).

This one-sided, textbook-focused teaching does not align with the learning students actually want and need. Research in countries such as the Netherlands, Australia, and South Africa has shown that students dislike long, one-sided explanations.

Instead, the literature prefers participatory methods such as group discussions, role-play, educational games, and practical exercises. Such methods help students understand real-life situations and develop essential life skills (Madhuwanthi & Madubhasha, 2021; Goldman, 2010, 2012; Haberland & Rogow, 2019).

A Dutch student expressed this gap this way: “Sex is not just about the ovaries” (Huayno et al., 2014). This statement shows the gap between teaching limited to biological facts and CSE that connects to the relationships, feelings, and experiences young people want.

This type of imbalance not only reduces learning effectiveness but also promotes silence, shame, and misinformation. Ultimately, it undermines the core purpose of sexuality education as a whole.

Alternative Models: Online, Peer-Led, and Community-Integrated

Alternative models for CSE, such as online platforms for CSE, peer-led CSE initiatives, and community-integrated approaches, can make CSE accessible to all and engage all young people. These innovative delivery modes also help to complement formal school CSE by providing culturally sensitive, flexible, and learner-centered spaces for sexuality education.



Innovative delivery models show promise:

In Nepal, effective CSE delivery is challenging due to cultural sensitivities, teacher discomfort, and limited resources. In such a context, there is an urgent need for new, flexible, and adaptive teaching models. Evidence from global studies has shown three promising approaches that can be strategically used together. They are—online CSE, peer education, and community collaboration.

First, online sexuality education offers a high degree of privacy, accessibility, and engagement, particularly for sensitive topics that students may feel too shy to discuss in person.

Chen et al. (2017) noted that students and teachers both found digital CSE more comfortable and less judgmental. Internet and smartphone use among adolescents in Nepal is growing rapidly. This is especially true in urban and semi-urban areas. In such a context, online platforms can serve as an important complement to classroom education. This can help reduce knowledge gaps and access to sexuality education.

In Nepal, internet and smartphone access are rapidly increasing among adolescents, especially in urban and semi-urban areas. In such a situation, online platforms can play an important role as a complement to classroom education and help reduce knowledge and access gaps in sexuality education.

Second, peer education is more effective in minimizing stigma and myths and in nurturing open dialogue about CSE. Acharya et al. (2010) noted that when students receive SRH information from trained peers, they feel more comfortable, they can ask more questions, and are more likely to internalize the messages in their lives. Peers' teaching approach, which is closer in age and experience, can enhance relatability and trust among adolescents, especially important in Nepal, where hierarchical teacher-student relationships may discourage honest conversation.

Third, collaboration with the community, particularly partnerships between schools and local health systems, can increase both the credibility and accessibility of sexuality education. In a study in Zambia, Chavula et al. (2022) showed that when sex education was delivered through youth clubs through collaboration between teachers and community health workers, student participation increased significantly. In addition, students experienced improvements in their self-esteem and increased knowledge about sexual and reproductive health.

A similar model could be adopted in Nepal. School-based programs could include female community health volunteers (FCHVs) or local youth-friendly health providers. This helps to make sex education clinically accurate, culturally appropriate, and linked to practical health services.

Based on all these findings, a blended model seems appropriate for Nepal. This model can integrate trained teachers, peer educators, health workers, and digital resources. Such a model is both practical and adaptable to the Nepali socio-cultural context.

It helps address gaps in teacher preparation and curriculum implementation. It also better aligns with adolescents' preferred learning styles and media.



By utilizing multiple entry points, such as the classroom, peer networks, communities, and digital media, Nepal can develop a more inclusive, engaging, and effective sexuality education system. Such a system also ensures adolescents' right to accurate, timely, and life-saving information while respecting local values.

Synthesis: Toward a Culturally Grounded, Pedagogically Robust CSE

This review shows that effective CSE is not just about providing factual information on sexual health. Its success depends on the context in which it is delivered, the teacher's confidence, and the teaching tools used by the teacher. Three key principles are essential for the meaningful implementation of CSE regarding this review.

Firstly, the teacher's teaching preparation is most important. It is not appropriate to entrust CSE to general subject teachers without adequate moral training and support for students. National education systems should invest in pre-service and in-service training for teachers who teach health education. Such training should provide teachers not only with accurate information for students but also with age-appropriate teaching methods, and with opportunities to reflect on their own values, biases, and insecurities regarding sensitive terminology.

Secondly, adapting the curriculum to local contexts should not undermine rights-based principles. The CSE curriculum should be culturally sensitive, using local language, examples, and contexts. However, important issues like consent, gender equality, and sexual diversity should not be suppressed by overly conservative thinking. A good curriculum can strike a balance between cultural values, norms, beliefs, and universal human rights. For instance, consent can be presented as 'mutual respect', gender equality as 'family harmony', and sexual and reproductive health as 'responsible parenting' or 'family well-being'.

Lastly, teaching strategies should be student-centered and participatory. Lecture-based traditional teaching alone does not engage adolescents actively in the classroom. This traditional type of teaching does not develop the skills students need to manage relationships, make informed decisions, or question harmful social norms. Therefore, CSE should emphasize open dialogue on CSE content, critical thinking, role-playing, group discussion, and real-life problem-solving methods. Bloom's taxonomy, revised by Anderson and Krathwohl, provides a practical and theoretical basis for designing such kinds of classes. It moves students from simply memorizing facts to understanding, applying, analyzing, evaluating, and ultimately creating solutions to problems related to their own sexual health and relationship issues.

The need for these principles seems even more urgent and critical in Nepal. The country is currently at a demographic turning point, with about 24 percent of the population aged 10–24 years (Shrestha, 2018). However, current sexuality education is still fragmented and often focuses on biological facts in uncomfortable classrooms. Important topics such as gender, consent, and sexual diversity are often not covered in classrooms.

If Nepal adopts rights-based, participatory, and culturally sensitive CSE, which aligns with Sustainable Development Goals 3.7 (Ensure universal access to sexual and reproductive health services) and 4.7 (Education for sustainable development, human rights, and gender



equality), CSE can be transformed from a subject of silence and shame to a means of empowerment, health, and dignity for adolescents.

Research Gaps from the Review

This literature review highlights several important research gaps, particularly in the Nepalese context. Firstly, there is a serious lack of studies that actually observe what happens in classrooms during CSE lessons. Very few researchers have documented real teacher-student interactions in the Nepalese context in articles. Secondly, most existing studies rely heavily on surveys and statistics. At the same time, deeper qualitative methods such as focus group discussions (FGDs), classroom observations, or in-depth interviews are rarely used in the study. Thirdly, there is almost no use of strong educational theory; Anderson and Krathwohl's revised Bloom's taxonomy, even though it could help design more effective and engaging CSE lessons. Finally, marginalized groups such as LGBTQ+ youth, students with disabilities, and those from rural areas are hardly ever included in research, meaning their specific needs and experiences remain invisible.

However, my study bridging the three gaps including empirical, methodological and theoretical but to address the final gap, future studies should also develop broad lesson plans based on Anderson and Krathwohl's framework, create digital CSE tools that suitable for Nepalese adolescents' realities, and explore how schools can work better with parents to support open, respectful conversations about sexual and reproductive health as well.

Conclusion

Teaching CSE cannot be accomplished by simply following the curriculum's instructions. It needs to be understood contextually. Its effective implementation requires confident and well-prepared teachers, culturally appropriate yet rights-based materials, and student-centered, participatory teaching methods. The gap between global evidence and the policy and practice observed in Nepal shows that without these elements, sexuality education may become just another missed opportunity for adolescent development. By centering active teaching methods, acknowledging cultural diversity and complexity, and grounding teaching practices in strong learning theories, educators and policymakers can transform CSE from a subject of discomfort to a means of empowerment. The time for fragmented and fear-based teaching methods is over. The future of CSE must be holistic, critical, and compassionate.

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Conflict of Interests

The authors declare that they have no conflicts of interest associated with this study.



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