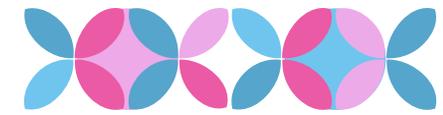


Improved delivery of sexual and reproductive health services

Strengthening pedagogy in Nepal



This case study was developed by the WHO country office with support from the Country Strategy and Support (CSS) and the Prevention of Unsafe Abortion (PUA) unit at UNDP-UNFPA-UNICEF-WHO-World Bank Special Programme of Research, Development and Research Training in Human Reproduction (HRP) Department of Sexual and Reproductive Health and Research (SRH). The work was undertaken as part of a collaborative project to address unsafe abortion through a health system strengthening approach. The project ran from 2019–2023 and included ten countries; three WHO regional offices; and five WHO HQ departments working together through a technical working group coordinated by HRP.



Background

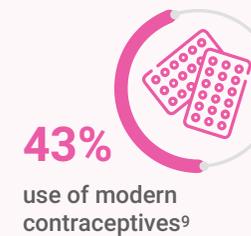
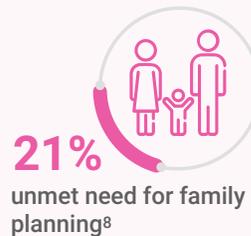
Nepal is committed to achieving the Sustainable Development Goal targets related to sexual and reproductive health and rights and services. However, there have been concerns about the work-readiness of most graduating medical, nursing and midwifery students due to a general lack of competency in providing services as per the national protocols. Evidence suggests that high-quality skill simulation-based education helps increase the confidence and competence of students and health-care providers.

Nepal: Facts

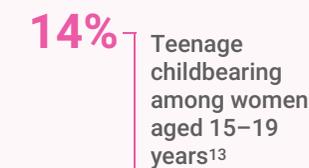
29 164 578
TOTAL POPULATION¹



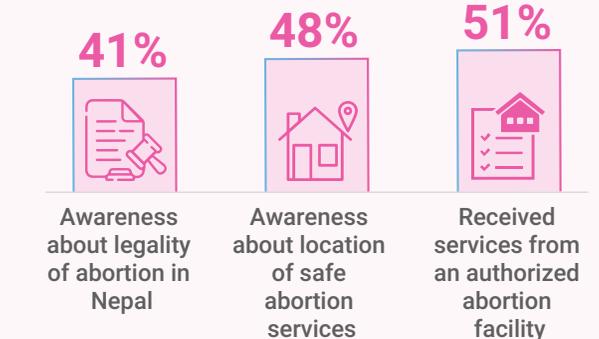
Access to family planning services



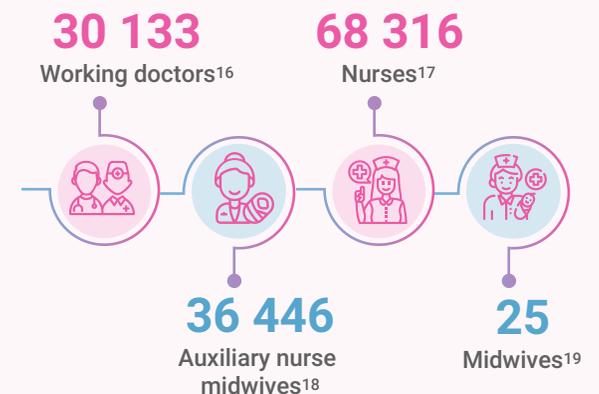
Fertility and reproduction indicators



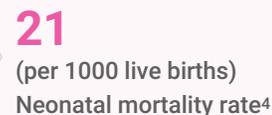
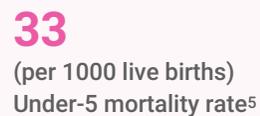
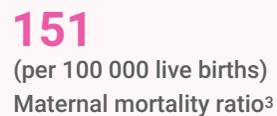
Abortion¹⁵

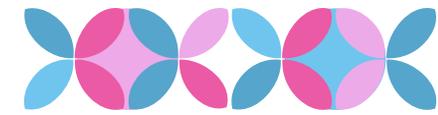


Health workforce



Access to antenatal, childbirth and postnatal care





Intervention: Strengthening sexual and reproductive health and rights in pre-service education

A key component for improving the quality of sexual and reproductive health and rights service delivery is to strengthen the foundational aspects of pre-service education. The intervention focused on standardizing and strengthening the curricula, with integration of sexual and reproductive health and rights competencies, strengthening skills and simulation-based education methodologies, upgrading simulation labs and faculty development in the selected eight medical, nursing and midwifery institutions in Nepal.

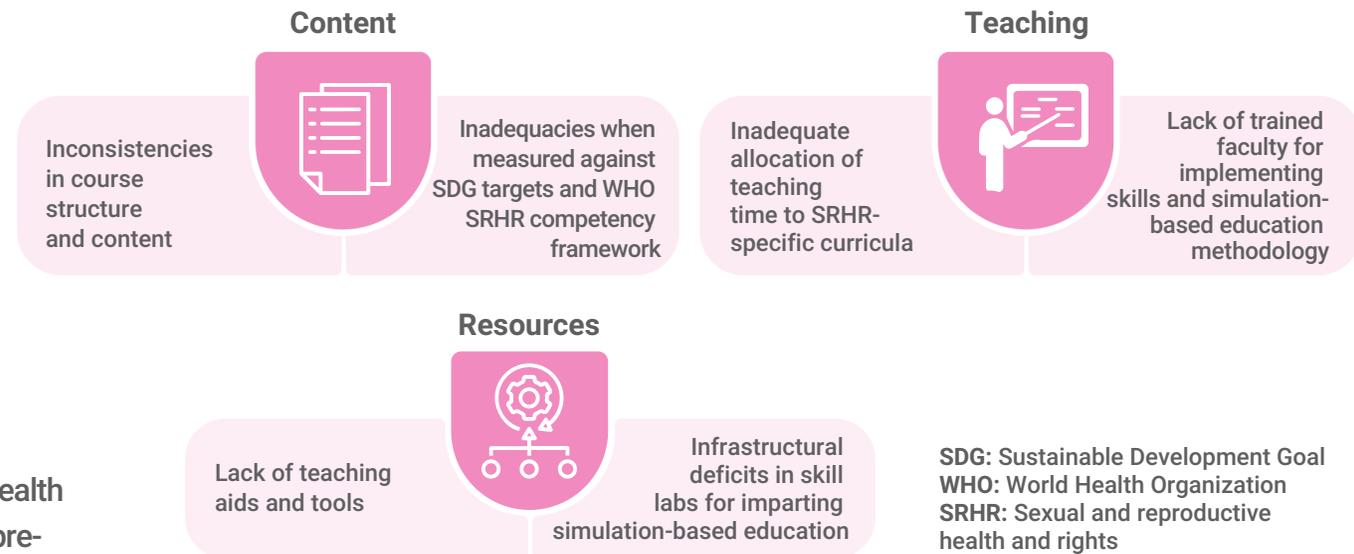
Phase 1: Comprehensive needs assessment

The baseline assessment:

1 Was carried out in 2020 by World Health Organization with support from the Institute of Medicine, Nepal

2 Involved review of 23 curricula covering all MBBS, nursing and midwifery programmes for inclusion of sexual and reproductive health and rights competencies

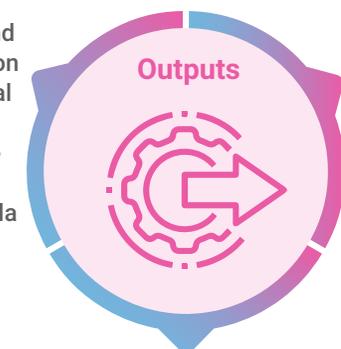
Gap analysis of existing curricula



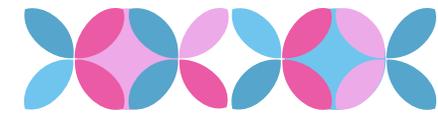
Phase 2: Competency-based curricula framework for sexual and reproductive health and rights component

Under the leadership of the Family Welfare Division and Medical Education Commission, WHO with technical support from Laerdal implemented the project with eight medical, nursing and midwifery institutions in the country.

Integration and implementation into the sexual and reproductive health and rights curricula



Agreement upon sexual and reproductive health and rights competencies required for medical, nursing and midwifery students



Phase 3: Faculty development and strengthening simulation labs

Orientation programme

Altogether, 182 senior leadership and faculty were oriented during the 1-day orientation programme, conducted in the eight institutions, on integration and implementation of sexual and reproductive health and rights competencies in the medical, nursing and midwifery programmes.



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Skills practice session on postpartum intrauterine device insertion on a Mama-U postpartum uterus trainer

Faculty development programme

A 5-day training package on skills and simulation was developed and a total of 170 faculty members were trained.

Strengthening skill centres/labs

A total of 10 simulation labs are established/strengthened (Institute of Medicine [IOM] and Patan Academy of Health Sciences [PAHS] will have two separate labs for medical and nursing/midwifery students while others will have a common simulation lab for all students).

Supportive leadership

Provincial governments, university leadership and faculty have hugely supported the intervention. The Health Minister of Bagmati province, at the inaugural function of one of the trainings, announced that Kathmandu University would serve as the provincial health-care training hub and all possible health care-related trainings would be delivered using simulation-based methodology.

A competent and confident health workforce is key to delivering quality health services. World Health Organization is proud to have supported this initiative, which will ultimately result in greater access to sexual and reproductive health and rights for the people of Nepal.

– Dr Rajesh Sambhajirao Pandav
World Health Organization Representative to Nepal

Medical & academic institutions selected under sexual and reproductive health and rights project

- B.P. Koirala Institute of Health Sciences (BPKIHS), Dharan
- Institute of Medicine (IOM), Kathmandu
- Karnali Academy of Health Sciences (KAHS), Jumla
- Kathmandu University School of Medical Sciences (KUSMS), Dhulikhel
- National Academy of Medical Sciences (NAMS), Kathmandu
- Patan Academy of Health Sciences (PAHS), Patan
- Pokhara University, Pokhara
- Purbanchal University, Biratnagar

Way forward

Medical Education Commission (MEC) will replicate the learnings and integrate competencies-based curricula across all courses in pre-service education for all medical, nursing and midwifery academic institutions.



¹ National Population and Housing Census 2021, National Report, Volume 01 <https://censusnepal.cbs.gov.np/results/downloads/national> | ² Ibid. | ³ Ibid. | ⁴ Nepal Demographic and Health Survey (NDHS) 2022 | ⁵ Ibid. | ⁶ Ibid. | ⁷ Ibid. | ⁸ Ibid. | ⁹ Ibid. | ¹⁰ Nepal Demographic and Health Survey (NDHS) 2016/ <https://www.dhsprogram.com/pubs/pdf/fr336/fr336.pdf> | ¹¹ Ibid. | ¹² Nepal Demographic and Health Survey (NDHS) 2022 | ¹³ Ibid. | ¹⁴ Nepal Demographic and Health Survey (NDHS) 2016/ <https://www.dhsprogram.com/pubs/pdf/fr336/fr336.pdf> | ¹⁵ Ibid. | ¹⁶ Nepal Medical Council 2022/ <https://www.nmc.org.np/> | ¹⁷ Nepal Nursing Council 2022/ <https://nnc.org.np/pages/publication/detail.php?type=J> | ¹⁸ Ibid. | ¹⁹ Ibid.

