



RIGHT HERE
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A Study on Experiences of out of school children regarding Comprehensive Sexuality Education in Nepal

2018

This study was conducted with technical support of Right Here Right Now Nepal platform, which is a strategic partnership between ten likeminded youth led and youth serving organizations, that are advocating for enhanced experience of young people on sexual and reproductive health, focused on three thematic areas - provision of age appropriate comprehensive sexuality education, legalization of same sex marriage and provision of stigma free youth friendly safe abortion services.

Visible Impact, which is a partner organization of Right Here Right Now, is a young women led organization that aims to bring visible impact on the lives of every women, every girls and every youth by unleashing the social and economic leadership of girls, women and youth through beneficiary-partnered innovative interventions.

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The Research Team

Executive Summary

Introduction

Comprehensive Sexuality Education (CSE) is a rights-based approach that seeks 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. CSE has been able to contribute to the lives of in-school children after CSE was introduced as mandatory subject in 2003, but the need of CSE among out of school children has been largely understudied and under addressed in Nepal. The main objective of the study was to generate evidence regarding access to comprehensive sexuality education among out of school children in three representative districts of Nepal: Mugu, Sindhuli and Sunsari.

Methodology

This study used a descriptive cross sectional study design with more focus on qualitative plot. Two Focus group discussions (FGD) in each district - one with male and one with female was conducted among 82 out of school children aged 16-30 years, using FGD guidelines validated through a tools development workshop. Key Informant Interview with District Education Office (DEO) and The Council for Technical Education and Vocational Training (CTEVT) were done. FGDs were audio recorded, transcribed and analyzed thematically, maintaining standard research ethics.

Results

The reason for drop out: 35% of the dropouts were due to household responsibilities, 33% dropped out due to marriage, 45% of the drop outs were because of poverty and 10% dropped out of school because they were not able to understand in class.

The importance of CSE for out of school young people: Some of the challenge faced by young people due to lack of CSE, which highlight the importance of CSE are: Early marriage, which led to incorrect decisions regarding family structure and values; Incorrect information about family planning; and lack of healthy discussion between couples that led to imbalanced decision and frustrations.

Access to source of Information: Children who never went to school or dropped out before class six when CSE was formally taught have limited learning opportunities for CSE. Government programs that targeted girls in the past, is discontinued now. Mother and sisters are the most desired source of information for young girls while elderly and educated friends for young boys.

Designing CSE programs for out of school children: The preferred time to conduct CSE session among out of school children differed according to context. Male preferred morning or evening while female preferred day time. The children are not willing to commit to sessions longer than 6 months and preferred mixed pedagogy of written form and pictorial form.

Recommendation

The status of CSE among out of school children is largely understudied, and so this study recommends further research on the issue using longitudinal approach. Also, the government should immediately formulate policies and program that address CSE need of out of school children.

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Chapter 1: Introduction

1.1 Background of the study

Comprehensive Sexuality Education (CSE) emphasizes on a holistic approach to human development and sexuality. International Planned Parenthood Federation (IPPF) defines Comprehensive Sexuality Education as “A rights-based approach that seeks 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”.¹ United Nations Educational, Scientific and Cultural Organization (UNESCO) similarly defines sexuality education as an “age-appropriate approach to teaching about sexuality and relationships by providing scientifically accurate, realistic, non-judgmental information”.² Comprehensive Sexuality Education allows young people to make informed decisions about their sexuality and lifestyle. It enables young people to protect their health, well-being and dignity and helps to develop positive norms about themselves.³ Research points to the fact that CSE can effectively delay sex among young people, even as it increases condom and overall contraceptive use among sexually active youth. Scholarly research during the last two decades has also shown that sexuality education does not increase rates of sexual activity among teenagers, but does increase knowledge about sexual behavior and its consequences.⁴

Nepal being a signatory of the International Conference on Population and Development (ICPD), has also endorsed the ICPD beyond 2014 review document, where the need for CSE was highlighted. Also, Nepal is one of the countries in South Asia, where CSE has been introduced formally in the school curriculum training in a meaningful way, leading to achievements in enhancing young people's health. The quality, extent and geographic coverage of CSE have been expanded both by the operations of individual agencies and collaborations between various agencies, such as the Ministry of Education and non-governmental organizations, since it was initially integrated into school curriculum as mandatory subject in 2003.

However, the challenges that young people who go to school face to access information regarding CSE is still various, such as skipping the chapters altogether or teaching only in parts by the teachers, inadequate capacity of the teachers to deliver lessons, lack of monitoring mechanisms, inability to understand where or how to find answers in case of curiosity by students, curbing of discussing such topics at home, etc. While the school going students still have an opportunity to obtain this information at schools, the experience of children who never go to school or drop out has been largely under studied. It is not difficult to guess that it is even more difficult for them because young people receive a range of conflicting and confusing messages about sexuality and gender through diverse sources¹ that might hamper their life skills, as every young person will one day have life-changing decisions to make about their sexual and reproductive health.

There exists limited information about the size of drop out students, but no studies, policies, or programs were found to have addressed the need of CSE among out of school children in Nepal, during the desk review of this study, which depicts the magnitude of the problem.

According to a flash report 2012-2013 published by the Ministry of Education, only 69.4 percent of the students enrolled in grade 1 make it to grade 8.⁵ According to the Nepal Living Standard Survey (NLSS) 2010/2011, the percentage of population aged 6 years and above

that never attended school is a staggering 34 percent.⁶ According to the Nepal Government's Flash Report, 2011/12 shows that the total percentage of dropouts in primary (Grade 1-5), lower secondary (Grade 6-8) and secondary (Grade 9-10) level are 26%, 6.5% and 6.9% respectively. The overall dropout reveals that around 40% of the children leave the school during various levels of schooling. Only less than ten out of 100 children of school going age enter higher education. The situation is even worse in community based schools and in the schools of Terai Region.⁷ This leaves a huge percentage of out of school children, who have been deprived of all kinds of formal education including, comprehensive sexuality education.

As such, the young people who do drop out of schools before CSE is formally introduced in class 6, might lack knowledge and information about life skills such as how to engage in safe and respectful sexual behavior, menstrual hygiene management, how to protect themselves from pregnancy and infection, and make informed choices about sex and relationships. When out of school young people are equipped with accurate and relevant information, when they have developed skills in decision-making, negotiation, communication and critical thinking, they are better able to:

- Take advantage of educational and other opportunities that will impact their lifelong wellbeing;
- Avoid unwanted pregnancies and unsafe abortions;
- Improve their sexual and reproductive health and protect themselves against STIs including HIV;
- Understand and question social norms and practices concerning sexuality, gender and relationships and contribute positively to society; and
- Be better equipped to face other challenges in life, especially during the transition period from childhood to adulthood¹.

Thus, it is necessary to study the experiences of young out of school children regarding the need of sexuality education in order to generate recommendations for policy and national strategies on CSE provision.

1.2 Objectives of the study

Right Here Right Now Nepal has taken its long term advocacy objective: “CSE curriculum for in and out of school young people and trainers are implemented effectively with adequate budget allocation and proper monitoring mechanisms by the Ministry of Education (MoE) by 2020.”

To gather evidence for this advocacy need, desk review was conducted, that lead to very little information about CSE among out of school children. Hence the need for field based research was identified and this research was conducted. This study was conducted to generate evidence and baseline information regarding access to comprehensive sexuality education among out of school children.

The objective of this study is:

- To generate baseline information regarding the access of out of school regarding comprehensive sexuality education.
- To provide evidence to advocate for providing CSE to out of school children
- To provide recommendation to policy makers to design appropriate CSE sessions for out of school children.

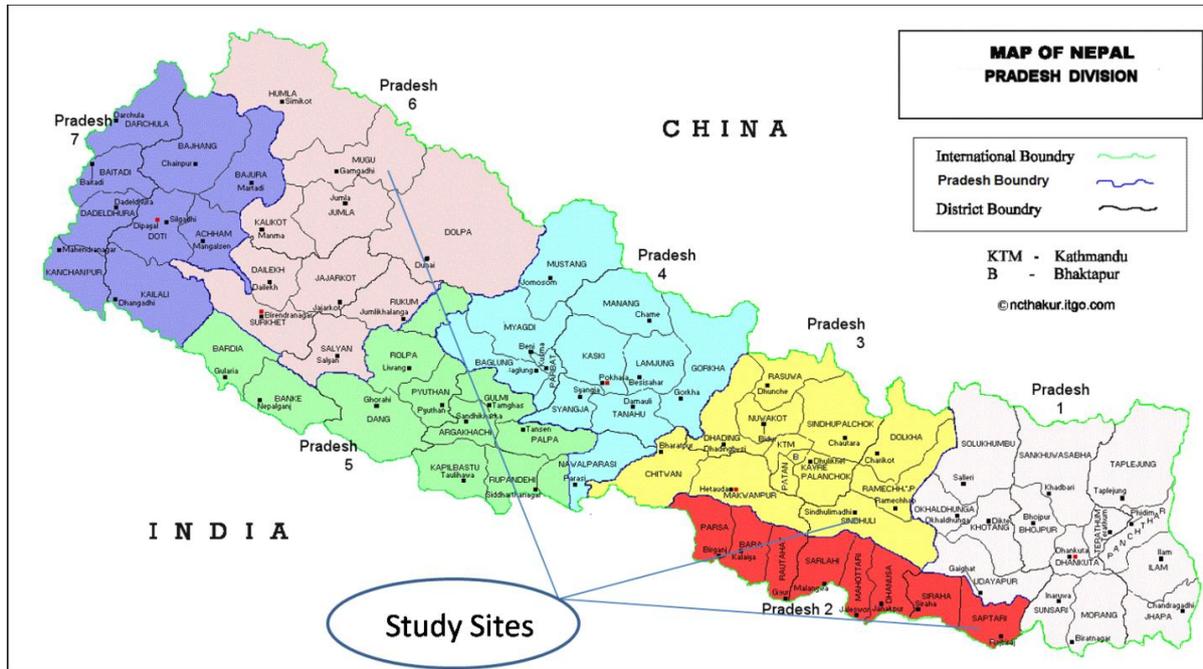
Chapter 2: Methodology

2.1 Study Design

This was a qualitative study for gaining deeper understanding on the experiences of out of school children on the experiences relating to comprehensive sexuality education. The study adopted descriptive cross sectional method.

2.2 Study Area

Picture 1 Geographical Map of Nepal (Source: Google Image)



The study took place in three districts of Nepal: Mugu from province 6, Sindhuli from province 3 and Sunsari from province 2. Three districts from three regions of Nepal, i.e., Himalayan, Hilly and Terai region were taken as the study area for making the study more generalizable. Also, the districts were selected to include urban (Sunsari), semi urban (Sindhuli) and rural (Mugu) districts.

2.3 Study Population

The study was conducted among male and female participants aged 16-25 years who were dropped out of the school or could not continue their education due to various reasons. An average of 30 out of school children were engaged in the focus group discussion in each district, around 50% of them being female. The participants were selected by our coordination team at each respective districts through different community youth networks, and to respondents from various backgrounds

2.4 Data collection methods

Data was collected through participatory Focus Group Discussions (FGD). Separate focus group discussions were conducted with the male and female participants in each district respectively. The focus group discussion took place at school, home and institutional hall as per the favorable situation of the study participants. The FGDs were conducted in Nepali language and was translated by the local mobilizer as per the necessity (eg: *maithili in musahar community of Sunsari*). The FGDs took almost 45 to 60 minutes each and were conducted by two female researchers. All the discussions were tape recorded alongside taking

short notes as the discussion progressed. A few individual interviews were also undertaken in order to obtain additional information.

2.5 Data management and analysis:

The data was obtained from the tape recording of the interview as well as from researcher's note which was taken during the FGDs observing participant's verbal and non-verbal interactions. The collected data was then transcribed and the transcribed information was grouped under three thematic area based on the research tools.



Picture 2 FGD with out of School boys of Mugu



Picture 3 FGD with out of school girls of Sindhuli

2.6 Validity and Reliability of tools

The FGD guidelines were validated through the tools development workshop with Right Here Right Now (RHRN) platform members. All the comments and feedbacks received were adopted in the FGD guidelines. Clear instructions were given to the participants before starting the FGDs and the audio recorder was regularly calibrated. Adequate literature reviews were done.

2.7 Ethical considerations

Before starting FGDs, informed written consent was obtained from each participant. Before signing the consent form, detailed information was given to the participants. They were also assured of privacy and confidentiality and that the information collected would only be accessible to the research team. The discussion only took place after the participants signed the consent form. Participation was completely voluntary. Special attention was given to issues of consent for photo and video documentation.



Picture 4 Tools validation workshop with RHRN Platform members

2.8 Limitations of the study

The study used singular method (FGD only) and does not allow the researcher to triangulate the information from the other sources. This was because sparse information is only available regarding CSE among out of school children.

Chapter 3: Results

The result section has presented the collected data on three broad themes:

3.1 The reason for drop out

One of the main research questions was to identify the reason for drop out, so that it will be easier to identify strategies to prevent drop out or design programs to prevent drop out in the first place. In the study it was observed that the results for drop out varied very much, and the main ones being:

- 35% of the dropouts were due to household responsibilities, which majorly meant that the parents or other elder people in the family passed away and the responsibility to run the house came onto the shoulder of that person.
- 33% dropped out due to marriage, especially for girls as they were expected to migrate to their husbands place and would soon be into household chores only.
- 45% of the drop outs were because of poverty, meaning that the family needed extra hands to earn for the family. This trend was observed mostly in the Terai region.
- 10% dropped out of school because they were not able to learn, meaning they felt that they were not being able to understand in class and failed multiple times.

[These percentages of dropouts are not derived quantitatively but from the responses (including gestures) of the participants and multiple, overlapping responses were received from the participants]

Case study

Nirmal Jung Shahi, 20 years, left his school at class 7. His mom left him when he was just 6 years old, and because there were only three brothers in the family, two of them younger than him, the responsibility to serve his family came on the shoulder of Nirmal. Though he started taking the responsibility quite early, he was able to study till class 7 because of improved provision for preventing drop out among students of Karnali region. But when he knew that he has to appear for board exams in class 8, he decided to leave education.

Nirmal got married 3 years later at the age of 16 years, and had to face problems like not being able to communicate about sexual relationship or family planning with his wife, was not clear about various methods of family planning and didn't know if his wife find sexual relationship as pleasurable as him. If he needed any information, his friends would be his main source of information.

Now that he has been married for almost 8 years and knows many things by doing, he laughs that much of the information he had earlier were myth.

Furthermore, in the absence of any vocational training or other provision for CSE for out of school children, Nirmal has to struggle to receive correct and adequate information even today.

3.2 The importance of CSE for out of school young people

The respondents at all the FGDs expressed the same thing - that the challenges faced due to lack of education are much larger than due to lack of CSE. Due to lack of understanding about various components of CSE or what CSE means, the respondents were not able to explain or identify clearly what they were missing by not attending CSE in school. (Note: the researcher used words like use of contraceptives, anatomy and physiology of reproductive organs etc. rather than asking them about CSE, as the term CSE was not recognized by the community). They do not have proper understanding of the importance of learning CSE in

schools, in fact, they do not believe that something like SRHR which is a part of daily life, can be taught in school.

“I would be so shy if this was taught in schools, I don’t understand how people can learn that in classroom alongside other boys of the class” shared a young girl of Sindhuli.

The researcher had a tough time probing and extracting information from the respondents, as they were unfamiliar and uncomfortable talking about it. Using techniques like empathetic probing and appreciative enquiry, some respondents were able to share some of the challenges faced by young people due to lack of CSE, which were:

- Early marriage, which led to incorrect decisions regarding family structure and values. Almost all the people interviewed have married before 18 years of age.
- Incorrect information about family planning. Most of the respondents who have been married for more than 5 years still do not know about various means of family planning and their importance. In Mugu and Sindhuli, misunderstandings about family planning devices were rampant, that resulted in distrust to use it.
- Lack of healthy discussion between couples regarding their preference, pleasure and means to run the family that led to imbalanced decision and frustrations.

Case study

Ram Bikram Shahi of Mugu dropped out of school at class 3. He was not able to receive CSE in school and later relied on friends for information. He was not aware how harmful it is for a woman to stay in cowshed after delivery but because his parents said so, he had to put his wife in the cowshed when she was delivering their first baby. When he entered the cowshed his hands were swollen due to insect bite, the floors were very cold and untidy. Till he realized that it was not a good decision to keep his wife in the cowshed, it was too late. His wife, due to extreme cold and pain in the shed, had given up her life. Ram laments that if he had received information regarding taking care post-delivery earlier at school or outside, he would have been able to save his wife.

Towards the end of the discussion, saturation was reached at the statement - It would have been better if they get the information regarding how to manage it before it happens *“bhognu agadinai k ho kaso ho bhanne kura prasta hunthyo”*

Lack of learning opportunities

There used to be *Chelibeti education program* (Women education program) in the past conducted by the government, that provided learning opportunities for out of school married girls, but that has been discontinued now. No other programs that provide learning opportunities for SRHR for out of school children were found to exist in the three areas of research.

Hence, the main source of information for these young people are their parents and family – mothers and sisters were the most desired source of information for young girls while elderly and educated friends were the desired source of information for young boys. Sometimes, they also received some information from non-governmental organizations who conducted awareness program and female community health volunteers.

Access to source of information

The out of school children do realize that they do not have adequate information regarding SRHR when compared with their friends who go to school. *“They are more educated, and can read informative materials. They are taught these issues in schools, and can ask their teachers. They can gain information through internet themselves, without the help of others.*

Even if they have any queries, they are more confident than us to ask such questions, while we always need support from others to gain information about SRHR. These educated friends are our source of information, shared a young boy of Sindhuli, who had dropped out of school at the age of 12”

Similarly, a young girl of Mugu shared *“I have discomforts during menstruation, and sleeping in Chaugoth(cowsheds) during menstruation is painful for me, but I am shy to share this with my family members. I feel that this is a wrong tradition, but I am not sure as I do not go to school. If I would have continued my education, I would have definitely known more and could discuss about this in my home”*. She dropped out of school at the age of 12 because of household responsibility.

3.3 Designing CSE programs for out of school children

This research also tried to identify some of the important attributes to consider should the Government or civil society want to design CSE sessions for out of school children. The respondents highlighted on three areas:

Timing:

In regards to what time would be best to administer this type of education, there was varied responses, depending mostly on the season, the ecological region and the gender of the respondents. For instance, young men/boys of Mugu would prefer it one time daily, either in the morning or the evening, while the women want it in the day time when they are relatively free from the household chores.

Duration

Almost all the respondents said that they are not sure how long the course should be and are willing to take up any standard timing suggested. However, they also said that anything that is longer than six months cannot be committed.

Medium

Almost all the respondents recommended a mixed pedagogy of teaching that includes both written form (targeting those who can read and write) and pictorial medium (for those who can't read and write)

3.4 Existing programs of the Government to address out of school children

In an attempt to understand how CSE is being addressed for out of school children, the research team visited relevant government offices, but no significant information could be achieved. In line with the interview with Mr. Devi Ranjan Humagain, Vice District Education Officer of Kathmandu district, shared that District Education Office organizes door to door program at the start of the academic year to encourage students to take admission in school, but there are no any learning provisions for children who decide to drop out. However he agrees that information about CSE to the out of school children would have helped them to tackle various life challenges they face regarding their sexuality and in decision making.

Chapter 4: Conclusion and Recommendation

Out of school children are being deprived of the essential sexuality education that in-school children are being benefitted with. This leads to the huge differences in knowledge and ability to take life decisions between in school and out of school children in all probable phases of life. From tackling with the minor dilemma to taking some major life decisions, CSE plays a significant role and hence, contributes in defining the present as well as in shaping the future. However, the current opportunities and programs conducted by the government or development sector has overlooked the importance of CSE for out of school children, with very limited understanding of the situation, need and approaches to addressing it.

The study revealed that there is a need to provide CSE for out of school children with equal priority, if the nation wants to improve on some key indicators such as unmet need for family planning, reducing early marriages, reducing adolescent birth rates, maternal and infant mortality rates, as these have often been linked with uneducated band of population.

Hence the following recommendation has been provided:

- The civil society should expand its research horizon to reach out of school children as well, so that there is a better understanding of the magnitude of the problem and strategies to resolve them. This study also recommends further research on the issue, by conducting individual interviews and case studies, using longitudinal approach.
- The government should immediately formulate policies and program that address CSE need of out of school children. Some of the parameters would be - conducting it during the day for girls, and morning and evening for boys; that is not more than 6 months; and that uses both pictorial and lecture method of teaching.

ANNEX

1. Research tools

Tool 1A: FGD with out of school children [Perform it on boys and girls in separate groups]

Preparation for the discussion

Number: 8-10 per group

Age group: 16-19 years

Have dropped out less than 5 years ago in primary level

Gender: All female

Organizer:

Interviewer: 1 Nos.

Rapporteur: 1 Nos.

Logistics:

Venue: Any safe space in the community [Eg: community hall]

Time: 1.5 hours, preferably after 3 pm

Snacks: Arrange tea and cookies for the participants

Materials required:

Notebook to take notes, Pen, FGD guideline, Loose sheets for each participant, Voice Recorder, Camera, Tripod, Spare batteries, sticky notes, consent form, registration form

Before the FGD

- Request the partner organization at the district to coordinate appropriate participants and the venue.
- Inform the participants about the time and venue at least 2 days in advance. Convey well to them that they do not need any preparation for the discussion.

Conducting the discussion

- In the beginning, warm up and build rapport with the participants. Help them get acclimatized to the setting.
- Introduce the facilitator and the note taker.
- Explain about the purpose of the discussion and mention clearly about the confidentiality of the discussion.
- Also convey properly that this participation is completely voluntary, they do not need to answer all the questions if they don't want to and can leave the discussion whenever they want.
- Set some basic ground rules such as respect for each other and safe space
- If you plan to do the introduction of the participants, do not record it on the recorder. Give a code to each contestant on a sticky note and record the code only.
- Get verbal or written consent from the participants to record the discussion.
- If you are planning to take pictures, obtain permission from the participants.

Use terminologies such as gender, health and development, family planning etc. to explain about CSE because the children might not understand the word

1. Did you ever go to school? At what age did you drop out? What were the reasons for your dropout?

(Probe: Identify traits of students who drop out. Eg: age, class, social background, marital status etc.)

2. What are you currently doing? Are you receiving any alternative methods of learning? [Informal education, tailoring training, parlor training etc.]
3. Have you received any information on sexuality education? (Probe: puberty, Sex and gender, health and rights etc.?)
 - a. If yes,
 - i. Where do you receive such information?
 - ii. Who provides them?
 - iii. How frequently do you receive them?
 - b. If no, how do you receive information about sexuality?
4. Have you faced any challenge due to lack of adequate information? (Probe: Changes in the body, Contraception and unwanted pregnancy, safe abortion, STD and HIV, negotiation with partner, sexual violence, etc.)
5. Do you think better information about CSE would have enabled you to tackle these challenges?
6. If there is a program on CSE for out of school children, how likely are you to participate?
7. What are some of the things that you would like to see in the program? Probe:
 - a. Timing
 - b. Location
 - c. Duration
 - d. Any particular topics
 - e. Medium (training/workshop/others) / Written or reading
 - f. Integrate it with current vocational education

Tool 1B

Key informant interview with experts [Non formal education board, CTEVT, Department of Education, GATE/ UNICEF, CSOs such as FPAN, Room to Read Nepal, Himalayan Children Charity, CWIN etc.)

Name of the expert

Position

Date

1. What are the current provisions of learning for out of school children?
2. Is there any particular CSE learning opportunity for them?
3. If yes, how can they be strengthened? What are the current challenges with the existing program?
4. Do you think information about CSE would have enabled out of school children to tackle these challenges?
5. If no, what can be done? What can be the advocacy areas?

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