

Final Report

submitted to

UNDP-ESP

on

Capacity Development on Civic Education and Community Learning Center Management

Submitted by:

Name of the Organization: Shikharapur Community Learning Center (SCLC)

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*Empowered lives.
Resilient nations.*

1. Introduction

1.1. Background & Rationale

The UNDP Electoral Support Project (UNDP/ESP) has been supporting the Election Commission, Nepal (ECN) to disseminate electoral and voter education on the grounds from 2008. During the election period, ECN conducts massive voter education via different mediums. The reports, including the election review report, after the completion of all three tiers of elections in 2017 endorsed the need for continuous civic and voter education to the citizens. The reports similarly endorsed that the ECN can use formal as well as non-formal training channels for continuous civic and voter education. On this basis, ECN called for the coordination of non-formal education through government establishments and different stakeholders in its upcoming Third Five-Year Strategic Plan. In order to achieve this, Community Learning Centres (CLCs) have been identified as one of the mediums. These CLCs are under the supervision of the Centre for Education and Human Resource Development (CEHRD) of the Ministry of Education, Science and Technology (MOEST).

On the basis of the vision of ECN, ESP and UNESCO designed this programme to test whether CLC facilitators can be potential dedicated social mobilizers on disseminating voter education content at local levels. In order to conduct such a capacity enhancement programme for the CLCs, ESP called for request for quotation (RFQ). Following the competitive RFQ process, a letter of agreement (LOA) was signed between ESP and Shikharapur Community Learning Center (SCLC) to help conduct a three-day workshop in 9 places (Sankhuwasabha, Panchthar,

Dang, Baglung, Mohattari, Dhangadi, Humla, Kaski, Sunsari). ESP selected these places because by elections were taking place for the post HOR, PA and Mayor as well deputy mayor positions in these places. However, programme at Dhangadi was earlier planned for Doti but due to transportation and other facilities it was shifted. As CLCs are a formal government entity and are independent of any political affiliation, it emerged as a suitable partner for the implementation of the project.

ESP organized several meetings with stakeholders, funding partners and possible implementing partners to bring the best output and to get the best partner to implement the project. ESP did micro assessment of Shikharapur CLC, empowered it and also worked in collaboration with UNESCO Kathmandu to give the contract to SCLC.

About Community Learning Centers (CLCs)

"A community Learning Center is a local education institute outside the formal education system, for villages or urban areas, usually set up and managed by local people to provide various learning opportunities for community development and improvement of people's quality of life."¹ The definition has important implications. Learning Centres play a key role in personal and societal development. "A community learning centre is a resource centre that provides information and lifelong learning activities for everyone in the community in order to strengthen that community. This centre is organized by the community and for the community itself. Therefore, it belongs to community, organized by a community and for the benefit of a community".² However, under new federal structure, clcs are under local level government.

¹ UNESCO Annual Report, 1999

² CLC Manual, UNESCO Bangkok, APPEAL

Lifelong Learning includes educational concepts, like adult education, training, continuing education, permanent education and other terms that relate to learning beyond the formal educational system. The ability to pass this knowledge and skills on from one person to another is very important as it keeps the learning cycle in motion and makes it 'lifelong'.

CLCs are those organizations established by and for the community. In Nepal, CLCs are registered in the former Non-Formal Education Centre (NFEC) and the current Centre for Education and Human Resource Development (CEHRD) and focuses on education for those who are out of school. NFEC has designed it as a centre where community people can meet and share their knowledge. Although the main target of CLC is to address the need of illiterate people, bring them into mainstream education and awaring people who are in dilemma and not aware about their own capabilities. CLCs are flexible to work in community. The main vision of CLC is to work for the holistic development of the area it is established in.

Community Learning Centres have the following characteristics:

- They cater to lifelong learning;
- They reach out to the community;
- They promote the development of a community;
- Their programmes are responsive to and reflective of the needs and aspirations of members of the community;
- They draw their mandate from the community and serve the community (UNESCO, Literacy Watch Bulletin No. 9, 1999).

These ideas are summarized in the figure below, which contrasts with a formal education institution such as a school with a typical Learning Center.

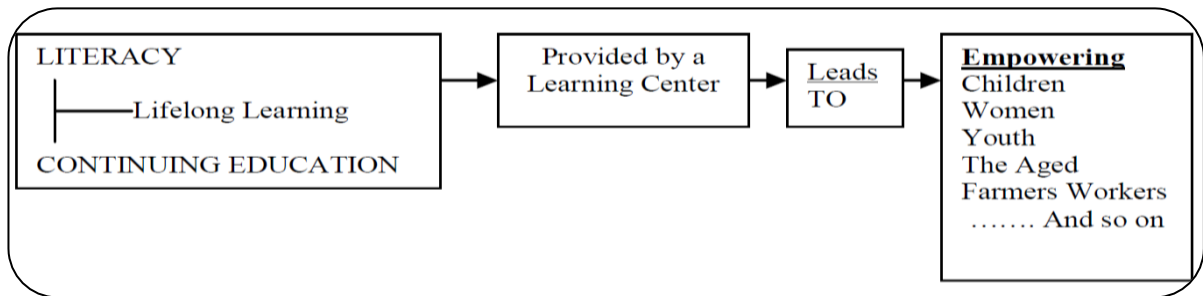


Figure: UNESCO, Literacy Watch Bulletin No. 9, 1999

The CLC could function as the venue for education and training activities, for community information and resource services, for community development, coordination and networking. The main idea is that a CLC is a revolving mechanism, which aims at empowerment, social transformation and quality of life through lifelong learning, resource mobilization and social action. The activities should be flexible, participatory and allow for leadership to emerge from any member of the community, while support mechanisms are also made available through strengthened coordination, networking and partnership.

General Function of the Community Learning Centres are listed below:

Learning Centres Provide Venue for Learning and Development as follows:

I. EDUCATION AND TRAINING

- a. Provision of education and training activities for the community.
- b. Training of NFE and Community Education Personnel.

II. COMMUNITY INFORMATION AND DISSEMINATION OF RESOURCES

- a. Community information an
- b. d resource services.
- c. Advisory and counselling services.

III. COMMUNITY DEVELOPMENT

- a. General community activities
- b. Community development projects.
- c. Future visioning.

IV. CO-ORDINATION AND NETWORKING

- a. Provision of linkages between GOs and NGOs.
- b. Promotion of lifelong learning.

(UNESCO, Literacy Watch Bulletin No. 9, 1999)

About Shikharapur CLC

Shikharapur CLC is working on a variety of educational sub-sectors such as non-formal, formal, and informal education, focusing on skill development, and community health in the Southern region of Kathmandu. Since the establishment, it has continuously been working for literacy development, post literacy, adult learning, education, school drop outs, and open schooling,. From the very beginning, educational line agencies of the Nepal Government such as the Ministry of Education, Nepal National Commission for UNESCO, Department of Education, District Education Office, and the Non-Formal Education Centre (NFEC) have been taking the Centre as a place for implementing new ideas and transferring them to communities. We proudly say that the open school and flexible schooling programmes have also been piloted in Pharping at the first stage. Now, it has been developed as a full-fledged package which is being implemented in many districts. Shikharapur CLC has a wide range of programmes in the community. It has been mobilizing women's groups, income generation groups, farmers groups, and also including the participants of literacy and other alternative schooling programmes. Therefore, hundreds of families are supported directly and indirectly by CLC related activities and initiatives. To uplift the quality of life of the people in the community, the Centre has planned to work in 4 major areas which are as follows:

1. Community education
2. Community health
3. Community based employment

4. Community development

1.2. Objectives

- a. To educate and inform the CLC about the electoral process and electoral rights.
- b. To support the ECN in empowering the CLC, who were proposed to act as social mobilizers (voter education volunteers) for the by-elections.
- c. Enhance knowledge and capacity on electoral education of the CLC members as most of them are eligible citizens to be voters.
- d. Mobilize CLC members in the community for continuous and wider election education and civic rights.

2. Key Achievements

SCLC has taken this project as a big opportunity to exchange ideas among CLC from 31 districts. Almost 300 CLC were involved in the process of civic education and CLC management development. Taking this opportunity as an important one, SCLC sought to build an honest relation with all stakeholders including partners. Therefore, SCLC organized prior meetings with the district line agencies including, District Education Unit, District Election Office, District Administration Offices, and some local active CLCs for the arranging different tasks during the workshops. The prior meetings helped the stakeholders take ownership and they loved to be part of the events and it helped the CLCs to complete all programmes successfully. Moreover, the frequent communication with the stakeholders, partners made it easy for instant instructions and suggestions. During workshops, partners, stakeholders, participants, CLCs and even local government authorities got ample opportunities to share their views and also help each and every process of workshops.

2.1 Outputs: Try to quantify the outputs as follows:

Detailed Data					
Cluster	Districts	Total CLCs	Total Participants	Male	Female
Sunsari	3	22	38	21	17
Mahottari	6	66	79	50	29
Baglung	2	28	30	7	23
Panchthar	1	25	28	12	16
Dang	7	52	81	31	46
Kaski	4	42	49	11	38
Dhangadhi	6	15	45	19	27
Sankhuwasabha	1	18	21	10	11
Humla	1	30	30	12	18
Total		298	398	173	225
Target	31	295	436	Male 43%	Female 57%

A total of 398 people were reached through this programme, and our target was 436. The main aim of this programme was to reach a maximum number of female participants and we were able to do so. The number of female participants were higher than that of male participants. In total 225 female were involved in this programme, and 173 males. One reason for this may be because the female participants were given more priority during the communication of the programme, and SCLC had requested the CLC personnel to send females as a priority. The fact that nearly all the CLC facilitators are female also made it easy to attract female participants.

- **Target Vs Achievement (participants with gender balance, location/clusters etc.)**

The target was to conduct the programme in 9 clusters, including 31 districts covering 295 CLCs. However, we were able to reach 298 CLCs. There were a total of 398

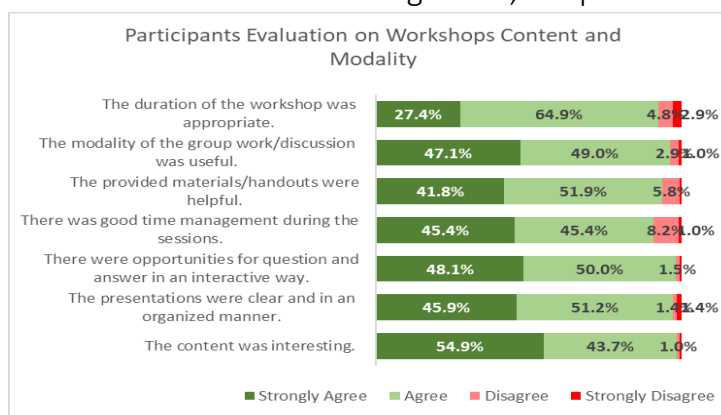
participants involved in the programme, whereas our target was to have 436 participants. We achieved 90% in participants attendance. Because of the communication problem from the district line agencies and some geographical issues, there were less participants in some districts. In some cases like in Mahottari, many CLCs are not active. So there were less number of participants in those areas, which thereby meant that there were less participants than anticipated across the events.

- ***Details of resource materials/other products developed***

Agenda was finalised based on the discussion with ESP, UNESCO, CEHRD, Shikaharapur and the presentations on their respective topics were prepared by related organisations. These presentations can be used in the future capacity building activities. Link to presentations is provided in annex.

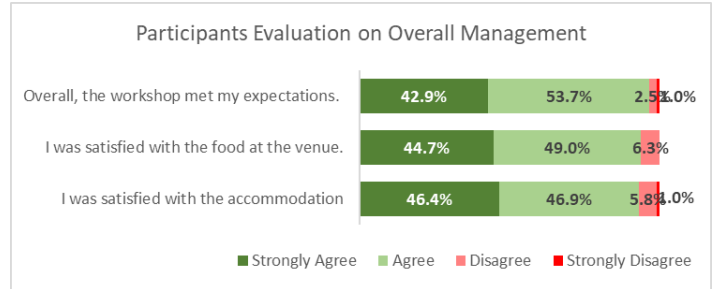
2.2 Overall Evaluation from all programmes:

Out of 398 participants, 212 filled the evaluation forms. Among them, 95 per cent reported satisfaction (46% strongly agreed and 49% agreed) with the programmes. The remaining 5 per cent were not satisfied with the programmes and most of them showed their dissatisfaction towards the duration of the workshop and suggested to increase the duration of the programme considering the content.

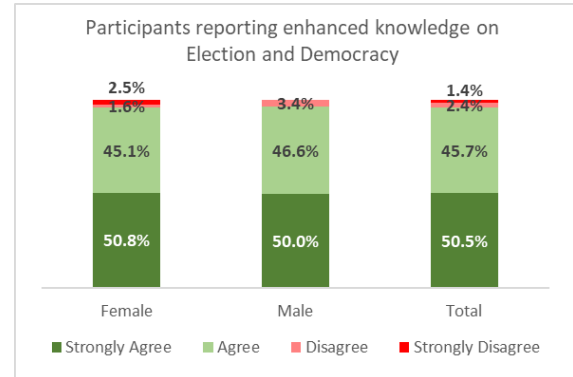


The participants rated different aspects of the training content and the modality which is presented in the adjacent figure.

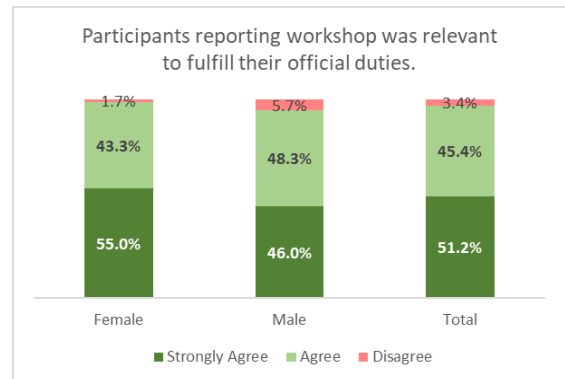
Most of the participants stated that the workshops met their expectations. Almost all of them were satisfied with the programme venue and accommodation provided.



Most of the participants reported that workshops enhanced their knowledge on elections and democracy. Very few (4%) didn't agree that workshops enhanced their knowledge. Strikingly, 2.5% women strongly disagreed with the statement and most of them were the participants from Dhangadhi, Kailali.

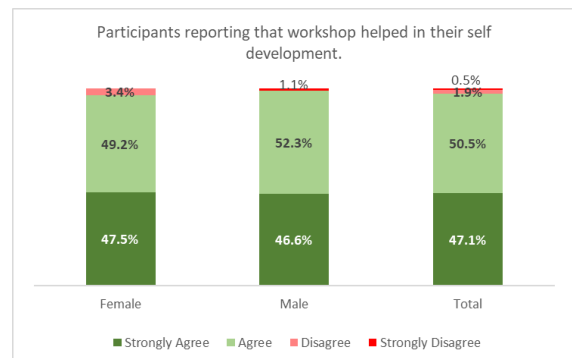


All of the participants were CLC members and facilitators, and the workshop content was focused on their roles/responsibilities along with civic and voter education. Participants were asked whether the workshops were relevant to fulfill their official duties. Most of



the participants agreed that workshops were relevant and few 3.4% disagreed among them 5.7 were male and 1.7 were female.

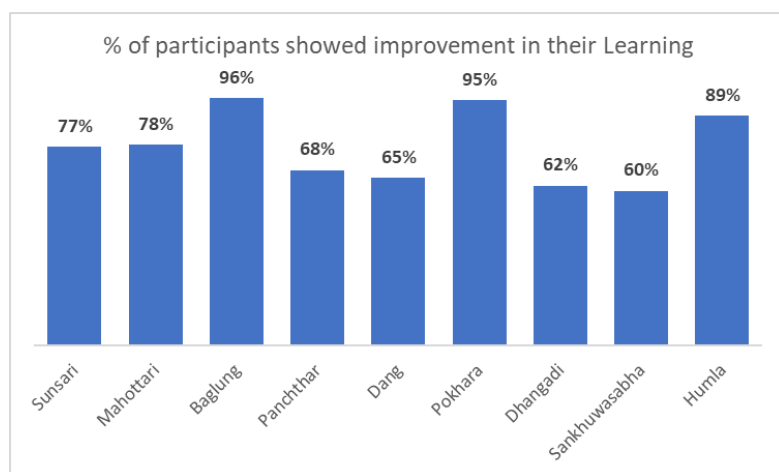
Almost all of the participants reported that workshops helped in their self development whereas, very minimal (around 2%) disagreed with the statement and most of them were female participants from Humla.



There are different findings from different clusters because of difference in availability of good hotels, level of participants, response of participants, and number of participants etc. In the Dhangadhi Cluster, many participants were satisfied with the workshop because there the CLCs are active and the workshop environment is also good with active participation, resource persons, hotel management etc. In the Pokhara Cluster, the response was quite good because we were able to create a good environment with all the stakeholders including local government. They had straightforward instructions for the CLCs in the opening ceremony which really helped us to manage the workshop in a good manner. Further it created good impact among the participants and increased the rate of response.

Overall Participants' Learning

The adjacent diagram shows the overall percentage of participants showing improvement in post-test. Baglung had the highest with 96% of the participants showing improvement in the post test learning. This is



because of the better management of workshop and a smaller number of participants. Almost all of the participants were from Baglung, except one from Gulmi. This kind of participation also creates a good learning environment, because the participants are familiar with one another and better interaction takes place during workshop. Sankhuwasabha showed the least percentage of learning improvement (60%). This is because of the education level of the participants. In the Pokhara cluster, the participants understanding is very high, the stakeholders and the district line agencies orientation to the CLCs is also clear and these two bodies have very close relation with

each other because of which it is easy to coordinate.

3. Best Practices

3.1 Partnership/Coordination

This project itself is a model of partnership. The partnership with UNDP/ESP, UNESCO, Election Commission, Nepal and CEHRD is unique in itself. Different stakeholders with different development objectives came together for a common agenda to work and enhance the role of CLCs in Nepal. It further made the implementation at the district level very easy. The presence of the Chief Election Commissioner in two districts, Kaski and Sankhuwasabha, made the programme more valuable.

Partnership and Coordination are equally important for success of any events. Our programme modality is was complex since we needed resource persons with different skill-sets. To gather them time itself was a challenge. Therefore, the partnership and coordination we had with the government agencies, Non-Government Organisations, local bodies was a best practice. In each district we were able to include different stakeholders, make them feel the essence of the event, and also encourage them think about the sustainability of the work we did. In the Sunsari Cluster, the District Election Officers (DEO) from Khotang and Sunsari were present, other stakeholders like representative from the government's CEHRD (Central Office), were also present. This reflected the strong partnership and coordination demonstrated by the Community Learning Centres. In the Kaski Cluster and Dang Cluster, the local government like municipality, ward level, DEOs, education offices, even civil society members were present. This is taken as good symbol of partnership. In Humla, Sankuwasabha and Panchthar, the event was fully supported and managed with the support of the District Education Unit and District Election Office. In many events the stakeholders were responsible for the sessions, so their involvement was crucial and worthy. Here are few highlights:

- Importance of coordination, communication
- Importance of time
- Value of ownership for stakeholders and beneficiaries
- Usage of information technology and online discussion forum

3.2 Overall Programme Implementation

We were able to organize all the events in time, with the expected participation of stakeholders, resource persons, and participants. We can say that the overall programme implementation is itself our best practice. This is because of the devotion of the team members, coordinators, UNDP ESP Staffs' proper guidance and support from the government. With good coordination and communication, we were able to complete the workshops in all clusters in the given time frame, despite the fact that there were many workshops to be completed in short time span of time. Here are few points to highlight about the overall implementation:

- Good coverage and reach (districts, CLCs, participants, gender, stakeholders, facilitators etc.)
- Completion of all clusters workshop in time
- Good conference hall setting, food quality and accommodation quality

3.3 Programme modality

We tried our best to make the workshops participatory. It was ensured that each participant was reached by the facilitators during the sessions. This helped deliver knowledge to the participants in an efficient manner. We were able to apply different methodology like a participatory approach to engage the participants; adopted an interactive method to engage with the participants in an interactive way. We discouraged one-way communication in the workshops and the we had coordinated with the trainers, resource persons to adopt such a methodology before the workshops.

3.4 Content

The content of the workshop was mostly about election education, civic education or voter education. Since we are mobilizing CLCs of district in this movement, we thought to incorporate the workshops with CLC management and empowerment of CLC personnel. We therefore added content on proposal writing, making an action plan, best practice sharing, documentation session, usage of social media for CLC development, among others. The content were really useful for the participants.

3.5 Participation

A positive feedback during the workshops were the fact that most of the women from across all age groups were participants in every cluster. The workshops provided a platform to share their best practices so that they can replicate the successful activities in other CLCs too.

3.6 GESI

In our programme, participants came from both sexes and all age groups. People from different caste, ethnicity, age group and gender were engaged throughout the events. Moreover, women were seen in roles including facilitators as well as Chairpersons of various CLCs. This could be taken as good sign of women leadership.

3.7 Innovation

The use of technology, training about the best use of social media for CLC development, giving in-depth knowledge about civic/voter education, were innovative ideas in our events. We also applied lots of ideas like best practice sharing, group work, excursion in our workshop to make it interactive and

innovative. The training on electoral education for CLC members was also an innovation itself as it not only enhanced their knowledge on election processes but, made them responsible to impart knowledge on election to their community members. There was a session on social media. The participants were also requested to make a facebook page and get connected in UNESCO's CLC facebook page. The trickledown effect of the programme through the existing institution like CLC under GoN is an innovation itself.

4. Lessons learned

4.1 Partnership/Coordination

Partnership and coordination are essential for the success of any programme. As the workshops organised were a multi-stakeholder event, support from every stakeholder plays a crucial role in making the workshops successful. Therefore, we learnt that timely partnership and coordination is very important. This creates ownership among the stakeholders. For example, in the Mahottari and Sunsari clusters, we organized meetings with the District Education Office team, we also visited the Election Office and District Administration Office. The Officers were very receptive and positive towards the agenda, and they were really happy to help us. So, we learn that, this kind of prior notice and communication brings more ownership among the stakeholders.

4.2 Overall Programme Implementation

In totality, the overall programme implementation went well. We learned that good communication among the partners like SCLC, UNESCO and UNDP mainly with the resource persons and coordination team is a must. We applied many ideas which helped communication in each district cluster. We also learnt that programme implementation involves essential decisions on the venue, participants, districts

covered, stakeholders' presence and so on. Team building, proper communication, role division among staffs are important factors for good programme implementation which were all followed in each of the workshops.

4.3 Programme modality

In the event several activities like workshop, group work, lecture etc. was conducted in order to promote the effectiveness of the event. Through activities like group work, practical, mock polling and lecture etc. the awareness raising activities were conducted highlighting the importance of voter rights in a democratic country.

4.4 Content

There was a lot of content which was to be covered in a limited time. As participants were drawn from all age groups, it was difficult to make some of them understand the content. As many preliterate people were engaged in the event it was difficult to make them understand the content of the event. *(See annex for the content/agenda of the workshop)*

4.5 Participation

All age group people, people from different caste, religion, class, gender were involved in the event, which had both positive as well as negative implications for the event. There was major participation of women in the workshops. Overall, there were four percent pre-literate people participated. The preliterate people hesitated to participate in the group discussions, they were slow in writing, and also did not share their ideas during the discussion session. They were not comfortable to be involved in most of the activities and needed to be encouraged more. We learned that, to bring out the best output of the workshop the trainees must be basic literate and able understand subject matter, and also have interest in the discussion. In

totality, our workshop was very diverse and able to draw participants from all 7 provinces, people from mountains to plains, from East to West, villages to cities.

4.6 GESI

The workshops paid special attention to ensure social inclusion as well as the inclusion of women. This ensures support for women empowerment and gender equality. In addition, there were people from different age groups, ranging from 16-65 and people from different caste/ethnicity were present in the programmes. Since we knew that most of the CLC facilitators would be women, they were encouraged to participate and provided facility for their infants and baby sitters too.

4.7 Innovation

The workshops used technology through various activities – a lot of videos were shown, the session on energizers also used videos and photos and this added to the event. Moreover, there were various innovative ideas like income generation, women rights, women health issues, and financial decision making etc. were disseminated on women empowerment.

5. Recommendations

5.1 Areas of Improvement in training

There is always some ground of improvements in any programme. Here are few points that need to be considered in order to improve upcoming events:

- Resource persons/expert availability from all partners:

SCLC, UNESCO, CEHRD, ECN and UNDP/ESP are main partners in this workshop.

We believe that each organization has qualified and specialized resource persons, so, our recommendation is that it would have been better, if each partner could send their resource persons to all district clusters where we

organized the events.

- Resource Materials distribution/ hand-outs (hardcopy is must):

Regarding the participants level and capacity, we thought that hardcopy hand outs is a must in workshops. We applied different ideas (e-mailing soft copies, copying files in their flash drives etc.) to distribute the materials but the participants could had a difficult time accessing it. It is recommended to use hard copy handouts for the people who have an educational qualification below the higher-secondary level.

- Conference hall, setting, hall size determined as per participants numbers:

Conference hall are not available according to our need in all districts. We must think and work hard to find proper venue for the workshop with regard to the participants number, but again we may not get it according to our requirement. For this we need to coordinate with local CLCs.

- Ample time should be allocated to the sessions with hard/new contents to CLC participants.

- Field Visit to relevant subject and places:

Field visit is another workshop activity. This kind of activity will refresh the participants and help us make the workshop successful as this is an out-of-box model of learning. The organizers should coordinate with local CLCs and partners to manage field visits.

- Local Government's participation in training as observer is a must

Mostly local government officials participate in the workshops for the opening or the closing sessions only. This is not a good practice as they do not get adequate information about the programme they attended. We must convince the local government bodies to participate in our workshop fully or send their representatives with full responsibility of sharing the learnt ideas in their team.

- Prior Selection/management of trainees should be done by keeping in mind

their educational background.

- Action Plan Development by each CLC:

Development of an action plan at the end of workshop is a must. This creates some responsibility among the participants and encourages them to take the learning to their community. This helps them also to learn how to develop an action plan and also create ownership to share the ideas in their team to try to implement the ideas.

- Follow up after training as per the action plan:

Follow up is a difficult task for short term projects. But we can apply cost effective ways to communicate and coordinate with CLCs to make them implement different activities after completion of workshop.

5.2 Recommended quality benchmark:

Based on the experience of all events in 9 different areas, following quality benchmark has been recommended for the programmes in coming days:

- Level of participants and their educational background should be identified before planning the training.
- Training content should be developed considering the knowledge level and experience of the participants based on the training needs assessments.
- Qualified resource persons should be made available for knowledge delivery.
- Time management should be reasonable.
- Spacious halls, good and hygienic food should be available.
- Coordination with relevant local bodies must be ensured.
- Use of training aids, such as projector, stationeries should be available.
- Avail handouts/materials

5.3 Partnership/coordination

Partnership and coordination are very important task in any projects.

Workshops are required to deliver good message to the beneficiaries. When the workshop agenda is big, it needs many stakeholders to achieve the objective. In our project, our partnership with UNESCO, CEHRD, UNDP/ESP, District Election Office went well. However there are still some grounds to improve upon them. Prior permission from the Election Commission, prior information to each district line agencies was lacking in our approach. This created problems somehow, but again, with lots of hard-work and communication with proper personell, the tasks were completed. Therefore, we recommend that all the partners and stakeholder must sit together before implementing any project to discuss the ways to coordinate. This will really help the achievement of goals.

5.4 For stakeholders in order to increase democratic participation of vulnerable people.

- **Election Management Body**

CLC could be one of the best partners at the grassroot level for the implementation of voter education in the future. Therefore, proper utilization of capacity of CLC bodies for electoral education should be considered. We can organize events, workshops, training of trainers, or implement different election related activities through CLCs under the guidance of the Election Commission. So, capacity strengthening of CLC is important and also follow up is equally important.

There are other commnity organiations prevalent in the country. ECN should extend its access to these types of organisation for continious electoral and civic education. Update the resource persons of CLCs time to time. ECN can provide civic and voter education materials to CLCs to establish an election corner at every possible CLCs. ECN should monitor CLCs' activities from centre

as well as district education offices.

- **Government agency**

Our workshops held in all districts are approved by Nepal Government, Ministry of Education, Center for Education and Human Resource Development (CEHRD). It would be best if CEHRD assigned proper resource persons to deliver message of the government in each event. Though CEHRD team members were present in most of the trainings, they were not present in all of the programmes.

Municipality, ward Offices, active and registered political parties, development partners working in same objectives, civil societies, media partners, should also participate in a such programmes. If we had been able to include all these stakeholders, the programme would have been even better. Hence, there should be a coordinated approach to mobilize these resources.

Government should coordinate with line agencies and constinutional bodies in order to develop educational packages for CLCs. Government bodies can utilize CLC to the optimum and increae their facility.

But, as an organizer, the communication with government agencies has been done well. In most districts, Education Development Coordination Unit and District Election Office were mobilized as host districts and organizers. This kind of coordination secured their ownership for the programme and it helped to maintain both qualitative and quantitative results.

6. Conclusion

A community learning center is a resource center that provides information and lifelong learning activities for everyone in the community in order to

make that community stronger. This centre is organized by the community and for the community itself. Therefore, it belongs to community, organized by a community and for the benefit of a community. CLCs are a place for lifelong learning. Election based education, rights-based education, democratic education all comes under lifelong learning. This could be one of the best subject to work on through CLCs.

CLC facilitators are well-suited for implementing the voter education project ideas. They are part of the society and they know all beneficiaries. So it is easy to deliver the message and knowledge to the community.

Shikharapur CLC is one of recognized CLCs of Nepal. UNDP/ESP in collaboration with UNESCO Kathmandu gave the contract opportunity to SCLC for the overall implementation of the project. SCLC is able to take permission with CEHRD and Election Commission Nepal with great help of UNESCO and UNDP/ESP to implement the project in formal way. A total of 398 CLC managers/facilitators from 295 CLCs participated from 31 districts during the project period.

The workshop was held for mainly two objectives as follows:

- To enhance the capacity of the facilitators and officials of CLCs to deliver voter education knowledge during the by elections period. And to develop capacity of CLC managers in effective planning, programme design and implementation of NFE/literacy and continuing education programme , income generation, people's participation etc in the communities.

To achieve these objectives, all the funding partners, government stakeholders, beneficiary CLCs and district level line agencies worked in a coordinated manner.

From the total outcome of the event the success of the event can be easily highlighted. All of the objectives that were designed to formulate the event

were achieved. We were able to engage people from different age group, religion, gender, caste and class, which also proves equality amongst people. Due to lack of literacy and awareness the people of Nepal have not been aware of their voting rights,. From this event we were able to highlight the importance of voting rights to the people, which will make it easier for them to vote and to choose the deserving candidates.

In totality, the project was very successful. We were able to secure 90% of the targeted CLC participants. We also covered 100% of the districts targetted (total 31 in 9 clusters). We completed all workshops in time. In most clusters all the targeted stakeholders were present and they helped us to complete the workshop in a good environment. The role of the District Election Office from each district became much crucial. Their help for the election education and some practical education like mock election became very useful and practical.

The partnership boosted the capacity of the CLC and utilized the CLCs niche as a grassroots network to ensure the sustainability of the learnings in the communities.

7. Way Forward

7.1 Sustainability plans with Opportunities and Needs

The workshop helped many CLC managers and committee members over the districts where by-elections were held. The workshop was like a training of trainers. The main objective of the workshop was to enhance the knowledge of CLC managers to deliver good message about civic education among people in their working area.

The workshop introduced the CLCs to working on a concept that is, although very relevant and important, still new to many people at the community level. Mostly CLCs had experience in literacy and income generation related work, and

with these workshops and collaboration, civic education was a new area of work for CLCs.

There are lots of opportunities in the community in the field of civic education as it is the need of any democratic country. CLCs could work in collaboration with Rural/Municipality, ward office, District Election Office (DEO), District Administration Office, media for the activities related to this workshop. Therefore, there is huge space that CLCs could take this programme ahead. If CLCs could take this initiative, these activities could be sustained at the grassroots. The main factors for sustainability are the eagerness of the CLCs, fund for event/activities, and participation of community etc. As an organizer, we are also responsible for the follow up.

Here are few more points to sustain the workshop in future.

- Coordination with ECN, UNESCO and UNDP/ESP for future plan of civic education
- Coordination with CEHRD, Local Government, and Province Level Government
- Mobilize all our network to work on this issue
- Generate some income for this project
- Mobilize members of our network for this civic education movement (retired active teachers, founders, youth volunteers etc.)
- Develop a civic education corner in CLC with coordination with Local Government
- Incorporation of civic education in School Education, Youth Education and Senior Citizen/Adult Education, Women Education.

A. ANNEX

Annex 1:

List of Resource Person (with DEOs)

S.N	Name	Sex	Organization	Address	Position	Contact No.	Email	Content delivery expertise	Types of facilitators (Principal or Co-facilitator)
1	Sashi Sharma Aryal	M	Shikharapur Community Learning Center	Dakshinkali Municipality, Ward-5	Advisor	9860991249		Community Development, CLC Management, Social Work	Facilitator
2	Niroj Shrestha	M	Shikharapur Community Learning Center	Dakshinkali Municipality, Ward-5	Member	9851013055	niroj@pharphing.org.np	Community Development, CLC Management, Social Work	Facilitator
3	Shyam Bahadur KC	M	Shikharapur Community Learning Center	Dakshinkali Municipality, Ward-5	Chairperson	9841401836	shyamkciee@gmail.com	Community Development, CLC Management, Social Work	Facilitator
4	Umesh Ram Khatri	M	Shikharapur Community Learning Center	Dakshinkali Municipality, Ward-5	Active Member	9851055134	umeshramk@gmail.com	Leadership, Documentation	Trainer/Writer
5	Madan Maharjan	M	Shikharapur Community learning Center	Dakshinkali Municipality, Ward-5	Active Member	9841403260	Madan1@gmail.com	Social Work	
6	Mina Thing	F	Shikharapur Community Learning Center	Dakshinkali Municipality, Ward-5	Staff	9823575363	mina1233thing@gmail.com	Support Staff	
7	Budha Narayan Manandhar	M	Shikharapur Community learning Center	Dakshinkali Municipality, Ward-5	Member	9841359045		Support Member	
8	Nisha Bisunke	F	Shikharapur Community Learning Center	Dakshinkali Municipality, Ward-5	Mobilizer	9803243540	nisha.bisunke123@gmail.com	Women Education, Support Staff	Support
9	Binod Mahat	M	Shikharapur Community school	Dakshinkali Municipality, Ward-5	Principal	9849317731		Community Education, Open School, CLC Activities	Facilitator
10	Kishor Shrestha	M	Shikharapur Community school	Dakshinkali Municipality, Ward-5	Vice Principal	9841463712		Election, Community /Open School Education	Facilitator
11	Sabina Bisunke	F	Shikharapur Community learning Center	Dakshinkali Municipality, Ward-5	Staff	9843359403	sabina.bisunke@gmail.com	Support Staff	
12	Pramila Gajmer	F	Shikharapur Community learning Center	Dakshinkali Municipality, Ward-5	Staff	9813161414	pramila.gajmer@gmail.com	Support Staff	
13	Lalita Lamichhane	F	Shikharapur Community learning Center	Dakshinkali Municipality, Ward-7	Staff	9860991243		Girls Education and Open School Education	Facilitator
14	Amar Shrestha	M	Shikharapur Community school	Dakshinkali Municipality, Ward-4	Staff	9813082230	gbcancancom31@gmail.com	Support	
15	Anand Puri	M	Shikharapur Community school	Kirtipur	Member		anandpuri561@gmail.com	Nepali Language, Community Education	Facilitator/Trainer

CLC list with participants (M,F) and district

<https://drive.google.com/drive/u/1/folders/1c3ypkzFX7bptU-ReCJKpkQcl8rCIL1xw>

Link of resources (PPP, handouts, books etc.)A genda

<https://drive.google.com/drive/u/1/folders/1c3ypkzFX7bptU-ReCJKpkQcl8rCIL1xw>

Annex 2: Few Photographs (With Captions)

<https://photos.app.goo.gl/oognYto3jnvBmVoi9>

Annex 3 :

Best Practices shared by different CLCs

Bhitrikot CLC is located in Pyuthan, which works as a cloth bank by distributing the

required amount of clothes to the needy. They participated our Dang Cluster Workshop.

Radhakrishna CLC is located in Dang, which organizes income Generating Farming activities of CLC itself. They have hired 20 ropani of land for CLC based income generation farming system. They are mainly based in cash crops.

Chittapol CLC which is in Bhaktapur is doing income generation activity with jobs, where they are not only giving skill based income generation skill but also helping people in order to preserve the culture by providing several musical instrumental classes.

Siddhipur CLC is situated at Lalitpur. It promotes the handmade goods produced from Hay. It mainly focuses on the goods like mattress made from hay and others goods using Local Materials. Their activity was supported by UNESCO Kathmandu. They have made many types of locally important materials and also demonstrated those production in different stalls by municipality and other eco-friendly events.

Manamaiju CLC is situated in Kathmandu, which mainly focuses on the herb available at their locality. The main product produced by Manamaiju CLC is an oil made up of local herb known as "Titepati". This is very much useful to heal muscle pain.

Shikharapur CLC is located in the outskirts of Kathmandu valley. It develops several programs and projects which promote Students residential program for continuing education and develop a skill in themselves. Shikharapur CLC provides the education through Open school which includes open Grade 10, Open Grade 8, Women School, Farmers School. One of the major projects of Shikharapur CLC is Bottle house and bottle garden which has been one of the major attractions to the local as well as visiting

people.

A CLC of Mahottari District namely Nawa Udaya CLC, is working on cleaning program in Chhat mela, and volunteering in local festival by creating awareness about crackers and fireworks. Facilitator of Nawa Udaya Ms Reena Yadav, a graduate of Mathematics, seems very active and pro-social activist.

Gyan Bikash CLC has been engaging themselves in establishing Community Library in Panauti, Kavre. It has also been working by rescuing and healing the Community Dogs and Street Children by providing them better facilities. Gyan Bikash CLC participated during event held at Pharping.

Swayambhu CLC is located in Kathmandu which has been establishing several service centres like, Kheldai Sikdai Kendra (KSK), Jestha Nagarik Kendra, Samuhik Bel Bibaha. Swayambhu CLC participated in our event held in Goadawari organized by UNDP ESP.

Bhimeshowr CLC is located in Ramechhap and involved in sharing information known as Village Information Bank.

The information is collected from best practice sharing among the clusters of districts where we organized our events. Many other ideas as below were also shared by participants which are really useful to learn and exchange.

Others CLCs has been working of education, computer training, open school, women school, each one-teach one method, secretarial service in village with wi-fi service, creating awareness on Menstrual hygiene and reproductive health programs in schools.