

Final Report

submitted to

UNDP-ESP

on

**Strengthening Capacity of Blind and Visually Impaired People
of Nepal on Political Rights and Electoral/ Voter Education**

Submitted by:

Name of the Organization: Nepal Association of the Blind (NAB)



*Empowered lives.
Resilient nations.*

1. Introduction

1.1. Background & Rationale

The collaboration between United Nations Development Programme Electoral Support Project and Nepal Association of the Blind (NAB) started in 2016, with 3 days Master Training of Trainers (MToT) training on Electoral Voters Education for the blind and visually impaired (BVI) people. In 2017, targeting the local-level election and the Provincial and House of Representatives election, two separate trainings on voters' education and information were conducted. The participants of these trainings cascaded their learnings within their larger community learnings post-training. There were 45 (29M 16F) participants in the first training and 91 (77M 14F) in the second. Returning back they oriented 700 (276 F/ 424 M) persons on the same returning back to their own places. This has helped influencing not only the BVI but also the other members of their family and community to utilize their voting rights. Mr. Maya Prasad Jaishi of Surkhet, Mr. Suresh Dhital, of Kavre and Mr. Dil Kumar Rajbanshi of Jhapa are some of the examples of the BVI persons who have contended in local level election as candidates. Almost all trainees reported that they have casted their votes. In some places, they In 2019, NAB and UNDP ESP entered into an agreement to launch this most recent project on Strengthening Capacity of Blind and Visually Impaired (BVI) People of Nepal on Political Rights and Electoral/Voters Education.

According to the National Census 2011, there are 94,665 people who have blindness across Nepal. But it is assumed that there are more than 200,000 people with blindness who are not reported, including those with total blindness and those with low vision. And even among them, approximately 8000 BVI people have received education and approximately 550 are employed in government and private sector job as per NAB record. This means that majority of the BVI community are excluded from mainstream development and deprived of the services necessary for them. Moreover, only 16,000 people who are BVI are in the voter's list. These data therefore serve to show that BVI people are often times neglected at a familial level, societal level as well as national level.

Even though the Constitution of Nepal 2015 grants political rights to people with disabilities (PWDs), especially through Article 84, Article 86 and Article 176, and the United Nations Convention on the Rights of Persons with Disabilities (UNCPRD) Article 29 has spoken about the political rights of the blind and other PWDs, in practice, they are excluded in the electoral process. Political parties and leaders are not sensitive about the political rights of BVI people and BVI

people are also not well aware about the electoral process and voting rights. Hence, UNDP ESP and NAB agreed upon carrying out the project with some very specific objectives that support in the promotion of the political and voting rights of the BVI people.

1.2. Objectives

The overall objective of the assignment is to enhance the capacity of DPOs to deliver civic and voter education to people with visually impaired (blind) citizens in order to increase the democratic participation of people living with disability. The content should be designed in a manner so that it can be delivered by members of the community concerned. This will involve:

- Formulating an appropriate adult learning methodology to deliver the capacity building to the groups concerned.
- Preparing messages and materials targeting these groups, including a training manual for the implementation of the methodology through a two-to-three-day course;
- Piloting the use of the manual and materials;
- Building the capacity of trainers and facilitators to deliver the methodology;
- Delivery of the course.

The following strategies were applied for the programme implementation:

- Coordination with District Election Offices in all places where programmes were conducted;
- Coordination with the schools where BVI teachers are working;
- Mobilizing the NAB Provincial and District Branches for coordination and communication with the participants and the authorities;
- Almost all BVI teachers both male and female were contacted as far as possible and invited for the training;
- Two NAB district branch leaders from each district of the respective provinces were invited with special instruction to maintain gender balance (1 male and 1 female)
- Blind teachers, especially teaching to blind resource class, are encouraged to orient the BVI students in political and electoral/voting rights

2. Key Achievements

2.1 Outputs:

All proposed events were completed within the time frame of the project:

1. Development of Blind Friendly Training Manual

A blind friendly training manual was developed based on the Building Resources in Democracy Governance and Elections (BRIDGE) module on Disability Rights and Elections in collaboration with UNDP ESP. The training manual is available with all necessary reference materials. Dr. Birendra Raj Sharma Pokharel, an expert on visual impairments, was hired to develop the manual. Moreover, a 14-member manual development committee, comprising of three females, was also formed to provide input to the manual. (See Annex 1).

2. *Testing of the Training Manual*

Once the first draft of the training manual was finalized incorporating the feedback from the manual development committee and UNDP ESP, the testing workshops were conducted in two places for two groups each. The details are available in the table below:

District	Date of First Group	Date of Second Group	Venue
Kathmandu	13-14 August	15-16 August	Hotel Hardik, Bagbazar
Surkhet	28-29 August	30-31 August	Hotel Siddhartha, Birendranagar

3. *Master Training of the Trainers (MToT)*

After the testing workshops, the manual was updated again with the feedback and learning from the workshop. Then a Master Training of the Trainers (MToT) was conducted at Hotel Roland in Satungal, Kathmandu for selected participants from across the country with the aim of mobilising them at the provincial level training as trainers from 23-25 September 2019.

The participants for the MToT were selected based on the following criteria:

- BVI people engaged in the leadership roles of NAB Central Board, Province Committee and District Branch Board;
- People with a deep understanding of visual impairment;
- Bachelor's degree or above in any field;
- BVI people in leadership roles of the thematic organization, those engaged from the beginning in the manual development process;
- BVI people with the ability to teach/facilitate.

The participants of the training were the leaders of NAB, its sister organization and some other thematic organizations of the blind.

4. *Province Level Training for the Blind and Visually Impaired People*

The province level training for the blind and visually impaired people started after the MToT and after the Dashain holidays. The training was completed in Province 1 and 3 between the Dashain and Tihar festivals. After Tihar, the trainings were completed in the remaining four provinces. The details of the training are as follows:

Province	Date	Venue
Province No. 1	15-17 Oct. 2019	Hotel Swagatam, Biratnagar
Province No. 2	19-21 Oct. 2019	Hotel Binayak, Bardibas
Province No. 3	23-25 Oct. 2019	Hotel Chitwan Paradise, Chitwan
Gandaki Province	6-8 Nov. 2019	Hotel Pokhara Village, Kaski
Province No. 5	10-12 Nov. 2019	Hotel New Era, Butwal
Karnali Province	14-16 Nov. 2019	Hotel Valley View, Surkhet
Far Western Province	18-20 Nov. 2019	Hotel Sorai, Kailali

5. Orientation to the school students on the Political Rights of BVI people

All the BVI teachers were requested to orient the students of their respective schools on the importance of voting and the political rights of BVI people. Although all the teachers promised to conduct the orientation and also prepared an action plan to do so, only a few have submitted their reports. Till now, 26 teachers from 17 schools have sent their reports which show that a total of 303 students (155 M/ 148 F) have received the orientation, among whom 176 are visually impaired (95 M/ 81 F) and 127 (60 M/67 F) are not visually impaired, but relevant stakeholders.

Province	No. of schools	Total Students	Visually Impaired	Sighted
Province 1	5	86	37 (27M 10)	49 (25M 24F)
Province 2	2	43	13 (9M 4F)	30 (12M 18F)
Province 3	1	20	20 (5M 15F)	
Gandaki Province	2	41	41 (20M 21F)	
Province 5	4	94	46 (26M 20F)	48 (23M 25F)
Karnali Province	2	12	12 (4M 8F)	
Far Western Province	1	7	7 (4M 3F)	

2. N	Total	17	303	176 (95M 81F)	127 (60M 67F)
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umber of people who were reached/targeted through the programme:

A total of 533 (328M 205F) participated in the training programme including the Manual Testing, MToT and Province Level Training. Out of them 531 were BVI people, including 327 with total blindness, 191 with low vision, 12 blind and 1 deafblind, and two female participants were with physical disability from Gandaki Province who were working for the blind associations. The participants included blind teachers, blind leaders, province committee members of NAB. The disaggregated data of the participants can be seen clearly in the table below.

Event/Venue	Total	Male	Female	Age	Education
Testing in Kathmandu	40	21	19	B-F	Bachelor-Above Bachelor
Testing in Surkhet	32	22	10	B-E	HS- Bachelor
MTOT	25	22	3	B-E	Bachelor- PH.D
Province No. 1	59	40	19	B-G	Primary-Above Bachelor
Province No. 2	34	23	11	B-F	Preiterate-Above Bachelor
Province No. 3	104	57	47	B-G	Preiterate-Above Bachelor
Gandaki Province	94	53	41	B-E	Preiterate-Above Bachelor
Province No. 5	84	55	29	B-G	Preiterate-Above Bachelor
Karnali Province	29	14	15	B-E	Preiterate-Above Bachelor
Far Western Province	32	21	11	B-E	Basic literate-Above Bachelor

Total	533	328	205		
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3. *Target Vs Achievement:*

As proposed, the manual testing workshop was conducted in Kathmandu and Surkhet, MTOT in Kathmandu, and the Province Level training in all 7 provinces. The participants from across the districts as well as from NAB branches in their respective provinces, province committee members as well as other stakeholders working for the blind were invited for the trainings. Therefore, the trainings included participants from all the provinces, and from 67 out of 77 districts. Ten districts, including Solukhumbu, Okhaldhunga, Sankhuwasabha, Sindhuli, Manag, Mustan, Rukum Paschim, Dolpa, Mugu and Bajura, could not be covered because BVI teachers are not working in those districts and NAB also has not yet established its branch offices in those places.

The trainings included 38.46% female representation, wherein NAB's Constitution has provisioned for 33% female participation in its events. However, there was least number of female participants in the MToT, where the participation rate was only 12% (3 out of 22). During the MToT, three additional female participants who were BVI leaders had confirmed their participation but, were unable to participate as two of them had unforeseen travel plans and one was unable to leave school. Although the female participation was low, taking into account the socio-cultural barriers where the discrimination against women as well as disability is very high, the participation rate is understandable. The event wise details can be found in the chart below:

Event	Male (%)	Female (%)	Others (%)
Overall in all events	• 61.53	• 38.46	• 0
Testing in Kathmandu			
• First Group	• 60	• 40	• 0
• Second Group	• 45	• 55	• 0
• Overall	• 52.5	• 47.5	• 0
Testing in Surkhet			
• First Group	• 61.5	• 38.46	• 0
• Second Group	• 73.68	• 26.31	• 0
• Overall	• 68.75	• 31.25	• 0
MTOT in Kathmandu	• 88%	• 12%	• 0

Province No. 1	• 67.80	• 32.20	• 0
Province No. 2	• 67.65	• 32.35	• 0
Province No. 3	• 54.80	• 45.19	• 0
Gandaki Province	• 56.38	• 43.62	• 0
Province No. 5	• 65.48	• 34.52	• 0
Karnali Province	• 48.28	• 51.72	• 0
Far Western Province	• 65.63	• 34.38	• 0

4. Details of resource materials/other products developed

The following resource materials have been developed and/or distributed:

- Training manuals with resource book has been developed which can be used in the future nationally as well as internationally.
- 1000 copies of training manual was printed in braille and distributed to the participants.
- 287 slate and stylus distributed to the total blind, blind and braille using low vision participants.
- 500 pen drives distributed to all the participants and the trainers of the province level training with training contents.
- 2000 copies of handbook on “Political and Voting Rights of Persons with Visual Disabilities” printed to be distributed to the political leaders and elected representatives. The book has the following contents:
 - Background
 - Status of BVI people in Nepal
 - Political participation and the role of BPS people in various sectors
 - History of political participation of BPS people
 - Disability identity card
 - International instruments including conventions, campaigns, declaration, treaties, laws and commitments
 - National instruments including constitution, acts and laws
 - Interrelation between international and national policies, plan, laws and legislations
 - Recommendations and Roadmap
 - Importance and causes of the participation of BVI people in election
 - Importance of enlistment in voters list

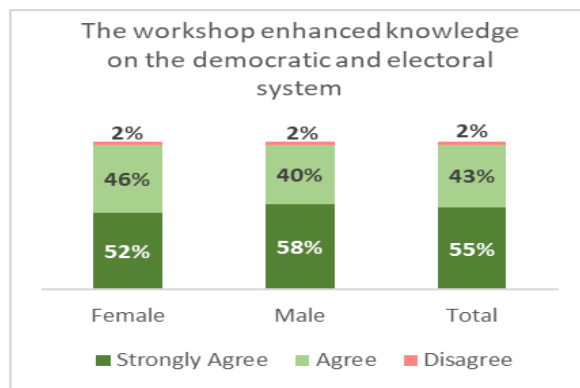
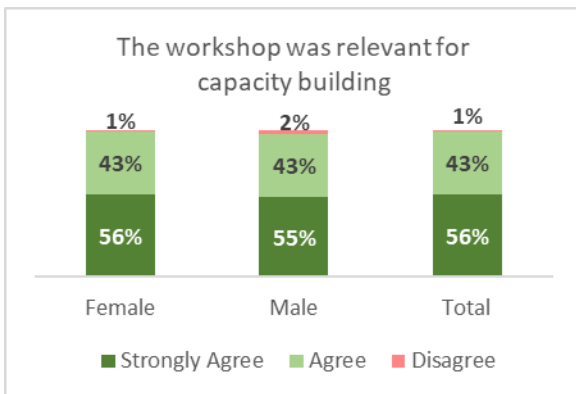
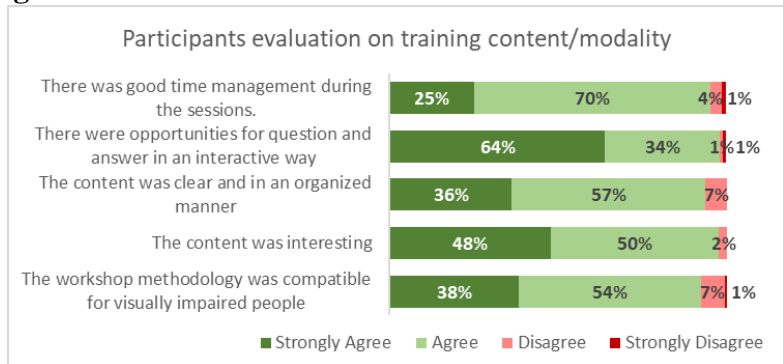
- Election Cycle
- The problems faced by BVI people during election
- Our request to the concerned authorities

5. Details of resource persons prepared from Master Training of Trainers (MToT)

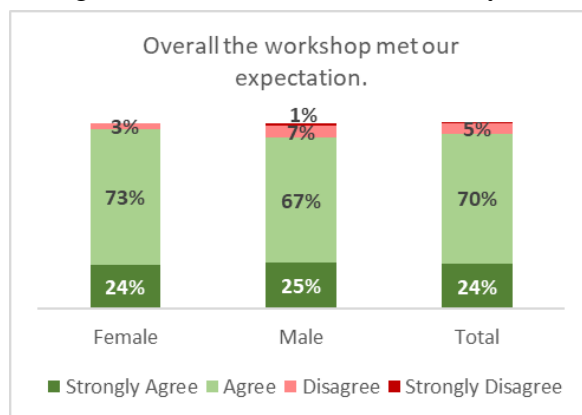
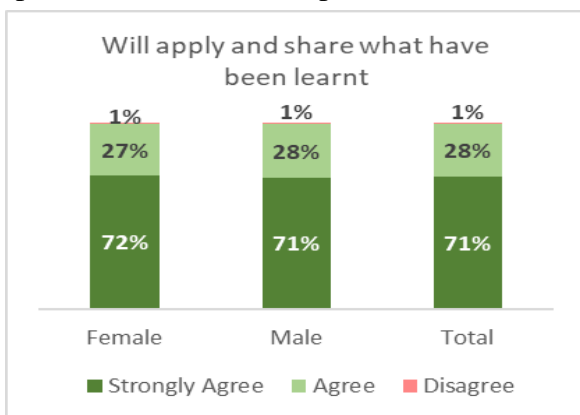
A Master Training of Trainers (MToT) training was provided to 25 participants, including three females. Majority of the participants were NAB leaders from leadership positions of NAB at the central, provincial, and districts boards and others were the representatives of other thematic organizations such as Blind Youth Association, Blind Women Association, Blind Cricket Association, Blind Table Tennis Association, Para Olympics, Nepal Association for the Welfare of the Blind etc with high potential. Most of the participants were teachers. (See Annex 2 for more detail)

2.2 Overall Evaluation from all programmes

Overall, 95 percent of the participants expressed satisfaction towards the training programmes. Very few disagreed (7%) that the training methodology was not compatible for visually impaired people and most of them were the participants from Chitwan. It can be attributed to the huge number of participants (104) split into four groups.



Almost all of the participants stated that the workshops were relevant to their capacity building. Only few (M: 2% and F: 1%) disagreed with the statement. Likewise, almost all of the participants reported that the workshops enhanced their knowledge on democratic and electoral system.

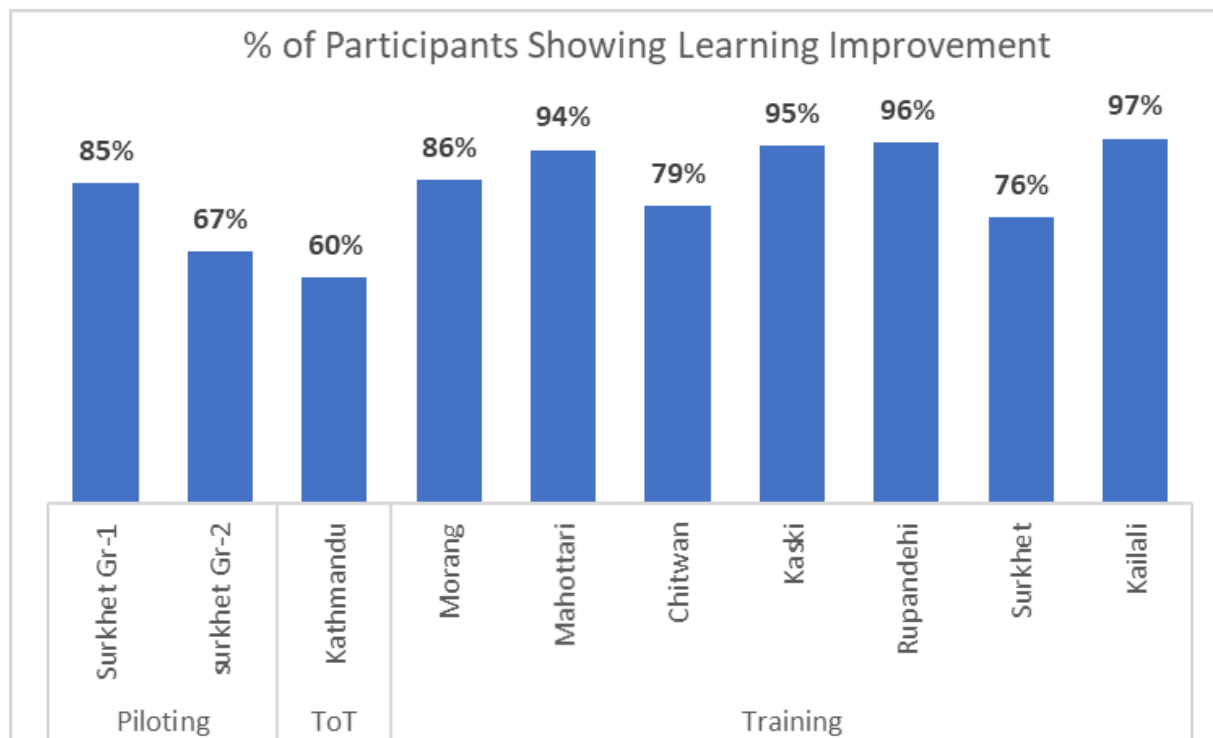


Participants were very much enthusiastic and committed to share their knowledge and learning to their peers and community. Most of the participants reported that the workshops met their expectations however, few (5%) disagreed that workshops really met their expectations and most of them were from Morang (Biratnagar) and Chitwan workshops. It again can be attributed to the higher number of participants compared to the other workshops. In Morang, most of the participants reported that the workshop was not compatible for visually impaired people and expressed dissatisfaction towards time management too. Since it was the first training for the freshly trained trainers, they were little hesitant. It took little time for them to build perfect coordination. The manual was quite heavy and there were too many activities to be done. The participants were tired of the longer sessions and extended training duration: 8 to 8 on first and second day.

Learning lesson from it, the sessions and strategy were modified in the other places, having the meetings every evening from one day before the training and sharing the issues among the trainers so as to ensure effective delivery and full participation.

In Chitwan, the accommodation and the training halls were scattered in the training venue as the venue was spread across a large area. This made some of the participants uncomfortable with the venue.

2.3 Overall Participants' Learning



To evaluate the participants learning, multiple-choice questions was developed which was shared with the participants prior to the training as well as at the end of the training. The participants were asked to give their individual responses to each question in both the pre-test and the post-test. As reported earlier, evaluation forms were not used in the first event, the manual testing in Kathmandu. So, the improvement is measured from the second event to the last. The details are as follows:

The chart above shows the lowest score of improvement in the MToT, with only 60% improvement noted. However, most of the participants answered correctly in the pre-test and hence their status on the evaluation template remained as "no change." This may have been because most of the BVI participants selected for the ToT Training were the leaders involved in the advocacy from Central to local level and so were aware about the laws and provisions.

In the testing workshop in Surkhet, the second group showed only 67% improvement and this is because most of the participants of the second group were teachers for whom the content was totally new. If we look content wise, then there is 100% correct response for three questions. Most of the participants were unable to answer the question inquiring which article in the Constitution of Nepal provides rights to equality. The response to this question went down to 50% from 80% and that affected the overall evaluation. In the province level training also, Karnali (Surkhet) province showed low improvement with 76% in overall. But if we look at the chart, correct response for three questions is 100%. The other two are also not less than 90%.

In Province 3 (Chitwan) also, the score seems little low compared to other provinces. This was the place where number of participants was the highest and the level of the participants was little high compared to other provinces. Majority of the participants were well educated and most of them have been engaged in one or the other organization of the Blind. Access to information and technology is slightly higher among the participants of this province compared to the others. These all things have positive impacts in many aspects but it has also made them over confident that some of them were not as attentive as expected. Most of the participants have got frequent opportunities for trainings and learning. Yet, the score is lower than expected. In other provinces, the participants were found very interested in all the topics as the content was totally new for them. But in Chitwan, most of the participants took it for granted that they knew most of the contents beforehand and paid less attention. 2-3 participants got sick and missed some sessions and that affected the learning. Three of them did not take part in the post test as they moved home early.

Despite having large number of participants, the score of Gandaki Province (Kaski) and Province 5 (Rupandehi) was 95% and 96% respectively. In both the provinces, the participants were enthusiastic in learning. After learning some lesson from Chitwan, NAB and the facilitators insisted the participants to follow the code of conduct that they have prepared themselves. In the beginning of every session and activity, the leader of the table was asked to ensure whether all are present. In case, someone was missing, leader and other group members were asked to track the person and call them back to the room.

3. Best Practices

3.1 Partnership/Coordination

- The issue of political rights, electoral education and voting rights issues is new for the BVI community in Nepal. UNDP ESP has been supporting activities around this since 2016 in coordination with NAB. This has helped raise mass awareness among the BVI community.
- In 2019, UNDP ESP selected NAB as its local partner for direct implementation of the project. This has helped in the organizational strengthening of the NAB. This has also helped in increase the active participation of the NAB Province and District branches and

local leaders in the project activities.

- The partnership of NAB with UNDP ESP has helped increase the recognition of NAB nationally and internationally.
- Representation from District Election Offices as a guest facilitator helped increase the credibility of the training.
- Participation of other local and provincial government officials, elected representatives and other representatives from other organizations helped in making the stakeholders realize the specific issues of BVI people regarding political and electoral representation and participation. Almost all guests committed to support in increasing the access of BVI people at the decision-making level and to make their premises blind friendly.

3.2 Overall Programme Implementation

- NAB mobilized its Province and District branches for local communication and coordination with the participants and government authorities. This helped generate participation for the training. The majority of the BVI teachers participated in the trainings of their respective province. The trainings also helped in sensitizing the political leaders, elected representatives and government authorities about the issues of the BVI people.
- The participation from different castes and ethnic groups and participation from other organizations working for the blind was really encouraging. It has helped bond organizations working for the empowerment of the BVI people.
- A training manual, with blind-friendly activities, has been developed by blind expert Dr. Birendra Raj Sharma Pokharel.
- Distribution of training manual in braille and in pen drive has increased the access of the participants to resource materials.
- Publication of a handbook on “Political and voting rights of BVI people” and its distribution to political leaders and social workers helped in sensitizing the stakeholders and promoting the political and voting rights of the BVI people inside their parties, communities and government authorities.
- BVI people themselves were mobilized as trainers. This helped in making the participants comfortable in expressing their feelings and ideas. The confidence level of the BVI trainers also increased.
- Limiting the participants number to 25-30 in each hall and assigning separate facilitators for different halls helped managing the participants, though there was high number of participants than expected in some areas.
- Visit of UNDP ESP representatives in different venues of the training, their feedback and suggestions helped NAB for the smooth operation of the project activities.

3.3 Programme modality

1. Development of Training Manual

- Formation of a manual development committee for providing information and feedback on the manual including NAB, its sister organizations and other thematic organizations working with BVI people.
- Hiring a BVI expert Dr. Birendra Raj Sharma Pokharel for writing the training manual.
- Two meetings of the manual development committee were conducted that discussed the content, provided feedback and information to incorporate in the manual
- Finalizing the manual and its reference materials
- Printing the manual in the braille and availing soft copy in pen drive

2. Testing of Training Manual

- Testing of the manual was done in two places: Kathmandu and Surkhet
- In each venue, training has been conducted in two slots, each of two days
- The first group of trainees were mostly from leadership positions and the second group of trainees were mainly teachers
- Participants feedback were incorporated while finalizing the training manual.
- The findings of the testing evaluation helped improve the programme at the provincial level.

3. Master Training for the Trainers

- MToT training was provided to 25 BVI people in Kathmandu for three days. Each of them was mobilized as the facilitators in the province level trainings. The best among them were hired as the Chief Trainers while the others were mobilized as co-trainers in their respective provinces. This was a great achievement in the leadership development of BVI people.
- The Chief Trainer of the MToT was the person who developed the training manual. It has helped in the effective delivery of the content as well as to update the manual where needed as per the findings of the training.

4. Province Level Training to the BVI leaders and teachers

- Training has been conducted in each province for 3 days.
- Almost all of the BVI teachers attended the training and actively participated in them. As per NAB's information, there are 450 BVI teachers in Nepal. Out of them, 251 teachers took part in the province level training. NAB mobilized its district branches and province committees for the communication and coordination and reached out to all

potential trainees. However, not all of them were able to participate in the training because of personal or professional reasons.

- BVI leaders from each district branch of the respective provinces and the NAB Province leaders also participated actively in the training. This helped boost their advocacy skills and enhanced their knowledge on the political rights of BVI people.
- Strengthened relationship and networks with various organizations working for the BVI community.
- Elected representatives (Minister/Member of Province Parliament/ Mayor /Ward Chairman) and government authorities attended the opening ceremony of the trainings that took place across the provinces that added value to the programme. The programme also secured their commitment to contribute to advancing the political rights of the BVI people. (Details in Annex 4)
- A half-day session on electoral cycle and mock polling was facilitated by the District Election Officers of the respective districts in each venue.

5. Orientation to the students about the political rights of BVI people

- On the last day of the training and after all formal sessions were completed, the participants of the Province Level training were requested to make a plan for orienting the students and/or fellow teachers of the school they are working in case of teachers as well as the member of the organizations they are associated with in case of organizational representatives.
- Majority of the participants have promised to share what they have learnt. Some of them have already completed the orientation and sent the reports. However, most of the reports are yet to come. Some of the teachers reported that they have not yet done the programme as they got transferred to the new schools as a result of recent Teacher's Commission's Exam result and it will take some time for them to convince the management for the permission to conduct the orientation.

6. Publication of Handbook on Political and Voting Rights of BVI people and distribution to the elected representatives and political leaders

- NAB prepared a guideline for a handbook on political and voting rights of BVI people in coordination with UNDP ESP. NAB then published 2000 copies of the hand book to be distributed to the elected representatives and political leaders. This book aims at promoting the rights of BVI people in politics, sensitizing the political leaders and elected representatives about the need and importance of including BVI people in their parties, and the activities related with the electoral cycle and voting process. With increased access in the political activities, BVI people can access the

decision-making levels as well.

3.4 Content

The mock polling session gave practical voting experience to the participants and increased their interest to take part in the upcoming elections. In Kailali, the participants voted using the Electronic Voting Machine and the participants were very excited to be able to do so. In other places also, it was a good simulation of real voting. Although the use of Electronic Voting Machines was better than the traditional ballot system for ensuring secrecy, more features need to be added to the machine to ensure that the BVI people are able to vote independently. Moreover, even though the machine has a braille indicator for each sign, it is difficult for BVI people who do not understand braille script to operate it. Instead of this, incorporating audio or voice support would be more useful in the Nepali context.

- Group work and individual reflection were applied so as to increase the active participation of all the trainees that helped enhance the capacities of each individual and increase the team spirit.
- The participation from different castes and ethnic groups and participation from remote area was really encouraging. This helped increase access of those who most often remain deprived of opportunities.
- Exchange of the culture after the formal sessions of the training brought the participants close to each other.
- The facilitator greeted with "Hello" to the participants as a whole and to individual group inside the hall when the participants are found little distracted. The participants then responded with "Hi". This has helped in drawing the attention of the participants and keep them active.
- Panel Discussion helped the participant internalize the role of the stakeholders, developed their oratory capacity and the participants learnt how to respond to the immediate queries of the floor as a representative of a responsible organization/institution.
- The quiz contest in the last day was informative as well as entertaining and helped the participants revise and learn the training content.
- Role play method was used as a cross cutting method to identify and mitigate the hindrances and obstacles during the electoral process and to identify the role of various stakeholders. This helped in exploring the issues of the BVI people and to find the ways forward. Moreover, each group was assigned to play the role of different stakeholders and do various activities related with electoral process as under:
 - Drama or role play of the Election Officer and the blind voter in the polling booth during election day;

- Writing and presenting a notice of Election Commission calling the citizens to take part in the voting ;
 - Writing and reciting a poem to encourage the BVI people take part in the voting;
 - Making a Public Service Announcement to encourage the BVI people take part in the elections;
 - Preparing and singing a song for encouraging the BVI people take part in the election.
- Problem tree analysis is applied to show the interdependency between human rights and legal provision, especially UNCRPD. This has helped to develop an understanding of the articles of the UNCRPD and Constitution of Nepal and other laws. The work of one group was observed and explained by the other group. Total blind described about the structure while the low vision explained what was written there. This has also raised the interest of even the total blind people in the arts and crafts.
 - Negative and positive response method has been applied to indicate the stereotype of disability terms and legally recognized words of disability by UNCRPD. The participants clapped their hands to accept the terms while slammed their foot for rejecting.
 - Market Place method is used to sort out the solutions for the barriers of the BVI people in the electoral process. Each group is asked to select two participants from their group for selling their solution in the Market. Other participants reach to them with their problems for buying the solution.

3.5 Participation

- There were only three types of participants: BVI teachers, BVI leaders and representatives of other institution working for BVI people. Except for two people with physical disabilities, all other representatives from organizations were also BVI. This was a very unique training as almost all the participants were blind and visually impaired. The following chart shows the participants details and their profession and organizational affiliations:

Event	Teachers	Leaders	Civil service	Others
Manual Testing	39 (21M/18F)	21 (17M/4F)	1 (F)	11(5M/6F)
Workshop	23 (10M/13F)	10 (8M/2F)	1 (F)	6 (3M/3F)
Kathmandu	16 (11M/5F)	11 (9M/2F)		5(2M/3F)
Surkhet				
ToT	4 (M)	15 (13M/2F)	2 (M)	4 (3M/1F)
Province Level Training	255(166M/89F)	135(73M/62F)	2(1M 1F)	44(22M/22F)

Province No. 1	37 (27M/10F)	22 (13M/9F)	0	0
Province No. 2	15 (13M/2F)	17 (10M/7F)	1 (F)	1 (F)
Province No. 3	65 (36M/29F)	23(13M/10F)	0	16(8M/8F)
Gandaki Province	58 (34M/24F)	28 (14M/14F)	1 (M)	7 (4M/3F)
Province No. 5	52 (39M/13F)	24 (11M/13F)	0	8 (5M/3F)
Karnali Province	13 (7M/6F)	7 (3M/4F)	0	9 (3M/6F)
Far western Province	15 (10M/5F)	14 (9M/5F)	0	3 (2M/1F)
Grand Total	298	171	5	59

- Though the participants were of various educational background, age group and cast groups, they were all very cordial and cooperative during the training sessions.
- Though having low educational background compared to teachers, NAB leaders seemed very enthusiastic, active and interactive in the training sessions as they were more aware about the content than the teachers. This lessened the gap in the level of understanding.
- As per the actual prevalence, the number and proportion of the total blind and low vision people differed but in every event there were total blind and low vision persons. In most events participants with low vision took the charge of writing and presenting the group works.
- Even in core Terai (Province 2), there was female participation. It is encouraging that the parents/guardians gave permission to their BVI daughter/wife/sister to travel alone and to stay in the residential training.
- Participants from other organization helped in creating common understanding and created a tie for working in the common issues. It has also expanded the network.

3.6 GESI

- Overall, the participation of women is more than 38% in the training events.
- The representation of Blind Women Association has been ensured in the manual development committee.
- As far as possible, the inclusion of various casts and ethnicity has been considered during the implementation of the project. As per the prevalence, the number of people from different caste group differ from one province to the other. The highest number was of Brahmin/Chhetri (69.98%) while the lowest was of Dalit (4.69%). In Province No. 1, majority of the participants were from indigenous communities while in Province No. 2, the majority of the participants were Madheshi and Tharu. The following chart elaborates this in detail:

Event	Brahmin/ Chhetri	Madeshi/ Tharu	Dalit	Indigenous group	Total
Manual Testing in Kathmandu	36	1	0	3	40
First Group	18			2	20
Second Group	18	1		1	20
Manual Testing in Surkhet	27	1	2	2	32
First Group	12		1		13
Second Group	15	1	1	2	19
MToT	19	1		5	25
Province Level Training	291	48	23	74	436
Province No. 1	25	3	3	28	59
Province No. 2	9	21	2	2	34
Province No. 3	85	4	3	12	104
Gandaki Province	63	0	7	24	94
Province No. 5	64	11	2	7	84
Karnali Province	24	1	4	0	29
Far Western Province	21	8	2	1	32
Grand Total	373	51	25	84	533
Percentage	69.98	9.56	4.69	15.75	

3.7 Innovation

- **Training Manual in BRIDGE Course Model:** Though NAB has developed various training manuals, it is the first time that the manual has been developed in as per the Building Resources in Democracy, Governance and Elections (BRIDGE) module. All essential reference materials have been finalized through testing and piloting training in different places.
- **Handbook Publication:** Though there are various publications and printed materials regarding other aspects of persons with disabilities, there has not been any guidebook targeting political leaders and elected representatives to promote the political and voting rights of BVI people. This is the first time such a handbook has been published.

- **BVI Leaders developed as trainers on the political and voting rights of BVI people:**
For the first time in Nepal, 25 BVI people were developed as the trainers through ToT Training on "Advancing the Political and Voting Rights of BVI People". During the same project period, every one of them was mobilized as the trainer in one or more places.
- Since NAB has its own network across country, it was not very difficult to coordinate with different stakeholders but, it was really difficult to communicate with each individual BVI teacher from every nook and corner of the country. Finding contact number of the teacher, contacting them, convincing them for the training and getting approval by the schools was not an easy process. Province and Branch leaders did most of the communication and coordination job while in some places, Central Board and Office also assisted them with communication and convincing. In some cases, one BVI teacher in the nearest location was requested to communicate to the other who did not have any contact number or could not be contacted due to network issues. For example, in Butwal, our branch leaders visited some schools with a request letter and convinced the school authority to grant permission to the BVI teachers for attending the training. In Province 3, the invitee who has previously agreed to be the Chief Guest for the event informed in the last moment that they could not attend the programme because of some urgencies. In such a situation, the NAB central team sorted out the alternative, visited Ratnanagar Municipality and convinced the Mayor to be the Chief Guest who readily agreed. In Pokhara, although the Chief Guest made it to the event, the formal inauguration had to be pushed to the afternoon as their time was not available in the morning. As per the time given by the District Election Office, the mock polling and the session on electoral cycle has been conducted in the second day in most places while it was done in the third day in Pokhara.

4. Lessons learned

4.1 Partnership/Coordination

- Partnership of NAB with UNDP ESP increased the organizational capacity of NAB to work in the UN System.
- Forms, formats and templates developed by ESP helped in enhancing the knowledge of Monitoring and Evaluation and also supported the reporting process.
- The 5 months of project duration seemed quite less for carrying out so many activities throughout the country. The timing needs to be flexible in the coming days.
- The incentives and facilities for the officials need to be increased because they need to be engaged in the preparation and implementation of the training for up to 12 - 13 hours

a day.

- It was difficult to cover the cost of the participants since the allocated budget was quite low compared to the market price. This difference was accounted for by accommodating 2 to 4 persons in the same room. This created discomfort among the participants, especially when they had to share the master bed.

4.2 Overall Programme Implementation

- As per the quality benchmark, one total blind participant needs one volunteer. But because of budget constraints, we could not mobilize enough volunteers. Most of the escorts were small kids and helpful only to their parent/ guardian and the limited number of volunteers affected the smooth operation of the project. Though low vision participants took part in the writing and presentation of the group work, it stressed their eyes and many of them faced little headache.
- When the number of BVI people is very high, then the trainings need to be conducted in different phases rather than in different halls at the same time. It will increase the efficiency and effective management.
- Training venue should not be scattered/far for the BVI participants and the halls need to be nearby so as to ensure the safety and time management. In Chitwan, the participants were dissatisfied because of the scattered halls and accommodation. This affected the overall evaluation and learning of the training.
- Most of the hotels do not have blind friendly infrastructure.
- Five to seven days are needed for the effective delivery of the content under the manual. BVI people are very enthusiastic in learning. This sort of trainings and workshops are relevant for their capacity building. And, they need refresher trainings time and again to remain dedicated and learn new things.

4.3 Programme modality

- Developing the training manual, testing it, conducting the MToT and then conducting the training based on the manual in all seven provinces of Nepal was a very new experience for NAB. It was very effective and result oriented. Although hectic, this modality made carrying out the activities easy.
- The gap between events was very short and hence it was very hectic. There needs to be enough time for preparation between one event to the next.
- Training the BVI people as master trainers and mobilizing them as trainers in their respective province enhanced their skills and also made the participants comfortable. This has also helped in the human resource development of NAB. These 30 trained personnel are the assets of NAB.
- The trained participants cascaded their knowledge to the students and school members

in their respective schools through a brief orientation as a multiplying impact of the effort.

4.4 Content

- The content was very heavy for three days. In the first and second day, the session started at 8 am and concluded at 6/7pm. The prolonged sessions made the participants feel tired and bored in some of the venues. Hence, it is better to extend the days rather than the working hours.
- The content was quite heavy as the manual contains legal terms, provisions, national and international instruments. On the other hand, the level of the participants varied from pre-literate to Ph.D. For most of the participants, these things were new and hence the delivery process was slowed down in some of the venues including Province no. 2, Karnali Province and Far Western Province. It would be better if the training duration is expanded offering enough time for discussion and group works.

4.5 Participation

- Some of the BVI teachers missed the training opportunity because they did not get the permission from the school authority. Hence, for better participation, it would be nice if we could conduct such training during school vacations.

4.6 GESI

- For increasing the female participation, some concrete initiatives need to be taken. NAB has planned to conduct special capacity building/sensitization trainings to BVI Women and bring them in the leadership front line of NAB and its network. GESI groups can be brought in front by;
 - a) participation in trainings/ programs
 - b) focus in sensitization
 - c) activities for women and youth carried out through separate sister organizations
 - d) reservation for women, Dalit, Madhesi and Indigenous groups on the board

4.7 Innovation

- The manual and other reference materials need to be finalized prior to the commencement of the training.
- The contents of the BRIDGE Course manual need to be fragmented and specified for different target groups. For example, one day schedule for the political leaders, 3-5 days schedule for the BVI leaders/teachers and 5-7 days schedule for grass root level.
- Quality Benchmark has been developed for such trainings to BVI people

5. Recommendations

5.1 Areas of Improvement in training

- Quality benchmark should be followed with one volunteer for one total blind participant. Budget should be allocated as such.
- For such project, the duration should be at least 9 to 12 months.
- The training duration for such manual needs to be extended to 5 to 7 days depending upon the geographical and educational level of the participants or fragment the module as per the target group's level and need.
- The incentives of the officials and volunteers need to be increased.
- The per head food and accommodation cost of the participants need to be increased as per the market price.
- The reporting forms, formats, templates and detailed financial guidelines should be provided prior to the commencement of the project.
- The training manual needs to be published in ink as well.
- The copy right of the training manual needs to be taken by NAB and UNDP ESP from related authority.
- The training should be conducted for the political leaders and elected representatives, media and other stakeholders to sensitize them on political and voting rights of BVI people so that they can contribute to promoting the rights of BVI people for a long run.
- When we expect our trainees to conduct same sort of training or orientation in their workplace or community, then at least a small budget should be allocated for tea and snacks.

5.2 Recommended quality benchmark

- The number of participants should be between 20-30. Inclusive participation of visually impaired people from all genders (Female: 33%), caste/ethnicity, and locations should be ensured.
- The total blind participants should be accompanied by their escorts. And there should be sufficient support staff in each table. Minimum and maximum number of escorts should be 10-15.
- Total blind and low vision participants should randomly be seated in a group.
- Training venue should be blind friendly with bars and accessible infrastructure. Total blind participants should be accommodated in the safer areas away from hazardous places and well oriented before the training.
- Venue staffs should be oriented on the dignified ways of treating people with visual impairment.
- Participants should be informed at least 2 days prior the conduction of the activity/programme.

- Participants should be provided with information on available facilities/benefits and topics prior to the training.
- Information about activity/programme objectives and expected outcomes should be shared with the participants.
- Daily schedule should be prepared and followed.
- Prior approval should be obtained from parents/guardians while conducting residential training for children (below 18 years).
- Training materials should be accessible. For example: Low vision (good lighting system, training materials on color contrast and larger print), blind (training materials on braille and audio), basic materials (slate, stylus, braille writing paper, computers with jaws software) as per the nature of the training.
- Programme should be facilitated by qualified trainers/facilitators with thematic experience.
- There are diverse group of facilitators facilitating different topics.
- Trainers/Facilitators should be aware of the issues of visually impaired people.
- Facilitation and group works should be blind friendly.
- There should be equal and active participation of all the participants.
- Interpreter in the local language, where necessary, must be arranged.
- Hands-outs and reference materials used in the training should be provided to all the participants in an accessible format.
- Action plan should be prepared as per the nature of training after completion of the training.
- Training should be conducted in coordination with relevant government line-agencies (Example: Provincial Training Center, Education Development and Coordination Unit, Rural Municipality, Municipality, Ward Office) as per need.
- In case of residential trainings, complete food and lodging facilities should be provided to the escorts brought by the participants.

5.3 Partnership/coordination

- Cooperation and coordination between NAB, UNDP/ESP, and Election Commission Nepal needs to be continued in the coming days. Information and experience sharing and regular communication will strengthen the relationship between the two organizations, thereby giving opportunity for the latest updates.
- Follow up activities are needed for preserving and promoting the achievements of the project.
- Impact study of the project needs to be carried out for assessing the success of the project.

- Only giving handbook is not enough for making the political leaders and elected representatives responsible towards the BVI issues. Awareness and sensitization trainings are needed for them as well.
- Budget should be allocated for all the activities as per the market rate.
- Same sort of trainings should be conducted in the district and local level as well.

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

- **Election Management Body**

- Ensure the participation of BVI people in the formulation of regulation, act and in the planning process.
- Ensure that the name list of all the eligible BVI people is included in the voter's list and that the BVI people are clearly indicated in the voters list.
- Provide voter education to BVI people in an accessible format using Braille, large print, audio and other technology.
- Depending upon the number of the BVI people, the polling booth needs to be placed in the places accessible for them or the option for them to vote from their homes can be considered.
- Disability data, especially BVI people in voter's list, needs to be published.
- Train GESI focal person in all District Election Offices. Updated GESI data should be available at ECN.
- In the polling centres where BVI people vote, information should be placed in the accessible format for them
- Regular interaction and updates from ECN with NAB and BVI group.
- Provide training to the election staffs including Returning Officers about the issues and problems of BVI people.
- Use of electronic voting machine or other modern and accessible system.
- Ballot paper should be made in Braille and large print until electronic voting system is introduced.
- Secret voting system should be ensured for the BVI people such as the use of electronic voting machine, voting through mobile app, tangible/tactile/braille/large print ballot paper etc. There might be some other technologies developed in other countries and can be replicated in our context or we can simply start some research projects in our country itself.
- BVI people should be given privilege to take the escort of their choice for voting until the right to secret voting is ensured.
- Information materials regarding election education should be made available in Braille, large print (Not less than 22 font size) and/or in audio record.

- Allow Disable Peoples' Organization (DPOs) to supervise the election process
- Partner with DPOs for voter education, policy reform etc.
- The vote counting should be accessible to BVI people as far as possible and participation of BVI people in the post-election review should be ensured.
- The persons with disabilities including BVI people should be included in the closed list of election candidates
- The election guideline should be in accessible format and should include the issues of the BVI people
- The polling booth needs to be blind friendly by
 - Keeping the thick ropes in the rows
 - Putting the stamping place where there is enough light
 - Managing human assistance service to the blind people for their maneuver inside the polling booth
 - Managing sound indicator in the entrance of the pooling booth
- **Government agency**
 - Ensure the reservation of Persons with Disabilities including BVI people in Election Act for the representation in Local level, Provincial level, Federal House of Representatives and National Assembly.
 - Should advocate and conduct awareness programs about UNCRPD.
 - Amend the constitution and add disability in inclusive cluster in order to ensure political participation and representation of PWDs.
 - Coordinate and work closely with Ministry of Law and parliamentarians for formulation of the progressive laws which will favor PWD and BVI.
 - Make all the election related laws in accessible format for BVI people
 - Strategies to make electoral education and voter education inclusive and accessible for BVI people need to be developed. This long-term strategy should also be budgeted.
 - Make extensive study on feasibility of EVM in Nepal that support BVI people.
 - Make necessary arrangement/management for introducing Electronic Voting Machine.
 - Amend the related laws and acts to ensure the representation and voting rights of PWDs including BVI people.
 - Parliament buildings and all government offices should be made blind friendly and well as disability friendly.
 - Terms and regulations of Province and Federal Legislative body should be made blind friendly. There needs to be coordination and collaboration with three tiers of government for disability friendly programmes. Data on disability population should be updated regularly.

- Provision of escort and vehicle facility for blind representative should be made.
 - Establishment of more BVI friendly schools and BVI friendly equipment.
 - Schools and public places, which are most often used by the ECN, as polling locations should be disability friendly. Government should encourage the construction of disable friendly buildings and infrastructure.
 - Maintain accurate data of BVI people in upcoming census 2021.
- **Constitutional Bodies**
 - BVI people and other people with disabilities need to be incorporated in Inclusive Commission. The Constitution of Nepal Article 258 states about the Inclusive Commission focusing to persons with disabilities and other marginalized groups which has already been formed as well. However, there is no representation of persons of disabilities including BVI people.
 - Issues of women with visual impairments should be included in policies, programmes of the Women Commission and their participation in them should be increased.
 - Disability is intersectional issue for Dalit/ Indigenous/Madhesi/Tharu/Muslim Commissions. Hence, the persons with disability should be assured about their participation in their respective Commission so that their issues are addressed properly.
- **Political Parties**
 - PWDs including BVI people should be treated not only as voters but also as potential candidates.
 - Give membership of their parties to the PWDS including BVI.
 - Give responsibilities to PWDs as per their capacities and capabilities.
 - Party wings should be formed for PWDs including BVI people.
 - Every party has to ensure representation from PWDs, including BVI, at all levels.
 - The party's constitution should be made inclusive.
 - Provide leadership trainings to the PWDs including BVI people.
 - Include the issues of backward community including BVI people in their election manifesto.
 - Make the notices, information publication and party manifesto of political parties accessible to the BVI people and other persons with disability.
 - Recommend and support the Election Commission to make disability friendly polling booth and voting system
 - Ensure the participation of BVI people in the election related activities conducted by the party

- **Development Partners**

- Include the issues of the BVI people in programmes related to elections and electoral process.
- The training manual made by NAB and UNDP ESP for advancing the political and electoral rights of people with visual disabilities needs to be adopted internationally.
- Train BVI people and other stakeholders including political leaders on the political rights of BVI people and their voting rights
- Provide refresher trainings from time to time.
- Coordinate and cooperate with NAB for carrying out the issues and activities related with blind and visually impaired people in Nepal as it is the one and only umbrella organization of the blind.
- Recommend and influence Nepal Government, Election Commission and Political Parties to ensure the political and voting rights of BVI people.
- Make the information system and documents accessible to BVI people
- Strengthen the capacity of DPOs., media, other stakeholders

- **Civil Societies**

- Civil Society needs to promote the issues on disability, including the issues of BVI community, in the broader spectrum.
- Awareness raising activities for promoting the political rights of BVI people are necessary.
- Report to the concerned authority in case any legal constraint is faced by the BVI people in the electoral process.
- Coordination with the DPOs for technical and advisory support to address the issues of persons with disabilities.

- **Disable Peoples' Organizations**

- Awareness programme to political leaders on UNCRPD.
- Capacity enhancement of the BVI people.
- Encourage the BVI people to take the membership of political parties.
- Request the political parties to select the candidate as per the Constitution of Nepal.
- Interaction with the stakeholders for the formulation of blind friendly election related laws and policies.
- Support the BVI people to enlist their names in the voter's list.
- Prepare a list of the BVI people who are enlisted in the voter's list.
- Find out the BVI people who are excluded from the voter's list and help them get registered in the list.

- Demand with the government to make necessary provisions for the use of electronic voting machine.
 - Coordination with political parties and civil society.
 - Advocacy for including a session in the training for the election staffs and volunteers about blindness issues and creating blind friendly voting environment.
 - Encourage the parents/guardians to help in the mobility of the BVI people while going to and returning from the polling booth.
 - Partner with development partners, civil societies, government bodies for the promotion of BVI people's rights and democratic participation.
- **NAB**
 - Besides the above-mentioned roles of DPOs, NAB should:
 - Cover the whole country up to local level and strengthen its own network.
 - Continuous lobby and delegate responsibilities to the concerned authorities and political parties for ensuring the political and electoral/voting rights of BVI people.
 - Advocacy for introducing the Electronic Voting Machine.
 - Advocacy at all three levels of government for the blind friendly physical infrastructures and access over resources.
 - Special media campaigns.
 - Coordination with Election Commission, Nepal, UNDP/ESP and other partners working in election related sectors.
 - Internationalization of the training manual developed by NAB with the support of UNDP/ESP and Election Commission, Nepal.
 - Data collection about the BVI voters and candidates by mobilizing its network.
 - Conduct such trainings to political leaders, media and other stakeholders as well.
 - Conduct training assessment and do the follow up regularly.
 - Encourage the BVI people to become candidate in the election and provide necessary support.
 - Influence the political parties to make BVI people their candidates, convincing them about the capabilities.
 - Provide capacity building trainings and assistive technology training to BVI people so as to keep them updated with the latest news and information.
- **Media**

- Organize orientation to journalists on disability rights based on the UNCRPD.
- The issues of BVI people and other persons with disabilities should be highlighted, discussed and reflected in the news, articles and programmes.
- The cases should be studied and printed/broadcasted so as to draw the attention of the stakeholders.
- The Dramas and PSA encouraging the BVI people and other persons with disabilities to take part in the voting process should be broadcasted through electronic media while the notices and information of the same kind should be published in the newspapers on the regular basis.
- Influence political parties for the participation and representation of the BVI people at the decision-making level.
- Influence the government and Election Management Body for making the voting process and polling booth accessible for the BVI people.
- Conduct debates and discussions on issues like the legal practices that affect disable people.

6. Conclusion

- Developed a Training Manual, after testing and piloting.
- Blind and visually impaired people including women and those from the marginalized group got benefited from the project. From Manual development to facilitation, BVI people were mobilized.
- Participants become aware about political rights and voter education.
- In every training, there were a few participants who had not voted. Surprisingly, even some of the teachers had never voted. There were a few who had not even registered their name in the voter's list. After the training however, all the participants were motivated to take part in the voting process and committed to do so.
- Common understanding built about the political rights and voter education
- All participants committed to follow the NAB Campaign regarding electoral education, voters education and political rights of BVI people in their communities.
- In every training, the mock polling activity was conducted by the District Election Officer of the training district. This added to the authenticity and credibility of the training.
- In every Province Level Training, Political Leaders/Elected Representatives (Provincial Minister/Mayor/Ward Chairman)/ Government Authorities were invited in the inauguration ceremony. Those who attended the training became well aware about the BVI issues and committed to support in promoting the political and voting rights of the BVI people.

7. Way Forward

7.1 Sustainability plans with Opportunities and Needs

- The training manual has been developed as a permanent document for further training of similar nature.
- The Guideline Handbook will be an influential document for political leaders and social workers, which will bring positive impact regarding the political and voting rights of BVI people in the long run.
- Mobilize the trained human resources (trainers) produced by MToT in future training events. The trained BVI people will help increase the BVI voters by influencing them in their area.
- NAB will tie up the political and voting rights of BVI people in its leadership training manuals as well.
- Coordinate with government agencies to use this training manual, wherever possible.
- Recommendations provided to various stakeholders including government, Election Commission and Political parties will help in addressing the pressing issues of BVI people in the electoral cycle and ensuring their representation at the decision-making level.
- NAB will explore different funding agencies to conduct such training to the BVI people on a regular basis. Having training manual, trained human resources and the experience of conducting trainings will help find the funding partners and reduce the cost of conduction.
- This project has created a new domain of action for NAB and BVI people that is really important and result oriented. This needs to be continued until all eligible BVI people take part in voting process and the BVI leaders get elected in various levels.
- Advocacy and joint initiatives among NAB and other development partners including UNDP ESP need to be continued for influencing the Government, Election Commission, Political leaders and other stakeholders to promote the political and voting rights of BVI people.

ANNEX

Annex 1:

S.N.	Name	Organization	Post
1	Mr. Ramesh Pokharel	NAB	President
2	Mr. Nar Bahadur Limbu	NAB	Director
3	Ms. Shova Neupane	NAB	Program Officer
4	Dr. Birendra Raj Pokharel	ADRAD Nepal	CEO
5	Mr. Kumar Thapa	NAWB	President
6	Mr. Kaladhar Bhandari	Blind Youth Association Nepal	President
7	Ms. Sita Subedi	Blind Women Association Nepal	President
8	Mr. Pawan Ghimire	Blind Cricket Association of Nepal	Chairman
9	Mr. Deepak Koirala	Nepal Para Olympic	President
10	Mr. Kumar Poudel	Blind Table Tennis Association	General Secretary
11	Mr. Deepak Majhi	Ministry of Education	Section Officer
12	Dr. Laxman Prasad Gnawali	NAB Election Commission	Coordinator and Advocate
13	Mr. Tek Nath Neupane	DES Nepal	President
14	Ms. Neera Adhikari	Lalitpur Metropolitan City	Section Officer

Annex 2: List of participants of TOT training

S.N	Name	Organization	Disability (If any)	Sex	Age
1	Arjun Rawal	NAB Far Western Province	Total Blind	Male	B

2	Rupa Rani Rai	NAB Far Western Province	Total Blind	Female	E
3	Suresh Kumar Khadka	NAB Karnali Province	Total Blind	Male	C
4	Bhabuk Jung Thapa	Banke NAB	Total Blind	Male	E
5	Bhola Nath Tripathi	School Teacher, Banke	Total Blind	Male	C
6	Laxman Prasad Gnawali	Advocate and NAB Election Commission Coordinator	Low Vision	Male	E
7	Manoj Pangen	NAB Province 5	Total Blind	Male	D
8	Laxman Subedi	NAB Gandaki Province	Low Vision	Male	D
9	Khom Raj Sharma	NAB	Total Blind	Male	D
10	Sri Kanta Sapkota	College Teacher (Kaski)	Total Blind	Male	C
11	Padam Subba	NAB Province 1	Total Blind	Male	E
12	Sabitra Koirala	Morang NAB	Low Vision	Female	C
13	Bhagiman Khapung	School Teacher, Terrethum	Total Blind	Male	E
14	Deepak Thapa	NAB Province 1	Total Blind	Male	D
15	Amrit Rai	NAB Rehab. Mahottari	Total Blind	Male	E
16	Bhavisya Kumar Jha	Government Service, Dhanusha	Total Blind	Male	C
17	Ramesh Pokharel	NAB	Total Blind	Male	D
18	Shishir Khanal	NAB	Total Blind	Male	D
19	Kaladhar Bhandari	Blind Youth Association (BYAN)	Total Blind	Male	C
20	Laxmi Nepal	Blind Women Association (BWA)	Total Blind	Female	C
21	Bhojraj Pandey	Kathmandu NAB	Total Blind	Male	C
22	Deepak Majhi	Government Officer	Total Blind	Male	D
23	Deepak Koirala	Para Olympic	Low Vision	Male	E
24	Suresh Chandra Neupane	NAB	Low Vision	Male	E
25	Toran Adhikari	Surkhet NAB	Total Blind	Male	C

Annex 3: List of Resource Person

S.N.	Name	Designation
	Chief Trainers:	
1.	Dr. Birendra Raj Sharma Pokharel	Manual Developer and Chair, ADRAD
2.	Mr. Nar Bahadur Limbu	Director, NAB
3.	Mr. Deepak Majhi	Section Officer, Nepal Government Ministry of Education
4	Mr. Shishir Khanal	General Secretary of NAB

5	Mr. Khom Raj Sharma	President of NAB Gandaki Province
6	Mr. Amrit Rai	NAB Rehab. Program Director
7	Dr. Laxman Prasad Gnawali	Advocate and Coordinator of NAB Election Commission

S.N.	Name	Designation
	Co-facilitators:	
1.	Ms. Neera Adhikari	Section Officer, Lalitpur Metropolitan City
2.	Mr. Bhavishya Kumar Jha	Government Staff at District Post Office Dhanusha
3.	Ms. Sabitra Koirala	Morang Branch President and Teacher in Belbari
4	Mr. Padam Subba	President of NAB Province No. 1
5	Mr. Bhagiman Khapung	Former Board Member of NAB and teacher
6	Mr. Deepak Thapa	Secretary of NAB Jhapa and teacher
7	Mr. Bhabuk Jung Thapa	Secretary of NFDN and school teacher in Banke
8	Mr. Bholanath Tripathi	Vice-President of NAB Province 5 and teacher in Banke
9	Mr. Manoj Pangeni	General Secretary of NAB Province 5 and teacher
10	Mr. Suresh C. Neupane	Senior Vice-President and NAB Province 3 Coordinator
11	Mr. Bhoj Raj Pandey	President of NAB K
12	Mr. Kaladhar Bhandari	President, Blind Youth Association Nepal (BYAN)
13	Mr. Deepak Koirala	Chairman, Nepal Para Olympic Committee

14	Ms. Rupa Rani Rai	Coordinator, NAB Far Western Province
15	Mr. Arjun Rawal	Teacher in Kailali
16	Mr. Laxman Subedi	President of NAB Kaski
17	Mr. Shreekanta Sapkota	College teacher and media person in Pokhara
18	Ms. Laxmi Nepal	General Secretary of Blind Women Association Nepal
19	Mr. Suresh Khadka	President of NAB Karnali Province and teacher
20	Mr. Toran Adhikari	President of Surkhet Association of the Blind

S.N.	Name	Designation
	Guest-facilitators:	
1	Mr. Mahesh Kumar Thakur	Election Officer, District Election Office Morang
2	Ms. Pushpa Kumari Jha	Election Officer, District Election Office Mahottari
3	Mr. Hari Prasad Dhakal	Election Officer, District Election Office Chitwan
4	Mr. Rudra Neupane	Election Officer, District Election Office Kaski
5	Mr. Baburam Acharya	Election Officer, District Election Office Rupandehi
6	Ms. Nirmala Regmi	Election Officer, District Election Office Surkhet
7	Mr. Prem Raj Bhatta	Election Officer, District Election Office Kailali
8	Ms. Nikila Shrestha	GESI and Outreach Advisor, UNDP ESP

Annex 4: List of the Chief Guests at Province Level Training

<u>Province</u>	<u>Chief Guest</u>	<u>Designation</u>
<u>Province 1</u>	Mr. Suresh Adhikari	Chief Secretary of Ministry of Council, Province No. 1

<u>Province 2</u>	Ms. Sharada Thapa	Member of Provincial Parliament, Province No.2
<u>Province 3</u>	Mr. Narayan Ban	Mayor of Ratnanagar Municipality
<u>Gandaki Province</u>	Ms. Nar Devi Pun Magar	Honorable Minister for Social Development, Gandaki Province
<u>Province 5</u>	Mr. Shiv Raj Subedi	Mayor of Butwal Sub Metropolitan City
<u>Karnali Province</u>	Mr. Naresh Bhandari	Honorable Minister for Internal Affairs and Law, Karnali Province
<u>Far Western Province</u>	Mr. Prakash Bahadur Shah	Honorable Minister for Internal Affairs and Law, Far Western Province

Annex 5: Few Photographs (With Captions)
Meeting of the Manual Development Committee:



Preliminary Meeting



Second Meeting

Manual Testing Workshop:



First Group in Kathmandu



Second Group in Kahtmandu



First Group in Surkhet



Second group in Surkhet

MToT in Kathmandu



Group photo



Certification

Province Level Training: Inauguration:



Chief Guest Mr. Suresh Adhikari, Chief Secretary of Province 1 Ministry of Council, inaugurating the training in Biratnagar



Chief Guest Ms. Sharada Thapa, Provincial Parliament Member, Addressing the program in Bardibas



Chief Guest Mr. NArayan Ban, Mayor of Ratnanagar Municipality, inaugurating the program in Chitwan



Chief Guest Ms. Nar Devi Pun, Provincial Minister for Social Development addressing the program in Pokhara



Chief Guest Mr. Shiv Raj SuChief Guest Honorable Minister Mr. Naresh Butwal Sub-Metropolitan City, inBhandari inaugurating the program in Surkhet program in Butwal



Chief Guest Honorable Minister Mr. Prakash Bahadur Shah inaugurating the program in Kailali

Activities in Province Level Training :



Individual Reflection by an aged participant in Province 1



Experience sharing in Province 1 by a female participant about voting



Male and female participant of Province 2, introducing the other in the pair in the introduction session



Female participant of Province 2 expressing happiness for the opportunity during the closing ceremony



Video display about the modern voting technology in Hall A of Province 3



Participants ready for the convincing game in Province 3



Energizing activity in Gandaki Province

Participants in Gandaki Province taking note with the slate and stylus provided to them



Participants in Province 5 observirGroup discussion in Province 5 tree prepared by the other group



Panel Discussion in Karnali Province



Tree making activity in Karnali Province



Low vision participant presenting group work in Far Western Province



Total Blind participant presenting group work in Far Western Province

Mock Polling



District ElecticParticipant casting the vote in Province 1
taking class in



Election Officer Ms. Puspha Kumari Jha taking class in Province 2



Participant casting vote in Province 2



Election Officer Mr. Hari Dhakal, taking classification and Inking in Province 3 in Province 3



Election Officer Mr. Rudra Neupane, orienting about the polling booth in Gandaki Province



Polling Booth created in Gandaki Province



Election Officer Mr. Baburam Acharya orienting the participants on voting process in Province 5



Candidates watching the sealing of the ballot box in Province 5



Election Officer Ms. Nirjala Regmi, doing presentation in Karnali Province



Casting the vote in Karnali Province



Election Officer Mr. Prem Raj Bhatta, explaining about the electronic voting machine and the vote counting device in Far Western Province.



Participant casting the vote through electronic voting machine in Far Western Province for the first time