

Final Report

submitted to

UNDP-ESP

on

**Sustainable Civic and Voter Education for the Community of
Hearing Disabled in Nepal**

Submitted by:

**National Federation of the Deaf Nepal
Bhrikutimandap, Kathmandu**



*Empowered lives.
Resilient nations.*

1. Introduction

1.1. Background & Rationale

Nepal has adopted an inclusive federal model of democracy through the new Constitution adopted in 2015 A.D. The power of people is reflected through three tiers of elected government. The Constitution has guaranteed the proportional representation of different minority groups in the state mechanisms. But despite this, people with disabilities, including those with hearing disabilities, are far behind in terms of representation in the political bodies and their participation in elections are also minimal.

The political participation of those from the hearing disabled community is very low and securing candidacy from this community is even more rare. This is because the awareness on political rights, state structure, election and voter education among the deaf people is still low. Deaf people have communication barriers on electoral and voter education, low access to information on the process of elections. What is more concerning is that there is still no concrete data of the hearing disabled community who have voter identification cards.

Raghab Bir Joshi was the only member in the Constituent Assembly in 2008 representing the deaf community and there has been no representation of deaf community in government since then. Political parties' programmes and documents are neither deaf friendly nor accessible. The vote of deaf people is casted by other people on their behalf saying that the deaf people do not know anything about politics.

There are very few deaf friendly materials and election educational materials available. The training package, modality and overall voter and election awareness and capacity building programmes developed from the perspective of hearing people are not deaf friendly. It is therefore necessary to develop special tailored content on 'political rights, voter and election education targeting the deaf community. The government has been far behind in developing and implementing deaf friendly programmes on political rights and election targeting deaf people.

National Federation of the Deaf Nepal (NDFN) in collaboration with the Election Commission, Nepal (ECN) and Electoral Support Project of United Nations Development Programme (UNDP/ESP) started to conduct activities on political rights, voter and election education specially targeting deaf communities from 2013 onward. Moreover, the training manual prepared in 2016 by the Election Commission on voter education was prepared in collaboration with ESP/UNDP and NDFN in a deaf friendly manner. Deaf friendly knowledge products on deaf friendly election and voter education programmes were developed in 2016 studying the practices in different parts of the world.

During the Constitution Assembly election in 2013 AD, deaf friendly posters on voter education and television programmes on various themes were prepared and broadcast. UNDP/ESP also supported promoting the voter and election education during the International Deaf Day programmes in 2014 to 2016 through awareness programmes like the deaf skill and employment expo, rallies, painting/drawing competitions, drama, public speaking and through the publication of a Sign Language Dictionary. The collaboration provided training on voter and election education during the Constituent Assembly election in 2013 AD.

The constitutional rights of people with disabilities, including deaf rights, can only be established when deaf people are capable to participate in election. So, it was extremely essential to develop deaf friendly training manual, training materials and resource book on voter and electoral

education specially targeting the deaf community in a manner accessible to the deaf people. This needs to be based on the realization that ensuring the political rights of deaf people is only possible if the deaf community works collaborative with other stakeholders. Collaboration and support of the stakeholders and networking is essential to mainstream deaf community in elections. And there is a great role for the government, parliament, political parties, deaf school, media, civil society, the guardians, and interpreters to mainstream the deaf rights on election.

So, NDFN has prepared and submitted the technical proposal on developing and piloting a programme of sustainable civic and voter education targeting the hearing disabled in Nepal to UNDP/ESP. The training programme on sustainable voter education was designed for collaborations with the deaf associations, deaf schools, province committee and NGOs working in the field of deaf issues and rights.

The partnership between the two organizations has supported the development of training manuals, resource materials and the trained human resource on election rights of deaf people. The continuity of the programme is essential at the grass root level on political rights, voter and election education in linkage with local and province government, and in collaboration with UNDP/ESP in the coming years to further increase the understanding, capacity and awareness of deaf community on these important topics.

1.2. Objectives

- a) Formulating an appropriate adult learning methodology to deliver capacity building to the groups concerned;
- b) Preparing messages and materials targeting these groups, including a training manual for the implementation of the methodology through a two- to three-day course;
- c) Piloting the use of the manual and materials;
- d) Building the capacity of trainers and facilitators to deliver the course;
- e) Increase understanding of the deaf community on the importance of political rights and elections.

2. Methodology

a. Development of Training Manual and Resource Book

A team of 5 members was formed to develop the Training Manual, Resource Materials and Resource Books. The team drafted the contents for the training manual, incorporating input from the consultation with the deaf leaders and teachers in Kathmandu.

The team developed the training manual and resource materials in close coordination with the UNDP/ESP team with their inputs and feedback.

b. Development of Video and Designs

Experienced video makers were hired to develop the required video in sign language of the Training Of Trainers (ToT) and used as resource materials during the trainings. Similarly, experienced deaf artist was hired to draw the required drawings to use in the Resource Materials.

c. Training Programmes: Piloting, TOT and 5 Provincial Trainings

Piloting, TOT and Provincial Training programmes were conducted in coordination with the respective province committees and local deaf associations. Local deaf associations were requested to send the representatives in the piloting and 5 provincial trainings and the participants for the TOT were selected by NDFN.

The training halls were made accessible for the hard of hearing, and the seating arrangement was done in a V shape so that all the participants could see each other using sign language, as well as the power point presentations, resource person and interpreters. The power point presentation with lecture style, followed by the interactions, were commonly used in the training. The sign language videos, pictures, group discussions, debate on useful topics, question and answer, matching the correct answer, experience sharing, agree or disagree and role-play methodologies were used during the sessions. Games (matching cards), pictures, and role plays on submission of memorandum to the Chief Election Commissioner were adopted.

Likewise, 3 groups were formed among the participants for the group discussion. The groups discussed the assigned subject, wrote their discussion outcomes in a chart paper and the team leader presented in the session. Meta cards of blue, yellow and red were used for the signs of expression of consent/understanding, confusion, and disagreement respectively from the participants during the training sessions.

3. Key Achievements

3.1 Outputs:

Activities carried out in the project

- Training Manual, Power point presentations and Resource Book on Deaf Friendly Voter and Election Education were developed.
- In total 286 participants (male: 165, female: 121) were reached through piloting, TOT and provincial training programmes across the country.
- In total, three-day piloting workshops with leadership of district deaf associations and deaf schoolteachers and common deaf people were organized on the deaf friendly training draft manual in Hetauda inviting the participants from Province 1, 2, 3 and some parts of province 4. Similar piloting workshop was conducted in Nepalgunj inviting the representatives from Deaf Associations, Deaf Schools, NGOs from province 5, 6, 7 and some from province 4. Altogether there were 102 participants in total in the piloting workshops.
- Training of Trainers on sustainable civic and voter education was organized for 26 representatives from Deaf Associations and Deaf Schools.
- 51 sign designs and 9 sign language videos were developed to use as resource materials for the training.
- Sign Language videos of the sessions of the TOT were developed.
- 158 persons from deaf associations, deaf schools and NGOs were provided training on sustainable civic and voter education in Biratnagar, Rajbairaj, Kavre, Pokhara and Dhangadhi.
- Brief orientations on voter registration education were provided to 834 students (male:430, female: 404) from 18 deaf schools. Details of the deaf schools is in Annex 2.

Total Reach:

Altogether eight events were conducted. Among them, two were piloting of the manual, which was organized in Hetauda with two different groups of deaf teachers/leaders and deaf people.

Likewise, second piloting was done in Nepalgunj again with two groups.

Following the piloting, ToT was conducted in Chitwan where deaf teachers/leaders

were trained to be

a trainer. After the ToT, five provincial trainings were conducted in Biratnagar, Rajbiraj, Kavre, Pokhara, and Dhangadhi. The event wise number of participants, disaggregated by sex, are presented in Figure:1.

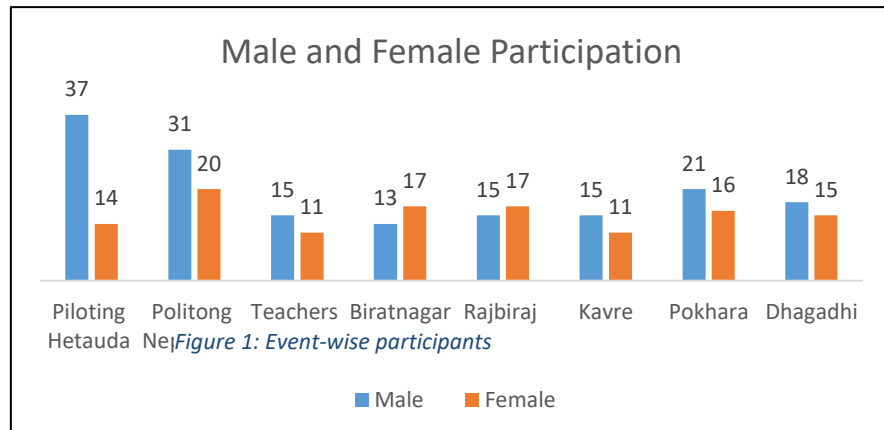


Figure 1: Event-wise participants

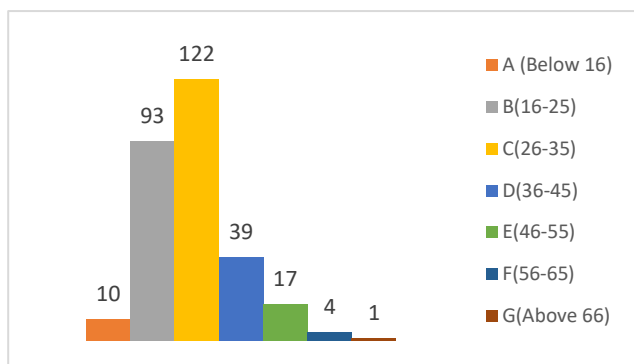


Figure 3: Participants disaggregated by age-group

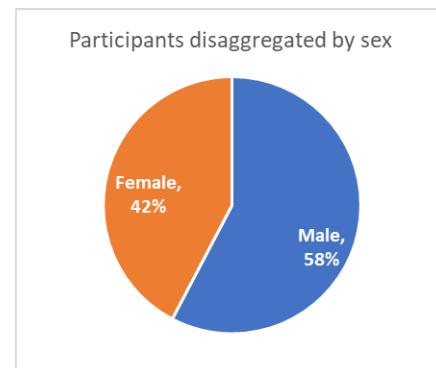


Figure 2: Participants disaggregated by sex

A total of 286 participants were reached through the programmes. Out of them, 165 were male and 121 female. In terms of age, 10 people were under 16 years of age; 93 were between 16 to 25 years; 122 were in between 26 to 35 years; 39 persons between 36-45 years; 17 between 46 to 55 years; 4 participants between 56 to 65 years; and 1 participant above 65 years of age.

In the trainings, 3 participants were pre-literate, 23 had basic literacy, 44 had primary education, 42 had secondary education, 113 participants had higher secondary education, 50 participants had bachelor education and 11 had a degree above bachelors.

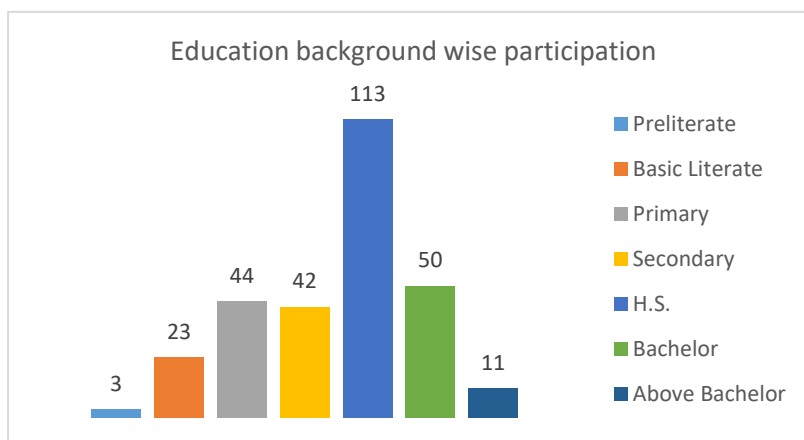
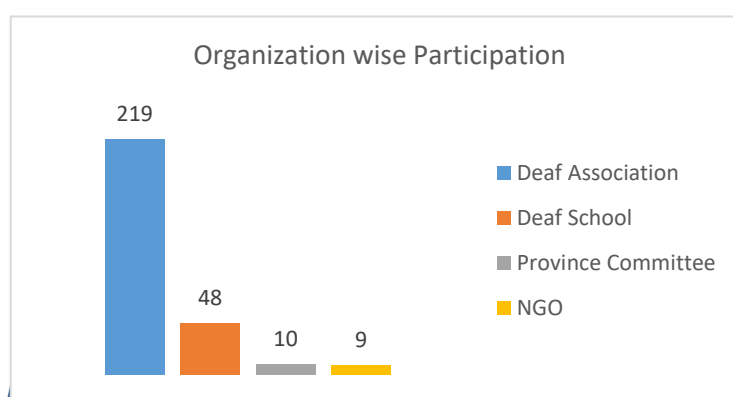
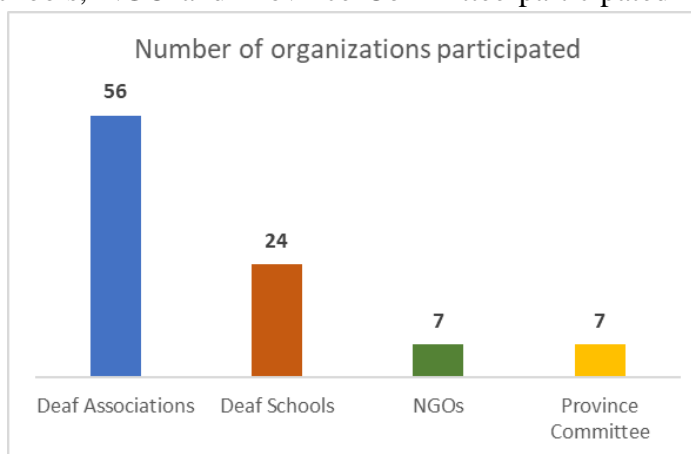


Figure 4: Participants disaggregated by educational background

In the overall piloting, 219 participants were from local deaf associations, 48 from deaf schools, 10 from province committees and 9 from NGOs.



Number of deaf associations, deaf schools, NGO and Province Committee participated in the programmes. In the overall training programmes, representatives from 56 districts, 24 deaf schools, 7 NGOs (annex 6) and 7 province committees participated.



Details of resource materials/other products developed

Training Manual on deaf friendly sustainable civic education is prepared. The training manual contains 9 chapters. The following number of resource materials is developed for the delivery of the content of the training manual.

1. Sign Language Video of 48 new words: 1 (detail in annex 5)
2. Sign Language videos: 9
3. Drawings: 51
4. Presentations: 44

5. *Deaf Friendly Voter and Election Education Training Manual: 1*
6. *Deaf Friendly Voter and Election Education Resource Book: 1*

Details of Resource Persons Prepared from ToT.

30 representatives from local deaf associations and deaf schools were selected to attend the TOT on sustainable civic and voter education organized from 23-25 October, 2019 in Chitwan. Those participants were selected on the basis of educational background, work experience in deaf rights and issues, their role of leadership in deaf association and deaf federation, and their experience working as teachers in deaf schools. Gender equality was maintained throughout the selection process of the participants. Out of 30 participants selected, 26 attended the TOT and 4 could not attend it in the last hour because of some emergencies. The list of the participants is attached in Annex:3.

Following the ToT, 10 persons worked as Resource Person in the training in Biratnagar, Rajbiraj, Kavre, Pokhara and Dhangadhi. As there were only 5 trainings to be conducted in the regions and altogether 4 trainers (including 2 resource persons) were required for any training two participants from the ToT were selected for each training so only 10 of them could have the opportunity to facilitate trainings. The following is the list of facilitators from ToT:

1. Surya Bahadur Budhathoki
2. Santosh K.C.
3. Sunita Tiwari Timisina
4. Sitaram Ojha
5. Arbind Kumar Chaudhary
6. Santosh Paudel
7. Pramila Thakali
8. Sabitri Baral
9. Krishna Pyari Nakarmi.
10. Krishna Gajurel

2.2 Overall Evaluation from all programmes

In the overall evaluation findings of the training, 48% of the participants have strongly agreed that they were satisfied with the programmes, 42% have agreed, 7% have disagreed and 3% have strongly disagreed. Mostly they under rated the content of the workshops that it was not interesting.

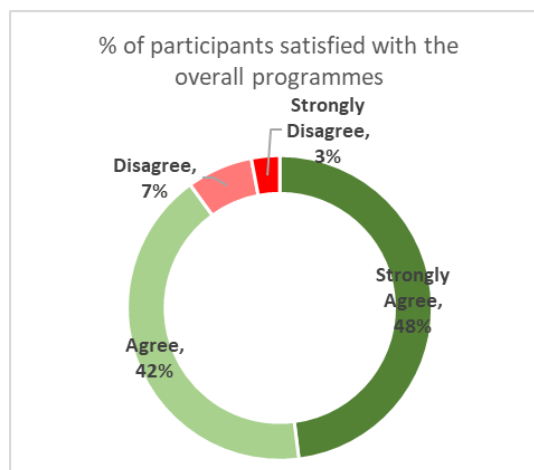


Figure 7: Overall Programme Satisfaction

The programme evaluation was based on the different criteria including content, methodology, and time management etc. Most of the participants "strongly agreed" and "agreed" that there was good time management, opportunities for question and answers, content was clear and organised and interesting and the methodology adopted was compatible for deaf participants. A detailed point-wise evaluation finding is presented in figure: 8.

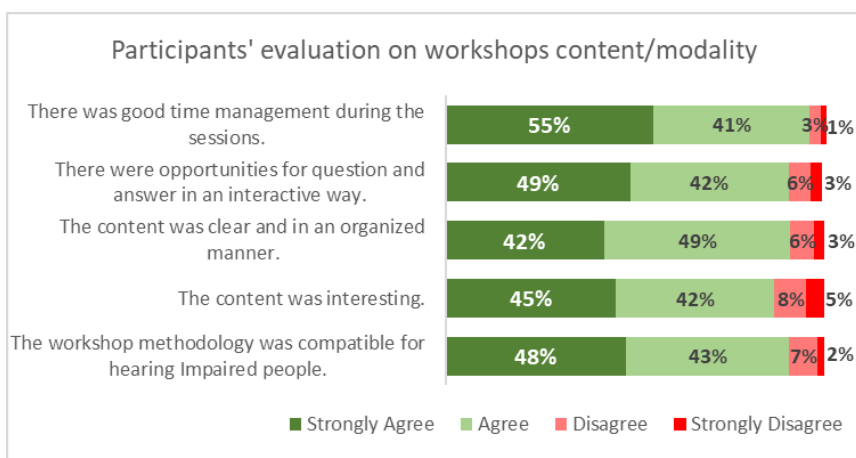


Figure 8: Participants evaluation on content/modality of the workshops

Overall, 91% of participants reported that their knowledge on electoral system and democracy has been enhanced. Among 165 male and 121 female, 89% male and 94% female reported so. On the contrary, 6% male and only 1% female stated to have strongly disagreed that their knowledge has been enhanced by the trainings and most of them were the participants from the events in Kaski. In line with their expression, improvement in learning from Pokhara event also ranked lowest (81%) among all other provincial training events.

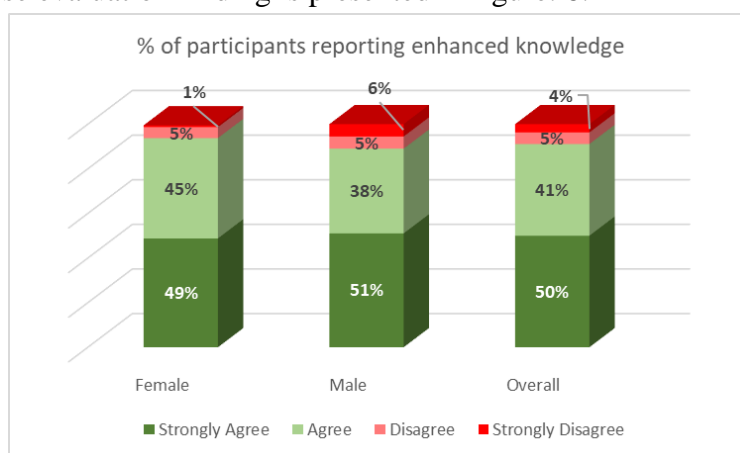


Figure 9: Knowledge enhancement

Remarkably, 96% of participants stated that they would apply and share what they have learnt in the trainings. Very minimal, 2% female and 1% male strongly disagreed with this statement and among them, mostly were the participants from manual piloting in Makwanpur.

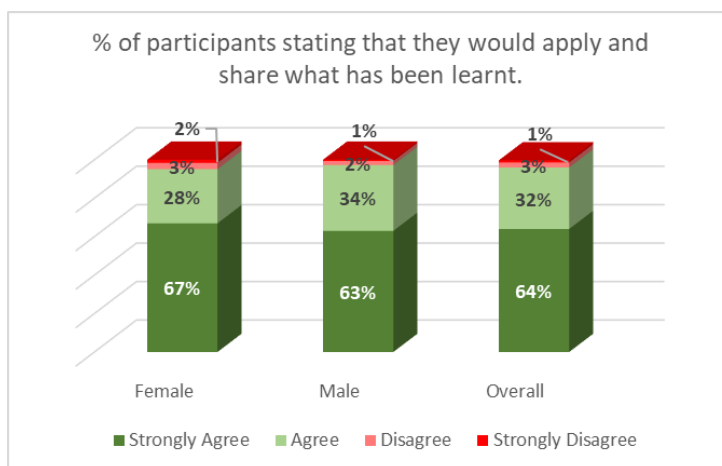


Figure 10: Will apply and share the knowledge

Overall, 86% of the participants reported that the programmes met their expectations. The 10% who disagreed were mostly from piloting programme (Makwanpur) and provincial training programme (Kaski).

85% percent of the participants agreed that the venues were disable friendly whereas 11% disagreed and remaining 4% strongly disagreed on it. Likewise, again 14% reported dissatisfaction towards the programme venues. Majority of the participants from piloting programme (Makwanpur) and provincial training Kaski reported so. It was attributed to the location of the venue in Makwanpur as it was quite far away from the main road (around 500 metres) which created confusion for the deaf participants to locate the venue on the first day. In regard to Kaski, the participants expressed that the training hall was quite congested and there were big pillars in between the hall which obstructed some of the participants from viewing the interpreter and therefore affected the training.

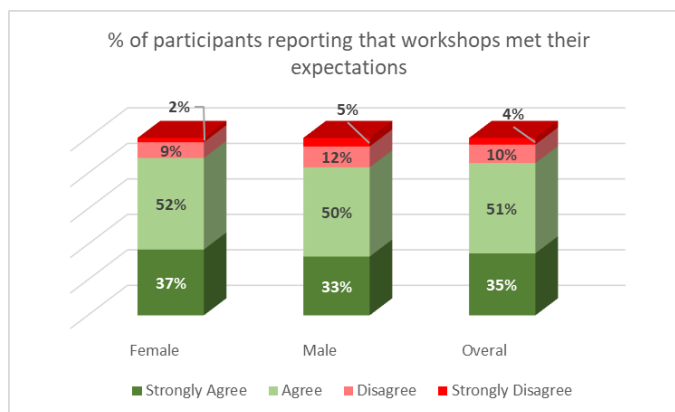


Figure 11: Workshop met the expectation

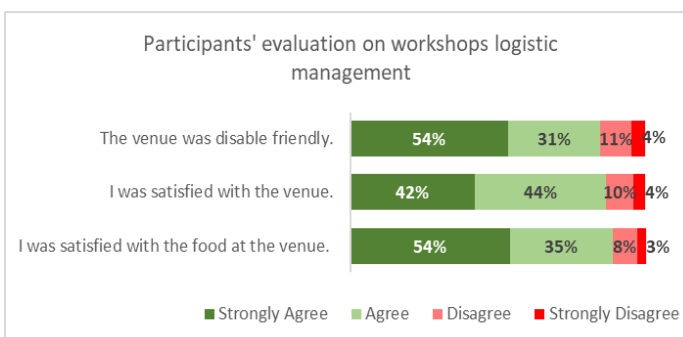
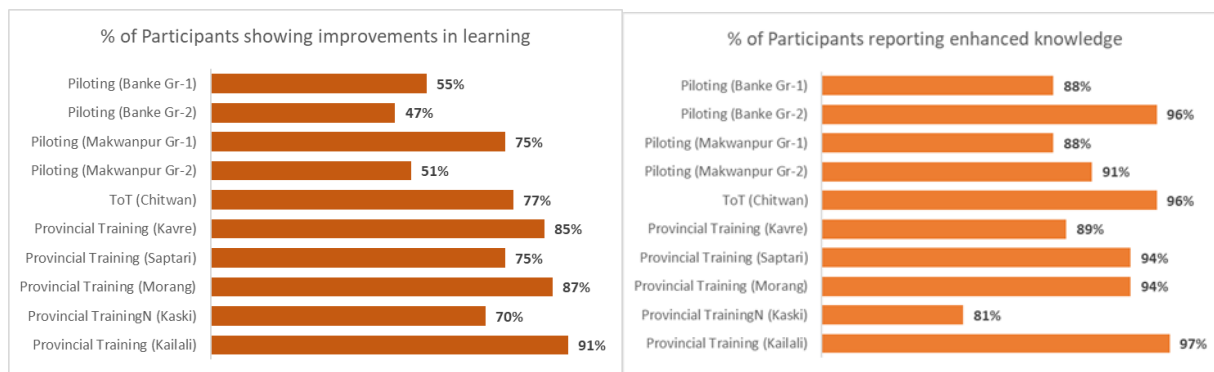


Figure 12: Logistics Management

2.3 Overall Participants' Learning



Pre-tests and post-tests were administered in every programme in order to measure the improvements regarding participants learning. Based on the tests, highest percentage of participants (91%) from Dhangadhi showed improvement in their learning. In line with the learning improvement, again highest percentage of participants from Dhangadhi (97%) expressed that their knowledge has been enhanced through the training. Data shows that the trend of learning achievement as well as people reporting enhanced knowledge has improved

gradually from piloting programmes towards provincial trainings, with the exception of the programme held in Kaski district. In Kaski, the low rate of learning can be attributed to the varied educational background of participants. Participants were from basic literate to above bachelor level, and majority of them were educated up to a higher secondary level or below. Likewise, two of them were basic literate.

3. Best Practices

3.1 Partnership/Coordination

- **Partnership/ collaboration with UNDP/ESP**

Partnership and collaboration with UNDP/ESP during the implementation of the deaf friendly sustainable civic education programme was smooth. There were regular sharing and update meetings on the progress and implementation status of the planned activities under the project. Moreover, there were frequent telephone contacts and queries about the updates of the activities. NDFN shared the developed documents such as training manual, resource materials and received inputs and suggestions on those documents. Guidance on the reporting and analysis formats and templates and inputs over the event reports and evaluation of the results of the training were received regularly from the UNDP/ESP. The partnership increased the recognition of NDFN with the Election Commission, Nepal, and with civil society bodies as well.

There was wider collaboration with deaf associations, deaf schools, province committees, NGOs and deaf leaders at a personal level as well. The training activities under the partnership mobilized the deaf network countrywide and carried out a campaign on political and election rights of the deaf community. Participation of the representatives of deaf association and deaf schools increased the mobilization and recognition of deaf community. NGOs working partially on deaf issues also attended the training on voter and election to deaf people and such participation is hoped to increase the collaboration with those organizations in the political rights and election rights of people with disabilities. The list of NGOs that NDFN collaborated with is listed in Annex 6.

3.2 Overall Programme Implementation

3.3

At the beginning of the development of the Deaf Friendly Civic Education Training Manual, NDFN carried out primary consultation with deaf leaders from deaf associations in Kathmandu to ensure that essential issues were included in the manual. The team that developed the training manual and resource books consisted of deaf leaders to document the deaf issues properly. There was good coordination with district deaf associations and deaf schools while inviting participants in the training programmes.

There is a small number of NGOs working on deaf issues at the district level, however those NGOs also attended trainings. There was good coordination with the media in Biratnagar and Dhangadhi, the news was broadcasted through local television in Biratnagar and news article was published in an online news at Biratnagar and Dhangadhi. District Election Officer (DEO) in Chitwan attended the closing ceremony of the Teachers' Training and DEO of Dhangadhi attended the training. Some of the NGOs did not show interest in attending the entire training programme but, attended the opening ceremony and shared their remarks. Likewise, the Mayors and Deputy Mayors of the Municipalities

were not as keen to attend the training organized for deaf community showing their other commitments.

The orientation training to the students of deaf schools were very interested to learn content including voter registration and electoral education. Such orientations were provided to 834 students of 18 different deaf schools. During orientations, deaf students expressed their eagerness in voter registration and expressed their commitment to participate in the elections. Training teachers of deaf school and orienting students on issues of electoral education contributes to the sustainability of the programme. This is because these teachers can then orient their students about the importance of election rights and voter registration on a regular basis and can also follow up. The students too can sensitize deaf community and their guardians as well.

The training halls were managed in a deaf friendly manner in V shape. Power point presentation followed by the interactions, sign language videos, pictures, group discussions, debate on topics, question and answer, matching the correct answer, experience sharing, and role-play methodologies were used during the training. These training modalities can be adopted in future trainings too. Sign language videos were developed and presented in the training workshops.

Three groups were formed and tasked with reporting, ensuring the interest of the participants through various entertaining means, and keeping time and maintaining discipline throughout the training which was very effective to enhance ownership. Meta cards of blue, yellow and red were used for the expression of consent/understanding, confusion and disagreement respectively from the participants during the training sessions.

3.4 Programme modality

NDFN formed a team of five members to develop the deaf friendly voter and election education training manual. There were 10 trainings throughout the project period. Two of the piloting workshops were with the deaf leadership and teachers of deaf school in Heatuda. Similarly, two piloting workshops were conducted in Nepalgunj, one with deaf leaders and another with common deaf people. One Teachers Training was organized in Chitwan followed by five provincial training in Biratnagar, Rajbiraj, Kavre, Pokhara and Dhangadhi reaching the participants from local deaf associations, deaf schools, NGOs and Province Committees.

Training sessions were interpreted by the Nepali sign language interpreters. Three interpreters were used in the piloting and TOT training events, and two interpreters were used in 5 training programmes. Interpreters helped deaf participants understand the post and pre-test evaluation question and also assisted in writing for the participants having difficulties in writing. The difficult words in the presentation were simplified to make the participants understand. The participants committed to register in the voter registration, share the knowledge, and support the promotion of election rights of deaf community.

Programme evaluation was carried out using standard evaluation formats throughout all the events. The evaluation findings will be helpful in designing similar programmes in the future, recommending areas of improvements to all concerned stakeholders, tracking progress, providing feedback on quality, and document the achievements.

3.5 Content

The content was designed to cover issues related to deaf rights, development and mainstreaming them. The content designed and presented in the training programmes provided basic knowledge on political and election participation and measures to be adopted in order to make the process deaf friendly and accessible to the participants. The content on definition of disability, based on international Human rights instruments as well as the Constitution of Nepal, the various classification of deaf in national and international laws and instruments. The training further clarified the rights provisioned to people with disabilities and deaf people in Convention on the Rights of Persons with Disabilities (CRPD). The content of the training on Democracy, Election and Inclusiveness contributed to increase the understanding of the concept of gender and social inclusion in elections, importance and right to participate in the election and political rights process to the participants. Provisions of inclusiveness in different laws increased the participants' understanding the reservation provisions to the people with disabilities and not specially allocated to the deaf community. The training sessions also discussed the discrimination faced by the deaf community in the society and in the participation in elections. The discussion also included the possible ways to address these discriminations and to sensitize the public on dealing with people with disabilities, and specifically the deaf.

The training contents increased the understanding on the different activities carried in three phases of the electoral cycle. The content on mainstreaming the deaf in election process, deaf friendly electoral process, programmes and materials, and the roles and responsibilities of the stakeholders was helpful for the participants to understand and support increasing the accessibility of the deaf people in elections in their respective communities. The content also provided knowledge on dispute resolution, deaf friendly monitoring and observation in election and developed a strategy on the inclusive election process for the deaf and facilitated network development to mainstream the deaf community in elections. The training content increased the knowledge, confidence and recognition of deaf participants.

3.5 Participation

There were 286 participants in the 10 training programmes -165 of them were male and 121 were female. The participants were of different age groups. The participants were of the age ranging below 16 years to above 65 years. The participants were of different educational backgrounds, they were from pre-literate, basic literate, primary, secondary, higher secondary, bachelor and above bachelor educational background. The participants were from the local deaf associations, deaf schools, province committees and NGOs. There was participation of the deaf community from different parts of the country.

Majority of the participants were youths with hearing disability. Participation of these youths in the training programme is encouraging to the other participants. Those participants learnt about the political and election rights of the deaf community with enthusiasm as it was new issues for them. Continuation and follow up of the training and awareness programmes at the grass root level is necessary in the days to come.

3.6 Innovation

Besides the preparation of manual and resource materials, 48 new words were identified in the course of developing the training manual and resource materials. Based on this, a video of 48 new signs was developed and 9 new words were identified to develop new signs in course of the training. The video of the new signs to be used during the training sessions was shown and discussed at the beginning of the training in the first day and was discussed among the participants to develop similar understanding on using the new signs.

2. Lessons learned

4.1 Partnership/Coordination

- Although a lot of work was accomplished in the short-term partnership, there wasn't always ample time to implement the activities with ease.
- Pre-briefing of the requirement of the components of the reporting will be good for the effective reporting and collection of the data in the field as well.

4.2 Overall Programme Implementation

- Implementation of the evaluation system provided knowledge on new tools of Monitoring and Evaluation and analysis technique of the results.
- Research, development and publication of new signs on political and election rights is necessary for future programmes.
- Pre-briefing about the signs and training content to be used in the training is necessary to the sign language interpreters.
- Programme implementation was rushed and it was difficult to carry out the activities given the limited time and the difficulty in managing human resources. Development of the training manual and resource materials was started by the 3rd week of July. The first piloting program of 6 days in Heatuda was conducted on 24 to 30 August. Second piloting was conducted on 11 to 16 September. The incorporation of the inputs from the piloting and from ESP team was carried out simultaneously. The TOT training programme was conducted from 23 to 25 October in Chitwan. Five training programmes in Biratnagar, Rajbiraj, Kavre, Pokhara and Dhangadhi were conducted between 9 to 16 November, 2019 and some programmes were run simultaneously in different places. Orientation on election education and voter registration to the students of deaf schools was conducted in the fourth week of November. Along with this, an analysis of the evaluation and development of the respective reports was carried out. In the five-month time, the development of the training manual and resource book and altogether 30 days training besides the preparation days was carried out. At the final stage, all provincial programmes had to be conducted in short span of time without much gap. This made it difficult to receive and incorporate feedback in the last few events.
- There was limited number of NGOs working on deaf issues and those NGO leaders appeared disinterested to take part in the whole day training. It can be attributed to their ignorance towards the rights of deaf people. More interaction of deaf community with those organizations can be useful to sensitize them about the equal rights and capacity of deaf people.

4.3 Programme modality

- Providing training to the participants of wide range of educational background and

knowledge of sign language understanding is difficult so future programmes should be designed according to the educational level of participants. Out of overall content, some content should be simplified or taken out as per the level of the participants' understanding and education.

- Eleven different sign language videos were developed and seven videos were displayed during the training sessions. Sign language video was more effective in learning and more interesting to the trainees. Hence, more sign language videos should be developed and collected and used in the training programmes. Simplified sign language video on the contents like Principle of human rights, Constitutional and legal provision and CRPD provision will be more effective. Those sign language videos should be provided to the participants in pen drives as a resource material.
- The training package was developed incorporating all the issues concerned in mainstreaming the participation of deaf people in election. The training schedule was discussed amongst the resource persons and responsibilities were allocated. However, the session on legal provisions in international and national laws are difficult to understand and less interesting to the participants. Therefore, these topics should be further simplified.
- The overall time of project activities implementation was short. The overall project activities were carried out in around five months and were also disturbed because of the festive mood and vacation of the festivals Dashain, Tihar, Chhath etc. If the time was at least eight months, it would have been easy to implement those activities more effectively.

4.4 Content

Definition of disability, election provisions and rights provisioned in international human rights instruments, UNCRPD, Constitution of Nepal were difficult to understand and were of less interest to the participants in the training. Voter registration, election procedure, mock election, importance of democracy and election, voting, electoral dispute resolution sessions were of more interest to the participants. Sign language video materials and pictures/figures were of more interest and easy to learn for the participants. Deaf persons' success stories in political participation in national and international levels were of high interest of the participants. However, sessions were identified as difficult can be simplified, and accompany by interesting video materials.

Sessions on Sustainable Development Goal, what is UNCRPD, Deaf Rights in UNCRPD, UNCRPD Committee Recommendations were developed in Nepali sign language. Nepali sign language video of UNCRPD Article 29: political and social participation, rights of people with disabilities, deaf women participation in elections, issues of multiple disabilities were developed. Issues of deafblind, experience sharing on election observation were developed in Nepal sign language video. Sign language videos of 48 new words were developed. All those videos were displayed in the training sessions.

Similarly, the sign language video of Raghav Bir Joshi's Speech in the Constituent Assembly, Raghav Bir Joshi in Politics, European Parliament's First Deaf Member, Sign Language video on information on elections, sign language video on information on elections, India, Green Party Election Video and Narendra Modi appealing for vote in sign Language were displayed in the training workshops.

4.5 Participation

The participants of the training were invited from local deaf associations, deaf schools, NGOs working on deaf issues and the representatives from the province committee under NDFN. NDFN tried to ensure inclusive representation of the participants. However, in the piloting workshops held at Makwanpur and Banke, the participation of female was quite less so in the five-provincial training programmes, deaf school and deaf associations were requested to send 1/1 male and female participants in order to maintain gender parity.

5.Reccomendations

5.1 Areas of Improvement in the training

Recommendations for the improvement of the training manual are as follows:

- There is lack of signs in sign language on election and political rights. So it is necessary to research, develop and publish new signs on political and election rights.
- Some of the interpreters are not very familiar with some of the words used during the training, so it was difficult to interpret and to understand for the participants. Hence, it is good to have a pre-briefing about the signs and training content to be used in the training to the sign language interpreters.
- Training to the teachers of deaf school and orientation to the students seem to be effective for the sustainability of the programme. Deaf teachers can orient their students about the importance of election rights and voter registration. Students can also sensitize the deaf community and their guardians on these issues. This activity should be continued and followed up.
- Deaf youths who received the opportunity to attend the training and learn about political and election rights of deaf community in the piloting workshop, which was interesting for them. These youth can be used as human resources to impart civic education to the hard of hearing community in the future. Therefore, more training programmes targeting to the deaf youth should be conducted.
- Sign language video and pictures are more effective for deaf participants. It is effective to use sign language videos, pictures and role plays in the training sessions.
- Using the meta cards of different colours was useful in communicating during the training. So the use of such cards should be promoted.
- It was difficult to ensure that all the participants grasped the materials fully, as the pace of learning was different. This was because of the various educational background of the participants. Therefore, in order to make the trainings more effective, it is essential that the participants are of similar educational level.
- The content was too much for the participants, and not all the contents were suitable for all the participants. The resource persons have to select the content for the training programmes as per the level of understanding, education and time duration of the training.

5.2 Recommended quality benchmark

- Minimum and maximum number of participants in the training: 25-30.
- Inclusive participation of hearing-impaired people from all gender (Female: 33%), caste/ethnicity, and geo locations.

- The staff at the programme venue should be oriented on the dignified ways of treating people with hearing impairment.
- The programme is facilitated by the qualified trainer/facilitator with thematic experience.
- Manage sufficient light in the training hall and check if the space is enough to make sitting arrangement for the participants in "V" Shape. Also ensure the sufficient space for the group discussion.
- There is enough space for power point presentation. The interpreters and the facilitator using sign language are placed in such position that every participant can see them clearly.
- Trainers are aware of the issues of people with hearing impairment.
- Facilitation and group works are friendly to the participants' need.
- There is equal and active participation of all the participants.
- Hand-outs and reference materials used in the training are provided to all the participants in the accessible format.
- Participants are provided with information on available facilities/benefits and topics prior to the training.
- Participants are informed at-least two days prior to the activity/programme.
- Information about activity/programme objectives and expected outcomes is shared with the participants.
- Daily schedule is prepared and followed.
- Training is conducted in coordination with relevant government line-agencies (Example: Provincial Training Centre, Education Development and Coordination Unit, Rural Municipality, Municipality, Ward Office) as per need.
- Prior approval is obtained from parents/guardian while conducting residential training for participants below 18 years.
- Manage at least 2 experienced sign language interpreters and other additional interpreters (for example tactile sign language interpreters for deafblind participants). as per the needs of the participants.
- Action plan is prepared as per nature of training after completion of the training.
- The understanding and using of signs related to election and political rights are uniform among the participants and the interpreters.
- Ensure that the interpreters follow the dress code (dark surface contrast with their hands) and that they are clearly visible to all the participants.
- Ensure all the participants can see the presentation of other fellow participants. If there is a problem in visibility, then request the presenter to come in front or request the interpreter to copy the sign so that all the participants can express their thoughts/queries.
- The facilitator manages pitch and pace of the facilitation so that the interpreter can translate properly. Also, the trainer uses less body language in order to ensure that the participants are not distracted from the interpreters.
- Manage Frequent Interpreting Break (FIB) as per the need of participants and session wise break to ensure that the participants are not exhausted.

- Ensure that all the participants understand the questions in pre and post-test and responds to them accordingly. Those who cannot read should be assisted by helper or sign language interpreter.
- Ensure the provision of captioning in the video presentation. Repeat the message of the video in sign language in short and ask for queries and respond to them accordingly.

5.3 Partnership/Coordination

The deaf friendly civic education targeting the needs and issues of the hard of hearing is designed and implemented for the first time in support of UNDP/ESP. A one-off programme is not enough as deaf people still fall far behind in understanding, realizing and accessing their civil and political rights. So the programme should be continued. Government, Election Commissions, international communities, civil society, media etc. should support the deaf community to increase their capacity and access to political rights.

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

5.4.1. Election Management Body

- Provisions ensuring the proportionate inclusion and representation of people with respective disabilities should be included in the legal system. The reservation allocated for the representation of people with disabilities in the National Assembly is captured by "others categories" of disability and deaf communities are deprived of the opportunity. ECN should take initiatives to ensure the representation and reservation of deaf community in National Assembly, House of Representatives, Province parliament and local government.
- Work with political parties to make sure people with disabilities, including the hard of hearing, are represented in their parties and encourage them to become candidates in elections as well. Moreover, orient political parties on deaf-friendly environment by provisioning for interpreters so that political participation is accessible to the community.
- Incorporate deaf rights and deaf friendly related provisions in ECN's policy/strategy on reservation/quota, inclusion of deaf community in participation in election processes, monitoring and observation, election and voter education programmes.
- Develop deaf friendly educational programmes and provide training to deaf leaders and school leaders in collaboration with deaf associations and deaf schools from time to time.
- Conduct regular interaction between ECN and disability organizations so that they are sensitive to the issues of people with disabilities.
- Develop deaf friendly and accessible election and voter education materials such as voter registration information in sign language, deaf friendly training materials, voter education materials using the signs and pictures, provision of interpreters in election news in televisions and election related programmes and ensure it is disseminated among the hard of hearing.
- Develop deaf friendly information, public service announcement, programmes for all TV Channels and social media to ensure that the lay public is sensitive to the issues of people with disabilities.

- Awareness raising programmes for the parents and community members on deaf people's rights on election.
- ECN should have clear numbers of disabled in the voter registration data. GESI friendly staff should be deployed in every District Election Offices.
- Data on disability should be regularly updated in the ECN's voter's list.
- Manage interpreters during the polling day/provide sign language training to election / polling staff.
- Conduct continuous civic and voter education at deaf schools. Encourage the deaf people to register in the voter registration.
- Coordinate with other government agencies, including the Ministry of Women, Children and Senior Citizens for voter registration to create awareness about the rights and duties of the people with disabilities.
- Appoint and encourage election observation organizations to mobilize deaf people in election observation and monitoring.
- Develop outreach material, such as jacket, cap, t-shirts, with messages on the civil and political rights of people with disabilities.
- Conduct street drama with key message on the political rights of the hard of hearing.
- District Election Office should pay due attention to voter registration, providing voter identity card, election programmes to deaf people and ensure a deaf friendly polling booth.

5.4.2. Government Agency

- Formulate laws with separate quota for the different categories of disability representation in state mechanisms from the local to the central level.
- Establish Nepali Sign Language Development and Research Centre with due recognition of sign language and its development.
- Formulate law ensuring representation of people with disabilities in political parties' structure.
- Support development of professional sign language interpreters and provide interpreters service to deaf people in need .
- Awareness raising programmes and materials on political rights of deaf community.
- Awareness raising programmes to the parents and community members on deaf people rights.
- Include disability/deaf, sign language and relevant subject in school curriculum.
- Formulate policy and facilitate broadcasting news and programmes on political rights and election through all television channels.
- Ensure the District Administration Office pays special attention to provide citizenship and voter registration to the deaf people.

5.4.3 Constitutional Bodies

Constitutional bodies such as National Human Rights Commission, National Women's Commission, National Dalit Commission, National Inclusive Commission, National Information Commission have remarkable roles and responsibilities to ensure the deaf people participation in the election and ensure political rights.

- Recommend the Government of Nepal and the Election Commission to amend the Act, the law, with special priority, to identify deaf women's political participation and challenges in relation to elections and to assure them of their constitutional rights and to ensure the meaningful participation of women.
- Recommend/advocate the Government to formulate deaf friendly programmes, materials and information ensuring their fundamental rights is accessible.
- Collaborate with deaf associations to formulate the policies and programmes of the Commission.
- Draw the attention of the government on the problems and challenges facing the election.
- Support to collect database on voter registration, participation in election of deaf citizens.

5.4.4. Political Parties

- Aware and sensitize political parties' cadres about UNCRPD and disability rights.
- Incorporate the issues of deaf community in the Constitution of the political party, programmes and election manifesto.
- Reservation of quota for disability community from the local to the central level structure.
- Encourage people living with disability to be a candidate in elections.
- Provide technical and financial support to disable candidates- support to make strategies, programmes
- Manage the sign language interpretation for their deaf candidates.
- Make the election 'Ghosana Patra' (Declaration) in deaf friendly languages.

5.4.5 Development Partners

- Support the development of deaf friendly election and voter education materials and information.
- Support the development and use of mobile application and other technologies in sign language on political and election rights.
- Share the international experiences and best practices on deaf friendly civic education with Government and deaf organizations and support to formulate such programs in Nepal.
- Support the collection and development of signs related to political and election rights.

5.4.6 Civil Societies

- Coordinate with journalists, communications workers to advocate on deaf issues.
- Conduct awareness programmes on deaf rights and democratic participation.
- Conduct deaf targeted training on elections.
- Advocate on deaf issues

5.4.7 Disable People's Organizations

- Advocacy and lobby with Government, Election Commission, Political Parties, Parliament, international agencies to incorporate deaf rights and deaf friendly issues in the respective laws to ensure deaf representation, deaf friendly election policies, programmes, information materials and trainings.

- Coordinate with media, civil society, development partners, other DPOs on deaf friendly election education programs and their representation.

5.4.8 Media

- Give due priority to the issues of deaf community on elections, their representation, deaf friendly laws, policies, programmes, materials and election process.
- Develop deaf friendly materials and disseminate it widely to sensitize the public on the issues of people with disabilities
- Develop public service announcements and news in sign language and broadcast them regularly.
- Provide information on voter education, election procedures and election news and updates in sign language
- Encourage the participation of the deaf in election programmes

5.4.9 Deaf students

- Once eligible, visit the District Election Office to prepare voter ID card
- Spread information to other deaf students about voter registration and election education.
- Communicate with their guardians about the election rights of deaf people.

5.4.10 Teachers

- Orient deaf students on voter registration and importance of elections
- Inform the students about registering for a voter identity card and follow-up with the students to ensure they receive the cards in a timely manner
- Train the students to cast a valid vote in their schools

5.4.11. Interpreters

- Communicate the correct information about election and assist to develop the sign language materials and information such as public service announcements.
- Assist the media representatives on deaf issues so that they can report on them, particularly during the time of the elections.

6. Conclusion

The development of the deaf friendly civic education training manual as well as the resource materials is good start to increase the access of the people in the hard of hearing community to political rights and election rights. In the ten training programmes conducted, 286 participants were trained on deaf friendly civic education. The training is important and valuable to increase the knowledge and competency about disability rights ensured by various treaties and conventions, and the Constitution of Nepal and the different Acts and Laws. As a result of the trainings, the participants became aware of election education and the different provisions for the people with disability to participate and be represented in election. The participants got knowledge on the inclusion provisions of the representation in state mechanisms through elections, deaf friendly election programmes, training, materials and information, and roles and responsibilities of the stakeholders to increase access of the deaf people to election rights. The training helped

increase the capacity of the deaf leaders in generating capable and qualified manpower within deaf community.

The participants of the training have an understanding about the importance of exercising their voting rights. The training increased the eagerness to participate in the elections and also to play a role in the society to increase the participation of deaf people in elections. Many participants committed to share the knowledge learned in their respective districts among the deaf community, family and friends and to play a role in the voter registration of deaf people in their own locality. The training manual, resource materials and the trained human resource has been the property and foundation for the continuation of programmes related to deaf friendly political rights, as there is more work to be done here. The deaf representatives have committed to share the knowledge in their deaf association, deaf school and deaf community, to coordinate to register the name of deaf people in voter registration, aware the deaf people on election rights and play important roles in the days to come.

However it is a long way to go as not all deaf people have access to their civil and political rights, and many are still not registered in the voter list. The information on voter registration should be developed in sign language and disseminated to ensure that it reaches deaf people, even in the remote areas. Family members should be made aware about voter registration for their deaf family members. Measures should be adopted to ensure the participation of deaf community in all the procedures of the election and to ensure the political rights of deaf community. For this the regular programmes of capacity building, increasing the knowledge, confidence, recognition and collaboration of the deaf community is necessary to encourage them as a major stakeholder in the election participation.

7.Way Forward

7.1 Sustainability Plans

- Lobby with Government, Election Commission and political parties to incorporate political representation and election rights of deaf people.
- Lobby and coordinate to develop deaf friendly and accessible awareness programmes, methodologies, materials on political and electoral rights of the deaf community.
- Disseminate the resource materials to the local deaf associations and deaf schools.
- Aware and mobilize deaf people on political rights through training.
- Mobilize the trained human resource locally in awareness raising and voter registration.
- Develop a network and collaborate with various sectors of civil society, disability rights organizations from the local level to the national level on political and election rights of the deaf community.
- Collaborate with ECN local offices on deaf friendly election education programme, information and awareness materials and political rights of deaf people.

7.2 Opportunities and Needs

- There is a need to work further in the area of civic education for the deaf community under the policy of social inclusion
- Gradual recognition of deaf community and NDFN is an opportunity.
- Training to 286 deaf representatives, teachers of deaf school, province committee and NGO representatives is an opportunity to work to increase the access the political and election rights of the deaf community.
- Education programmes with support from UNDP/ESP and other stakeholders is an opportunity
- Development of training material, resource material and the various trainings for the deaf

community is an opportunity.

- There is the need for the continuation of the momentum developed because of the deaf friendly civic and voter education programmes.

A. ANNEXES

Annex 1: List of Resource Person

1. KP Adhikari
2. Mr. Suman Adhikari
3. Mr. Sanu Khimbaja:
4. Surya Bahadur Budhathoki
5. Santosh K.C.
6. Sunita Twari Timisina
7. Sitaram Ojha
8. Arbind Kumar Chaudhary
9. Santosh Paudel
10. Pramila Thakali
11. Sabitri Baral :
12. Krishna Pyari Nakarmi.
13. Krishna Gajurel

Training Manual and Resource Book Development Team on Deaf Friendly Sustainable Civic Education

1. Coordinator: KP Adhikari
2. Member: Raghab Bir Joshi
3. Member: Dr Rojnath Pandey
4. Member: Suman Adhikari
5. Member: Sanu Khimbaja

Annex 2

List of Deaf Schools in Nepal

S.N	Name of Schools	Address	Contact	Email address	
1	Central Deaf Secondary School	Naxal, Kathmandu	014410179	info@centraldeaf school.edu.np	
2	Sirjana Deaf Residential Secondary School	Lekhnath, Pokhara	061560466	sigdelanita98@gmail.com	
3	Bahira Bal Secondary School	Bhairahawa, Rupendehi	071-520994, 9867044979	bhimthapa982@gmail.com	
4	Birat Deaf Secondary School	Biratnagar, Morang	021-521922, 9852033167	<a href="mailto:biratdeafseconda
ryschool@gmail.com">biratdeafseconda ryschool@gmail.com	
5	Kavre Deaf School	Banepa, Kavre	011- 662590, 9841300823	kavre.deaf@gmail.com	
6	Dhaulagiri Deaf Residential Secondary School	Baglung	068-522651	thamdanda@gmail.com	
7	Manakamana Deaf Residential Secondary School	Gorkha	064-4411100 9841473131	anilamgai19@gmail.com	
8	Shanti Deaf and Hard of Hearing Lower Secondary School	Hetauda	9845030071 9860093645	<a href="mailto:shantideafschool
2019@gmail.com">shantideafschool 2019@gmail.com	
9	Eastern Deaf Lower Secindary School	Dharan	025-521846	renukabudhathoki@yahoo.com	
10	Navajyoti Deaf Lower Secondary School	Sindhuli	9844094762	sindhuli.deaf@gmail.com	
11	Bahira Balakko School	Rajbiraj, Saptari	9804724319		
12	Siddha Bahira Balakko School	Surkhet	083-520169	puspanjaliskt@gmail.com	
13	Sindhu Deaf School	Sindhupalchowk	9841956880	sindhudeaf2056@gmail.com	
14	Chandrakalika Primary School	Syanja	9856052527		
15	Deaf School Siraha	Siraha	9842918323		
16	Bhaktapur CBR Deaf School	Bhaktapur	9841687574	cbrdeafschool@gmail.com	
17	Swabalambi Deaf Primary School	Dhading	9841432631	deafschooldhading@gmail.com	
18	Bhimeshwor Deaf Primary School	Dolakha	9851151254	shresthasaruna@gmail.com	
19	Deaf and Hard of Hearing Residential Primary School	Rautahat	9860670041		
20	Buddha Dahal Deaf School	Tanahu	9846067172 9856059851		

21	Himali Deaf and Intellectual Disabled Residential School	Humla	9860032024	apangasarokar@gmail.com	
22	Dakshinkali Deaf Resource School	Kailali	9848400839	sitaram2468@gmail.com	

Annex 3

Participants Training of Teachers'

S. No	Name of Participant	Age	Sex	Organization	Remarks
1	Satya Devi Wagle	D	Female	Kathmandu Association of the Deaf	
2	Surya Bahadur Budhathoki	D	Male	Bhaktapur Association of the Deaf	
3	Bir Bahadur Budhathoki	D	Male	Kavre Deaf Development Association	
4	Sunita Timilsena	D	Female	Koshi Association of the Deaf	
5	Bishnu Kumari Poudel	D	Female	Province 3 committee	Attended in Piloting
6	Saryu Sherchan	F	Male	Province 5 committee	Attended in Piloting
7	Namrata Bharati	D	Female	Province 6 committee	
8	Arbind Chaudhary	C	Male	Saptari Association of the Deaf	Attended in Piloting
9	Sagun Shrestha	C	Male	Parsa Association of the Deaf	
10	Pratima Gurung	C	Female	Nawalparsi Association of the Deaf	
11	Santosh K.C.	C	Male	Bardiya Association of the Deaf	
12	Sitaram Ojha	B	Male	Bhojpur Association of the Deaf	Attended in Piloting
13	Santosh Poudel	C	Male	Makwapur Association of the Deaf	Attended in Piloting
14	Ganesh Thapa	B	Male	Sindhuli Association of the Deaf	
15	Marko Shrestha	B	Male	Gorkha Association of the Deaf	Attended in Piloting
16	Pramila Thakali	D	Female	Gandaki Association of the Deaf	Attended in Piloting
17	Sunita Sharma	B	Female	Baglung Association of the Deaf	Attended in Piloting
18	Krishna Gajurel	D	Male	NFDN	
19	Ajaya Kumar Sharma	E	Male	Rapti Association of the Deaf	
20	Rashmi Amatya	D	Female	Lalitpur Association of the Deaf	

21	Kul Prasad Bhattarai	C	Male	Center Deaf High School	Attended in Piloting
22	Sabitri Baral	D	Female	Srijana Deaf High School	Attended in Piloting
23	Anita Malla	C	Female	Deaf High School-Bhairahawa	
24	Santosh Poudel	C	Male	Dhaulagiri Deaf High School	Attended in Piloting
25	Deep Narayan Majhi	E	Male	Birat Deaf High School	
26	Krishna Pyari Nakarmi	E	Female	Kavre Deaf School	

Annex 4:

Details of resource materials/other products developed

4.1 Sign Language Videos; Developed

- i. Sustainable Development Goal Nepali Sign Language Video
- ii. Deaf Rights Nepali Sign Language Video in CRPD
- iii. UNCRPD Committee Recommendations Video in Nepali Sign Language
- iv. CRPD Video in Nepali Sign Language
- v. Deaf Rights in CRPD Video in Nepali Sign Language
- vi. CRPD Article 29: Political and Social Participation Rights of People with Disabilities video in Nepali Sign Language
- vii. Deaf Women Participation in Election: Sign Language Video
- viii. Multiple Disability Issues in Election: Sign Language Video
- ix. Deafblind Issues on Election Sign Language Video
- x. Election Observation Experiences: Sign Language Video
- xi. Sign Language Videos of 48 new words

4.2 Sign Language Videos; Adopted

- i. Raghav Bir Joshi Speech in Constituent Assembly in Sign Language
- ii. Raghav Bir Joshi in Politics: Sign Language Video
- iii. European Parliament First Deaf Member: Sign Language Video
- iv. Sign Language Video on Information on Election
- v. Sign Language Video on Information on Election, India
- vi. Green Party Election Video in Sign Language
- vii. Narendra Modi Sign Language Video Appealing for Vote

4.3 Resource materials: Presentations

4.3.1. Definition of disability (deaf) (based on international treaty, constitution and act), classification of deaf

- i. Definition of Disability and Deafness
- ii. Facts on Hearing Disability (Deaf)
- iii. Deaf Gain
- iv. Myths on Disability/Deaf
- v. Sustainable Development Goal and indicators of inclusiveness
- vi. Deafness and Audism, Obstacles and Discrimination of deaf and measures of access
- vii. Major Principles of Disability

4.3.2 Democracy, Election and Inclusiveness

- i. Democracy and Election*
- ii. History of Election and Deaf participation in Nepal*
- iii. Electoral system and federal structure*
- iv. Election Law, Inclusion and Deaf Rights Conditions*

4.3.3 Electoral Cycle, Obstacles to Election Participation and Measures to Access Participation

- i. Election Cycle and the Issues of Deafness*
- ii. Deaf Participation in Election: National and International Practices*
- iii. Deaf Participation in Election: Obstacles and Means of Access*

4.3.4. Mainstreaming Deaf in Election process

- i. Election Management body and responsibilities*
- ii. Role of Stakeholders (Political parties, Government, Parliament and Constitutional Bodies) in Mainstreaming Deaf in Election*
- iii. Role of Civil Society in Mainstreaming Deaf in Election*

4.3.5. Dispute Resolution in Election

- i. Election Security, Disputes and Resolution*
- ii. Security of Deaf in Election*
- iii. Election Code of Conduct, and Election Observation and monitoring*

4.3.6. Inclusive Election Process

- i. Election and Voter Education Programs*
- ii. Deaf Friendly Election and Voter Education Program*
- iii. Election Declaration and Poster*
- iv. Mock Polling*

4.3.7. Deaf Inclusive Election Process: Strategy and Network Development

- i. Political Rights and Election Process and status of deaf participation*
- ii. Strategy for Deaf Mainstreaming in Election*
- iii. Network Development for Deaf Mainstreaming in Election*
- iv. Role of NDFN and Local Deaf Associations*

4.3.8. Post Training Evaluation Questions

Annex 5: New Sign Words Developed for training:

SN	Words
1	Voter
2	Citizen
3	Persons with Disability
4	Human Rights
5	Election
6	Stakeholder
7	Administration
8	Code of Ethics
9	Reporter
10	Discipline
11	Superstition
12	Myths
13	Discrimination
14	Differentiation
15	UNCRPD
16	Principle
17	Reasonable Accommodation
18	Accessibility
19	Inclusion/Inclusive
20	Fundamental Rights
21	SDG Goals
22	Structure
23	Federal
24	Province/Provisional
25	Local
26	Municipality
27	Representation
28	Reservation
29	Voter Name List
30	Up to date
31	Verify
32	Candidate
33	Claim Opposition
34	Voting
35	Vote Counting
36	Observer
37	Barrier
38	Multi Disability
39	Gender
40	Service Provider
41	Service Recipient
42	Intellectual Person
43	Guilt/Crime
44	Punishment
45	Manifesto
46	Latest Technology
47	Democracy

New Word requested for Sign by participants during training :	
48	Republic
49	System
50	Mayor
51	Deputy Mayor
52	Mayor
53	Invalid Vote
54	Valid Vote
55	Multidimensional
56	Organ
57	Sustainable Goal

Annex 6**List of participants from NGOs in different level of training**

SN	Name	Organization	Address	Contact	Participated in
1	SusmitaBudha	REDI, Banke	Nepalgunj	9848199402	Piloting, Banke
2	SusmitaDahal	Deafblind Association Nepal	Biratnagar	9810479658	Biratnagar
3	Sujita Sharma	Inaruwa Deaf Club	Inaruwa	9803314794	Biratnagar
4	SitaBaraili	NFD-N, Province 1	Biratnagar	9842142872	Biratnagar
5	HridayaPujara	YAC Nepal	Dhangadi	9858424853	Dhangadi
6	NareshKapadyal	Deafblind Association Nepal	Dhangadi	9860094941	Dhangadi
7	PushpaMagar	Deafblind Association Nepal	Pokhara	9860094730	Dhangadi
8	PriyaKhadka	NFD-N Province Committee	Dhangadi	9858423346	Dhangadi
9	AshaGurung	Deafblind Association Nepal	Pokhara	9860094514	Pokhara
10	SumitraThapa	Deafblind Association Nepal	Pokhara	9860094808	Pokhara
11	Ashika Chand	Armed Police Force Family Women Association	Pokhara	9816632752	Pokhara

Annex-7

Few Photographs(With Captions)



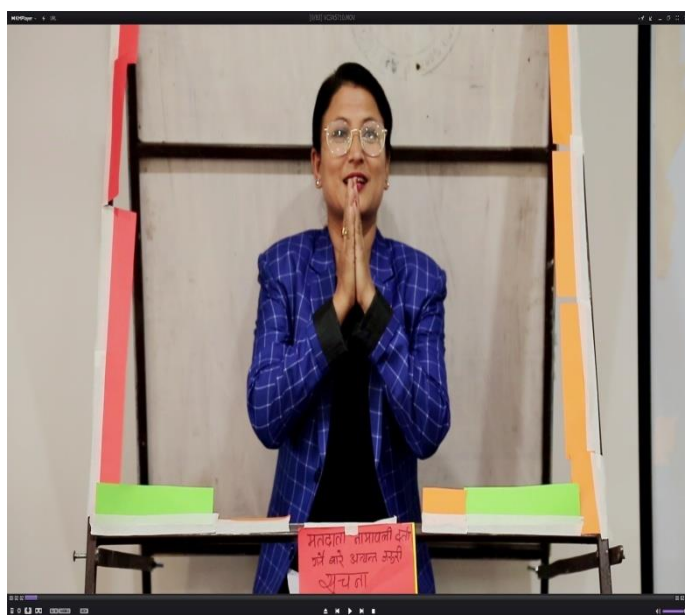
Participants in Pre-test



Trees of Rights Developed during the Training



Presentation by Sunita Timilsina in the Training



Voter Registration Notice from Television, No Sign Language



Candidates in the Mock Election



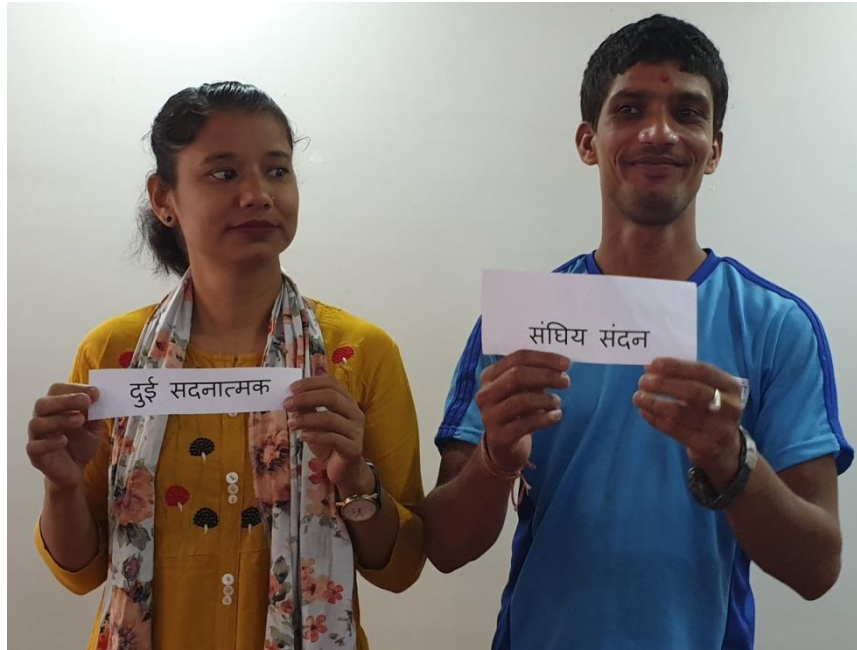
Participants asking their queries in training



Sharing of Mock Polling Experiences



Role play to visit to District Election Office



Matching Correct Answer Game



Mock Election



Participants showing Agreed (Green Card)



District Election Officer, Chitwan, Hari Prasad Ghimire in closing session



Group Work



Group Work Presentation



Vote Counting in Mock Polling

Some Drawing



People with Disabilities

Some New Signs

