

Training Manual

on

The Training of Trainers for Advancing
Political Rights of Persons with
Visual Disabilities



Written by:
Nepal Association
of the Blind (NAB)
Sukehdara, Kathmandu

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Sukedhara, Kathmandu, Nepal

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Electoral Support Project, UNDP

Preface

Acknowledgement

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Introduction

Nepal is guided by the Constitution of Nepal, promulgated in 2015. There are various provisions concerning the rights of persons with disabilities in the Constitution: right to political participation in Article 84 and Article 175 in the federal and provincial parliaments; and the right to representation in the National Assembly in Article 86. Nepal is also a state party of the Convention on the Rights of Persons with Disabilities (CRPD) and its optional protocol. Article 29 of the CRPD ensures political rights of persons with disabilities for participating in electoral process and representation at the political level. However, in the three tiers of elections at the federal, provincial and local level conducted in 2017, the representation of persons with disabilities has not been prioritized as per the spirit of the Constitution.

Therefore, there is a need to build the capacity of the rights holders for the implementation of the Constitutional provisions in Article 84. 3 and 175.6 and Article 29 of the CRPD to ensure political rights of persons with disabilities, ensuring their in participation in both electoral process as well as their representation through elections in the parliament and local bodies. The Constitution has embraced at least a one-third representation of women in the state structure, however the representation of women with disabilities has been prioritized nowhere. As a state party of CRPD, Nepal has the obligation to ensure political rights of persons with disabilities (PWD), thus the capacity building of self-help groups of persons with visual disabilities with a priority of women is a prominent task for participating in the electoral cycle, including registering in the voters list, casting the votes and being elected at the province, House of Representatives, National Assembly and local bodies in the years to come.

Background of the training manual

Disability inclusive elections provide a unique opportunity to increase the participation and change public perception about the abilities of persons with disabilities. As a result, they will have a stronger political voice and be increasingly recognized as equal citizens. It is therefore important to support the capacity building of persons with disabilities and the organizations representing their rights.

This manual is focused on the theme of persons with visual disabilities to build their capacity to promote their rights for meaningful political participation. It is guided by policy as well as practical experiences of persons with visual disabilities. This manual is developed by the Nepal Association of Blind (NAB) in collaboration with UNDP's Electoral Support Project (ESP) for the purpose of building capacity of countrywide network of NAB.

The manual has been prepared for the prospective trainers, to familiarize them with the proposed course, follow and review the facilitators guideline, familiarize with the training materials and contents, and gain confidence before entering the session.

The manual has been tested in two consecutive workshops in Kathmandu and Surkhet in presence of local leaders of NAB and has also incorporated the feedback from the workshop participants.

Objectives of the training manual

- Building the capacity of persons with visual disabilities and organisations representing them to understand the Nepali electoral procedure and to identify the barriers in all phases of the electoral process that can limit the access of persons with visual disabilities to participate in political and public life as well as identify solutions for breaking these barriers.
- Provide networking opportunities for advocacy groups within the countrywide network of NAB, as well as specific tools to analyse the electoral structures and procedures and develop strategies to push for promoting access for persons with visual disabilities and understanding the importance of a holistic approach for ensuring the political representation of women with visual disability.
- Emphasising the importance of consultation processes with persons with visual disabilities and organizations working from them throughout the electoral cycle – from post-election analysis through design of materials and procedures, in order to identify and remove barriers that limit their political participation.

Training Sessions

Day	1		
Session	1		
Session Name	In the preliminary part of this session, the pre-evaluation and introduction of the participants and their aspiration will be collected by the facilitator applying interactive tools.		
Learning objectives	By the end of the training, the participants will be able to define disability and understand visual disability, gender and cross-sectional representation and its diversity, derogative language and the universally accepted terminologies.		
Learning outcome	The ability to describe the basics about disability including: main terminology, models, and specific needs of persons with visual disability.		
S. No.	Activity	Duration	Materials needed
1	Introduction of participants Expectation collection, setting of ground rules, Pre-evaluation followed by Opening session	30 Minutes	Meta Card, Pre-evaluation Questionnaire
2	<ul style="list-style-type: none"> • Understanding Disability • Defining Disabilities and Classifying Visual disability and its diversity in Nepal 	40 minutes	Cards of classified disability categories, classification of visual disabilities, gender representation, PPT

	<ul style="list-style-type: none"> • Prevalence of Visual disability, gender and cross-sectional representation. 		slide, laptop, projector, screen.
3	<ul style="list-style-type: none"> • Module of Disability • Disability friendly and derogative terminologies 	20 minutes	Meta Cards

Activity 1: Registration of the participants - (Ongoing)

- Step 1:** The registration sheets shall be prepared prior to the registration. It shall comprise of the name of participants, their organization, disability if any, contact number, address and signature. This registration sheet shall be repeatedly applied for all days of training course.
- Step 2:** The responsible project staff will organize the registration desk and register all the participants, facilitators, volunteers and staff.

Activity 2: Opening session (15 minutes)

- Step 1:** The representative of NAB will welcome the participants, while the concerned authority of the local level will open the training that will help NAB network to be familiarized with the local bodies.
- Step 2:** The participants of the opening session will introduce themselves: name, village/ municipality, professional designation. This succinct introduction will provide opportunities to the visual impaired individuals to be familiar with the broader group of the opening session.
- Step 3:** The concerned stakeholders including NAB partner organisations, CSOs and the representatives of local DPOs will share their experiences, contributing the practical knowledge on the disability inclusive electoral process, and conclude the opening session of training.

Activity 3: Introduction of the participants: (10 minutes)

- Step 1:** Ask the participants to pair up with the participant next to them. Provide them with two minutes and ask them to share three things about each other, including:
- Name and address
 - Hobby (examples: sports, listening to music, public speaking etc.)
 - Favorite political leader/ civil society member at the international or national level with justification of their choice.
- Step 2:** The pairs share their answers to the others in plenary.

Remarks: Generally, people with visual disabilities have limitation to make friend and work in pairs. This will be a good idea to acquaint them with each other and support them to make friends.

Activity 4: Expectation collection and setting the ground rules (5 minutes)

- Step 1:** Ask the participants to work in pairs, give them two minutes time to write major expectations from the workshop in a meta card about the knowledge they wish to acquire from the training.
- Step 2:** Stick the meta card in the display board, grouping their expectation and noting what the majority of the participants expect from the workshops.
- Step 3:** Ask the participants about how they wish to make the training session more effective and interactive. Let them lead the session on setting ground rules for the training, where the facilitator only plays a facilitative role.

Note: Ask volunteers to mark these rules in a newsprint paper and stick them in the wall throughout the training so that it will be followed by the participants.

Activity 5: Assessment of knowledge levels (Pre-evaluation) (15 minutes)

- Step 1:** The pre-evaluation form has been prepared based on the major topics to be delivered within the training session. The questionnaire comprises of close-ended questions with multiple choice answers. (Annex covers the pre-test and post –test questionnaire).
- Step 2:** The questions from the pre-evaluation are read by (played by) the computer in audio format one after another. The participants will mark just the relevant answer in Braille in the meta card. This method has been introduced so that the visually impaired participants can independently access this evaluation. However, the pre-test may also be administered through the help of a volunteer, who is not visually impaired, who can help the participant fill in the questionnaire.

Note to the facilitator: The pre-evaluation form is collected and entered in the excel sheet.

Activity 6: Understanding disability: (10 minutes)

The ability to recognise that disability rights issues are universal, and how people perceive disability rights issues varies from individual to individual (regardless of gender).

The ability to identify rights other than political rights that are relevant to the disability inclusive electoral issues.

Ask participants: As them the following questions and to raise their hand if they agree with it (get visual support if the facilitator is a visually impaired person.)

- Is disability inclusion a problem in the world? (If you agree, raise your hand)
- Is disability inclusion a problem in Nepal? (If you agree, keep your hand raised)
- Is disability inclusion a problem in this city? (If you agree, keep your hand raised)
- Is disability inclusion a problem in this room? (If you agree, keep your hand raised)
- Is disability inclusion a problem in this organization (if relevant)?

- Is disability inclusion a problem in the elections in this country?

This exercise helps people relate to the global context as well as their local context.

Make the point: Disability inclusion is an issue (in varying degrees) everywhere (most/all cultures, all countries, many situations). Women with disabilities are living with multiple vulnerability.

Activity 7: Definition and classification of disability: (10 minutes)

Make the point: There are 10 classification of disability (Refer to the Glossary).

- Step 1:** Explore the knowledge of participants to see if they are aware that there are 10 disability classifications. Explain each of them printed in the card. Ask participants to discuss and identify which classification they fall in.
- Step2:** Ask the participants to explain their level of visual impairment and compare it with each other by listing the different patterns of visual impairment and functional limitation.
- Step 3:** Discuss the characteristic of each of the classification of visual impairment in the pair and finally draw conclusions based on the official classification of visual disabilities, which cover three sub-categories such as low vision, blindness, no perception of light etc.

Refer to D1S1A7(A) of reference manual)

Activity 8: Prevalence of disability with gender and cross-sectional representation: (10 minutes)

Ask if the participants are aware about the statistics provided by the World Health Organization and the Central Bureau of Statistics that show that 15 per cent of the individuals in the world today live with disabilities, and 1.94 per cent in Nepal. The prevalence of women with disabilities is lower than that of men in contrast to the overall sex ratio. There is 16.3 per cent visual disability among the total persons with disabilities in Nepal.

Refer to D1S1A7(B)of reference manual)

(Note: The disaggregated data of the cross-sectional representation among persons with disabilities is still not available based on the National Census of 2011; however the cross-section such as women, indigenous people, Madhesi, Tharu, to be highlighted by the practical experiences of the participants).

Activity 9: Models of Disability and Language of Rights (15 minutes)

The participants should gain the ability to identify models of disability with these activities so that they can explain to the general public and stakeholders during their advocacy action to promote political rights of persons with visual disabilities.

The ability to explain that models of disability are only descriptions we use to identify the needs and that some descriptions may lead to discrimination against persons with disabilities.

Make the point: The way people in the society think about or understand disability may have a direct impact on law and policy decisions. With that in mind, the drafters of the CRPD sought to shift away from the traditional understandings about disability, that were rooted in medical and charity models, to a social model approach to understanding disability. The purpose of this activity is to help us understand the role that language can play in supporting both positive and negative attitudes towards the role of persons with visual disabilities in society, including in political and public life.

Emphasize: that the medical model is not always a “bad” approach – when an individual who uses a prosthetic arm regularly see his/her rehabilitation specialist for adjustments, this is the medical model in action and it works well. However, approaching disability solely from the perspective of needing to “fix” or “cure” an individual will not yield insight as to how society must arrange itself to be inclusive for all. Moreover, it is particularly important for those responsible for drafting laws and/or regulations to reflect on the social model or from human rights perspectives.

Step 1: Divide participants into small groups. Ask each group to generate examples of language used in their society to describe persons with disabilities, their disability, or their role in family or community.

Ask participants to list these terms on the flip chart paper either by the assignment of volunteers or simply write them in Braille in the meta card.

Make the point: Language may be used in different ways to support both negative and positive attitudes about disability. This language may be found in the words used for persons with disabilities, the words that describe their disability, or the words used to describe their role in the family or community. Attitudes may also be reflected in the words that persons avoid using.

Step 2: Introduce a game, “acceptance or rejection”. Provide a list of rights-based terminology addressing persons with disabilities in the Nepali context and corresponding derogative language.

Ask the participants to clap three times if they accept the terminology or stomping (hitting the floor by foot or the desk by hands) if they reject the terms. With this game, the visual impaired persons produce the flattering or nasty sound for the pleasant or unfriendly terminology.

Instead of...	Use...
<ul style="list-style-type: none"> disabled, handicapped, crippled 	<ul style="list-style-type: none"> person(s) with a disability
<ul style="list-style-type: none"> lame 	<ul style="list-style-type: none"> person who has a mobility impairment
<ul style="list-style-type: none"> confined, bound, restricted to, or dependent on a wheelchair 	<ul style="list-style-type: none"> person who uses a wheelchair
<ul style="list-style-type: none"> deaf and dumb 	<ul style="list-style-type: none"> person who is deaf or hard of hearing
<ul style="list-style-type: none"> Mental Retardation 	<ul style="list-style-type: none"> Intellectual Disability
<ul style="list-style-type: none"> Mad/ Mentally Ill 	<ul style="list-style-type: none"> Psychosocial disability

Day	1
Session	2
Session Name	Human Rights Instruments, twin track approach of human rights of persons with disabilities applying HR instruments including CRPD, disability inclusive indicators in SDG and International practice concerning political rights of persons with Disabilities.
Session objective	To recognize how the legal framework can be used to assess the rights of persons with visual disabilities to participate in political and public life.
Learning outcome	<ul style="list-style-type: none"> • The ability to identify the interrelationship between the right to participation and other human rights. • The ability to recognize how the legal framework can be used to assess the rights of persons with visual disabilities to participate in political and public life. • The ability to describe the provisions regarding participation in political and public life in the CRPD's Article 29.

S.No.	Activity	Duration	Materials needed
1	Human Rights Instruments including UDHR, ICCPR, ICESCR, CEDAW, CRC, CAT and so on The twin track approach of HR instruments on rights of persons with Disability linking CRPD and interdependence of Rights	35 Minutes	HR Instruments, Digital audio copy of CRPD (DAISY), SDG accessible text, Braille papers, meta cards, large papers, paper cutters, glue, pen, markers, laptop, speakers
2	UPR and Implementation of the Concluding remarks of CRPD committee	25 minutes	UPR report and list of recommendation copy, laptop, screen,
3	SDG and disability targets, Disability rights monitoring	30 minutes	SDG targets, PPT, audio version in DAISY format

Activity 1: General Human Rights Principles:

- Step 1:** Ask participants to express the human rights they have understood, list the area of human rights they explain.
- Step 2:** Group the human rights listed in the meta card within general human rights or specific human rights.

Explain that to guarantee specific rights like “the right to education”, the CRPD and other human rights instruments also include general principles that can be used to address many areas of rights. The general principles provide guidance about how each right in the treaty can be understood and ensured.

Step 3: Explain the specific human rights instruments linking with CRPD and follow the explanation below.

The Core International Human Rights Instruments and their Optional Protocol

There are nine core international human rights instruments. Each of these instruments have established a committee of experts to monitor implementation of the treaty provisions by its States parties. Some of the treaties are supplemented by optional protocols dealing with specific concerns whereas the Optional Protocol to the Convention against Torture establishes a committee of experts.

Abbreviation	HR Instrument	Date of Adoption
ICERD	International Convention on the Elimination of All Forms of Racial Discrimination	21 Dec 1965
ICCPR	International Covenant on Civil and Political Rights	16 Dec 1966
ICESCR	International Covenant on Economic, Social and Cultural Rights	16 Dec 1966
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women	18 Dec 1979
CAT	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	10 Dec 1984
CRC	Convention on the Rights of the Child	20 Nov 1989
ICMW	International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families	18 Dec 1990
CPED	International Convention for the Protection of All Persons from Enforced Disappearance	20 Dec 2006
CRPD	Convention on the Rights of Persons with Disabilities	13 Dec 2006
ICESCR - OP	Optional Protocol to the Covenant on Economic, Social and Cultural Rights	10 Dec 2008
ICCPR-OP1	Optional Protocol to the International Covenant on Civil and Political Rights	16 Dec 1966
ICCPR-OP2	Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty	15 Dec 1989
OP-CEDAW	Optional Protocol to the Convention on the Elimination of Discrimination against Women	10 Dec 1999
OP-CRC-AC	Optional protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict	25 May 2000
OP-CRC-SC	Optional protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography	25 May 2000

OP-CRC-IC	Optional Protocol to the Convention on the Rights of the Child on a communications procedure	14 Apr 2014
OP-CAT	Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	18 Dec 2002
OP-CRPD	Optional Protocol to the Convention on the Rights of Persons with Disabilities	13 Dec 2006

For more information, refer to the website of OHCHR:

https://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx#ctl00_PlaceHolderTitleBreadcrumb_siteMapPath_SkipLink

Note that there are “twin-track approach” for advancing the rights of persons with disabilities. Track one involves using the CRPD; track two involves using the other important United Nations human rights instruments that protect and promote also the rights of persons with disabilities. Both are followed at the same time. These human rights instruments apply to all persons, including all persons with disabilities.

Interdependence of Rights

Activity 2: Tree of Rights (15 minutes)

Learning Outcome:

- The ability to identify the interrelationship between the right to participation and other human rights (Refer D1S2A2 in reference materials).
- The ability to recognize how the legal framework can be used to assess the rights of persons with visual disabilities to participate in political and public life.

Ask participants to cut the cardboard paper of different colours making trunks, leaf and fruit to sketch a tree, gluing them on a large paper, making a tactile figure. Assign them with the following task:

- Branch: Equal recognition before the law (CRPD, Article 12).
- Leaf: Right to make decisions about where one lives (CRPD, Article 19) and followed by principle 1 of CRPD.
- Fruit: Law reform to ensure that persons with disabilities are not automatically considered “legally incapable” and are involved in legal decisions that affect them (CRPD, Article 4 and followed by principle 5 of CRPD)

Step 4: Stick each tree on the wall. Have each group nominate two or three participants to explain the branches and the associated leaves and fruits from its tree. Note: to ensure this activity is tactile based, make the point: that each group will have different shape of fruits on their trees which will show the obligations and actions of governments to ensure that the rights of persons with visual disabilities vary accordingly. Ask participants:

Which CRPD rights or principles did more than one group choose?

- How were the leaves and fruits different among those groups for the same CRPD principle?
- What were some of the more difficult rights to address? Was it difficult to decide what to write on the leaves? Why?

Select one or two examples and look at the relevant text from the full CRPD to analyse what it offers in the context of that particular right.

Step 5: make the point: The rights of people with disabilities are not different from the rights of others, but they do often manifest themselves differently for people with disabilities.

Ask participants:

- How does the CRPD help articulate the rights of persons with visual disabilities more specifically than other instruments such as the ICCPR, ISCSR, CEDAW, and CRC and so on?
- How does it help government in fulfillment of their responsibilities with respect to the human rights of persons with disabilities?

Activity 3: Rights of political participation of persons with visual disabilities (10 minutes)

Learning Outcome:

- The ability to define the right to participation in political and public life.
- The ability to describe the provisions regarding participation in political and public life in the CRPD following Article 29 (Refer **DIS2A2**).

Make the point: the aim of this activity is to examine the fundamental human rights contained in the CRPD and raise awareness of how these rights relate to each other.

Step 1: Introduce the activity by observing that human rights are based on human needs that everyone is entitled to and that everyone should have access to them. Explain that this activity helps to illustrate how rights are indivisible, interdependent, and interrelated and show the far-reaching effects when just one right is denied.

Demonstrate how the effects are interdependent:

1. Write a human right from the CRPD in the centre of the big circle at the top (for example, right to accessibility).
2. Ask, “If this right is denied, what are three possible effects?” Write any three effects mentioned in circles that extend with arrows from the central circle.
3. Then take each of the three mentioned effects (for example, denial in educational institutions, to get a good job) and access to health facilities. Then ask “What human rights

would be denied by this effect (for example, right to an adequate standard of living)?
Write each right in a circle that extends with arrows from the effect.

Alternatively: Ask each group to write the number of the CRPD article for each right mentioned (for example, Article 27, “Inability to get a good job”; Article 28, Right to Adequate Standard of Living; Article 19, “Right to live in the community”).

Step 2: Divide participants into small groups of 2-4 and give each a CRPD provisions in audio. Ask each group to write a human right in the center of their chart. Encourage groups to choose a variety of different rights. Ask them to consider what effects result when a person with visual disabilities – or anyone – is denied this right. Try to narrow down to the understanding that other rights shall be ignored if the rights to political participation granted by Article 29 of UNCRPD is violated.

Note: Participants may think of more than three effects but encourage them to choose the three most far-reaching effects.

Step 3: Ask a spokesperson from each group to present its chart, the Braille card may apply here.

Step 4: Make Discussion Questions and facilitate a discussion with the group.

Activity 4: Universal Periodic Review and list of recommendation of CRPD committee (15 minutes)

Step 1: Ask participants if they are aware about the main principles of human rights instruments and the provision of universal periodic review carried out by the UN in every four years.

Step 2: Divide participants into four small groups. Provide them with the list of recommendations to share amongst the group. Ask them to discuss a specific recommendation of the CRPD Committee. Refer to D1S2A4B of reference manual)

Each group will develop a list of principles and provisions addressed in the list of recommendation on the rights of persons with disabilities in four different contexts such as gender equality, cross-sectional representation, addressing severity of disability, and political and public life:

- How can the list of recommendations be a turning point in the human rights of persons with disabilities in each of the four areas?
- Why it is important for their political participation?

Step 3: Ask each group to present.

Note: This can be a good icebreaker activity as well.

Activity 5: Inclusion in the Disability indicators/ targets in SDG (15 minutes)

Learning Outcome:

- The ability to define the indicators of disability inclusive targets in SDG
- The ability to define targets of political participation of persons with disabilities within SDG.

- Step 1:** Ask participants to list the goals of SDG and identify disability targets and indicators.
- Step 2:** Divide the group into five small groups and distribute one copy of Goals 4, 8, 10, 11 and 16 to each group.

Refer to D1S2A5 of reference manual)

- Step 3:** Provide 5 minutes to brainstorm on the barriers, challenges/issues for persons with visual disabilities, at this stage of the development process and allow them time to present their ideas in the plenary.

Make the points: Achieving SDG in Nepal through a credible development plan that reflects disability inclusive development agendas. Ideally, an SDG mid-term evaluation is being carried out by NPC, the role of DPOs is realized most critical at this context. This starts from the beginning of the adoption of 2030 Agenda. It has three basic phases: pre- preparations of 2030 agendas, SDG implementation and evaluation of achieving SDG targets.

Note: The presentation contains a specific overview of the disability related targets of SDG. Depending on the level of understanding of the audience and the availability of the time, the facilitators explain only the needed targets which mention supporting political participation of persons with disabilities, particularly Goal 10. It is suggested to link Article 29 of CRPD and Goal 10 of SDG by intercepting the concept of inclusion addressed by both the instruments with a short brainstorming session with the participants, so as to encourage discussion and participation throughout the presentation.

- Step 4:** In discussion with participants, go through the generic cycle phase by phase (or step by step, if time allows) asking participants to brainstorm what they think the key activities in relation to the phase/step of SDG achievement and monitoring will be. At the province level trainings, participants can highlight differences between local practices in each phase.

Emphasize: Disability issues should be included within the reporting of SDG implementation of the Government that is being presented in the state party conference of UN in 2020. Additionally, areas such as accommodation for other disability groups should be addressed. In particular, double discrimination faced by women with visual disabilities should be highlighted throughout the SDG. **(D1S2A5 B)**

Day	1
Session	3
Session name	The historical evolution of disability rights in Nepal, constitutional rights of persons with disabilities and electoral system in Nepal, legislation concerning electoral process and political participation for persons with visual disabilities

Session objective	By the end of the training, the participants will be able to understand the historical evolution of disability rights movement in Nepal with legal reform. The legal provisions, electoral process, types of elections, identify challenges towards enjoyment of political rights of persons with disabilities in Nepal.
Learning outcome	<ul style="list-style-type: none"> • The ability to understand how the constitutional provision can be used to assess the fundamental rights of persons with visual disabilities. • The ability to restate the main provision of the constitution. • The ability to describe the different elections, provisions in each of election related legal framework, participation of persons with visual disabilities and priority of women with visual disabilities in political life. • The ability to understand the election, purpose, method and practice in Nepal. • The ability to understand the mix electoral methods, first past the post, proportional representation stages of the electoral cycle.

S.No.	Activity	Duration	Materials needed
1	Historical evolution on disability rights in Nepal Constitutional provision on rights of persons with disabilities (Fundamental rights, Rights to equality, education, justice social protection and political participation) and focus on political rights	30 minutes	Catalogs, audio clippings, DAISY digital version, Bluetooth speaker, Laptop, projector
2	Legislation, policy and guideline concerning electoral process. Current inclusion practices in election (presidential, National Assembly, federal legislature, province and local level) Group work and presentation mapping the provisions of political representation of persons with visual disabilities Group work and presentation	40 minutes	Legislation, provisions, meta card, markers etc.
3	Mix-electoral process (first past the post, proportional representation, close list Interactive discussion	20 minutes	Laptop, speaker, pen, paper, projector.

Activity 1: Historical evolution of rights of persons with disabilities in Nepal: (Refer D1S3A1 in the reference materials)

Step 1: Ask participants if they know the first legislation addressing persons with disabilities in Nepal. In their response, ask the supplementary questions such as: When was the first civil code (Muliki Ain) enacted, and did it include a provision of disability? If yes, how did it address it? When was the school for children with disability initiated in Nepal and from where? Who initiated the Khagendra New Life Center-Jorpati? How did the self-help group of persons with disabilities come together and start claiming their rights? What was the role of persons with disabilities in the people's movement in 2006 A.D. (2062/2063 B.S.)?

Later on, clarify their curiosity and provide them with the answer. Mark important dates and the information the participants delivered/ answered. (Make this session very short with specific responses only)

Make the point:

- The first civil code was enacted by former Prime Minister Jung Bahadur Rana in 1910 BS. This act included charity to persons with disabilities in the sub-section of serving ultra-poor persons. (Refer to D1T1 in the training materials)
- The constitution of Nepal 2047 addressed the issues of persons with disabilities for the first time in Nepal by employing the provision of positive discrimination.
- The first school for the blind started in 2021 B.S. from Laboratory Secondary School, Kirtipur. The Braille script was introduced in Nepal by late Jung Bahadur Bogati.
- The Khagendra Bahadur Basnet, who himself was physically handicapped, initiated "Khagendra New Life Center" and later that converted into "Nepal Disabled Association" and "Nepal Association for the Welfare of Blind" (NAWB).
- Persons with visual disabilities formed self-help group of blind persons and started claiming their rights from 2042 BS and later established Nepal Association of the Blind in 2049 BS after reinstating democracy in 2046 BS and opened space for establishing CSOs.
- The peoples movement of 2062/63 BS become stronger when persons with disabilities embraced their active and visible engagement.

Activity 2: Constitutional rights of persons with disabilities (Refer D1S3A2 of the reference materials)

Introduction to the fundamental rights of persons with disabilities and guaranteeing political participation of persons with disabilities.

Learning Outcome:

- The ability to understand how the constitutional provision can be used to access the fundamental rights of persons with visual disabilities.
- The ability to restate the main provision of the constitution.
- The ability to describe the different types of elections, provisions in each of election related legal framework, participation of persons with visual disabilities and priority of women with visual disabilities in political life.

Step 1: Present the existing fundamental rights provisions of the constitution addressing the rights of persons with disabilities, the rights to political participation as per the constitution and corresponding legal framework. Ask the participants to discuss:

- Has the constitution of Nepal incorporated the fundamental rights of persons with disabilities? What are they?
- Are you aware of provisions specifically protecting persons with visual disabilities in political and public life?
- Are you aware of any restrictions in the legal provisions for people with visual disabilities?
- Are you aware of any inconsistencies between what the constitution or the election related legislation? Are they consistent?

Make the point – All CONSTITUTIONAL provisions are applied for persons with disabilities and they are interrelated, but some apply more directly to political participation than others.

Step 2: Divide the participants into small groups. Ask each group to work together to discuss the provisions in Article 84, Article 86 and Article 176 of the constitution and their corresponding provisions of the legislation of the election of National Assembly, Article 28, Article 60 and Article 66 of the election of federal parliament, House of Representative and provincial parliament.

How can each of the Article be implemented?

Who is responsible to meet this requirement?

Step 3: Conduct a debriefing of the group discussion and follow Step 3.

Step 4: Ask for examples of how these articles could be applied to ensure the rights of persons with visual disabilities to participate in political and public life.

Activity 3: Electoral system in Nepal (Refer D1S3A3 in the Reference materials)

Learning Outcome:

- The ability to understand elections, its purpose, the various electoral systems in Nepal.
- The ability to understand the mix electoral methods, first past the post, proportional representation electoral systems as well as the stages of the electoral cycle.

Note: This activity is designed for the countrywide network of NAB. Depending on the need of capacity building of rights holders, facilitators would need to tailor/customize some activities for this purpose.

Step 1: Ask participants: to think back to [the last election]; prompting their silent reflection with the following sorts of questions:

- Where you were on the election of Federal and Provincial Parliament?
- What was the mood in the streets around you? How did you reach to the booth? When did you vote? How did you feel when you voted? What things did you see that day that gave you hope in the democratic process?
- How many ballot papers did you receive, who helped you to cast the vote?
- What had you hoped for at the start of the day? What did you feel that made you happy or satisfied by the end of the day? How did you feel by the end of the day?

Step 2: Invite participants to share some of their reflections.

Caution: *Discussion of past elections may bring up traumatic memories for participants; the facilitator should be sensitive to this and tell participants that they should only contribute to the discussion if they want to.*

- An election is a formal group decision-making process by which a population chooses an individual to hold public office.
- Elections have been the usual mechanism by which modern representative democracy has operated since the 17th century.
- Elections may fill offices in the legislature, sometimes in the executive and judiciary, and for regional and local government. This process is also used in many other private and business organizations, from clubs to voluntary associations and DPOs.
- The election in this manual covers the elections of the members of the House of Representatives through the first past the post-election system and the proportional representation system.
- Electoral Constituency is the specific area designated for the election of each member of house of representative to be held according to the first past the post-election system. There are two members to be elected from each of Electoral Constituency for the province parliament.

Following election system shall be applied for the 275 members of House of Representatives:

- First Past the Post Electoral System for one hundred and sixty-five members, and
- Proportional Representation Electoral System for one hundred ten members.
- First Past the Post Electoral System:
For the First Past the Post Electoral System the candidate securing the highest number of votes shall be elected to the House of Representatives based on one member in each electoral constituency.
- Proportional Representation Electoral System:

Under the Proportional Representation Electoral System, votes shall be cast where the entire country will be taken as a single constituency and members to the House of Representatives shall be elected from amongst the candidates on behalf of such party in proportion to the number of votes secured by the party.

Day	1
Session	4
Session name	Understanding Electoral Cycle
Session objective	By the end of the session, participants will be able to understand the electoral cycle, role of EMBs and role of DPOs.
Learning outcome	<ul style="list-style-type: none"> • The ability to understand the democratic value of election, identify stages of the electoral cycle. • Ability to understand the inclusion of persons with visual disabilities in each of the stage of electoral cycle.

S.No.	Activity	Duration	Materials needed
1	What is Election, Election Cycle, Electoral system, Electoral process, Importance of election in Democracy, participation of persons with visual disabilities in electoral process.	40 Minutes	Presentation, discussion,
2	Role and Responsibility of EMB, government agencies, law makers, parliament for promoting political and electoral rights of persons with visual disabilities Roles of Political parties for promoting political participation of persons with visual disabilities	20 minutes	Meta card, masking tape
3	Role of DPOs/ network of NAB for listing persons with visual disabilities in voters list and media engagement for information dissemination to persons with visual disabilities	30 minutes	News print paper, laptop, screen, , pen

Activity 1: Understanding Electoral cycle (Refer D1S4A1 of reference materials)

Learning Outcome:

- The ability to understand the democratic value of elections, identify stages of the electoral cycle.
- Ability to understand the inclusion of persons with visual disabilities in each of the stage of electoral cycle.

Step 1: Ask participants to recall the electoral process of the last parliamentary elections. Make a small group (same group with block seating arrangement) and make a short list of the

activities listing their understanding about the electoral process.

Step 2: Ask each of group to write 3 points in the meta card mentioning their engagement in the electoral process and stick them in display board under three columns. Make sure that the column shall be marked based on the activities they participated in (1) pre-election phase, (2) during election and (3) after election.

Step 3: Clarify that the electoral cycle comprises the activities of phase wise electoral process in pre-electoral stage, during election and post-election phase.

Make a point that the electoral cycle provides a framework for analysis and developing assistance strategies that support more open, inclusive and credible election processes. It can be divided into three overlapping periods: pre-election, election and post-election phase.

Activity 2: Inclusion of persons with visual disabilities in the electoral process.

Learning outcomes:

- Ability to understand the inclusion of persons with visual disabilities in each of the stage of electoral cycle.

Step 1: Present the electoral cycle based on the present Nepali legislation and electoral process. Make the presentation more interactive with discussions on each points of the different phases of electoral cycle. Embed the presentation with the practical experiences of the participants in last election as they had highlighted in the meta card in last activity of this session.

Activity 3: Role and Responsibility of EMB, government agencies, law makers, parliament for promoting political and electoral rights of persons with visual disabilities (Refer D2S1A2 of reference materials)

Roles of political parties for promoting political participation of persons with visual disabilities to promote inclusive electoral cycle.

Learning Outcome:

- The ability to describe the rights and duties of different stakeholders in advancing election access for person with visual disabilities.
- The ability to articulate the importance of consultation of persons with visual disabilities throughout the electoral cycle - from post-election analysis through design of materials and procedures – in order to affect real improvement of access.

Make the point: Participants should increase their knowledge of the recent elections where the module is being delivered (facts and figures should be based on official reports) and identify and articulate the main positive and negative aspects of the election.

Step 1: Ask participants to brainstorm the main activities that take place during the electoral cycle. Ask them to identify the key stakeholders throughout the electoral cycle.

Step 2: List the main stakeholders of an election in the board by the help of volunteer or write them in Laptop, displaying in screen.

- Voters
- Volunteers/ assistance
- Electoral staffs
- Political parties
- Security personnel
- Media
- CSOs
- DPOs
- International community
- Others

Step 3: Corresponding to the aforementioned stakeholders, ask participants to brainstorm how they think these actors behaved persons with visual disabilities in electoral process (one or two descriptive words may suit here).

Step 4: Ask participants if they are aware of the election monitors conducting any election analysis, reports. Was there a pre-election conference? (If facilitators have access to any documentation produced in pre-election process, they should use them in this activity.) Do the participants believe there was community consensus on the main strengths and weaknesses of the voter's education?

Step 5: Make the summary of the group's reflections, particularly highlighting the role of different stakeholders during electoral cycle and getting consensus of the participants:

- (1) Abide by the constitutional protection of the rights of persons with visual disabilities.
- (2) Determined to support procedures for casting ballot by own choice.
- (3) Make electoral complaints against discrimination.
- (4) Support persons with visual disabilities for voter registration.
- (5) Carry out site selection of polling centres. They can give recommendation to ECN
- (6) Observation of electoral materials (e.g., voting booths; paper ballots and/or electronic balloting machines).
- (7) Election observation.
- (8) Facilitate the training election officials.
- (9) Promote voter information and education.

Make the point: Participants should discuss in detail the general principles that are most relevant and why it is important for them to work closely throughout the electoral cycle. They should use these steps to establish their own role following the approach that electoral authority abides by

and also work with decision-makers in designing the policy, law or programming under electoral cycle.

Step 3: Report: Ask a spokesperson from each group to summarize their conclusions and present to the group.

Day	2
Session	1
Session name	Analysis of interrelated barriers for persons with disabilities in participating in electoral process.
Session objective	By the end of session, participants will understand the barriers of PWD in participating in electoral process.
Learning outcome	<ul style="list-style-type: none"> • The ability to identify discriminatory practices in the electoral context. • The ability to recognize that there may be direct and indirect discrimination at differing stages in the electoral cycle. • The ability to identify access issues or barriers in relation to people with visual disabilities at all stages in the electoral process (e.g. voter registration, voter education, candidacy, electoral observation, etc.) •

S.No.	Activity	Duration	Materials needed
1	Analysis of interrelated barriers for persons with disabilities particularly in Nepali context: social, political, physical, economic, cultural, ICT Presentation/ interaction	20 Minutes	PPT presentation, interaction, audio description, LCD/ speaker and laptop
2	Barriers to persons with visual disabilities in electoral process Interactive discussion (practical experiences)	25 minutes	News print, markers, laptop, Meta card, masking tape
3	Analysis of Barriers and finding solution: Voter's education, polling booth, Election stakeholders etc. Market place method	45 minutes	Market place (Desk), boards, News print paper, laptop, screen, pen

Activity 1: Discrimination in Political and Public Life during electoral cycle.

Learning Outcomes:

- The ability to identify discriminatory practices in the electoral context.
- The ability to recognize that there may be direct and indirect discrimination at differing stages in the electoral cycle.
- The ability to identify access issues or barriers in relation to people with visual disabilities at all stages in the electoral process (e.g. voter registration, voter education, candidacy, electoral observation, etc.)

Step 1: Discuss with participants about direct or indirect discrimination to provide examples for reflection

Make the point: Discrimination occurs in various forms. Discrimination may be direct. For example, electoral regulations that exclude persons with visual disabilities from voting on the basis of their disability are directly discriminatory. In other instances, discrimination is less direct and, perhaps, less obvious. Indirect discrimination would include providing polling centres in the steeped and dark area, not allowing the chosen volunteer to help casting the votes— all are theoretically free to vote by own choice, but Blind voters face a barrier as the low vision persons forced to caste in dark place and no other option is offered. Electoral regulation with exclusions based on specific disability is directly discriminatory.

Step 2: Break into small groups. Ask each group to generate two lists – one listing examples of direct discrimination in the electoral context and one listing examples of indirect discrimination in the electoral context.

Step 3: Report and discuss group responses. Compare and contrast the lists of the various groups. Is it easier to identify cases of direct discrimination?

- What form of discrimination do you think is more prevalent in the electoral context?
- Which form of discrimination is easier to address?

Make the point: Non-discrimination requires that electoral procedures, facilities and materials are appropriate, accessible and easy to understand and use. Some forms of discrimination are more difficult to identify than indirect discrimination.

Make a note that the denial of providing reasonable accommodation to the persons with disabilities is also the direct discrimination on the basis of disability.

Activity 2: Barriers to participation of persons with visual disabilities in the political and public life following Article 29 of UNCRPD

Learning Outcome:

- The ability to define “accessibility” in relation to all stages of the electoral cycle.

- The ability to identify for each stage of the electoral cycle the nature of the barriers people with visual disabilities may face when they exercise their right to participation.

Step 1: Ask participants to work in pair to list the barriers they are facing in the electoral cycle.

Step 2: Group the Meta card with the listed topic of barriers in three groups, pre-electoral, election and the post-electoral process.

Step 3: Report: Ask each group to briefly summarize their discussion and take note of the barriers that are listed.

Facilitator Note: *Explain to participants that there are various approaches to ensure that the Election Commission benefits from the expertise of persons with visual disabilities. Election monitoring taskforce, consisting networks of NAB, may provide advice and assistance to the Election Commission to break the barriers through the overall election cycle. A disability access focal point could be designated within an election commission to address access issues and to interface with the disability community. NAB network should be included in all outreach to civil society organizations relating to electoral engagement.*

Activity 3: Marketplace to break the barriers for voters with visual disabilities (Refer D2S1A1 in Reference material).

Learning Outcome:

- The ability to define the meaning of ‘accessibility’ in relation to all stages of the electoral cycle.
- The ability to identify discriminatory practices in the electoral context.

Step 1: Divide the participants into three groups of 4 persons each and assign task to develop their own marketplace from where they can sell knowledge to the election officials making inclusive electoral cycle for persons with visual disabilities.

Step 2: The task comprises of 15 minutes to prepare for each of the 3 groups on how to make the pre-electoral process, election and the post-electoral process inclusive for persons with visual disabilities.

Step 3: Ask two of the group members of each of the group to remain in their shop and others along with the remaining participants to visit each of the marketplace and find-out the best solution to make the inclusive electoral process for persons with visual disabilities.

Guide the group to highlight the need for inclusive voters registration, accessible voter’s education, and convenient polling station eliminating barriers to voters with visual disabilities.

Make the point: In order to promote a fully inclusive electoral cycle, it is essential for government officials to consult with NGOs. In particular, government officials should ensure the participation of DPOs that represent various disability groups. DPOs are perhaps best placed to serve as resources on accessibility with regard to electoral cycle.

Day	2
Session	2

Session name	Gender and inclusive electoral process
Session objective	By the end of the training, the participants will be able to understand the barriers to women with visual disabilities in the electoral process, combat violence against women with visual disabilities in the polling booths.
Learning outcome	<ul style="list-style-type: none"> • The ability to identify access issues or barriers in relation to women with visual disabilities at all stages in the electoral process (e.g. voter registration, voter education, candidacy, casting votes, electoral observation, etc.) • Ability to understand the legal framework that promotes political representation of women with visual disabilities by Nepali legislation.

S.NO.	Activity	Duration	Materials needed
1	Constitutional and legal provisions of inclusion of women in the electoral process and political representation	25 minutes	Audio-video presentation, laptop, projector, news print, meta cards, pens
2	Existing barriers in polling booth environment and free from violence for women with visual disabilities	20 minutes	Practical experiences, paper, markers
3.	Constitutional and legal provisions for ensuring political representation of women, exploring inclusion of women with visual disabilities in the representation cluster	45 minutes	Playing space, volunteers

Learning Outcome:

- The ability to identify access issues or barriers in relation to women with visual disabilities at all stages in the electoral process (e.g. voter registration, voter education, candidacy, casting votes, electoral observation, etc.)
- Ability to understand the legal framework that promotes political representation of women with visual disabilities by Nepali legislation.

Activity 1: Gender and Disability in the Electoral Cycle

Learning Outcome:

- The ability to identify 'double discrimination' faced by women with visual disabilities.

- The ability to identify areas of the electoral process where access for women with visual disabilities is an issue: what access problems exist, what age group of the population are affected, and what solutions exist.

Step 1: Have participants refer to follow the gender sensitive electoral code issued by the Election Commission and focus on the additional concerns of women with visual disabilities.

Step 2: Playback Article 6 of CRPD (Refer to D2S1A2 of reference materials) and highlight the Gender and Disability aspect in the electoral cycle.

Step 3: Write the responses from the participants on the chart noting if they have faced similar challenges while taking part in elections? Mark the number of responses for “Yes,” “Sometimes” and “No.”

Step 4: Invite participants to comment on their thoughts.

Make the point: The electoral cycle helps us to visualize how each step in the electoral process may affect women and men differently. Similarly, we can systematically assess the steps in the electoral process as a means to consider how persons with visual disabilities may be affected in different phases. Taking into account the multiple discrimination faced by women with visual disabilities, we can think more holistically of strategies and solutions to enable access.

Activity 2: Protection from violence for women with visual disabilities in pooling booth (Refer D2S2A2 in reference manual).

Step 1: Ask participants about the possible cases of violence against women with disabilities and listing them in the white board or in meta card,

Step 2: Ask women participants if they have any experience of facing violence in the pooling booth?

Step 3: Explain about the provision of the act on the elimination of violence against women and the priority of women with visual disabilities.

Make the point that the legislation has ensured special protection of women with disabilities based on the act on rights of persons with disabilities and the electoral guideline (Refer D2P2 of the reference material)

Activity 3: Priority of women with visual disabilities in political representation

Learning outcomes:

- The participants understand the legal framework that promote political representation of women with visual disabilities in Nepal applying the cross-sectional representation of women.

Step 1: Ask participants to reflect on their observation from the last election about women representation prioritized by the constitution on the political representation applying proportional representation.

Highlight the point:

The proportional representation of women was ensured by the political parties to meet the

constitutional provision of women representation of at least one third in the federal parliament in the federal elections of 2074 B.S.

Step 2: Make two groups with five participants each. This game uses ‘Speed Dating’ technique. This is a tool to allow people to reflect on multiple issues. It consists of a series of short conversations that explore how the gender aspect in electoral system is important in the Nepali context.

The participants sit opposite each other in two concentric circles. The people in the inner circle don’t move the position. The people in the outer circle move one step clockwise at every rotation. Note: Please be aware of people that may have mobility issues, they may prefer to be part of the inner circle instead of the outer circle.

Step 1: Ask participants to internalize that they are a candidate running for office. Have them think of the most important issue to them as it relates to improving access for women with visual disabilities in electoral cycle. This will be their platform when running for office. Tell them to think of the provisions of women participation they wish to highlight in the Nepali legislation and convince others that their issue is the most important.

Step 2: Have participants move into the two concentric circles. Explain that the person they are facing is someone they are determined to support of candidacy of women with visual disabilities as strong tools of the political representation of women with visual disabilities. They will have 2 minutes to convince each other of their individual platforms and garner their support. At the end of 2 minutes the facilitator will signal time and ask the participants in the outer circle to move one seat over clockwise and the exercise begins again with a new set of partners. The rotation will continue until all members of the inner circle have spoken to all members of the outer circle.

Step 4: To wrap up, have participants understand the compulsory provision of one third women representation in the federal parliament, if this number applicable for women with visual disabilities?

Day	2
Session	3
Session name	Advancing inclusive electoral process, voting rights and political representation of persons with visual disabilities.
Session objective	By the end of the session, the participants will be able to understand meaning and importance of Inclusive Electoral process and roles of different stakeholders concerning political rights of persons with visual disabilities.
Learning outcome	<ul style="list-style-type: none"> • The ability to restate the main principles of the electoral legislation addressing rights of persons with disabilities in Nepal. • The ability to identify and analyze the human rights obligations listed in the electoral laws in Nepal and their application to electoral processes. • The ability to articulate the implications for political rights listed in the constitution and CRPD which states that each adult citizen

	<p>has the right to vote, and become a candidate, on an equal basis with others.</p> <ul style="list-style-type: none"> • Ability to understand how the Public Interest Litigation (PIL) was filed against the representative cluster of the act on the election of provincial parliament and house of representative.
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S.No.	Activity	Duration	Materials needed
1	Provision related to inclusive electoral process and existing practice in Nepal	20 Minutes	Policy documents, Newsprint papers, meta cards, pen, markers
2	Motivational factor: Stakeholders related to electoral process of persons with visual disabilities and their roles for promoting political rights of persons with visual disabilities (Panel discussion) Person with visual disability, electoral authority, civil society and media	45 Minutes	Speakers, paper, pen
3	Public interest litigation in supreme court against the annex of act of the parliament election	25 Minutes	Petition documents, media coverage, laptop, projector, speaker etc.

Activity 1: Understanding inclusive electoral process and existing practice in Nepal

Learning Outcome:

- The ability to restate the main principles of the electoral legislation addressing rights of persons with disabilities in Nepal.
- The ability to identify and analyze the human rights obligations listed in the electoral laws in Nepal and their application to electoral processes.
- The ability to articulate the implications for political rights listed in the constitution and CRPD which states that each adult citizen has the right to vote, and become a candidate, on an equal basis with others.
- Ability to understand how the Public Interest Litigation (PIL) was filed against the representative cluster of the act on the election of provincial parliament and house of representative.

Make the point: This activity provides an opportunity for participants to identify and share the act on the election of House of Representatives, provincial parliament, local bodies, election code of conduct, voter's registration and the corresponding regulations.

Refer to: all relevant provisions concerning political rights of persons with visual disabilities in the aforementioned legislations to be reviewed by the participants prior to the training session which is available in DAISY talking books.

Step 1: Ask participants: in groups, make a list or concept map on meta-card paper either in Braille or in writing about what you think access means in an election context and how persons with visual disabilities may experience access issues. You have five minutes to prepare and two minutes to present for each of group. Facilitate the group presentations.

Step 2: Working in groups, compare the relevant sections of the electoral law, regulation and code with international obligations in comparison to the Article 29 of CRPD and answer the following questions:

1. Who is eligible to vote according to the constitution and/or election law?
2. Who is eligible to stand as a candidate according to the constitution and/or election law?
3. Who is prevented from 1) voting, 2) standing as a candidate?
4. Are persons with disabilities entitled to cast their votes by their choice?

Distribute audio version of relevant provisions in the Article 29 of CRPD

Step 3: Ask groups to make a short presentation based on the relevant legal obligations. Ask participants: how many provisions in the checklist are covered by the legal frameworks?

Make the point: Although the law may protect the right of a person to vote, it is important to remember that in practice, people with visual disabilities may still be excluded. In some districts, the branch offices of NAB has advocated for positive measures in order to ensure that their interests are effectively represented in their legislatures. In Nepal, Uganda and Afghanistan the Constitution requires that a certain percentage of seats in Parliament be accorded to representatives with disabilities. In other countries, the executive may appoint a certain number of parliamentary seats. In Namibia, for example, this policy has resulted in the presidential appointment of representatives with disabilities to parliament. In other cases, persons with disabilities may have representation through a Disability Advisor linked to the executive branch, as in the case of the Swedish Disability Ombudsman or Namibian Disability Advisor, or through a Council on Disability, as in the case of the United States National Council on Disability.

Activity 2: Panel discussion: Sharing experiences of stakeholders concerning electoral process in Nepali context.

Learning Outcome:

- The ability to identify access issues or barriers in relation to people with visual disabilities at all stages in the electoral process.
- The ability to propose, plan for and describe realistic checklist and procedures that will better enable access at all stages of the electoral process for persons with visual disabilities.

Step 1: Invite representatives amongst the leader of NAB local branch, electoral officer, Political party participating in proportional electoral process and the media that has covered the news of electoral process in past recent election. Make them a pre-information that they

have to share the learning experiences focusing relevant provisions of electoral regulation of Nepali legislation, Article 29 of the CRPD together with its other provisions require that persons with disabilities have equal access to present candidacy without discrimination on the basis of visual disability.

Step 2: Follow an interaction with the participants sharing their experiences in comparison with the experiences shared by the panel members.

Note: The leader of NAB is anticipated to present the experiences on how an advocacy checklist was prepared and executed to influence the local political parties for ensuring inclusion of persons with visual disabilities in the close list to be presented under mix-electoral process in past.

Highlight that the close list presented by some political parties in the second Constitutional Assembly had accommodated the name of persons with visual disabilities, however despite this, there were challenges in practice while securing their representation in the parliament.

Step 3: Ask the panel members to address how the challenges can be overcome so that the candidature of persons with visual disabilities is ensured in the further elections.

Step 4: Make a summary of the panel discussion with common understanding that may be the reference for developing action plan of NAB and its countrywide network for supporting inclusive electoral process for persons with visual disabilities.

Activity 3: A case study on the public interest litigation against the annex 1 of the electoral act for house of representative and provincial parliament (Refer D2S3A3 of the reference materials).

Learning Outcome:

- The ability to describe the shortcoming of the annex of the act, plan for the intervention to eliminate mentioning persons with disabilities and describe realistic statistics and capabilities of persons with visual disabilities that will better enable access at all stages of the electoral process and having candidature.
- The ability to describe how national and international organizations/institutions can help improve access to electoral processes and legal remedy to ensure political rights of persons with visual disabilities.

Make the point: the aim of this activity is to familiarize the participants with the PIL and further explore possibilities how campaign platforms promote the disability inclusive provisions to be implemented providing access for persons with visual disabilities in the spirit of Supreme Court decision.

Step 1: Case study: Divide the participants into four different groups and discuss in different topic about the PIL submitted by Dr. Birendra Raj Pokharel in Supreme Court.

Step 2: Ask the groups to read and discuss through the text of the document of PIL, covering Article 26, 60 and 66 of the Act for the election of Provincial Parliament and the House of Representatives, its Annex 1 and the decision of Supreme Court.

Step 3: Ask each of the group presenting of their observation and findings and discuss this in the plenary.

Wrapping-up: Summarize that the political rights of persons with disabilities has been violated by the Annex of the Act not addressing the representation cluster of persons with disabilities based on

the National Population Census which is 1.94 percent among the total population.

Day	2
Session	4
Session name	Advancing political participation of persons with visual disabilities by the engagement with Election Management Bodies ("EMB).
Session objective	By the end of the training, the participants will be able to understand the characteristic of election commission, political parties, accessible voter education, manifesto of political parties developing checklist for inclusion of persons with disabilities within the parties and electoral process.
Learning outcome	<ul style="list-style-type: none"> • The ability to describe the role of election management bodies to eliminate discriminatory practices and collaboration with DPOs into planning, policies and procedures. • The ability to articulate the implications for political rights listed in the Constitution – which states that each adult person with visual disabilities has the right to vote on an equal basis with others. • The ability to identify issues relating to 'legal capacity' and the rights of people with visual disabilities.

S.No.	Activity	Duration	Materials needed
1	Characteristic of Election Commission, political parties, manifesto and governing principles	45 minutes	Manifesto, laptop, projector, speakers etc.
2	Developing strategy for influencing political parties for political representation of persons with visual disabilities	45 minutes	Newsprint paper, laptop, presentation, speaker, Meta cards, pen

Activity 1: election Management bodies and its role.

Learning Outcomes:

- The ability to describe the role of election management bodies to eliminate discriminatory practices and collaboration with DPOs into planning, policies and procedures.

Step 1: Ask participants: When you are planning to go for a picnic, discuss the following questions in your group:

- What could be the consequences for the people who were not able to catch the bus?
- What about the people who were allowed to catch the bus?

- What advice would you give to the organisers?

Make the point: There is no readymade answer here. However, it is the responsibility of the organisers to ensure easy access to all attending the picnic. This is close to the context that persons with visual disabilities in the electoral cycle, awareness and other voters' education to be done and DPOs, civil society and others should advocate observing change in practice.

Step 2: Make the points:

- Good management of the elections by election management bodies is a critical element of election integrity.
- To be credible, the election management bodies have to be impartial, respected and have the capacity to implement free and fair elections.

Step 3: Ask the participants: In Braille paper or in a piece of paper, write the name of the institution(s) that are responsible for election administration in Nepal. Collect the responses and discuss.

Make the point: Elections are managed by a range of actors. These can be governmental bodies such as local administration under ministry of Home affair, they can be independent election commissions or a, or some joint mechanism of these. Give plenty of examples.

Step 4: Ask the participants: What kind of functions does the election commission have?

Where several participants mention similar actions, invite them to form groups and plan together.

Ask participants to share their plans.

Highlight that ensuring access to election dispute mechanisms and complaint adjudication processes explores the opportunities for continued engagement of persons with visual disabilities in the post-electoral period:

Activity 2: Legal capacity in voting for persons with visual disabilities (Refer D2S4A2 in the reference materials).

Learning Outcomes:

- The ability to articulate the implications for political rights listed in the Constitution – which states that each adult person with visual disabilities has the right to vote on an equal basis with others.
- The ability to identify issues relating to 'legal capacity' and the rights of people with visual disabilities.

Step 1: Lead the discussion with the following questions:

- Are any groups disqualified to vote in Nepal? If so, are some disqualified on the basis of disability? What groups?
- Is the law in Nepal aligned with Article 18 of the Constitution? Why or why not?
- Are persons with visual disabilities or low vision persons restricted in their political rights on the basis of their capacity? Are assessments to determine capacity or competency

provided in order to test decision-making competence? Are DPOs advocating for any changes in the current law?

Learning Outcome:

- The ability to identify and describe current best practices both inside and outside the participants' countries at all stages of the electoral process.

Step 2: Divide into groups and have the facilitator select case study(ies) from the following:

- Case of persons with visual disabilities not able to cast vote because of the absence of means of transportation.
- Case of persons with disabilities not registered in voting list.
- Case of persons with visual disabilities not having own choice of volunteer to cast vote.
- Case of persons with visual disabilities not informed about the candidates and method of casting vote.

Step 4: Ask groups to present their lists and highlight any common challenges.

Step 5: Ask participants how can restrictive practices be overcome through voter education?

Learning Outcome:

- The ability to identify the issues relating to 'legal capacity' and the rights of people with visual disabilities.
- The ability to articulate the implications for political rights listed in the Constitution – which states that each adult citizen has the right to vote, and become a candidate, on an equal basis with others.
- The ability to describe how the constitution promotes the right to political participation of all persons with visual disabilities without exception.
- The ability to recognise legal rights to person with visual disabilities to cast votes by own chosen assistance.

Emphasize that states are required to ensure that persons with visual disabilities can effectively and fully participate in political and public life on an equal basis with others, including by guaranteeing their right to vote by the own choice volunteer or the electronic voting machine.

Activity 3: Building awareness about voter information, education and inclusion of the issues of people with visual disability (Refer D2S4A3 of the reference materials)

Learning Outcome:

- The ability to identify voter pattern and barriers in relation to people with visual disabilities at all stages in the electoral process.

- The ability to describe strategies for countering discriminatory actions and how they can be included into EMB planning, policies and procedures.

Ask participants: How can voter information and education can be made accessible for persons with visual disabilities?

Note: This presentation contains an overview of voter education with a focus on persons with visual disabilities. Facilitators could take a ‘stop–start’ approach to the presentation – interspersing the slides and dissemination of information with short brainstorm – so as to clarify understanding and invite discussion about the topic (without going too far off track).

Step 1: Ask participants to explain about electoral documents. Make a list of various documents that is used in the electoral process.

Step 2: Ask participants: to identify the principles of good voter education in the examples.

Develop voter and civic education with NAB and its network and discuss the main goals of voter and civic education in elections. Ask participants: how can participation of people with visual disabilities in decision-making and electoral processes be increased?

Make the point: Persons with visual disabilities are important participants in civic education and voter education campaigns. Steps must be taken to ensure that their voice and image is reflected in such campaigns and that they are included in the overall outreach efforts.

Activity 4: Including issue of visual disability in the manifesto of political parties.

Learning Outcome:

- The ability to propose, plan and describe realistic provisions to be covered in the manifesto of political parties that will better enable access at all stages of the electoral process to persons with visual disabilities.
- The ability to identify strategies for improving access for people with disabilities at every stage of the electoral process.

Step 1: Divide participants into small discussion groups. Ask each group to discuss the questions mentioned in the facilitator guide in Accessible Voter Education.

Step 2: Ask each group to each design their own disability inclusive civic education to sensitize the general public so that they understand that persons with visual disabilities have rights to political participation.

Tips for awareness-raising mentioned in the facilitator guide can be distributed.

Step 3: Ask each of the group to make a plan for advocacy to accommodate provisions of political participation of persons with disabilities in the manifesto and discuss these considerations and questions when developing their plans.

Step 4: Report: Ask a spokesperson from each group to summarize their conclusions and present their draft civic education plans or voter education campaign plan of action. This action plan can be embedded in the joint action plan to be developed by the end of training.

Take Action: Use the action plan you have created, ensure that the manifesto is inclusive, help train political leaders in the disability community, and report on your activities.

Activity 5: Inclusion of persons with visual disabilities in the close list under proportional representation in Nepali context.

Learning Outcome:

- The ability to understand and explain about the mixed electoral process comprising first-past-the-post election and proportional representation method.
- The ability to engage people with different classification of visual disabilities at every stage of the electoral process.
- The ability to describe and advocate for mainstreaming disability in election administration.

Step 1: Display the audio-visual material from YouTube about mix-electoral process, prepare ahead by downloading them before the session.

Step 2: Ask participants:

- Which electoral system is the most empowering?
- Which is the most effective for improving inclusion in the political representation?
- Who is the target groups?
- How might persons with disabilities face greater barriers in being elected using proportional representation?

Instruct participants to write down any additional questions for the group in access checklist mentioned in the facilitator guide.

Facilitate providing the responses to these questions. Make sure that the participants gained ability to understand and explain further about improving access to people with visual disabilities applying proportional electoral process.

Day	3
Session	1
Session name	<p>Roles of Election Dispute Body (EDB), Human Rights Institutions such as National Human Rights Commission (NHRC), Women Commission, Dalit Commission, Inclusion Commission to monitor disability inclusive electoral process.</p> <p>Reasonable accommodation in the context of voting for person with visual disability and monitoring the electoral process.</p>

Session objective	By the end of the training, the participants will be able to understand the role of “Election Dispute Body” (EDB) review accessible voting method and evaluation tools inclusive of persons with visual disabilities. Accessible booth/ Reasonable Accommodation
Learning outcome	<ul style="list-style-type: none"> • The ability to propose, plan and describe realistic complain mechanism to access to justice while participating in electoral process. • Ability to adopt the procedures that will better enable access at all stages of the electoral process to persons with visual disabilities. • The ability to define ‘reasonable accommodation’. • The ability to identify workplace diversity principles and good practices relating to ‘reasonable accommodation’.

S.No.	Activity	Duration	Materials needed
1.	Role of Election Dispute Body	10 Minutes	Metacard, pen, marker
1	Concept of reasonable accommodation and voting by persons with visual disabilities Role play	30 minutes	Stage, assistive devices etc.
2	Disability inclusive Election monitoring and evaluation Case study of best practices	25 minutes	Case, news print paper, meta card, pen, markers
3	Disability inclusive voting system Experiences sharing from the field work in interactive session	15 Minutes	Meta card, news print paper, flash cards

Activity 1: Access to justice through applying complains mechanism and role of election dispute body (Refer D3S1A1 of reference materials).

Learning Outcome:

- The ability to propose, plan and describe realistic complain mechanism to access to justice while participating in electoral process.
- Ability to adopt the procedures that will better enable access at all stages of the electoral process for persons with visual disabilities.

Step 1: make the point: the aim of this activity is to understand how the election dispute body may support to address election access removing barriers through.

Step 2: Ask participants to map out the types of violations that could form the basis of disabilities for ensuring the political rights of persons with visual disabilities such as:

- (1) Inaccessibility of polling centres;
- (2) Inaccessibility of voting procedures;
- (3) Inaccessibility of voter information;
- (4) Failure to provide reasonable accommodations to voters with visual disabilities (a form of disability discrimination).

Step 3: Is there an awareness to cover incidents of vulnerability of persons with visual disabilities?

If not, why not? Because of social barriers (e.g. no issues in the complaint mechanism for these complaints)?

Because access to justice is limited? Lack of information about how and where to make complaints?

Step 4: Identify the various approach to access to Election Dispute Body for ensuring access to justice while taking part in Election.

Activity 2: Understanding ‘Reasonable Accommodation’ in the Context of Voting.

Learning Outcome:

- The ability to define ‘reasonable accommodation’.
- The ability to identify workplace diversity principles and good practices relating to ‘reasonable accommodation’.

Step 1: make the point: Invite participants to discuss their understanding of the term “reasonable accommodation.” After a short discussion, review the definition of reasonable accommodation from the Official CRPD Article 2 with participants (Refer D3S1A2 of reference manual) and briefly discuss key duties listed in the definition.

Emphasize that such accommodation includes modifying policies and practices as well as making changes to facilities or premises in order to remove barriers.

Step 2: Ask participants to break into small groups and discuss reasonable accommodations in various electoral contexts. Instruct each group to develop a list of reasonable accommodations that may be relevant to the enjoyment of political rights in various contexts. For example, groups should brainstorm and develop a list of reasonable accommodations for the following settings (each group should only be assigned one setting at a time):

- Voter registration process
- Casting the ballot

- Voter education programs
- Voter information on an election commission's website

Facilitator may encourage discussion facilitators to provide examples of reasonable accommodation after participants discuss the definition.

Step 3: Discuss: Ask one spokesperson from each group to present the list of reasonable accommodations they discussed. Ask non-group members if they can think of any reasonable accommodations the group did not include. Are all of the examples provided reasonable accommodations? Develop and write down a list of reasonable accommodations for each setting based on the discussions.

It is also important for participants to start considering the idea of “reasonable” versus “unreasonable” accommodations.

Step 4: Review the various lists of accommodations that have been developed and consider next steps:

- What should be done to ensure these accommodations are provided in each setting to persons with visual disabilities?
- How can you use the CRPD to help you achieve these accommodations?

Activity 3: Election Dispute Resolution and justice mechanism

Learning Outcome:

- The ability to describe relevant method for election dispute resolution for countering participation restriction and how they can be included into voter's registration, candidacy, casting votes and monitoring.

Step 1: Assign task to 3-4 participants to take part in the role play, covering the activity of approaching election dispute resolution. Follow the story mentioned in the facilitator's guide.

Step 2: Role play: Divide into small groups. Prepare a role play where a candidate with visual disability is provided justice by election dispute resolution committee addressing the complaint, for instance delegation and asking for support, with the help of sighted volunteer.

Step 3: Discuss:

- How and what are the roles of election dispute resolution committees to support candidates with disabilities?
- How could the need for reasonable accommodations for election dispute resolution be addressed which can require additional resources for campaigning?
- What technologies may be useful in providing accessible campaigning processes?

- How might persons with disabilities face greater barriers in accessing candidacy processes if reasonable accommodation is not applied?

Step 4: Task a small group (2-3 persons) with drafting the recommendation to the election commission for providing access to justice by the election dispute resolution committee during the electoral cycle including the pooling station for persons with visual disabilities. The groups need not draft precise language but should identify the necessary content to ensure access to justice in the pooling booth.

Activity 4: Electoral Observation and Disability Inclusion

Learning Outcome:

- The ability to identify access issues or barriers in relation to people with visual disabilities at all stages in the electoral process.
- To understand the legal framework for monitoring the accessibility of and participation in electoral processes for persons with visual disabilities.

Step 1: Ask participants:

- If they know the legal framework for monitoring elections in Nepal?
- Does the election commission have rules and regulations regarding monitoring and observation?
- How is election dispute resolution guaranteed for persons with disabilities?
- Can persons with visual disabilities participate as observers?
- Can international observers participate?
- Do they consider accessibility issues?
- Do DPOs take part in observation?

Make the Point: Emphasise that the CRPD, like other human rights instruments, requires states to monitor implementation of human rights obligations at the national level. It also requires international reporting on the implementation of treaty obligations. Article 33 of the CRPD sets out national-level monitoring roles for government AND independent human rights institutions and civil society.

Ask participants:

- Can you identify three steps for each type of actor - government; national human rights commission; civil society – to take in order to improve election access monitoring and observation?
- Are there organizations in Nepal that undertake election observation from a gender perspective? If so, do they incorporate access for women with visual disabilities in their observation?

Facilitate a discussion and make a common understanding in line with the facilitator's guide.

Activity 4: The capacity enhancement of NAB and its network for political representation in various phases.

Learning Outcome:

- The ability to identify strategies for improving access for people with visual disabilities at every stage of the political representation.

Step 1: Make the point: in intervention, looking through the lens of the disability inclusive political structure that helps in identifying effective entry points in local levels for improving inclusion of persons with visual disabilities in political parties. The capacity building approach provides better opportunities to sustainably address systemic issues within the political parties.

Step 2: Ask participants to express views on the area of intervention to be engaged within the political structure of the parties such as:

- Capacity development;
- Institutional strengthening;
- The participation of women, men and children with visual disabilities;

The review of manifesto of political parties for promoting political participation of persons with visual disabilities.

Activity 5: Practicing inclusive election monitoring.

Learning Outcome:

- The ability to identify access issues or barriers in relation to people with visual disabilities at all stages in the electoral process.

Step 1: Instruct participants: Imagine you are an election observer encountering the following situations during the course of your observation. From an accessibility perspective, do the following situations represent good or bad practices? How would you describe these in your observation report?

Step 2: Describe the situation mentioned in the story, the practice of election monitoring carried out in Nepal's practice. Ask the participants the following:

- Does the image reflect an accessible environment? Why or why not?
- Is it a good or best practice? Why or why not?
- How might women with visual disabilities face greater barriers in accessing electoral processes?
- What are the financial/practical implications of accessible environments?
- What are the implications to the environment on changes for accessibility?

Make the Point: Assessing accessibility is not necessarily a straight forward exercise. In fact, people may disagree as to what is or is not accessible. Moreover, some options to enhance access may be

acceptable, but not necessarily a “best practice.” For example, providing a temporary ramp for stairs is certainly better than no ramp, but best practice would be a permanent ramp. Another example would be temporary accessible parking spaces during the voting period, and yet a best practice would be permanent slots with permanent signage.

Activity 6: Engaging persons with visual disabilities in electoral observation

Learning Outcome:

The ability to identify access issues or barriers in relation to people with visual disabilities at all stages in the electoral process.

The ability to identify and describe current best practices both inside and outside the participants’ province for persons with visual disabilities at all stages of the electoral process

Note: Facilitators need to find some examples of election observation reports from the last election in Nepal.

Step 1: Take a ‘stop–start’ approach to the presentation – interspersing the slides and dissemination of information with short brainstorms – so as to clarify understanding and invite discussion about the topic (without going too far off track). It is assumed that most participants will be familiar with electoral observation and may even have been directly involved in observing elections.

Step 2: Ask participants in groups, to brainstorm a list of the groups that have (or commonly have) observed elections in your area (International, Domestic).

Step 3: Divide the board into two columns, headed: ‘International Observers’ and ‘Domestic Election Observers’.

Step 4: Ask participants: ‘What are the differences between these two types of observers?’

Give participants a few minutes to prepare contrasting definitions and then consolidate their responses into just two definitions.

Make the points: Domestic Election Observers: are citizens of the electoral zone where the elections are held, are typically eligible to vote and are often members of a CSO or similar group with an interest in the electoral process but not representing partisan interests. (In most countries elections can also be observed by political party or candidate representatives who are permitted to observe proceedings, provided they do not campaign.)

International Election Observers: come from abroad and are not eligible to vote; they are usually either appointed by or on behalf of domestic governments or international organizations, including academic groups and professional organizations, but they do not necessarily have specific electoral experience.

Ask participants: Why would international organizations be interested in observing an election? Facilitate a short discussion and list responses—try to elicit: deterrence of fraud; part of an international peace process; invited by the host government to increase credibility; part of an obligation to meet regional electoral standards; foreign interest in the electoral process (e.g. embassies), etc.

Activity 7: Domestic Observer Reflections

Step 1: Ask participants: Who has observed elections in the past? When and where? Ask those participants who have experience in observation to share a little bit about their experiences (nature of mission, when and where and how, etc.).

Note: This activity is optional, if no one in the group has observed elections in the past it can be adapted. For example, play the video and ask participants to imagine they are observing an election.

Step 2: Ask participants to form pairs or small groups to discuss the main lessons they learned during their experiences as observers. Next, ask participants to consider what they would do differently if they were involved in more observation missions.

Step 3: Share and consolidate these ideas and keep on display for the rest of the day.

Day	3
Session	2
Session name	Networking for advocacy groups, apply tools to promote political Rights of persons with visual disabilities.
Session objective	By the end of the session, the participants will be able to establish networking and define role of network of NAB for promoting political rights of persons with visual disabilities.
Learning outcome	<ul style="list-style-type: none"> • The ability to articulate the importance of consultation of persons with visual disabilities throughout the electoral cycle – from post-election analysis through design of materials and procedures – in order to affect real improvement of access. • The ability to describe the rights and duties of different stakeholders in advancing election access for persons with visual disabilities.

S.No.	Activity	Duration	Materials needed
1	Group work for defining role of advocacy groups (DPOs, CSOs, Human rights workers and Media) as likeminded organisations	35 minutes	Newsprint paper, laptop, projector, speakers,
2	Awareness building for bringing persons with visual disabilities in mainstream Electoral process	30 minutes	Recorder, speaker, pen, paper, projector, Camera (Android mobile), computer.
3	Interaction for Establishing role of NAB network collaborating with DPOs and Human rights workers	25 minutes	Meta Card, pen, Braille paper, stylus etc.

Activity 1: Post-election processes and disability inclusion

Learning Outcome:

The ability to develop an Accessibility Strategy or Plan for an EMB for those target categories (based on international standards and guidelines)

- The ability to articulate the importance of consultation of persons with visual disabilities throughout the electoral cycle – from post-election analysis through design of materials and procedures – in order to affect real improvement of access.
- The ability to describe the rights and duties of different stakeholders in advancing election access for persons with visual disabilities.

Make the point: the aim of this activity is to understand how to advance change in the post-election process.

Step 1: Divide into small groups acting as different stakeholders:

Group 1 = Election administration bodies

Group 2 = DPO (representing blind or have low vision)

Group 3 = CSO (representing persons who are from other classification.

Group 4 = Media

Group 5 = Political Parties

Step 2: Each group works to develop recommendations/action plan for the next election, based on post-election observation reports, from their perspective. Facilitator should attempt to make available actual observation reports from the Nepali practice of last election, available in the facilitator guide.

Emphasise four key areas: (1) voter registration; (2) voter education/information; (3) law and policy framework; (4) balloting. Amend as appropriate.

Remind participants to consider sustainability when developing actions plans (e.g. the cost of election processes, capacity development, institution strengthening and documenting processes/materials)

Step 3: Present each group's findings.

Activity 2 Addressing discrimination through media engagement.

Ask participants to brainstorm what options are available for a voter with a disability to complain about election access barriers? These may be both formal and informal channels. List these on chart or braille paper.

Ask participants what barriers may exist for women with visual disability to make a complaint, both formal and informal, about election access? List these on chart or Braille paper.

Make the point: Disability advocates are increasingly challenging barriers to access through formal and informal procedures. There are a growing number of cases concerning election access at both domestic as well as National levels. DPOs can help raise awareness about complaints mechanisms and EMBs can help to ensure that their procedures for making complaints are accessible to persons with visual disabilities.

It is possible to combine efforts with organizations working to improve access for women to the political/electoral process.

Activity 3: Media campaign for Change

Preparation: Facilitator will need to prepare examples of media engagement to cover the news where there are explicit or implicit exclusions of persons with visual disabilities in electoral processes. Examples can be sourced from internet.

Step 1: Break into small groups. For each group, consider one of the following types of media coverage and the gap in question:

- Electoral regulation (the regulation contains no provisions concerning persons with visual disabilities or issues pertaining to election access)
- Constitution (the Constitution contains a section on fundamental human rights but the act does not reference persons with visual disabilities)
- Electoral Complaints Legislation (the legislation creates a complaints system in cases of breaches of political rights but it contains no provisions concerning accessibility nor does it mention measures to ensure equal access for all complainants)

Step 2: each small group will consider the media PSA assigned to them and identify the core awareness measures to be displayed in social media.

Remind participants to consider sustainability when developing PSA (i.e. the cost of election processes, capacity development, institution strengthening and documenting processes/materials).

Step 3: Each group will report back on their findings and discuss:

How did you determine what disability rights protection might be relevant for the media campaign?

What was your approach in mobilizing media in order to determine how it could build awareness for legislative amendments?

Do you think media can play role for law reform to bring about compliance with the CRPD?

Will the media aspects of law reform be easier to achieve than others? Why or why not?

Activity 4: Use of social media and communication tools for providing information to the persons with visual disabilities.

Make the point: In this exercise, we will focus on a few examples of technologies that have been developed to provide greater access for people with visual disabilities. Participants will consider the possibilities of making this technology available and adopt in Nepal.

Step 1: Display the audio video materials that the persons with disabilities are enjoying voting rights by the use of electronic voting machine and the Apps in smart phone.

Step 2: Divide participants into groups: Three groups will consider use of innovative technologies during the pre-election, election, and post-election periods. Ask each group to make a list of current technologies that can be used in a new way in order to facilitate inclusion of people with disabilities?

Step 3: Report back to the whole group. Lead a discussion with the following types of questions:

Amongst the technologies that have been described by participants, which are most likely for the EMB to adopt?

If the cost did not have to be considered, which would be most likely for the EMB to adopt?

Are any of the technologies described ones that can be used in Nepal?

Make the point: The aim of this activity is to explore how social media platforms can include issues to promote access for persons with visual disabilities.

Activity 5: Interaction for establishing role of NAB network collaborating with DPOs and Human rights workers

Learning Outcome:

- The ability to describe the rights and duties of different stakeholders in advancing election access for persons with visual disabilities.
- The ability to identify and describe current best practices both in national and local levels at all stages of the electoral process.

Step 1: Divide participants into four groups and distribute four case studies mentioned in the facilitator guide. Allow 15- 20 minutes to the participants to read their case studies.

Ask participants to summarize for their cases:

1. What are the barriers to participation for persons with visual disabilities to access and participate in the electoral process? Example - social, policy, media, technical, legal, etc.
2. Are there provisions in the legal frameworks (for example, the constitution, electoral code and/or electoral complaints legislation) for persons with visual disabilities to access and participate in elections? If so, detail these. For example, in Indonesian, Article 142 paragraph (2) of the Election Law explicitly states that the braille template should be provided by the election commission for all elections.
3. What is the role of the election administration and the recommendations for improving access in the electoral process? At which stage in particular?

Have groups make a short presentation on their case studies, no more than 5 minutes.

Facilitate discussion.

Step 2: Ask participants if election access issues have been addressed in post-election exercises such as reporting? If yes, ask for examples. If no, ask why not?

Ask participants to review one or more examples of using the post-election period to capture lessons learned and make recommendations for improvement to election access in future. Develop a list of possible entry points for making recommendations to improve election access in the post-election reporting period – who would be the target for such reporting? How would it be delivered? What would follow up be?

Make the point: Participants should consider issues of sustainability when developing actions plans (i.e. the cost of election processes, capacity development, institution strengthening and documenting processes/materials)

Activity 6 Media engagement within the network of NAB promoting awareness for access to electoral process to persons with visual disabilities.

Learning Outcome:

- The ability to develop media campaign method within NAB network.
- The ability to collaborate with media to highlight best practices both in the national and local levels at all stages of the electoral process.

Step 1: Instruct participants to design a voter education or information program based on a detailed scenario – small groups should be allocated one aspect for a voter education program – so the whole group collectively designs a comprehensive voter education program that is inclusive and targets persons with visual disabilities.

Make the point: In this activity, it is important to remind participants to be respectful in their portrayal of persons with visual disabilities.

Step 2: Divide the room into four groups. Assign each group one of the following methodologies of voter education campaigning:

1. Poster
2. Radio
3. Television
4. Street Theater

Note: *Please be mindful that some participants with visual disabilities may be better able to contribute to certain methodologies rather than others. Keep this in mind when assigning groups.*

Step 3: Instruct the groups that their campaigns are “get out the vote” amongst persons with visual disabilities. Remind them of the various “good” examples and “bad” examples they have seen thus far in voter education materials. They are responsible for coming up with a campaign slogan and for designing their campaign material around that slogan. The groups will be given 30 minutes to design their campaign.

Step 4: Have each group present/act out their get out the vote campaign for the room. At the end of each group’s presentation, the rest of the participants will grade them on how well they did in the following categories:

1. Slogan – was it catchy?
2. How accessible was the information presented?
3. Did the group specifically mention women or issues that may affect women with visual disabilities differently?
4. Did the group provide enough information through their campaign for people to go out and vote?

Step 5: Tally up the votes and see which group won. Allow time for feedback from other groups about the strengths/weaknesses of the different campaigns.

Day	3
Session	3
Session name	Practical Action: Mock electoral process, accessible voter's education and political representation.
Session objective	By the end of the session, the participants will be able to handle the different situation affecting political rights of persons with visual disabilities during election day.
Learning outcome	<ul style="list-style-type: none"> • The ability to identify access issues or barriers in relation to people with visual disabilities at all stages in the electoral process (e.g. voter registration, voter education, candidacy, electoral observation, etc.) • Ability to showcasing principles of free and fair elections and international standards/obligations. • Ability to demonstrate core elements and types of electoral systems.

S.No.	Activity	Duration	Materials needed
1	Role play of Mock electoral process, accessible voters education and political representation	60 minutes	Group shall plan for the session
2	Plenary discussion for feedback and comments	30 minutes	Laptop, projector

Activity 1: Mock election showcasing the engagement of persons with visual disabilities.

Learning Outcome:

- The ability to identify access issues or barriers in relation to people with visual disabilities at all stages in the electoral process (e.g. voter registration, voter education, candidacy, electoral observation, etc.)
- Ability to showcase principles of free and fair elections and international standards/obligations
- Ability to demonstrate core elements and types of electoral systems

Note: This activity is designed for persons with visual impairment. Depending on the network and strength of NAB, facilitators would need to tailor/customize local activities

Step 1: Assign participants to different roles to be engaged in the mock election. Brainstorm the main activities that take place on the voting day. Ask them to identify the key

stakeholders during the election period and to describe what series of events took place in Nepal.

Preparation: Label the suitable place of the voting booth with registration desk, political parties counter, pooling booth and queue of the voters. The civil society, media and election observers are also assigned.

The session covers the engagement of each of stakeholders such as:

Electoral stakeholders (EMB, political parties, observers, CSOs, judiciary, voters)

Principles of electoral management and the role of the Election Commission

The electoral cycle concept and its phases (focus on legal framework, training & education, registration, voting operations and verification of results)

How to engage/participate in the electoral process beyond voting

Step 2: Followed by the mock election, encourage the participants to reflect on the exercise and make necessary modifications for improving understanding of the accessible electoral process accommodating persons with visual disabilities.

Note: *This exercise is geared toward allowing participants to generate their own, practical solutions to the advancement of roles of different stakeholders related to the electoral process.*

Step 3: Assign the participants into a group to those who are interested in role play.

Preparation: Task to be assigned for 8 persons as Electoral officer, security officer, persons with visual disabilities (men and women), a volunteer with choice of persons with visual disabilities, representative of political parties (2 persons) and the media person. The issues to be reflected in the role play is information, barriers, discrimination, accessibility and monitoring covering the whole electoral cycle. Assign the role the previous day so that the team prepare the story and role play prior the session.

Step 4: Prepare the room with a polling station having narrow pathways.

Step 5: Electoral officer with inadequate knowledge about the legal rights of visual disability, who refuse to provide assistance to voters with disabilities.

Step 6: Media person to convince the electoral officer to abide by Principle 1 of UNCRPD, emphasizing freedom of choice.

Ask other participants to express their findings and conduct a short review.

Encourage groups to outline additional barriers from their particular context.

Day	3
Session	4

Session name	Developing Roadmap for promoting inclusive electoral process for persons with visual disabilities. Post evaluation of the training.
Session objective	By the end of the session, the participants will be able to develop the road map for promoting disability inclusive electoral cycle and mainstreaming persons with visual disabilities in electoral processed.
Learning outcome	<ul style="list-style-type: none"> Recall the key information and the knowledge captured through the training.

S.No.	Activity	Duration	Materials needed
1	Establishing roadmap for ensuring disability inclusion in electoral cycle. Group work (3 groups and presentation/ discussion)	35 minutes	Laptop, projector, speaker, Meta cards, pen
2	Holistic approach of promoting inclusive electoral process (Quiz context)	20 minutes	Questionnaire, white board, markers, prize
3	Post evaluation	15 minutes	Questionnaire- post evaluation form
4	Summing-up and closing of the training	20 minutes	Adoption of the road map and advocacy strategy.

Activity 1: development of Strategic planning

This activity is generic to every module. Its aim is to consolidate all the work that the participants have covered during the training by creating an overall resource that they can use back in their workplaces in the form of a planning document, referred to here as the Strategic Reform Plan.

Step 1: Creating the Vision

Recap the workshop, reminding participants step by step what they have learned and developed.

Refer to: the facilitators guide. Remember to emphasise the principles behind the topic, consideration of cross cutting themes, and the basic steps or phases that this particular electoral process or topic involves. This may be done lecture-style, but it is preferable to have participants tell each other (or the whole group) what they feel have been the main learning during this workshop.

Determine with the whole group what sort of practical document they would like to create. For example, new strategic planning documents for this topic, a reform proposal, an action plan etc.

Facilitate whole group discussion on the main elements of the aim or vision for this document.

Step 2: Creating the Document Template

There are two possibilities for this step:

Ask participants to create a template for their document

Distribute a pre-prepared template that has been created by the facilitation or customisation team, naming it whatever is most relevant to the document that the group is trying to create (e.g. Strategic Reform Template)

Step 3: Strategies and Details

Create a set of cards with key terms and expressions on them, relating to the topic (remember to include cross cutting theme issues etc. in the set). Card headings might include: research and surveys, consultation, legal and procedural reform; lobbying; resource mobilisation; restructuring, practical implementation policies, capacity development, networks, stakeholders, public information, transparency, accountability, risk management, inclusiveness, trialing, monitoring and evaluation, change management, electoral cycle, electoral event, 'WARM' objectives, (Worthwhile, Action oriented, Realistic, Measurable), stakeholders, new technologies, gender mainstreaming, training, professional development, archiving, consultation, etc.

Divide participants into small groups to complete the draft document using the template.

Hold up the cards as reminders/memory prompts for how to achieve the vision (i.e. what they should be including in their document). Ask participants to write down bullet points for each card into the relevant section of their template.

Make the point: The draft document should include active solutions to issues that have been raised, i.e. actions to do something.

Alternatively, give each small group a set of cards to use as they write to ensure they have included the relevant points in their draft document.

Step 4: Project Planning

This is the real time-consuming part of the activity.

Ask participants to fill out as much detail in their templates as they can. Each small group should take strategies and put them on paper, assigning tasks and responsibilities, timelines, resource allocation. Participants may wish to refer to the facilitators guide

Step 5: Inter-group Sharing and Feedback

Pair up the small groups and have each group present part of their document to the other group to receive feedback and additional suggestions. The reviewing group should give constructive feedback to improve the document using questions such as, "is this realistic?"; "is this logical?"; "are you convinced?"; "is there enough time?", "are there enough resources?" etc.

If possible, provide additional time for small groups to mix and get input from other groups.

Step 6: Whole Group Sharing and Feedback

Facilitate group feedback, in any way that is timely and effective. Take copies of all documents and collate them into one, final, master document, or provide copies of each small group's document for all participants.

Activity 2: Holistic Approach of promoting inclusive Electoral process

Step 1: Discuss

Emphasize that ensuring the human rights of persons with visual disabilities involves both rights and responsibilities. Ask questions like these:

Step 2: Commit

Recognize that, although there is still much planning and information gathering to do, commitment to creating change is also very important.

Ask each participant to think of one individual action, however small, that she or he is willing and able to take in the next month to promote the rights of persons with visual disabilities to ensure their full enjoyment of all human rights.

Go around the group and ask each participant to name the action they feel able and willing to undertake.

To the Facilitator: If there is insufficient time to complete Step 3, just a verbalized commitment to action is a strong conclusion.

Step 3: Strategies

Identify actors and institutions with responsibility to ensure the respect, protection and fulfillment of this right.

Consider what can be done to ensure that they meet their responsibilities.

Identify allies and resources to help in this action.

Ask participants to share their plans.

To the Facilitator: Where several participants mention similar actions, invite them to form groups and plan together.

Activity 3: Quiz context and post evaluation

Learning Outcome:

Recall the key information and the knowledge captured by the training,

Conduct the post evaluation of the training.

Step 1: Follow the questions mentioned in the facilitator guide.

Step 1: Make a group of 2 to each; ask 5 per group.

Step 3: Narrow down the participants by eliminating those having the least correct answers and make a finalist list.

Step 4: Conduct a final round and provide the gift hamper for the winning team.

If time permits, draft an action plan that promotes the human right of persons with visual disabilities to participate in political and public life. Stress that action could include legal research and gathering information on local conditions, as well as direct approaches to local officials and institutions. You might suggest some of the following steps.

Activity 4: Post evaluation.

Provide the post evaluation form to each of the participants in Braille as it was done during the pre-evaluation session.

Step 1: Collect the responses and evaluate of the training session.

Activity 5: Closing session: conduct the session as per the practice of organisers.

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