

Community Stabilization through Training on Democracy for Youth

A Report on 23 Residential Four-day Trainings Held for All Constituencies of Dang, Banke, Bardiya and Kailali Districts of Nepal

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Background

Freedom Forum undertook a series of activities culminating in trainings on Democracy in four districts of mid and far western Nepal during December 2009-April 2010, as part of the “Community Stabilization through Training on Democracy” project launched as per the bilateral agreement signed between Freedom Forum and USAID/OTI (through Camoenics International/Nepal). These activities were carried out with a view to contributing in a way toward enhancing democratic consciousness and promoting a culture of tolerance and mutual understanding among younger generation leadership of Nepal.

Objectives

The main objectives of the program were:

- i) To train 460 youth of different politically-affiliated student unions in four districts of western regions of Nepal on the understanding of the UDD (Universal Declaration on Democracy).
- ii) To increase networking among youth of different political parties through increasing common understanding on democratic norms.
- iii) To support a peaceful and sustainable political transition in Nepal.

Justification

The political parties and the various youth wings affiliated to them have often politicized religious, caste, and ethnic differences in their attempt to lobby for power, as the country prepares to write a new constitution. Youth, who have been instrumental in reinstating democracy, have played both positive and negative roles in the post-election period. Various groups have capitalized on the frustrations of the youth, and in their desire to contribute to the political transition in the country, political outfits have tried to recruit youth for furtherance of their own political interests and agendas. The widening instability and violations of democratic norms risk making Nepal politically fragile and economically impoverished. The current environment of impunity is teaching youth that there is a lack of accountability for one's actions.

To inform youth wings of various political parties in the Mid- and Far-West regions of Nepal about the principals of Universal Declaration on Democracy (UDD) and basics of democracy and its values, the activities focused on enhancing the knowledge level of the targeted audience on the topic and in creating closer networks of the different political party youth wings as well as developing a common understanding of democracy. The training, particularly sought to involve politically active youths in a discussion on democratic norms, values and and dialogue that could foster a culture of respect, acknowledging and tolerating divergent views, opinions and expressions thus motivating them to create and look for compromises and towards mutual understanding, cooperation

and trust. The trainings and orientations also helped youth to be constructively engaged in the political process, better educated about democratic norms and principles, and imparted knowledge so that they will be less likely to engage in disruptive activities, while being more accountable and responsible towards their role in the peace process. The activities sought to increase positive participation of youth in Nepal's transition to peace, by promoting the scope for long-term sustainability of peace and democracy in the country.

Activities Undertaken

Activity one: Preparatory meeting

A joint meeting of the staff and executives of the Freedom Forum held at its secretariat in Thapathali, Kathmandu, on 18 December 2009 in the presence of 7 executive members and 6 staff members took the necessary decisions to conduct the programs under KAT 262 of the Freedom Forum-Chemonics International/Nepal agreement. The meeting developed criteria for TOT participants, trainers and coordinators at district to select. Likewise, the meeting decided to conduct all the activities in coordination of Mr. Taranath Dahal and with the participation of all staff and executive members for easy conduction and completion of the programs.

Activity Two: Re-printing UDD booklets and designing training material

Freedom forum published 1000 (one thousand) copies of UDD booklets out of which USAID/NTI supported for five hundred copies. Training manual was prepared and 30 copies were published. The manual of 153 pages contained tools and techniques of trainings, contents for trainings and necessary references in the annex. Mr. Sanat Acharya and Sanjeeb Ghimire were the experts for manual development while Mr. Haribinod Adhikari had edited it. The training manuals were used as resource material for trainers during trainings in districts.

Activity Three: Training of Trainers (TOT)

With the objective of preparing good democracy trainers which was later achieved, 6-days Training of Trainer (TOT) was held dated 9-14 January 2010 in Kathmandu. Professor Dr. Yagya Adhikari, an expert of political science and democracy, and Mr. Bashudev Neupane, a training expert, were the chief trainers at TOT. The TOT involved altogether 20 participants, including three ladies, who actively participated in the training.

Activity Four: Trainings at Local level

The training of trainers (TOT) soon followed trainings at districts. As per the target, constituency and district level trainings were held in Dang, Kailali, Banke and Bardia. A total of 23 trainings were conducted-- six in Dang, five in Banke, five in Bardia and seven in Kailali. The first training started in Dang on 8th of February 2010, whereas the last of the series concluded in Bardia on 22 March 2010.

Superseding our target to train 460 youths from 23 trainings, ten more, that is, 470 youths have been trained. Youths with diverse ideology sitting together for four days was in itself one of the challenging tasks which was completed without any problem. Networks for peace and democracy have been formed totaling 23 networks but the ways of formation of network were different. Student unions who were reluctant to participate the training appreciated the training emphasizing on the needs of such trainings in future after they participated.

Common and deeper understanding of democracy on the future leaders of the country has been enhanced through the trainings based on Universal Declaration on Democracy. About 33 % participation of woman trainees, that is, 152 (37 out of 101 in Banke, 40 out of 125 in Dang, 34 out of 104 in Bardia and 41 out of 140 in Kailali) was one of the key factors suggesting that women turnout was impressive in the trainings.

Formation of inter-party (inter-student) democratic network has become possible through the training. Student leaders at districts have committed to develop the network as common forum of student unions of all parties in future. This is very good achievement to support peace process. We have requested them to undertake programs for peace and democracy voluntarily but they have requested us for administrative support. Small support to them may result on sustainability of the networks.

Chairperson and coordinator and general secretary of Freedom Forum visited all four districts to monitor the trainings. It is concluded from the monitoring that the process of training and contents the trainers delivered were fully in line with the objective of the training. Participants requested for small stationery and some secretarial support to regularly conduct meetings of network and also requested for facilitator for such meetings from Freedom Forum.

Participation Status of the Trainings

In Dang, a total of 125 trainees took part, of which 40 were females and 85 were males. The number of Madhesi participants was three, whereas eight trainees were from dalit communities.

In Banke, a total of 101 trainees took part, of which 37 were females and 64 were males. The number of Madhesi participants was 30, whereas five trainees were from dalit communities.

Similarly in Bardia, a total of 101 trainees took part, of which 34 were females and 70 were males. The number of Madhesi participants was 21, whereas seven trainees were from dalit communities.

Likewise, in the far-western district of Kailali, a total of 140 trainees took part, of which 41 were females and 99 were males. The number of Madhesi participants was 1, whereas 10 trainees were from dalit communities.

Thus, all combined, a total of 470 trainees took part in all these four districts, of which 152 were females and 318 were males. The number of Madheshi participants was 55, whereas 30 trainees were from dalit communities. (See Table A).

Table A: *Participation Status of Democracy Trainings in Various Districts*

SN	District	No.of Participants	Males	Females	Madheshi	Dalit/ Marginalized
1	Dang	125	85	40	3	8
2	Banke	101	64	37	30	5
3	Bardiya	104	70	34	21	7
4	Kailali	140	99	41	1	10
	Total	470	318	152 (32.34%)	55	30

Beneficiary Student Unions (Representation)

The following student unions affiliated to various political parties took part in the training.

1. Nepal Students Union (NSU), affiliated to Nepali Congress.
2. All Nepal National Free Students Union (ANNFSU), affiliated to Communist Party of Nepal-CPN-UML).
3. All Nepal National Independent Students Union (Revolutionary), affiliated to Communist Party of Nepal (Maoist).
4. Madheshi Student Forum, affiliated to Madhesi People's Rights Forum.
5. Madheshi Student Forum, affiliated to Madhesi People's Rights Forum (Loktantrik)
6. Terai-Madhesh Loktantrik Student Union, affiliated to Terai Madhesh Loktantrik Party
7. National Democratic Student Union, affiliated to Rastriya Prajatantra Party (RPP Nepal).
8. Nepal Revolutionary Students Union (NRSU), affiliated to Nepal Workers and Peasants Party.
9. All Nepal National Free Students Union (Sixth Convention), affiliated to Rastriya Janamorcha Nepal.

10. Free Student Union (FSU--students' general body, irrespective of political affiliation)
11. Samajbadi Prajatantrik Bidyarthi Sangh (Social-Democratic Student Union), affiliated to Samajbadi Prajatantrik Party

Comparative Study of the Impact of Training

Main Achievement: Orientation on Universal Declaration on Democracy (UDD) through effective and entertaining method was the key achievement, according to the participants. A number of trainees admitted that, although they thought that they already knew democracy, the training helped them realize that they were "ignorant" of many things about it before.

The way the training lay its impact on trainee students could be well observed though the data analysis based on their pre-training and post training responses obtained during the training period. Evaluating the responses relating to the following ten key questions relating to democracy indicated that the training had a clear positive impact on enhancing the student leaders' knowledge on democracy.

1. What is the definition of Democracy?

In Banke district, of the total 101 participants, 15 had either no idea or gave irrelevant answer as to the definition of democracy, whereas 63 had only a working knowledge (as they knew some definition) without having a concrete idea, in the pre-training situation. But, 22 displayed a fair knowledge and one had a good knowledge about definition of democracy. However, in the post-training situation, 20 developed working knowledge, 65 displayed fair knowledge and 16 reflected having gained a good knowledge. Interestingly, the number of trainees giving irrelevant response was nil.

Similarly in neighboring Bardiya district, out of 104 trainees, 24 had either no idea or gave irrelevant answer, whereas 80 had some working knowledge in the pre-training situation. In the post-training situation, 90 displayed good knowledge, and 14 had fair idea in this regard.

In Dang district, the total number of trainees was 125. Of them, 33 had either no idea or gave irrelevant answer as to the definition of democracy, whereas 67 had some working knowledge (as they knew some definition), 15 had fair knowledge and 10 had good knowledge, in the pre-training situation. But, 95 displayed fair knowledge, 17 had good knowledge, and the remaining 13 had working knowledge about definition of democracy in the post-training situation.

Similarly in the far-western district of Kailali, where the total number of trainees were 140, seventy (70) had either no idea or gave irrelevant answer, 46 had some working knowledge (as they knew some definition), 19 had fair knowledge and 5 had good knowledge in the pre-training situation. In the post-training situation, 55 displayed good

knowledge, 65 had fair knowledge, and the remaining 20 displayed limited working knowledge.

All gathered, of the total 470 students trained in these four districts, 142 had either no idea or gave irrelevant response, 256 had some working knowledge (as they knew some definitions), 56 had fair knowlwdge and only one had good knowledge in the pre-training situation. However, in the post-training stage, irrelevant answers were nil, 54 displayed some working knowledge, 239 showed fair knowledge and 178 showed good knowledge. (See table 1)

Table 1 : State of Student Knowledge on Definition of Democracy

	Pre-training				Total	Post-Training				Total
	Bnk	Brd	Dng	Kli		Bnk	Brd	Dng	Kli	
<i>No idea / irrelevant response</i>	15	24	33	70	142	-	-	-	-	-
<i>Working knowledge (knew some definition)</i>	63	80	67	46	256	20	-	13	20	53
<i>Fair knowledge</i>	22	-	15	19	56	65	14	95	65	239
<i>Good knowledge</i>	1	-	10	5	16	16	90	17	55	178

2. What are the basic norms and elements of Democracy?

On this question, in Banke district, 46 had either no idea or gave irrelevant response, whereas 39 displayed working knowledge, although the remaining 16 displayed fair knowledge in the pre-training phase. Remarkably, in the post-training phase, irrelevant responses were nil, 11 displayed working knowledge, 67 displayed fair knowledge, while 23 developed good knowledge.

In neighboring Bardiya district, the number of respondents with either no idea or who gave irrelevant response in the pre-training phase was 73 whereas the remaining 31 displayed some working knowleddge (they knew some facts about the basic norms and principles of democracy. 12 displayed fair knowledge and 6 demonstrated good knowledge, in the pre-training phase. In the post-training phase, irrelevant responses were nil, and trainees apparently acquired much more than just working knowledge. Forty-five had displayed 'fair' knowledge, while 59 displayed 'good' knowledge.

Likewise, in Dang, 58 had either no idea or gave irrelevant response, whereas 45 displayed working knowleddge, 10 displayed fair knowledge and 10 demonstrated having good knowledge, in the pre-training phase. Remarkably, in the post-training phase,

irrelevant responses were nil, 10 displayed working knowledge, 81 displayed fair knowledge, while 34 developed good knowledge.

In the far-western Kailali, the number of respondents with either no idea or who gave irrelevant response was 74, whereas 48 displayed working knowledge, 12 displayed fair knowledge and 6 demonstrated good knowledge, in the pre-training phase. In the post-training phase, irrelevant responses were nil, 15 displayed working knowledge, 79 displayed 'fair' knowledge, while 46 displayed 'good' knowledge.

All gathered, of the total 470 students trained in these four districts, 251 had either no idea or gave irrelevant response, 163 had some working knowledge (as they knew some facts), 38 had fair knowledge and only 8 had good knowledge in the pre-training situation. However, in the post-training stage, irrelevant answers were nil, 36 displayed some working knowledge, 272 showed fair knowledge and 162 showed 'good' knowledge. (See table 2).

Table 2: Student knowledge on basic norms, elements of Democracy

	Pre-training				Total	Post-Training				Total
	Bnk	Brd	Dng	Kli		Bnk	Brd	Dng	Kli	
<i>No idea / irrelevant response</i>	46	73	58	74	251	-	-	-	-	-
<i>Working knowledge (knew some facts)</i>	39	31	45	48	163	11	-	10	15	36
<i>Fair knowledge</i>	16	-	10	12	38	67	45	81	79	272
<i>Good knowledge</i>	-	-	12	6	18	23	59	34	46	162

3. International Conventions:

In Banke district, 94 trainees either had no idea or gave irrelevant response as to their knowledge about various international conventions, agreements, covenants or declaration papers signed by various nations to further the cause of democracy, human rights and other international pursuits. Seven reflected having only partial knowledge, but in the post-training situation, 15 developed good knowledge, 70 displayed fair knowledge, 11 came out with working knowledge, whereas 5 were still in the dark.

Likewise, in neighboring Bardia, 94 trainees either had no idea or gave irrelevant response in this regard whereas 10 reflected having only partial knowledge in the pre-training phase. But in the post-training situation, 64 developed good knowledge and 40 displayed fair knowledge.

In Dang, 94 trainees either had no idea or gave irrelevant response as to their knowledge about the various international conventions, 14 reflected some working knowledge, 10

showed fair knowledge and seven displayed good knowledge in the pre-training phase. However, in the post-training situation, 39 acquired good knowledge, 75 displayed fair knowledge, and the remaining 11 came out with working knowledge.

In Kailali, 103 trainees either had no idea or gave irrelevant response as to their knowledge about the various international conventions, 24 reflected some working knowledge, 10 showed fair knowledge while only three displayed good knowledge in the pre-training phase. However, in the post-training situation, 33 acquired good knowledge, 90 displayed fair knowledge, and the remaining 17 came out with working knowledge.

All gathered, of the total 470 students trained in these four districts, 385 had either no idea or gave irrelevant response, 55 had some working knowledge (as they knew some facts), 20 had fair knowlwdge and only 10 had good knowledge in the pre-training situation. However, in the post-training stage, irrelevant answers came from only 5 trainees, 39 displayed some working knowledge, 275 showed fair knowledge and 151 showed 'good' knowledge. (See table 3).

Table 3: Student knowledge about international covenants and conventions.

	Pre-training					Post-Training				
	Bnk	Brd	Dng	Kli	Total	Bnk	Brd	Dng	Kli	Total
<i>No idea / irrelevant response</i>	94	94	94	103	385	5	-	-	-	5
<i>Working knowledge (knew some facts)</i>	7	10	14	24	55	11	-	11	17	39
<i>Fair knowledge</i>	-	-	10	10	20	70	40	75	90	275
<i>Good knowledge</i>	-	-	7	3	10	15	64	39	33	151

4. Rule of Law

On this question, in Banke district, 17 respondents had either no idea or gave irrelevant responses, 58 had only slight knowledge, as they could tell some points relevant to it, 26 had fair knowledge, whereas in the post-training scenario,37 came out with good knowledge , 55 displayed fair knowledge, 8 displayed slight knowledge while one remained still in the dark (still gave irrelevant answer).

Likewise in the neighboring Bardiya district, 74 out of the total 104 respondents had either no idea or gave irrelevant responses, whereas 30 had some working knowledge in the pre-training phase. However, in the post-training situation, 63 fared good knowledge and 41 displayed 'fair' knowledge in their understanding of the concept of the rule of law.

In Dang district, 13 respondents had either no idea or gave irrelevant responses, 55 had only slight knowledge, 18 had fair knowledge, and 39 had good knowledge in the pre-training phase. However, in the post-training situation, 47 came out with good knowledge, 70 displayed fair knowledge, and the remaining 8 displayed slight knowledge.

Likewise in the far-western Kailali district, 50 out of the total 140 respondents had either no idea or gave irrelevant responses, 61 had only slight knowledge, 19 had fair knowledge, and 10 had good knowledge in the pre-training phase. However, in the post-training situation, 49 fared good knowledge, 80 displayed 'fair' knowledge, and the remaining 11 displayed only slight knowledge.

All gathered, of the total 470 students trained in these four districts, 154 had either no idea or gave irrelevant response, 204 had some working knowledge (as they knew some facts), 63 had fair knowldge and 49 had good knowledge in the pre-training situation. However, in the post-training stage, irrelevant answers came from only 14 trainees, 74 displayed some working knowledge, 194 showed fair knowledge and 188 showed 'good' knowledge. (See table 4).

Table 4: Student Knowledge on Rule of Law

	Pre-training					Post-Training					Total
	Bnk	Brd	Dng	Kli	Total	Bnk	Brd	Dng	Kli		
<i>No idea / irrelevant response</i>	17	74	13	50	154	1		13	-		14
<i>Working knowledge (knew some facts)</i>	58	30	55	61	204	8		55	11		74
<i>Fair knowledge</i>	26		18	19	63	55	41	18	80		194
<i>Good knowledge</i>		39	10		49	37	63	39	49		188

5. Balancing social diversity

In a country like Nepal where multiple communities of people of diverse ethnicity lived on, maintaining social balance and harmony is quite essential. On this question, in Banke, 32 had either no idea or gave irrelevant responses, 61 gave partly logical response and 8 gave fairly logical answer. Whereas, in the post-training phase, 86 gave fairly logical response and the rest 15 gave partly logical response.

In Bardiya, 70 out of 104 respondents (trainees) had either no idea or gave irrelevant responses, whereas 34 gave partly logical response in the pre-training scene. Whereas, in the post-training phase, 44 gave fairly logical response and 60 gave partly logical answer. Irrelevant answers were nil.

In Dang, 73 respondents (trainees) had either no idea or gave irrelevant responses, 33 gave partly logical response and 19 gave fairly logical answer in the pre-training scene. Whereas, in the post-training phase, 61 gave fairly logical response, 62 gave partly logical answer, but two of the trainees seemed to be still in dark, as they did not give any relevant answer.

In Kailali, 78 out of 140 respondents (trainees) had either no idea or gave irrelevant responses, 46 gave partly logical response and 16 gave fairly logical answer in the pre-training scene. Whereas, in the post-training phase, 75 gave fairly logical response and 65 gave partly logical answer. Irrelevant answers were nil.

All gathered, of the total 470 students trained in these four districts, 253 had either no idea or gave irrelevant response, 174 gave partly logical answers while only 43 gave fairly logical answers in the pre-training situation. However, in the post-training stage, irrelevant answers were reduced to 'two', 202 trainees gave partly logical answers whereas 266 provided fairly logical answers. (See table 5).

Table 5: Balancing social diversity

	Pre-training				Total	Post-Training				Total
	Bnk	Brd	Dng	Kli		Bnk	Brd	Dng	Kli	
<i>No idea / irrelevant response</i>	32	70	73	78	253		2	0	2	
<i>Partly logical response</i>	61	34	33	46	174	15	60	62	65	202
<i>Fairly logical response</i>	8		19	16	43	86	44	61	75	266

6. How should Democracy be Exercised in International Relations?

On this question, in Banke district, 58 had either no idea or gave irrelevant response, whereas 39 displayed working knowledge, and 4 displayed fair knowledge in the pre-training phase. In the post-training phase, irrelevant responses were limited only to five, whereas 14 displayed working knowledge, 69 displayed fair knowledge and 13 displayed good knowledge.

Similarly, in neighboring Bardiya district 87 trainees had either no idea or gave irrelevant response, whereas 17 displayed some working knowledge in the pre-training phase. In the post-training phase, irrelevant responses were nil, 44 displayed good knowledge and 60 showed 'fair' knowledge in this regard.

In Dang, 83 had either no idea or gave irrelevant response, whereas 17 displayed working knowledge, 16 displayed fair knowledge and 11 displayed good knowledge, in the pre-

training phase. In the post-training phase, irrelevant responses were nil, 12 displayed slight knowledge, 67 showed fair knowledge and 46 displayed good knowledge.

Similarly in Kailali, 95 trainees had either no idea or gave irrelevant response, whereas 31 displayed working knowledge, 8 displayed fair knowledge and 6 displayed good knowledge, in the pre-training phase. In the post-training phase, irrelevant responses were nil, 15 displayed slight knowledge, 82 showed fair knowledge and 43 displayed good knowledge.

All combined, of the total 470 students trained in these four districts, 321 had either no idea or gave irrelevant response, 104 had some slight knowledge (as they knew some points), 28 had fair knowledge and only 17 had good knowledge in the pre-training situation. However, in the post-training stage, irrelevant answers came from only 5 trainees, 41 displayed slight knowledge, 278 showed fair knowledge and 146 showed 'good' knowledge. (See table 6).

Table 6: Student knowledge on how Democracy ought to be exercised in international relations

	Pre-training				Total	Post-Training				Total
	Bnk	Brd	Dng	Kli		Bnk	Brd	Dng	Kli	
<i>No idea / irrelevant response</i>	58	87	81	95	321	5				5
<i>Slight knowledge (knew some points)</i>	39	17	17	31	104	14		12	15	41
<i>Fair knowledge</i>	4		16	8	28	69	60	67	82	278
<i>Good knowledge</i>			11	6	17	13	44	46	43	146

7. How could International Criminal Court (ICC) help to promote democracy?

On this question, in Banke, 83 participants had either no idea or gave irrelevant responses, and 18 gave partly logical response in the pre-training situation. Whereas, in the post-training situation, 77 gave fairly logical response, 22 gave partly logical response, and two seemed to be still in the dark, as their answers were not relevant.

In Bardia, 77 participants had either no idea or gave irrelevant responses, whereas the remaining 27 gave partly logical response in the pre-training situation. Whereas, in the post-training situation, 39 gave fairly logical response while 65 gave partly logical response.

Likewise in Dang, 97 participants had either no idea or gave irrelevant responses, 18 gave partly logical response, and 11 gave fairly logical response in the pre-training situation. Whereas, in the post-training situation, 94 gave fairly logical response, 29 gave partly logical response, and two seemed to be still not clear, as their answers were not relevant.

In Kailali, 121 participants had either no idea or gave irrelevant responses, 15 gave partly logical response, and only 4 gave fairly logical response in the pre-training situation. Whereas, in the post-training situation, 62 gave fairly logical response, 77 gave partly logical response, and one seemed to be still not clear.

All gathered, of the total 470 students trained in these four districts, 378 had either no idea or gave irrelevant response, 77 gave partly logical answers while only 15 gave fairly logical answers in the pre-training situation. However, in the post-training stage, irrelevant answers were reduced to 'five', 193 trainees gave partly logical answers whereas 272 provided fairly logical answers. (See table 7).

Table7: Student knowledge on how International Criminal Court could help Democracy?

	Pre-training				Total	Post-Training				Total
	Bnk	Brd	Dng	Kli		Bnk	Brd	Dng	Kli	
<i>No idea / irrelevant response</i>	83	77	97	121	378	2		2	1	5
<i>Partly logical response</i>	18	27	17	15	77	22	65	29	77	193
<i>Fairly logical response</i>	-		11	4	15	77	39	94	62	272

8. State of any pre-existing network among students: On this question, in Banke, 53 trainees said that they had none whereas the remaining 48 said some loose network of student organizations did exist but their role was limited to promoting self-goal and ideology rather than promoting collective interest.

Similarly, in neighboring Bardiya district, 91 out of 104 trainees said that they had none of such networks, whereas 13 said some network of student organizations did exist. Nobody claimed having any inter-student or inter-organizational social network.

In Dang, an overwhelming 101 trainees said that they had none of such networks (that could bring together different bodies of students and youth leaders or others in the society), 20 said some network of student organizations did exist but their role was limited, as in the case of Banke district, to promoting self-goal and their own political ideology rather than working as inter-organizational network, whereas the remaining four said they had impressive network of their organization.

In Kailali, 101 trainees said that they had none of such networks, 38 said some network of student organizations did exist with their role primarily to promote self-goal and their own political ideology, whereas the remaining one claimed they had an impressive network of their organization.

All combined, of the total 470 trainees in these four districts, 346 trainees said that they had none of such networks, 119 said some loose network of student organizations did exist but their roles being limited to promoting self-goal and ideology rather than promoting collective interest, whereas five claimed that they had impressive network of their organizations. (See table 8)

Table 8: Trainees response on the state of network in the district

	Pre-training				Total	Post-Training				Total
	Bnk	Brd	Dng	Kli		Bnk	Brd	Dng	Kli	
None					53	91	101	101	346	
Some/Partial					48	13	20	38	119	
Impressive						4	1		5	

9. Rating of the training

On this question, in Banke, 44 trainees rated the four-day training 'excellent' (the reasons mostly cited were its theme and methodology), 45 rated it 'good', 10 rated it 'fair' while two thought it was 'weak' (Although, even these two respondents categorically mentioned elsewhere that the training was insightful and entertaining as well as interactive).

In neighboring Bardiya, 28 trainees rated the four-day training 'excellent' (the reasons mostly cited were identical to those in Banke, that is to say, its theme and methodology), 60 rated it 'good', and 16 rated it 'fair'.

In Dang, 72 trainees rated the four-day training 'excellent' (the reasons mostly cited were its subject matter and method of delivery), 37 rated it 'good', and 16 rated it 'fair'. Nobody rated it as 'weak' in Dang.

In Kailali, 76 trainees rated it 'excellent' (the reasons mostly cited were similar to those in Banke, Dang and Bardia), 57 rated it 'good', and 7 rated it 'fair'. Nobody rated it 'weak' in Kailali as well.

All combined, of the total 470 trainees in all four districts, 220 trainees rated the four-day training 'excellent' (the reasons mostly cited were its subject matter and method of delivery), 199 rated it 'good', and 49 rated it 'fair', and two rated it as 'weak'. (See table 9).

Table 9: Trainees' rating of the training

	Pre-training				Total	Post-Training				Total
	Bnk	Brd	Dng	Kli		Bnk	Brd	Dng	Kli	

Excellent	44	28	72	76	220
Good	45	60	37	57	199
fair	10	16	16	7	49
weak	2	-	-	-	2

10. Did training meet the expectations of the trainees?

On the question in this regard, in Banke, 41 trainees voted for 'Yes, it did, fully', 42 voted for 'To a large extent', 16 voted for 'To some extent' and 2 voted for 'Not at all'. (Interestingly, even these two respondents who voted "not at all" categorically mentioned elsewhere that the training was insightful and was, to some extent, helped build their knowledge and consolidate friendship!)

Likewise in Bardiya, 24 of the total 104 trainees said the training satisfied them fully, whereas the remaining 80 said it met their expectations 'to a large extent'. None gave completely negative response.

As regards the fulfillment of their expectations, in Dang district, 70 trainees voted for 'Yes, it did, fully', 39 voted for 'To a large extent', 12 voted for 'To some extent' and 4 voted for 'Not at all'.

In the far-western Kailali, 78 trainees said the training satisfied them fully, 46 said it met their expectations 'to a large extent', whereas 16 said their expectations were fulfilled 'to some extent'. None gave completely negative response.

All gathered, of the total 470 students trained in these four districts, 213 trainees said the training satisfied them fully, 207 said it met their expectations 'to a large extent', whereas 44 said their expectations were fulfilled 'to some extent'. Six, however, gave negative response, saying that the training failed to meet their expectation. (See Table 10)

Table 10: Did training meet student expectations?

	Pre-training				Post-Training				Total
	Bnk	Brd	Dng	Kli	Total	Bnk	Brd	Dng	Kli
Yes, it did, fully.					41	24	70	78	213
To a large extent					42	80	39	46	207
To some extent					16		12	16	44
Not at all.					2		4	-	6

Cases to Note....

The very time the training on democracy was going on in Dang, students affiliated to Nepal Student Union (Student wing of Nepali Congress) and AKHIL Revolutionary, a student wing of CPN-Maoist) were having a sharp conflict and bickering over certain issue at Dang Constituency No.1. The cause of the bickering had to do with a clash between their members at a local Lalmatia School based in Deukhuri the day before. (25 February 2010). The incident had rendered two people injured. But our trainees demonstrated great sense! Barely a day after the clash, the Inter-Student Union Network for Democracy which they had recently formed, called its first meeting and brought about an agreement between the conflicting parties. They agreed to resolve conflict and let classes at the school--halted indefinitely--to resume normally. The meeting of the network for the conflict resolution took place on 26th of February 2010 at Lamahi. It can be taken as a live example of contribution to peace process by the training.

Similarly, a tripartite conflict arose at Tikapur, Kailai, between NSU, AKHIL and AKHIL (Revolutionary) taking the issue of decision to sell out the land of Birendra Vidya Multiple Campus. The issue was settled through a meeting of all the participants during the training itself, as they had influencing roles in their organizations too. The case related to Constituency No. 1 of Kailali.

Difficulties/Lessons

Although the design of the training at constituency level provided greater opportunity for student participation, it could not ensure that the participants were from the same constituency. This was because, the program was meant for members of student unions and any student from any place could be eligible for it so long as he or she was a student member from a college in that region. Some small parties did not even have a functional district committee which made it difficult to maintain contact with them.

Due to unavailability of venue at respective constituency, we conducted training where good venue was available. However, most venues were located few kilometers away for many participants. Also, as the participants came from remote villages in some cases, it took longer hours to come to the training location. As we had food and accommodation facility for three nights only we could not accommodate them before a day. This created problem for some participants to come to the venue on time. This often resulted in late start of the program on the first day. Necessity of multimedia facility was also experienced for better delivery.

Participants regretted the lack of multimedia presentation, although they admitted that they were aware of the possible budget limitation on part of the organizers, and that the duration of the training ultimately appeared "short". One day's more time for training was recommended by many participants. They also regretted that "not all unions could benefit from the training" and that some of their colleagues reported late to the training sessions, minimizing the charm of collective learning. Trainees very familiar to the surroundings of the venue (especially those who were nearby residents) had a tendency to frequently leave the venue even on petty reasons).

Recommendations

Considering the positive impact of the training, it deserves to be extended in three alternative or simultaneous approaches in selecting project location for the future. First, at the neighboring districts of the training locations at this phase; second, as the present phase covered mid and far western region, the eastern region is recommended in the next phase; third, Center-based activities are also advisable, as policy makers are concentrated here (a number of participants expressed the view that even the political leaders required orientation on UDD, especially in Nepal's present context.)

The training has created a good network of democracy-literate youth leaders. This network ought to be mobilized for activating them at grassroots level. Supporting their initial initiatives could go a long way in safeguarding democratic values and social pluralism in the long run. (We have heard of some voluntary initiatives towards mini dialogues and discussions from some of those networks at local level, although detailed information is yet to arrive).

It is advisable to arrange for the multimedia facility, and extend food and accommodation facility for four nights. Extension of time period by one day is also recommended.

Trainees requested for more study materials on democracy to strengthen the knowledge of democracy. All the student unions requested for at least 100 copies of booklets for their party purpose so it would be better if we could re-print some thousand copies of UDD booklets.

It is advisable to ensure the use of multi-media presentation in places where it could be availed. One of our trainers in Banke has felt this need so strongly and has already taken a voluntary step to prepare the summary version of the UDD in Power Point (English). Maybe, we can collectively cash on his initiative by encouraging him so that he could finish it and transcribe in Nepali version as well.

It is also advisable that the training accommodate some space for independent student participants as well, as they also deserved the knowledge.

Many trainees also complained informally about the lack of any monetary incentive. Some financial incentive (e.g., as daily allowance) is therefore recommended to avoid the monotony of the 4-5 days' residential training.

It is also recommended that the training venue be selected a little far away from the participants' residence in order to ensure better involvement, free of distractions.