

DID THEY LEARN ABOUT HUMAN RIGHTS?

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DID THEY LEARN ABOUT HUMAN RIGHTS?

Project Brief and Context of Questionnaires:

The current report is an internal assessment tool for the European Union funded project, "Educating Change Agents and the Public on Human Rights" (B7-701/2003/220). This project was designed and is being implemented by Biswaparidrishya or Worldview Nepal.

The major aim of this three year project (2004- 2007) is to achieve increased knowledge and awareness on human rights amongst change agents and civil society in Nepal. 143 Trainers who were trained in five TOTs, conducted a total of 112 roundtables (RTs) or workshops and 26 special classes (SCs) in 14 districts of Nepal. A total of 82 roundtables or training workshops were held in the first year of the project and 56 workshops were held during the second year. The 14 districts where the workshops/training or RTs and SCs were implemented are: Bara, Banke, Bardiya, Bhaktapur, Chitwan, Dang, Kapilavatu, Kanchanpur, Kailali, Kathmandu, Lalitpur, Nawalparasi, Parsa and Rupandehi.

The major topics taught at these workshops in the 14 districts were Universal Declaration of Human Rights (UDHR), International Humanitarian Law (IHL), Convention on Elimination of All Forms of Discrimination Against Women (CEDAW), and Convention on the Rights of the Child (CRC).

The project proposed to train a total of 5,720 people directly through roundtables/training. Another objective was to train 1,04,910 secondary school children and teachers on these topics, by the end of the third year. The general public and remote areas are being reached through a mixed media campaign. Innovative tools like Inter-school competitions, national drama competitions amongst youth clubs on the topics of International Humanitarian Law, Universal Declaration of Human Rights, CEDAW and the CRC will be held in the third year of the project. Participants at two national level workshops will advocate for efficient implementation and monitoring of human rights and IHL, specially in times of conflict.

Objective of Questionnaires: The major objective of the pre and post questionnaires, administered to a random sample of 25% of the 5 Training of Trainers (TOT) workshops, 112 roundtables and 26 special classes, is to assess knowledge gained during the workshops. Our aim is to ensure that learning is taking place amongst the 5,720 participants expected at the 112 roundtables and 26 in the 14 districts. Other objectives for administrating the pre and post questionnaires are to monitor the quality of the trainings being conducted, assessing weaknesses of the training, and to rectify these weaknesses in a timely manner.

Methodology: Identical questionnaires that had been used to assess knowledge gained at the TOTs were used at the RTs or training workshops in both the first and second years of the project (see Annex A for Questionnaire). The questions had been prepared by the resource people at the TOTs. The TOTs had been conducted for four days. However, Biswaparidrishya re-designed the course, based on the materials used by the Resource people at the TOTs, for a two day training at the district level RTs and SCs or training workshops. While designing a two day course for the district level workshops, we ensured that the important topics that was and is essential for people to learn about the four topics of UDHR, IHL, CEDAW and CRC, were included in the modified curricula.



These questions had been prepared by the resource people. The pre and post questionnaires had identical questions. The pre questionnaire was administered prior to the training, while the post questionnaire was administered after the two-day training was completed. The knowledge the participants had prior to the training and the knowledge they had after the training, informs us if participants gained knowledge or were more confused.

A total of Twenty (20) key knowledge questions on the Universal Declaration of Human Rights (UDHR), Convention on the Rights of the Child (CRC), Conventions on the Elimination of All Forms of Discrimination Against Women (CEDAW), and International Humanitarian Law (IHL) made up the questionnaire. Personal information like Sex, age, and profession, along with other questions were included to compare and assess what factors contributed to knowledge gain/loss. Please see Questionnaire as Annex A.

Profile of Participants: A total of 6,936 people were trained at the workshops, including the 143 who were trained at the Training of Trainers (TOT). Of this total 6,793 people were trained at the 138 district level workshops. Of the total 6,936 participants 3,397 or 49% were female participants while males constituted 51% and totaled 3,539. We randomly selected 25% of the total workshops to administer the pre and post questionnaires to the respondents who attended these selected workshops. Of the total 1,653 people who responded to the pre and post questionnaires 656 or 40.6% had SLC certificates, 442 or 27.4% had an Intermediate certificate. A total of 303 or 18.8% had a Bachelors degree while the remaining 64 or 4 % had a Masters degree. The people who came to the workshops came from all walks of life. While most were secondary school teachers, the participants came from government service, mainly district level administrative offices, NGOs and CBOs, other members of civil society, members of marginalized communities, police, military, and journalists. Some were university and college students.

During the first year of the project the majority of the participants at the training workshops were from the urban or town areas, whereas during the second year of the project a significant number were from the rural areas. During the first year the number of male participants at the district level workshops were 2045 or 63.7% while 36.3 % or 1163 were females. During the second year we attempted to bridge the gap, so the percentage of females in the following year increased to 60.6 percent or 2,171 while we had 1,414 or 39.4 percent males. Thus overall during the 138 district level workshops we had a total of 3,459 or 50.9 percent males and 3334 or 49.1 percent females.

Findings: The **TABLE 1 below** clearly illustrates that the project has been successful in improving knowledge amongst the participants on the four topics taught at the workshops. The overall knowledge gain in the two years amongst the 6, 793 who attended the total of 138 workshops in the 14 districts is 20.4%. Thus we can safely conclude that the *participants who came to our workshops learnt more about UDHR, IHL, CEDAW and CRC after they attended our workshop.* **In other words, we can confidently conclude that the project achieved its objective of training more than the proposed number of people, and that there was knowledge gained on the topics taught.**



TABLE 1**Knowledge Gain at First Year and Second Year Workshops (Combined)**

Subject	Pre	Post	Differences
HR	4032(43.8)	5165(56.2)	1133(12.4)
IHL	3095(32.9)	6320(67.1)	3225(34.2)
CEDAW	3413(41.1)	4899(58.9)	1486(17.8)
CRC	2822(42.6)	3810(57.4)	988(14.8)
Total	13362(39.8)	20194(60.2)	6832(20.4)

A look at TABLE 2 below suggests that when we combine the above knowledge gain with the knowledge gain that took place at the TOT, then we can see similar outcome. The 0.4% difference is due to the better performance at the second year workshops:

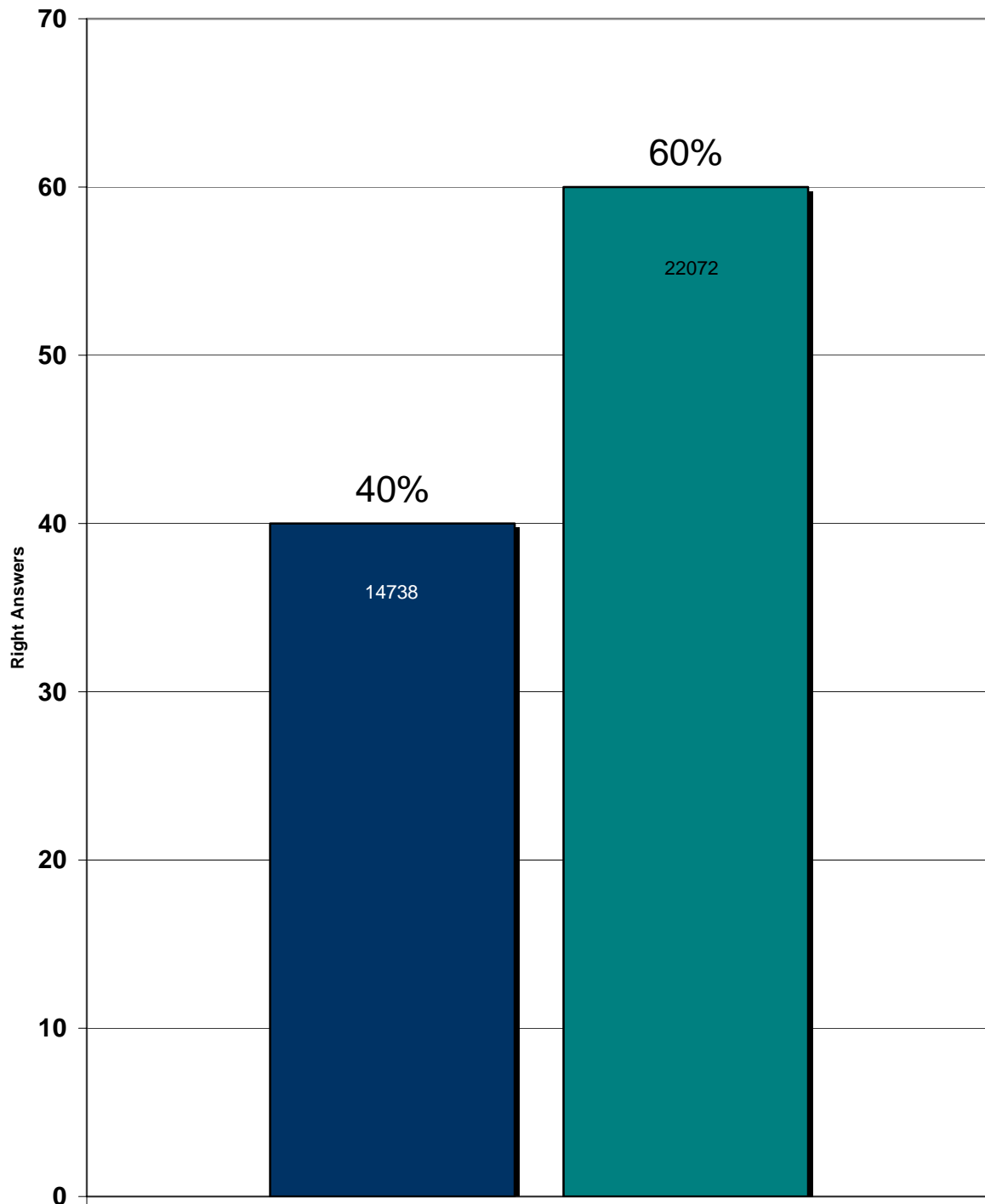
TABLE 2**Overall Knowledge Gain at TOT, First Year and Second Year (Combined)**

Subject	Pre	Post	Differences
HR	4422(43.9)	5654(56.1)	1232(12.2)
IHL	3391(33.0)	6889(67.0)	3498(34.0)
CEDAW	3788(41.5)	5348(58.5)	1560(17.0)
CRC	3137(42.9)	4181(57.1)	1044(14.2)
Total	14738(40.0)	22072(60.0)	7334(20.0)



Overall Knowledge Gained (TOT, First Year and Second Year)

■ Pre Test ■ Post Test



Conclusion: Project Successful in Increasing Knowledge



It is interesting to note that all the participants had some knowledge on each of the four topics prior to attending the workshops being implemented by Worldview Nepal. This means that the various institutions disseminating such information are getting through to the public. The most knowledge amongst the participants prior to our workshops seems to be on the topic of Human Rights. Thus organizations that are focusing their work on training the public on Human Rights seem to be doing well.

The least the participants knew about, prior to coming to our workshops, was on the topic of International Humanitarian Law (IHL). What is significant to note is that the most knowledge gain was on IHL. This gain is not just in the difference in the pre and post, but in concrete information or overall scores. Furthermore, the highest knowledge gain on IHL is consistent from the TOTs, to the workshops during the first and second years.

It was clear, from what the participants at the workshops told us, that due to the 10 year on-going conflict in Nepal, people are most interested to know about the protection of their rights during such stressful times. In fact, most participants were amazed that civilians who did not bear arms were protected during times of conflict. We were frequently asked, then why was it that the civilians were bearing the blunt of the conflict?

Thus it comes as no surprise that although the participants had least knowledge on IHL, they not only gained most knowledge on this subject during the training, but obtained the highest scores on this topic which is very pertinent to their lives, hence they were interested the most on IHL, compared to other topics.

An interesting question to ask is, "*In which phase of the project did participants learn the most?*" Some insight on this can be glimpsed from the tables below:

TABLE 3

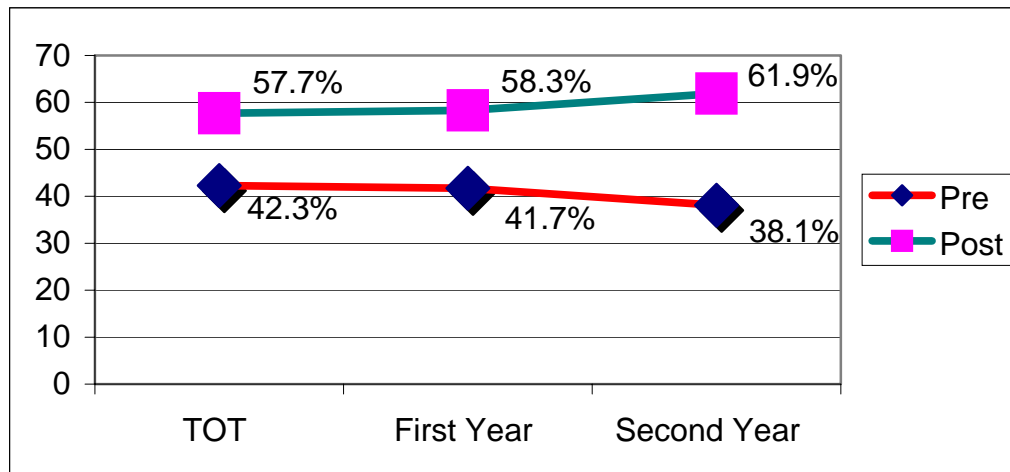
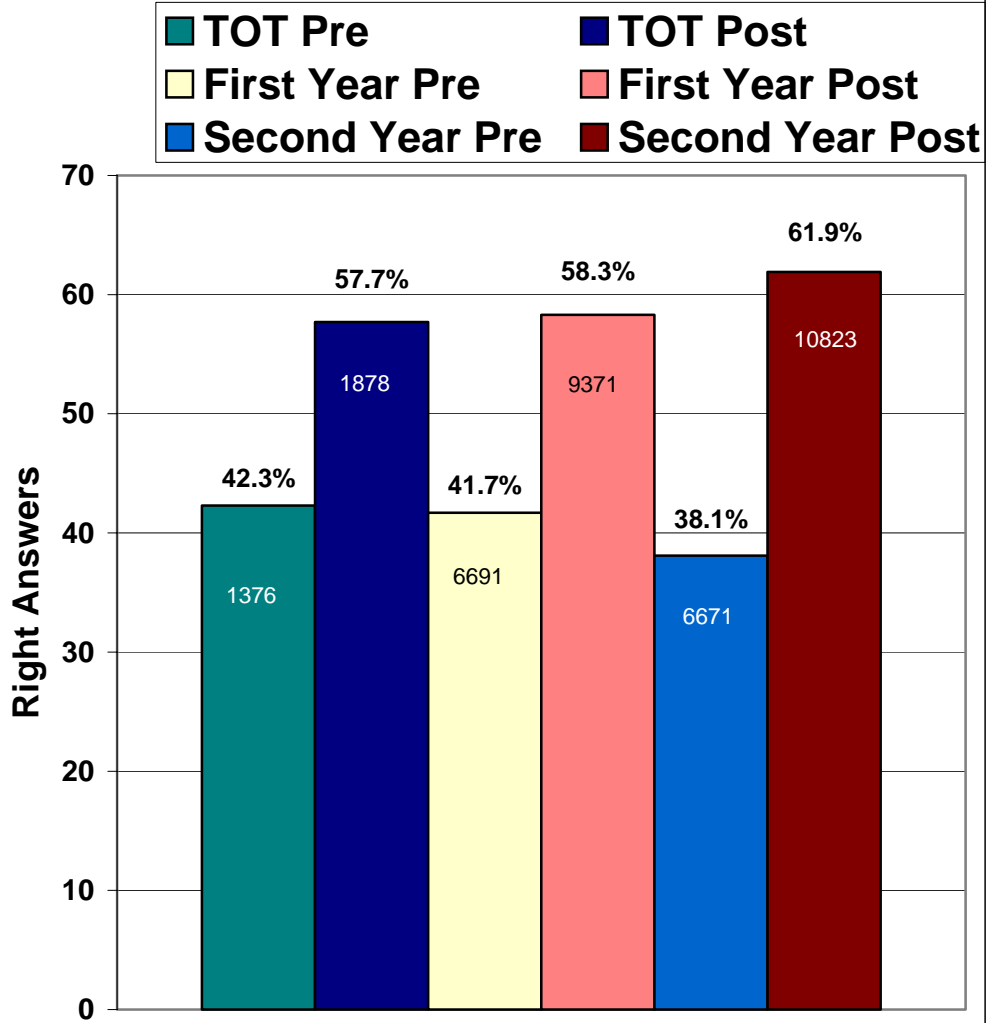
**Comparison of Knowledge Gained in TOT, First Year and Second Year Workshops
(By Topics)**

Subject	TOT			RT/SCs (First Year)			RTs (Second Year)		
	Pre	Post	Differ ences	Pre	Post	Differ ences	Pre	Post	Differ ences
HR	390(44.37)	489(55.63)	99(11.26)	2030(46.1)	2372(53.9)	342(7.8)	2002(41.8)	2793(58.2)	791(16.4)
IHL	296(34.22)	569(65.78)	273(31.56)	1543(34.6)	2915(65.4)	1372(30.8)	1552(31.3)	3405(68.7)	1853(37.4)
CEDAW	375(45.51)	449(54.49)	74(8.98)	1682(42.8)	2244(57.2)	562(14.4)	1731(39.5)	2655(60.5)	924(21.0)
CRC	315(45.92)	371(54.08)	56(8.16)	1436(43.8)	1840(56.2)	404(12.4)	1386(41.3)	1970(58.7)	584(17.4)
Total	1376(42.3)	1878(57.7)	502(15.4)	6691(41.7)	9371(58.3)	2680(16.6)	6671(38.1)	10823(61.9)	4152(23.8)



Knowledge Gained

(Comparison of TOT, First Year & Second Year-Overall Gained)



It is clear from TABLE 3 and the graphs and charts on the previous pages, that there has been a *progressive knowledge gain* in the different stages of the project. We can see from the table above that during the Training of Trainers (TOT), the knowledge gained amongst the participants was an overall 15.4 %. This group of participants was the group who knew the most, prior to the training – they had an overall knowledge of 42.3%. It might be obvious that this group would have the least knowledge gain, as they already knew very much. However, a closer look at the table makes it interesting to note that the overall score of 57.7% of correct answers on the post test in TOT is slightly lower than the correct answers 58.3 in year 1 in the districts and 61.9 in the second year.

From the TABLE 3 we can safely conclude that those who scored the least on the pre-test, or those who had the least knowledge on the four topics taught at the workshop, that is the participants from the districts in Year 2, had the highest knowledge gain – a very natural trend were it not for the high scores of correct answers, - 61.9% by these very same participants.

The findings from this study beg an answer to the question, *what factors contributed to progressive knowledge gain?*

- A. Short and Concise Curricula: First, and foremost, while the resource people at the TOT, were all specialists in their respective areas, or topics taught at the TOT, they had a huge amount of information that they tried to cram into the participants in four days. It was difficult for the participants who were going to be the Trainers at the districts, to take in all the information.

Worldview designed a shorter curricula for the districts. While designing the two day course, much of the background information and history that the specialists had described, were deleted from the training. The course designed by Worldview included key information which was much simpler in language, and a more focused two day training packet. Perhaps, by focusing on essentials, and concentrating the 4 day course to two days created a course, where only essential to know information was included. Perhaps the simple language, focus on essentials, the flow of topics, the charts and diagrams included in the two day training, made the topics easier to comprehend.

Why was knowledge gain in Year 2 higher than in Year 1 of the project? Other than the curricula, the following factors seemed to have played a role

- B. Filtration of Facilitators: Worldview staff had been present at all the workshops in the districts. We had noticed that some of the facilitators did not prepare well, while others lacked a few skills. So we prepared some key points on FACILITATION SKILLS. Despite this, some facilitators were not performing at a level as we had hoped. Hence, we cut down from 109 facilitators in the first year of the project, to 54 facilitators in the second year of the project. Those who performed better were continued as facilitators in year 2. Hence, due to better facilitation, more learning took place.
- C. Experience of Facilitators: The facilitators themselves had told us that they experienced that their facilitation skills had improved during the second year due to practice. They also



prepared better and knew the contents of the training materials much better. They knew how best to answer questions raised, compared to the first year, how to ensure that participants focused on the contents of the course, even though they had a larger number of participants the second year. During the first year, many facilitators had complained that the two days were too short for the curricula. During the second year almost all of the selected facilitators were able to complete the very same curricula in one and a half days. Thus learning by doing and by practice the facilitators were far more skilled, and those they trained learnt more. Thus *practice or on the job training seems to be the solution to the popular concept of refresher training!*

D. Controlling the Age Factor: Furthermore, as the detailed finding of the TOT group suggests, age was an important factor in knowledge gain – I draw from the report, DID THEY LEARN AT THE TRAINING OF TRAINERS?

Age Seems to Have Determined Knowledge Gain at the TOT: Based on the findings of the knowledge gained by age among the TOT participants, a very interesting finding emerges. Participants between the ages of 35 to 50 years of age, gained the most knowledge at the training. Those between age 18 to 34 years gained the second most, while those above 50 knew more prior to the training, and were more confused after the training!

Table 13*

Question 24: What is the role of ICRC in armed conflict?

Understanding on the role of ICRC in the time of armed conflict **by Age group**

Age Group	Responses	Type of questionnaire		Total
		Pre workshop test	Post workshop test	
18 -34	Wrong	35(54.7)	29(45.3)	64
	Right	38(48.1)	41(51.9)	79
	Total	73(51.0)	70(49.0)	143
35-50	Wrong	28(58.3)	20(41.7)	48
	Right	19(37.3)	32(62.7)	51
	Total	47(47.5)	52(52.5)	99
Above 50	Wrong	3(60.0)	2(40.0)	5
	Right	6(54.5)	5(45.5)	11
	Total	9(56.3)	7(43.8)	16

Figures in parentheses represent column proportion.

***Asterisk denotes the Table # s from the report, "DID THEY LEARN AT THE TRAINING OF TRAINERS?" Published by Worldview Nepal in 2004.**



Table 14*

Question 47. What is Child Rights?

Understanding on the Child Rights by the Age

Age group	Responses	Type of questionnaire		Total
		Pre workshop test	Post workshop test	
18 -34	Wrong Answer	17(70.8)	7(29.2)	24
	Right Answer	56(47.1)	63(52.9)	119
	Total	73(51.0)	70(49.0)	143
35-50	Wrong Answer	13(65.0)	7(35.0)	20
	Right Answer	34(43.0)	45(57.0)	79
	Total	47(47.5)	52(52.5)	99
Above 50	Wrong Answer	3(60.0)	2(40.0)	5
	Right Answer	6(54.5)	5(45.5)	11
	Total	9(56.3)	7(43.8)	16

Figures in parentheses represent column proportion.

Table 15*

Question 48: Who is responsible for the protection of Child Rights?

Understanding on the responsible Authority to protect Child Rights by Age Group

Age Group	Responses	Type of questionnaire		Total
		Pre workshop test	Post workshop test	
18 -34	Wrong Answer	13(61.9)	8(38.1)	21
	Right Answer	58(48.3)	62(51.7)	120
	Total	71(50.4)	70(49.6)	141
35-50	Wrong Answer	7(63.6)	4(36.4)	11
	Right Answer	41(46.1)	48(53.9)	89
	Total	48(48.0)	52(52.0)	100
Above 50	Wrong Answer	1(50.0)	1(50.0)	2
	Right Answer	8(57.1)	6(42.9)	14
	Total	9(56.3)	7(43.8)	16

Figures in parentheses represent column proportion.

The loss of knowledge amongst the over 50 years age group is apparent in almost every category, and in 16 of the 20 knowledge questions. While discussing this finding with participants of the TOT from four districts, we felt that the reason for this, could be many. People are usually considered "old" at fifty in Nepal, so this attitude of "What will an old person do by learning" could be a factor. Burn out, cynicism are other reasons. But even forgetting what one knew previously, may be due to boredom, and or lack of interest in learning in general. Whatever the reasons, we made a decision to minimize or totally ignore inviting this group to future trainings! (DID THEY LEARN AT THE TRAINING OF TRAINERS? pg. 9)

Thus based on the lesson on age, we limited the number of participants of over fifty years of age in year 2 of the project.



E. Women Consistently Gained More Knowledge Than Men: we found out that women learnt more than the men, from early findings of our study conducted at both the TOT and the workshops in Year 1. Based on those findings we explained :

It is very interesting to note that in the districts, it is the women who have outperformed the men in every single subject. What is even more interesting, is the finding that prior to the workshop, it is the women who had less knowledge than the men on all four topics. After the training, the women seem to have more knowledge than the men in all the four topics..

This finding begs the question, "Why is it that the women learnt more?", specially since, the difference of 7.6% is quite large. Perhaps, general observations of teachers in schools and facilitators of adult literacy classes, might provide some answers. Teachers who teach young children of both sexes, have remarked that it is amazing how girls seem to gain higher scores than boys. However, once cultural inhibitions, and excessive household chores for girls come into play, gradually the performance of the girls start to fall. In adult literacy classes, teachers have observed that the women who have lost out in many ways, seem to take to adult literacy classes with a vengeance, and learning for them takes place at a very fast rate. They seem to outperform the men.

Thus women seem to take the workshops more seriously/studiously than men, and see it as an opportunity to learn. Hence, it is suggested that far more women must be encouraged to attend the district level workshops, not only because they learn more, but because they will be the ones to pass on this knowledge to their children, and also to apply it to real life. (Findings From, "DID HEY LEARN AT THE DISTRICT LEVEL WORKSHOPS?" pg.4)

Based on the above findings and conclusions we decided to increase their number, as is obvious from the fact that in year two the number of females increased from 1,163 or 36.3% of the total to 2,171 or 60.6 % of the total participants. This trend continued and women learnt more than the male participants is clear from TABLE 4 on page 11:



TABLE 4

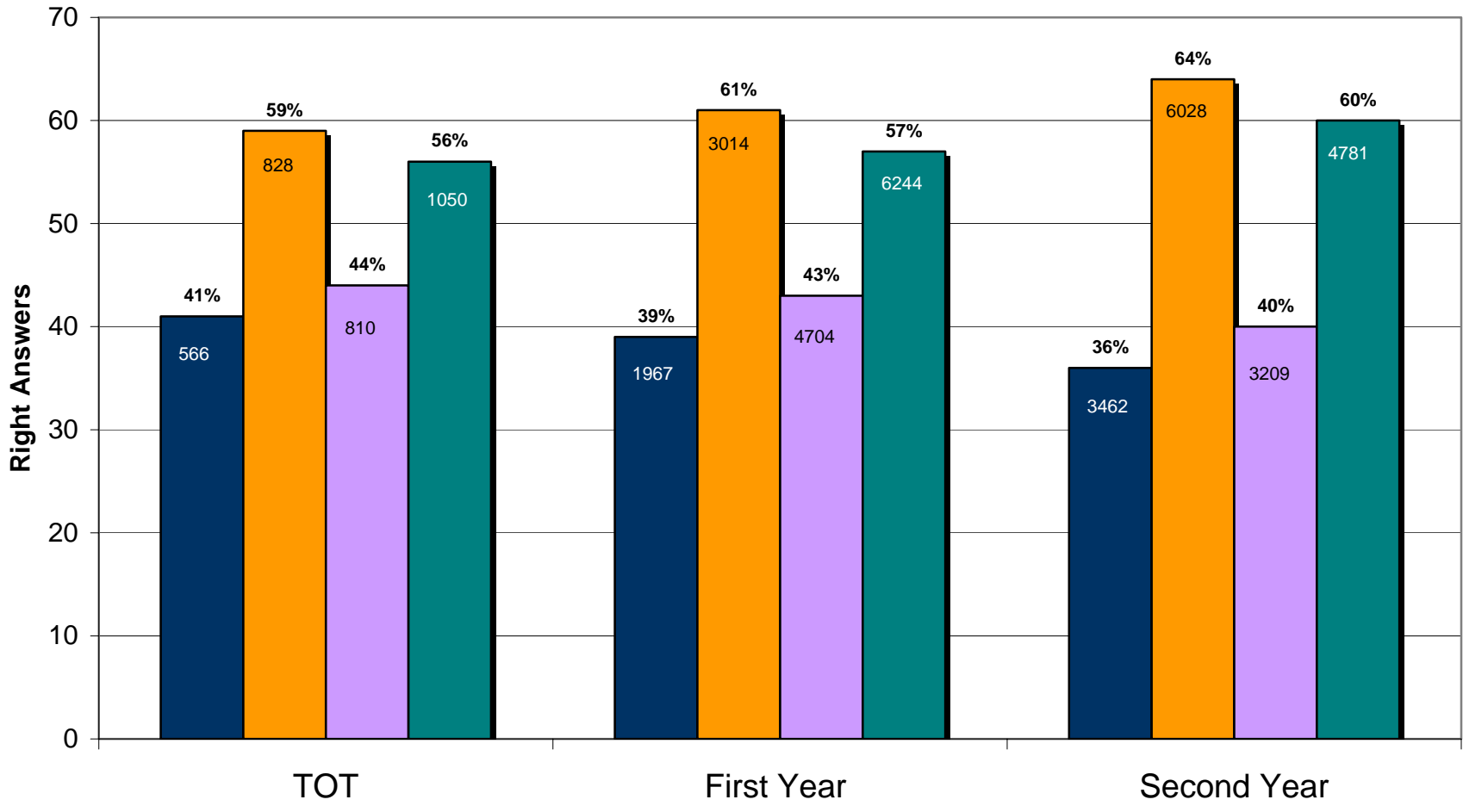
Knowledge Gained by Gender of TOT, First Year and Second Year

Program	Subject	Female			Male		
		Pre	Post	Difference	Pre	Post	Differences
TOT	HR	161(43.6)	208(56.4)	47(12.8)	229(44.9)	281(55.1)	52(10.2)
	IHL	113(31.0)	252(69.0)	139(38.0)	183(36.6)	317(63.4)	134(26.8)
	CEDAW	160(44.4)	200(55.6)	40(11.2)	215(46.3)	249(53.7)	34(7.4)
	CRC	132(44.0)	168(56.0)	36(12.0)	183(47.4)	203(52.6)	20(5.2)
	Total	566(40.6)	828(59.4)	262(18.8)	810(43.5)	1050(56.5)	240(13.0)
RTs/SCs (1st yr.)	HR	596(43.5)	774(56.5)	178(13.0)	1422(47.3)	1585(52.7)	163(5.4)
	IHL	408(30.1)	949(69.9)	541(39.8)	1130(36.7)	1947(63.3)	817(26.6)
	CEDAW	500(42.2)	686(57.8)	186(15.6)	1186(44.3)	1492(55.7)	306(11.4)
	CRC	463(43.4)	605(56.6)	142(13.2)	966(44.2)	1220(55.8)	254(11.6)
	Total	1967(39.5)	3014(60.5)	1047(21.0)	4704(43.0)	6244(57.0)	1540(14.0)
RTs (2nd Yr.)	HR	1054(40.3)	1564(59.7)	510(19.4)	948(43.6)	1226(56.4)	278(12.8)
	IHL	758(29.0)	1853(71.0)	1095(42.0)	794(33.9)	1547(66.1)	753(32.2)
	CEDAW	913(37.8)	1503(62.2)	590(24.4)	818(41.6)	1149(58.4)	331(16.8)
	CRC	737(39.9)	1108(60.1)	371(20.2)	649(43.0)	859(57.0)	210(14.0)
	Total	3462(36.5)	6028(63.5)	2566(27.0)	3209(40.2)	4781(59.8)	1572(19.6)

Based on the fact that the women too seemed to learn more progressively suggests that the factors of more clear and concise curricular, filtration of facilitators, the greater experience of the facilitators, all seemed to play an important role in the greater learning that took place during the second year.



**Comparison of Knowledge Gained by Gender
in TOT, First Year and Second Year**
(Combine of Four Topics)



F. Emphasizing and Clarifying the Confusing Questions: Other factors that contributed to greater learning during the second year, was that we spotted at the TOT, that participants were confused on a number of questions. We rectified this, and placed extra notes on these questions in years one and two, and asked the facilitators to focus on these questions. As the TABLE 5 below suggests, by year 2 these questions were no longer confusing:

TABLE 5

Knowledge gain/loss comparison in TOT, First Year and Second Year in Confusing Questions

Q. N.	Question	TOT			RTs/SCs (First Year)			RTs (Second Year)		
		Pre	Post	Difference	Pre	Post	Difference	Pre	Post	Difference
8	What is HR?	122(50.0)	122(50.0)	0	597(48.3)	639(51.7)	42(3.4)	604(45.2)	732(54.8)	128(9.6)
23	What is the difference between IHL and HR?	47(54.0)	40(46.0)	-7(-8.0)	310(47.7)	340(52.3)	30(4.6)	319(44.9)	391(55.1)	72(10.2)
27	Who has the prime responsibility to protect HR of people in all circumstances?	103(44.0)	131(56.0)	28(12.0)	555(46.5)	638(53.5)	83(7.0)	483(39.8)	731(60.2)	248(20.4)
34	What are the rights protected during the state of emergency?	4(21.1)	15(78.9)	11(57.8)	57(52.8)	51(47.2)	-6(-5.6)	60(30.6)	136(69.4)	76(38.8)
45	What Rights does CEDAW protect?	79(48.8)	83(51.2)	4(2.4)	397(48.3)	425(51.7)	28(3.4)	423(45.0)	517(55.0)	94(10.0)
46	Whose responsibility is it to implement CEDAW?	18(56.3)	14(43.7)	-4(-12.6)	66(38.2)	107(61.8)	41(23.6)	61(17.4)	289(82.6)	228(65.2)

Thus it is clear that the Worldview project team took timely measures to ensure that optimum learning was taking place, by ensuring that the confusing questions were being answered, and clarified in a clear and simple manner.



Those with Less Education Learnt More: The TABLE 6 below demonstrates that at the workshops held in this project those with an SLC and IA learnt more than those participants who had BA and MA degrees

TABLE 6
Knowledge Gained by Under and above Bachelor's Degree Participants

Q. N.	Educational Qualification					
	SLC Intermediate			Bachelors Master's		
	Pre	Post	Difference	Pre	Post	Difference
Human Rights	1330(41.2)	1895(58.8)	565(17.6)	531(43.5)	689(56.5)	158(13.0)
IHL	1049(31.2)	2315(68.8)	1266(37.6)	422(33.8)	827(66.2)	405(32.4)
CEDAW	1157(39.2)	1791(60.8)	634(21.6)	485(41.4)	687(58.6)	202(17.2)
CRC	917(40.9)	1326(59.1)	409(18.2)	401(44.6)	498(55.4)	97(10.8)
Overall	4453(37.8)	7327(62.2)	2874(24.4)	1839(40.5)	2701(59.5)	862(19.0)

As mentioned at the onset, during the second year a large number of participants were from the rural areas. If we combine the finding that those with less education, learnt more, and that women who get less opportunities learnt more, and that the learning in the second year with more rural folk was more, it is worthwhile to see how much learning took place amongst the various groups of women. TABLE 7 below analyzes this question:

TABLE 7
Knowledge Gain Amongst Females
(Comparison of TOT, First Year and Second Year)

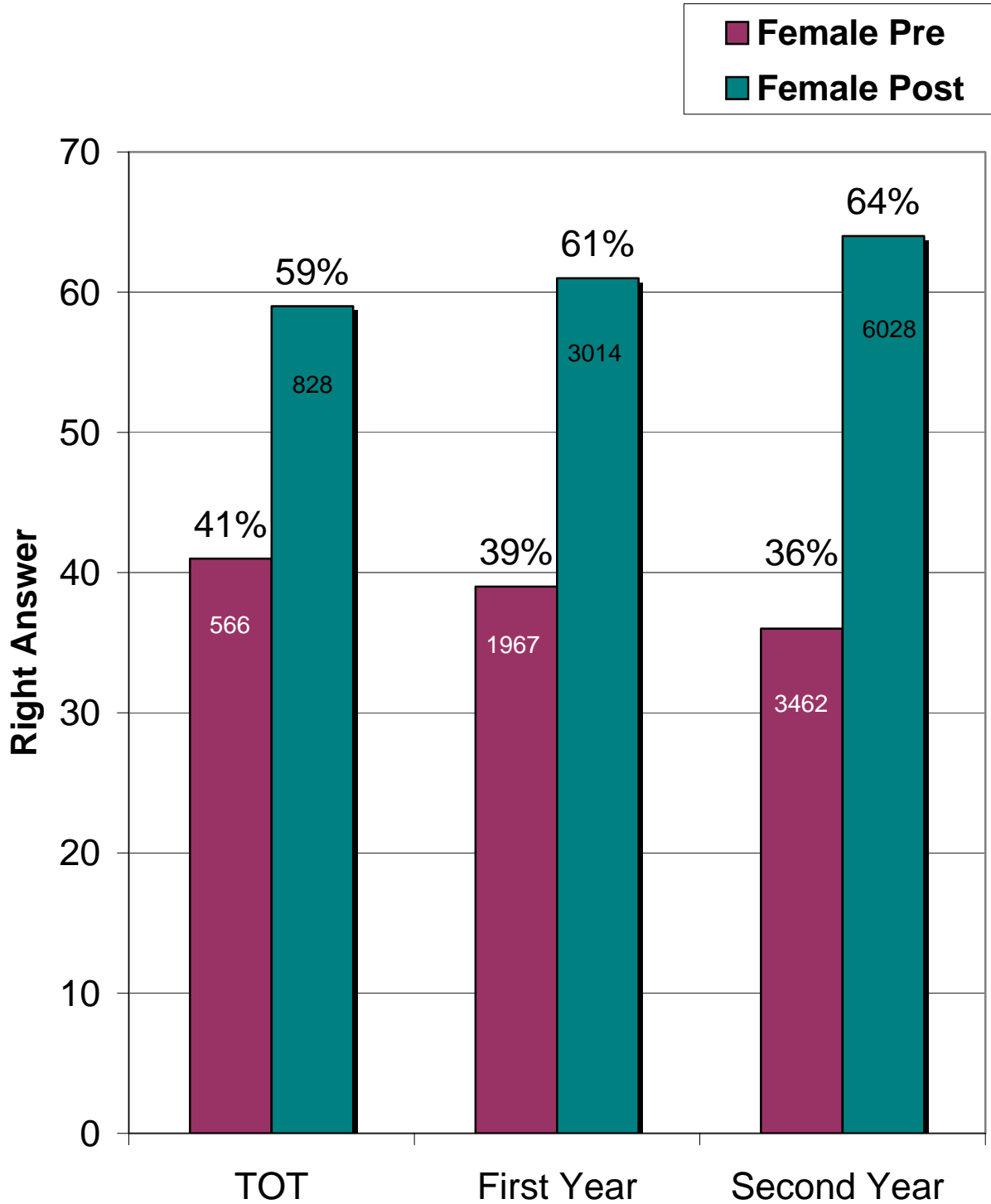
Subject	TOT			RT/SC (1st yr.)			RTs (2nd Yr.)		
	Pre	Post	Difference	Pre	Post	Differences	Pre	Post	Differences
Human Rights	161(43.6)	208(56.4)	47(12.8)	596(43.5)	774(56.5)	178(13.0)	1054(40.3)	1564(59.7)	510(19.4)
IHL	113(31.0)	252(69.0)	139(38.0)	408(30.1)	949(69.9)	541(39.8)	758(29.0)	1853(71.0)	1095(42.0)
CEDAW	160(44.4)	200(55.6)	40(11.2)	500(42.2)	686(57.8)	186(15.6)	913(37.8)	1503(62.2)	590(24.4)
CRC	132(44.0)	168(56.0)	36(12.0)	463(43.4)	605(56.6)	142(13.2)	737(39.9)	1108(60.1)	371(20.2)
Total	566(40.6)	828(59.4)	262(18.8)	1967(39.5)	3014(60.5)	1047(21.0)	3462(36.5)	6028(63.5)	2566(27.0)

It is clear from the table above that those women who have less opportunities, are less educated and come from rural areas, and had less knowledge in all the four topics, *learnt progressively more*. The women we had invited for the TOT had a minimum of Bachelors degree, had received various trainings and were urban based with professions.



Knowledge Gained Amongst Females

(Comparison of TOT, First Year and Second Year)



People with Less Opportunities and Those More Directly Affected by the Conflict Seem to Have Learnt More:

Just as women who have less opportunities compared to men, learnt more, so also rural people who are directly more affected by the conflict, and also have less opportunities to learn, gained far more knowledge and scored higher overall. While it is clear that those who are interested in a subject will definitely learn more, so the rural folk more acutely affected by the conflict in the 14 districts learnt more. However, the findings might also suggest that based on this very small sample, we can clearly see the potential of rural people who are hungry for knowledge and opportunities. Hence, at the macro level, there is definitely a vast untapped potential amongst the rural folk, thirsty for knowledge. Should this vast untapped human potential be used constructively, and should our political leaders, policy makers, donors and urban elite, tap this vast rural untapped resources, the true development of Nepal will definitely take place.

CONCLUSIONS AND RECOMMENDATIONS: Based on this 25% sample of 6,936 participants from 14 districts who attended the 5 TOTs and 138 workshops we can safely conclude the following:

- That the EU funded project, Educating Change Agents and the Public on Human Rights" B7-701/2003/220 was **successful in achieving its objective of increasing knowledge** of UDHR, IHL, CEDAW and CRC in the 14 districts of Nepal.
- That there was *progressive knowledge gain over time*. That is to say that people gained more knowledge during the two days training workshops of the second year of the project, than they did at the TOT when experts in their fields taught the same subjects over a four day period. We suggest that a more simple and focused curricula, filtration of facilitators, more experience and skill of the facilitators in the second year, the increase in the number of women (who seem to gain more knowledge), the attempt to clarify and focus on the weak questions contributed to the progressive knowledge gain.
- *Women consistently gained more knowledge than the men*. This is clear from the TOTs, and the sample of workshops from the first and second years. The women knew less than the men prior to the workshops, but not only gained more knowledge due to lower pre-test knowledge, but scored higher than the men after the workshops.
- *Those with less education* even amongst the women themselves, and those from rural areas *gained more knowledge* than the urban people with many opportunities. This finding too is consistent. Based on our conversations with the participants it is clear that those with less education, those from rural areas and specially the women, were directly affected by the conflict, and hence they wanted to learn about their rights. In other words the training was more pertinent to them.
- The above finding of greater learning amongst the less educated and rural folk, specially women, also suggests that the content of *the two day curricula on UDHR, IHL, CEDAW and CRC is simple and understood by rural folk with little education*.
- Based on the above findings it is *highly recommended that this training be taken to the more remote areas. The content of the training is simple and can be understood by the rural folk*.
- *It is also suggested that the rural people of Nepal are an extremely powerful human resource, waiting to be tapped. Should this vast energy be utilized constructively, the true development of Nepal can be easily achieved.*



List of Trainers of TOT

S.N.	Name of Trainers	Institutions	Subject
1	Hari Phuyal	Human Right Commission	Human Rights
2	Tarak Dhital	CWIN	CRC
3	Sapana Pradhan Malla	FWLD	CEDAW
4	Sabin Shrestha	FWLD	CEDAW
5	Nicolas Bachmann	ICRC	IHL
6	Tamila Mauchle	ICRC	IHL
7	Krishna Chandra Chalise	ICRC	IHL



Appendix C

List of Facilitators and Organizations of First Year (Workshops / Special Classes)

S.N.	Name	M/F	District	Organization	Contact No.	
1	Mina Aryal		F	Lalitpur	Pragati Secondary School	522229
2	Bishnu Ghimere	M		Lalitpur	Shanti Secondary School	526461
3	Kanchen Basnet		F	Lalitpur	Bal Sakchertha Sadan	541238
4	Sumitra Shrestha		F	Lalitpur	Silsha Nepal	5536244
5	Nirmala Karki		F	Lalitpur	Swarnam Samaj Nirman Nepal	536224
6	Dasarath Budhathatoki	M		Lalitpur	Hamaro Abhiyan	4783137
7	Dwarika Maharjan	M		Lalitpur	Deepmala English Boarding School	5571713
8	Laxmi Prasad Bhandari	M		Kathmandu	Basbari Sec School	4375212
9	Narbada Pokharel		F	Kathmandu	Janalalyan Sec School	4476953
10	Indira Subedi (Dhakal)		F	Kathmandu	Arunodaya H. Sec School, Pharping	4710023
11	Bidur KC	M		Kathmandu	Kamdheni Sec School	4710154
12	Ananada Puri	M		Kathmandu	Kamdheni Sec School	4710154
13	Raja Ram Bohara	M		Kathmandu	Kokana Jana Sec School	4710633
14	Amala Thapa Magar		F	Kathmandu	Kokana Jana Sec School	4710633
15	Rudra Prasad Adhikary	M		Kathmandu	Arunodaya Higher Sec School	4710023
16	Ganesh Bhattarai	M		Kathmandu	Saramik Secondary School	981051579
17	Junga Nepali	M		Kathmandu	Hamro Abhiyan Nepal	4783137
18	Prabal Sharma	M		Kathmandu	Hamro Abhiyan Nepal	4783137
19	Narayan Dahal	M		Kathmandu	Hamro Abhiyan Nepal	4783137
20	Usha Dhakal		F	Kathmandu	Dhalko Sec School	4352568
21	Laxmi Lama		F	Kathmandu	Sitaram School	4263808
22	Rama Shrestha		F	Kathmandu	Panchakanya School	4273331
23	Padam Bhadur Nepali	M		Kathmandu	Kanti Bhairab School	4450797
24	Prakash Kafle	M		Kathmandu	Gyanodaya School	4270155
25	Yadav KC	M		Bhaktapur	Shree Krishna Sec School	6617709
26	Badri Siwakoti	M		Bhaktapur	Him Rights	4267710
27	Anita Shakya		F	Bhaktapur	Him Rights	4252722
28	Gita Dahal		F	Bhaktapur	Hamro Abhiyan Nepal	4783137
29	Raj Narayan Nepali	M		Bhaktapur	Hamro Abhiyan Nepal	4783137
30	Rajani KC		F	Bhaktapur	Shanti Niketan Secondary School	661317
31	Manoj Kumar Thapa	M		Bhaktapur	Padam School	6610326
32	Shayama Shrestha		F	Kailali	Padmodaya Sec School, Kailali	521797
33	Sushila Sitaula		F	Kailali	Trinager Sec School, Dhangadi	521618
34	Subha Chandra Subedi	M		Kailali	Chandrodaya School, Fulbari	522347
35	Upendra Bista	M		Kailali	Creation of Creative Society	524013
36	Mahendra Chand Shah		F	Kailali	Human Rights Coalition	521274
37	Deepak Bahadur Bam	M		Kailali	Grinso Nepal	521618
38	Sindhu Kumari Pandey		F	Kailali	Centre For Social Transformation	524204
39	Baburam Dahal	M		Kailali	Fulbari Sec. School	522316



40	Gyanu Shrestha		F	Banke	Saraswoti Secondary School,	520313
41	Sita Pokhrel		F	Banke	Kusumeswore Sec School	529138
42	Prakash Babu Regmi	M		Banke	Gyanodaya H. Sec. School, Khajura	560097
43	Jakesh Singh	M		Banke	Mangal Prasad Secondary School	520115
44	Purna Chandra Upadhaya	M		Banke	Active Forum H.R.A	524842
45	Bishnu Pokhrel		F	Banke	Active Forum HRA	524842
46	Pabitra Karki		F	Banke	ENRUDEC	540027
47	Rabin Malla	M		Banke	SAC	525706
48	Padam Raj Pathak	M		Chitwan	Bhandara Sec School	550011
49	Sharada Kumari Khaniya		F	Chitwan	Narayani Sec School, Bharatpur	561428
50	Kaushila Adhikari		F	Chitwan	Panchkanya Sec School	560971
51	Baikunta Poudyal	M		Chitwan	Kalash Nagar Secondary School	520133
52	Uma Adhikari		F	Chitwan	Rural Women Development Center	4334040
53	Chhali Kumari Sharma		F	Chitwan	Rural Women Development Center	056-525128
54	Kedar Nath Koirala	M		Chitwan	NHRC, Geetanagar	520133
55	Ajay Kumar Kuswaha	M		Bara	New Young Star Club	053-550573
56	Pranita Sharma		F	Bara	Navdurga Secondary School	550874
57	Anju Ghimere		F	Bara	Sri Sateswore Sec. School	053-553419
58	Prabin Kumar Kafley	M		Bara	Mahila Sambardhan Kendra	053-550874
59	Om Prakash Thakur	M		Bara	New Young Star Club	550573
60	Hari Kala Upadhaya		F	Bara	SODCC	550540
61	Deepti Mathema		F	Bara	SODCC	550510
62	Ashok Kumar Yadav	M		Bara	Shree 3 Chandra Sec School	550112
63	Ibharim Dewan	M		Parsa	Sarvotam Youth Club Bistrampur	051-524711
64	Jawarlal Kalwar	M		Parsa	Dwarika Devi Secondary School	529704
65	Shashi Lata Giri		F	Parsa	Siddharth Secondary School	528965
66	Rajeswore Pra. Chaurasia	M		Parsa	R.R.C Secondary School	522525
67	Anju Shrestha		F	Parsa	Sundermalla Ramkumar Kanya School	523345
68	Nirmala Simkhada		F	Parsa	CDRC, Nepal	985022048
69	Brij Kishore Patel	M		Parsa	Community Development Center	985022048
70	Laxman Subedi	M		Nawalparasi	Pawan Secondary Sch.	520027
71	Anil Sapkota	M		Nawalparasi	Vijaya Samudhayak Shiksha Sadan	524306
72	Indira Pandey		F	Nawalparasi	Vijaya Samudhahik Shiksha Sadan	524306
73	Ravi Gautam	M		Nawalparasi	MSDS	520502
74	Bhumi Maya Rana		F	Nawalparasi	Campaign Service Center	520172,
75	Kamala Sapkota		F	Nawalparasi	VDRC	522965
76	Bijaya Kharel		F	Nawalparasi	Pawan Sec Sc.	560188
77	Shashi Bhusan Pandey	M		Nawalparasi	Siddhartha Sec. School	520754
78	Saraswati Acharya		F	Nawalparasi	Adarsa Secondary School	078-520420
79	Satish Chaudhary	M		Kapilbastu	Rural Illiteracy Society Education	560520
80	Shraddha Nepal		F	Kapilbastu	Rural Illiteracy Society Education	560520
81	Devendra Poudel	M		Kapilbastu	Multifarious Service Center Nepal	560409,
82	Manju Sonar		F	Kapilbastu	Residential Boarding	076-529555



83	Mathura Prasad Tharu	M		Kapilbastu	Gautam Buddha School	529552
84	Shishir Prasad Aryal	M		Kapilbastu	Gautam Buddha School	529558
85	Rupa Chaudhary		F	Rupandehi	Atom Model English B. H. School	547978
86	Prem Lal Udhas	M		Rupandehi	Arniko Memorial Secondary School	47121
87	Mitra Lal Neupane	M		Rupandehi	Kerawani Higher Sec School	577015
88	Mukti Ram Pokharel	M		Rupandehi	Center for Rural Com. Development	543536
89	Shanta Acharya		F	Rupandehi	NEPDI-Nepal	543536
90	Madhav Acharya	M		Rupandehi	SIDS	545734
91	Sun Kumari Gurung		F	Rupandehi	Shanti School	560188
92	Radhika Devi Poudyal		F	Bardiya	Kothi School	420148
93	Parwati Joshi		F	Bardiya	Nari Shilpakala Kendra	420652
94	Krishna Raj Sharma	M		Bardiya	Janta School	20353
95	Bishnu Timilsinha	M		Bardiya	ECOS	2442034
96	Keshav Poudyal	M		Bardiya	Guras School	440221
97	Umakant Bhatt	M		Kanchanpur	Mahendra School	521264
98	Man Raj Upadhaya	M		Kanchanpur	Nepal Env. and Edu. Dev. Society	525158
99	Lok Bd. Singh	M		Kanchanpur	Sharada School	523050
100	Gorakh Bista	M		Kanchanpur	Roleswore School	540007
101	Bimala Shah		F	Kanchanpur	Nepal Env. and Education Society	525150
102	Drona Bahdur GC	M		Dang	Janta School	20353
103	Paras Mani Pariyar	M		Dang	Dalit Vikas Parishad	520230
104	Bimala Chaudhary		F	Dang	SUPER	520223
105	Ram Saran Chaudhary	M		Dang	SUPER	20223
106	Ashok Tharu	M		Dang	BCDI	520521
107	Suman Thapa	M		Dang	Birendra School	521069
108	Ishwara Pathak		F	Dang	Janta School	
109	Sharmila Mahatara		F	Dang	BCDI	520514



Appendix D

List of Facilitators and Organizations of Second Year (Workshops)

S.N.	Name	M/F		District	Organization	Contact No.
1	Nirmala Karki		F	Lalitpur	Swarnam Samaj Nirman Nepal	536224
2	Dwarika Maharjan	M		Lalitpur	Deepmala English Boarding School	5571713
3	Ganesh Bhattarai	M		Lalitpur	Saramik Secondary School	981051579
4	Narayan Dahal	M		Lalitpur	Hamro Abhiyan Nepal	4783137
5	Ananada Puri	M		Kathmandu	Kamdhenu Sec School	4710154
6	Raja Ram Bohara	M		Kathmandu	Kokana Jana Sec School	4710633
7	Junga Nepali	M		Kathmandu	Hamro Abihyan Nepal	4783137
8	Prabal Sharma	M		Kathmandu	Hamro Abhiyan Nepal	4783137
9	Badri Siwakoti	M		Bhaktapur	Him Rights	4267710
10	Gita Dahal		F	Bhaktapur	Hamro Abhiyan Nepal	4783137
11	Raj Narayan Nepali	M		Bhaktapur	Hamro Abhiyan Nepal	4783137
12	Rajani KC		F	Bhaktapur	Shanti Niketan SS	661317
13	Shayama Shrestha		F	Kailali	Padmodaya Sec School, Kailali	091-521797
14	Subha Chandra Subedi	M		Kailali	Chandrodaya School, Fulbari	522347
15	Uendra Bista	M		Kailali	Creation of Creative Society	524013
16	Sindhu Kumari Pandey		F	Kailali	Centre For Social Transformation	524204
17	Prakash Babu Regmi	M		Banke	Gyanodaya H. Sec. School, Khajura	081-560097
18	Jakesh Singh	M		Banke	Mangal Prasad Secondary School	520115
19	Bishnu Pokhrel		F	Banke	Forum for Women, Law and Justice	525503
20	Pabitra Karki		F	Banke	ENRUDEC	540027
21	Padam Raj Pathak	M		Chitwan	Bhandara Sec School	056-550011
22	Sharada Khaniya		F	Chitwan	Narayani Sec School, Bharatpur	561428
23	Kaushila Adhikari		F	Chitwan	Panchkanya Sec School	560971
24	Uma Adhikari		F	Chitwan	Rural Women Development Center	4334040
25	Ajay Kumar Kuswaha	M		Bara	New Young Star Club	053-550573
26	Pranita Sharma		F	Bara	Navdurga Secondary School	550874
27	Prabin Kumar Kafley	M		Bara	Mahila Sambardhan Kendra	053-550874
28	Om Prakash Thakur	M		Bara	New Young Star Club	550573
29	Jawarlal Kalwar	M		Parsa	Dwarika Devi Secondary School	051-529704
30	Rajeswore Chaurasia	M		Parsa	R.R.C Secondary School	522525
31	Anju Shrestha		F	Parsa	Sundermalla Ramkumar Kanya School	523345
32	Brij Kishore Patel	M		Parsa	Community Development Center	985022048



33	Laxman Subedi	M		Nawalparasi	Pawan Secondary Sch.	078-520027
34	Ravi Gautam	M		Nawalparasi	MSDS	078-520502
35	Kamala Sapkota		F	Nawalparasi	VDRC	056-522965
36	Shashi Bhusan Pandey	M		Nawalparasi	Siddhartha Sec. School	520754
37	Devendra Poudel	M		Kapilbastu	Multifarious Service Center Nepal	076-560409
38	Shishir Prasad Aryal	M		Kapilbastu	Gautam Buddha School	529558,545055
39	Prem Lal Udhas	M		Rupandehi	Arniko Memorial Secondary School	071-547121
40	Mitra Lal Neupane	M		Rupandehi	Kerawani Higher Sec School	577015
41	Madhav Acharya	M		Rupandehi	SIDS	545734
42	Sun Kumari Gurung		F	Rupandehi	Shanti School	560188
43	Parwati Joshi		F	Bardiya	Nari Shilpakala Kendra	084- 420652
44	Krishna Raj Sharma	M		Bardiya	Janta School	420353
45	Bishnu Timilsinha	M		Bardiya	ECOS	420344
46	Keshav Poudyal	M		Bardiya	Guras School	440221
47	Umakant Bhatt	M		Kanchanpur	Mahendra School	099-521264
48	Man Raj Upadhaya	M		Kanchanpur	Nepal Env. and Edu. Dev. Society	525150
49	Lok Bd. Singh	M		Kanchanpur	Sharada School	523050
50	Gorakh Bista	M		Kanchanpur	Roleswore School	540007
51	Ram Saran Chaudhary	M		Dang	SUPER	082-20223
52	Ashok Tharu	M		Dang	BCD	520521
53	Suman Thapa	M		Dang	Birendra School	521069
54	Sharmila Mahatara		F	Dang	BCD	520514



Worldview Nepal Team for EU Funded Project
"Educating Change Agents and the Public on Human Rights"
(B7-701/2003/220)

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8.	Bijay Bhatt	Monitoring Supervisor
9.	Arun Belbase	Monitoring Supervisor
10.	Gopal Pd. Rijal	Finance
11.	Guru Pd. Mainali	Finance
12.	Sujata Manandhar	Administration
13.	Jeevan Thapa	Administration
14.	Suresh Shrestha	Logistics
15.	Chatur Osti	Logistics
16.	Nati Tuladhar	Logistics
17.	Bir Bahadur Lama	Logistics
18.	Geeta Bhandari	Logistics
19.	Bijen Ranjit	Video Consultant
20.	Mahendra Maskey	Video Consultant
21.	Raju Babu Shakya "Sarab"	Consulting Artist

