PEACEBUILDING FUND (PBF)
ANNUAL PROGRAMME[1] NARRATIVE PROGRESS REPORT

REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2012

Programme Title & Project Number	Country, Locality(s), Priority Area(s) / Strategic Results[2]
• Programme Title: Support to Civic Engagement in Libya's Transition • Programme Number *(if applicable)* PBF/IRF-47 Libya • MPTF Office Project Reference Number:[3] 00081770	*(if applicable)* *Country/Region* *Priority area/ strategic results*

Participating Organization(s)	Implementing Partners
• Organizations that have received direct funding from the MPTF Office under this programme **UNDP Libya**	• National counterparts (government, private, NGOs & others) and other International Organizations Ministry of Planning, Ministry of Culture & Civil Society, Ministry of Higher Education, Ministry of Al Awqaf

Programme/Project Cost (US$)		Programme Duration	
MPTF/JP Contribution: • *by Agency (if applicable)*	$1,923,860	Overall Duration *(months)*	12 months
Agency Contribution • *by Agency (if applicable)*	UNDP[11888] $100,000 UNDP [BCPR] $339,000	Start Date[4] *(dd.mm.yyyy)*	**February 2012**
Government Contribution *(if applicable)*		Original End Date[5] *(dd.mm.yyyy)*	**31 Dec 2012**
Other Contributions (donors) *(if applicable)*	Norway: $852,951.21	Current End date[6]*(dd.mm.yyyy)*	
TOTAL:	**3,212,811.21**		

Programme Assessment/Review/Mid-Term Eval.	Report Submitted By
Assessment/Review - if applicable *please attach* ☐ Yes ☐ No Date: *dd.mm.yyyy* Mid-Term Evaluation Report – *if applicable please attach* ☐ Yes ☐ No Date: *dd.mm.yyyy*	o Name: Noel Matthews o Title: Chief Technical Advisor o Participating Organization (Lead): UNDP o Email address: noel.matthews@undp.org

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[1] The term "programme" is used for programmes, joint programmes and projects.

[2] Strategic Results, as formulated in the Performance Management Plan (PMP) for the PBF, Priority Plan or project document;

[3] The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to "Project ID" on the MPTF Office GATEWAY

[4] The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the MPTF Office GATEWAY

[5] As per approval of the original project document by the relevant decision-making body/Steering Committee.

[6] If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities.

EXECUTIVE SUMMARY

The project contributed to strengthening the capacity of civil society for civic education through supporting the regulatory framework for civil society through providing sets of comments on three successive drafts of the 'Law on Associations'[CSO Law], responding to the Drafting Committee's questions and facilitating consultative workshops for 400 CSO representatives. The project also developed capacities of the GoL's Civil Society Support Centers to support CSOs to develop and implement civic awareness and engagement and foster CS coordination and also developed a Grant Fund model to support CSOs civic education activities. The project has also developed a partnership with a national CSO to facilitate a nation-wide consultation processes by a group of 15 trained facilitators providing Civic Education & Dialogue workshops in 12 cities across Libya targeting previously excluded groups, moreover, the project has delivered a total of 110 workshops targeting CSOs, with the purpose of enabling them to conduct voter education and voter information, as more than 400 CSOs participated in the training and carried out public outreach during the General National Congress.

In order to enable youth participation in the transformation of Libya, the project trained and accredited a group of 51 young Libyans of which 23 are Bridge accredited facilitators, as Civic Education Instructors, who went on to deliver 22 civic education workshops across the country and played a central role in the voter education campaign before the election and in subsequent civic education programmes for youth across Libya. A further 163 Students in 10 universities throughout Libya participated in a training of trainers [using 13 previously trained and accredited BRIDGE trainers] on National Elections and Voter Participation. More than 500 students in each university were reached. The project also partnered with the Scouts of Libya to conduct a national voter education and civic education campaign [with specific focus on youth], training 500 scouts leaders throughout all 13 districts in the country reaching 48,000 people. Almost 3000 Libyan scouts' members then trained as civic educators and went on to reach almost half a million Libyan youth through Face-to-Face civic education activities.

The projects supported women's participation in the transition through capacity development for women on their participation in political processes, targeting women activists and candidates, through, for example, four workshops in which 270 women were trained on women's participation, communications and public speaking and also on Election Campaign Strategies & Management. Its interesting to note that 8 out of a total of the 33 women candidates eventually elected to GNC took part in this training. The project also organized a national campaign for supporting women candidates under "My Voice for her" as a national slogan in which a total of 283 women candidates participated and more than 10 local and regional TV channels and 5 daily newspapers covered the event. Election campaign materials were also disseminated, having been developed in coordination with two Women's NGOs. SCELT also supported the design and production of leaflets to enhance the participation of women as a voters, The project also supported women's capacity development through Women Rights & Constitution workshops and, following the election, facilitated a lessons learning process for women on their participation in political process, producing a set of recommendations and the formation of a Working Group on Women's Participation in the Political Process, which continues to meet and is now proposing an ongoing structure of dialogue with te Women's Caucus of the GNC . The project also facilitated a consultative workshop on Constitution making for 50 women's CSOs in order to engage women CSOs in civic education, and supported national CSOs in developing the Libyan campaign on 16 Days of Activism on Violence Against Women and Girls in late 2012.

I. Purpose

Outcome: Libyans participate meaningfully in electoral and constitution-building processes with evidence of increased trust in the transition towards democracy

Indicator:

1. Non-relapse into Conflict: # of violent incident decreasing a) before start vs. after electoral process. b) acceptance of outcomes of elections without outbreak of violence.

2. Public confidence and trust: Evidence of positive change of public confidence and trust in transitional state authorities in their commitments to democratic governance.

3. Catalytic leverage: Evidence of catalytic leverage in terms of overall peace building relevant processes and institutional reforms.

II. Results

Outcome:

The Libyan general elections on 7 July 2012 were held successfully with a meaningful participation of voters (60%). A small number of security incidents did not derail the process as a whole and the elections results were considered as representative of the people's will. The project contributed to raising citizen's awareness on the voting process by facilitating access to electoral information and materials for nearly 85,000 voters. The project then went on to focus on the development of CSO capacity in civic education, the empowerment of women to participate in political processes and the engagement of youth in the transition process, all of which will contribute to the overall project outcome.

While the project clearly substantially contributed to an election process which was considered overall to be free and fair and to have produced a result which was considered largely legitimate by most citizens, the contribution of the project to the 'constitution-building process' is less straightforward. This is largely due to the fact that the constitution-building process, at least formally, has been significantly delayed, given that the decision as to whether the body responsible would be a constitutional committee of 60 as per the original constitutional declaration or an elected Constitutional Assembly [as now looks likely] took much longer than expected. In that sense the formal constitutional dialogue and building process has not yet begun. Having said that the project can claim to have contributed to increased confidence and trust among the population in the transition process and also had a catalytic effect on the peacebuilding and transition process. In particular SCELT played a key role in strengthening the capacity of civil society organisations which have a central role to play in facilitating civic engagement and voice, engaging state institutions in responding to this voice, preparing citizens for transitional constitution building processes and developing ownership of the new Libyan social contract.

Given that many young people have idealistic expectations of rapid transformation of the country and expect marked and immediate improvements in political and economic inclusion, their participation and innovation is both vital to the transition process and on their other hand their marginalization in the transitional process would threaten the legitimacy of the process itself. The project's engagement of these youth as both providers and beneficiaries of civic education, was a unique opportunity for them to engage in democratic development for the first time and offer them a stake in their countries future, which is often a key aspect of preventing a return to conflict. Advocating for women's equal participation in the transition has also been essential to build on the active role women played as activists in the revolution, and now as peace-builders, politicians and activists, as women of all ages have been an integral part of both the uprising and the transition to democracy. And finally the projects contribution to developing a stronger culture of dialogue, and an understanding of the social contract helps to reinforce the legitimacy of state institutions by building social consensus around them. Developing and modelling dialogue processes which include all stakeholders are considered vital in helping to broker inclusive agreements which reflect the aspirations of all sections of Libyan society.

Outputs:

Output 1.1: CSOs are able to mobilize citizens in participating actively in the new democratic processes

As mentioned earlier, civil society is nascent although also emerging at a rapid rate in this transition period and the weak capacity of the transitional government has also provided space for CSOs to take on roles and

initiate activities which, in a traditional development environment, might not be possible. However, to develop an enabling environment for such civil society groups to operate it is also necessary as a first step to fill the legal and regulatory vacuum that existed following the overthrow of the previous regime.

A new legal framework for associations [The Law on Associations] will offer a regulatory framework within which civil society can operate, protect the fundamental rights to freedom of expression and association and also prevent a return to arbitrary rule and control of the State on collective citizen action. The SCELT project therefore partnered with the International Center for Not-for-Profit Law [ICNL] to ensure that the proposed draft Law on Associations followed international best practices in this regard and responded to the actual needs of Libya's emerging civil society. An international legal consultant was provided to support the drafting of the NGO Law, in partnership with ICNL, providing three sets of comments on the draft law as well as responses to some of the Drafting Committee's initial questions about international best practices. The SCELT project also organized and facilitated consultative workshops for CSOs on the new legal framework in order to establish dialogue between civil society representatives, the interim government, and the drafting committee members, and to reinforce the need for an enabling legal environment for associations. The workshops, held in Tripoli (13-14 February) and Benghazi (20-21 February), attracted nearly 400 representatives from Libyan associations, government officials, legal experts, academics and the drafting committee to discuss various aspects of the draft law and make suggestions for improvement.

Through dialogue, participants developed a list of recommendations subsequently presented to the Ministry of Culture and Civil Society. This enabled the further development of the Draft Law on Associations which is now in its third draft and with the Prime Minister's Office, for eventual submission to the GNC.

UNDP also supported dialogue between government and international NGOs in Libya (as they will be under the same Law on Associations) in order that their interests and potential for participating in Libya's development was also acknowledged and allowed for in the law. There are proponents in Libya's interim government, as with many countries in the region, for tougher regulations on international NGOs than on national NGOs. SCELT/UNDP provided technical advice papers to the Ministry & the Libyan CSO Law Committee, held a closed-door dialogue session on this and shared information with other international NGOs who had not been consulted previously.

The Ministry of Culture and Civil Society's mandate is, broadly, to facilitate the building of a constructive relationship between government and civil society and to ensure that civil society's contribution to Libya's reconstruction and transition is maximized. To achieve this goal, the Ministry has taken the lead in setting up a Civil Society Support Centre (CSSC) headquartered in Benghazi, with branches in Tripoli and Misrata (with plans for further local branches). The CSSC has now been officially appointed by Cabinet decree. It has a board of 9 members, independent from the Ministry of Culture. The CSSC developed a draft operational plan in August 2012 and the executive team of the CSSC in Benghazi and Tripoli, have already been in place for several months.

At this early stage of its development the role initially envisaged for the CSSCs [described in the decree] in providing for the registration, regulation, funding and capacity development of civil society has proved to be a significant challenge, not least because of CSOs understandable wariness of any form of regulation or control, because of concerns that funding opportunities may become [unintentionally or otherwise] a means of coercion on the behalf of the state and because of the absence to date, of any overall national representative and coordinating body acting on behalf of CSOs. There are also currently a plethora of CSO unions, associations and committees in Libya, with overlapping membership and claims and counter-claims to legitimacy and credibility. Although this is understandable at this early stage in CSO development in Libya and evidence of the huge surge in civic engagement around the country, it presents significant challenges for GNC in designing an effective pathway towards a nationally owned constitutional development process and for government ministries in developing coherent and consensual development

strategies. Against this background, under Output 1, the SCELT project is assisting in building capacities of the Civil Society Support Centres with the following priorities:

i. Organizational assessment and development including analysis of the mandate, role, governance structures, policies, processes and work plans of the Centres as well as an external relations strategy and a capacity development plan.

ii. Support to the establishment of a CSO database [already over 4,000 CSOs have provided some level of detail needed for registration with the Centres] and develop a plan to establish a public interface and web portal for the CSO database, accessible to all.

The development of a legal electoral framework in the first quarter and the scheduling of the National General Congress election just after the close of the second quarter meant that the majority of activities in the first two quarters were conducted with the goal of enabling civil society groups to build awareness of the electoral process amongst their constituents and promote dialogue on critical issues that came to the fore during this national political undertaking. The dearth of knowledge on electoral processes - electoral laws, voter registration, candidate nomination, campaigns, polling, results - was a recurrent concern over the first two quarters of 2012 as preparations for the National General Congress were ongoing. Although a KAP study is required to more closely align civic engagement programming to needs, the urgent and overwhelming need for civic and voter education was identified by interlocutors at all levels.

SCELT helped fill this gap through designing and implementing voter engagement activities targeting Civil society organizations' around the country, youth groups and women candidates. Two workshops on Voter registration Training for CSOs were held in Tripoli to assist the HNEC to distribute voter registration materials. (2&3/05/2012). 34 coordinators from different emerging CSOs (in Misrata, Zawia, Azizia, Benghazi and Tripoli) attended the 2-day events on voter registration. The coordinators the carried out voter registration training and publicity activities to raise the level awareness to public at large on "How & importance of registration" Following this, from June 17th to the 5th of July 108 separate Voter Education training workshops were held in all 13 districts of Libya. In each district, a number of these workshops were conducted by 11 of the National BRIDGE facilitators trained during the first quarter of the SCELT. The workshops also targeted Libyan Civil Society organizations trainers and the total number who benefited from the Voter Education training included 400 Organizations based in the 13 districts and 16,539 participants [7,078 Female 9,461 male]. In addition to the training, the participants also received voter outreach materials for their use and further distribution as part of a Voter Awareness Campaign.

Output 1.2: Youth is fully engaged through a peaceful participation in the transition process
To contribute to capacitating a new generation of engaged youth, UNDP invested its efforts, from January to May 2012, in training and accrediting a group of 23 young Libyans, men and women, as Civic Education Instructors, using the BRIDGE [Building Resources in Democracy, Governance and Elections] methodology and accreditation program. This was achieved through a program of face-to-face training & home assignment and conducting civic awareness workshops attended by Libyan citizens, jointly facilitated by fellow Libyan's with international mentoring and coaching by two international BRIDGE facilitators who mentored and assessed the trainees throughout their training period. Since they have been certified, several civic education instructors have been involved in national & local education initiatives as facilitators, consolidating their skills and contributing directly to developing a civic culture in Libya.

TCEI includes a 2-week training of trainers [TTF] workshop. Specific workshops focused on democracy and electoral cycles and systems, after which participants are assessed on their facilitation of workshops 7-8 workshops in small teams. The training programme also included a baseline survey to identify target groups needs as well as a mapping exercise to identify potential partners and local civil society groups. Trainers proceeded to use their knowledge to conduct trainings and awareness campaigns concerning the democratic

transition, either with the High National Electoral Commission (HNEC) as master trainers, within their respective organizations, or conducting civic education classes for Tripoli university students.

Given the success of TCEI-1 and the huge need and demand for trained Libyan facilitators and instructors in civic education, and professionals capable of planning and implementing civic education programs, UNDP began to conduct in October 2012, the second round of TCEI for another 28 young Libyans. This new TCEI (TCEI-2) took three months and incorporated key lessons learned during the TCEI-1. It was also designed to further develop the skills of the first cohort of civic education instructors from TCEI-1 as several of them were contracted as co-facilitators for the workshops to be conducted under TCEI-2. A key objective of the capacity development approach adopted by SCELT in TCEI is that facilitators will over time be able to manage and facilitate future civic education and TCEI events with minimal involvement from international experts. In TCEI-2 therefore a second cohort (50% women) of participants also underwent an intensive training and mentoring process consisting of:
1.   Three BRIDGE workshops (Introduction to Democracy & Governance, Civic Education & Train-the-Facilitator) followed by
2.   A mentored practice period where they facilitate workshops for local CSOs in the locations listed below, under the supervision of senior BRIDGE facilitators.

A notable aspect of both TCEI 1&2 is that the national facilitators, as well as designing the curriculum and facilitating the workshops at local level, also arranged for some level of matched funding from local CSOs for the initiative. For many it was their first attempt at preparing a Workshop Plan and budget and writing a formal report on the workshop. The vast majority of the 52 Civic Education & BRIDGE facilitators in Libya will be assisted by the project to develop their own online and face-to-face community of practice in 2013 and are already assisting a wide range dialogue and democratic learning initiatives in Libya. https://www.facebook.com/BridgeLibya

A "Civic Education Academy" activity was implemented in partnership with Ministry of Higher Education targeting students in 10 universities around the country. The activity included training for 163[approx. 15 per University] selected students by 13 BRIDGE trainers on the National Elections and Voter Participation. The training utilized the materials developed by HNEC. Following this the 163 participants in turn conducted educational session during Open Day meetings with students to educate them on the electoral process. Posters, flyers and banners were distributed from temporary booths explaining the details of how, when and where to vote. More than 500 students in each university were reached.

SCELT partnered with the Scouts of Libya to conduct a national voter education and civic participation campaign. The scouts implemented face-to-face education sessions to raise the level of awareness among youth groups and local communities regarding the National Elections. The activity involved training 500 scouts leaders trainers in 24 Scouts Commissions throughout all 13 districts in the country on the electoral process and voter education. The Commissions developed action plans at the district level to cover the two weeks prior to election day. The Scouts were able to reach 48,000 people around the country with voter education activities and distribute over 30,000 items on the print materials produced by the HNEC. The last activity conducted between the 10th and 16th July 2012 was in partnership with the Scouts Tripoli Commission and involved the design and implementation of two training workshops on civic education during the Scouts camp '' Scouting for Brotherhood and Peace "Up to 60 Libyans scouts members trained as Senior Civic Educators. Almost3000 Libyan scouts' members trained as civic educators who then went on to reach almost half a million Libyan youth through Face-to-Face civic education activities.

Aside from activities which could be directly implemented by the project, the intention was to partner with the Ministry of Higher Education in order to incorporate civic education into the universities curriculum and therefore with the agreement of MOHE developed a curriculum to be adopted by universities, However due to MoHE resources constrains, it has not yet been integrated into the curriculum. The project also designed

and agreed The Students for Democracy Program (SDP) in collaboration with the MOHE which consisted of class-based activities (curricular) as well as other non-academic activities that such as debates, seminars, trainings, film projections, model constitution-writing exercises, fairs, concerts, etc. to be held over two continuous weeks in each participating university. This activity was agreed with MoHE, but was put on hold at its request, again because the Ministry itself was not functional and a Minister for Higher Education needed to be appointed. In late 2012 MoHE advised that based on its severe lack of operational capacity it would prefer to focus on youth Engagement in Democracy Assessment and Modeling and developing a strategy for capacity development support to Third-Level Institutions in civic education curricula and Training of Trainers for their lecturers in 2013 and therefore wished to postpone the SDP activity indefinitely.

Output 1.3: Increased Women's Participation In The Political Transition Process
The participation of women in the election of mid-2012 was viewed by many as a key indicator of the degree to which Libya had been transformed by a revolution, which began in February of 2011. From the outset in 2011, women emerged as instrumental in shaping and supporting the protests that sparked national defiance of an authoritarian regime and later joined efforts to provide humanitarian relief, re-supply the revolutionaries, and supported local communities in crisis. In the National Election, voter turnout was at 62% [with 2.85m registered to vote] with a 55% -45% male-female ratio. Such a high turnout by women is particularly impressive taking into consideration that this was the first election in which women could either stand or vote in Libya, and the dearth of civic knowledge provided over the preceding 40 years.

Having participated as individual and party list candidates, women experienced the challenges and opportunities faced by their colleagues around the world. A total of 3,708 candidates stood for the first democratic elections in Libya, 629 were women (almost 17%). By in far the highest number of women candidates competed in proportional representation (PR) party list seats (80 seats in total). The total number of candidates in the PR constituencies was 1,207 and 545 were women (45%). Whereas in the 120 seat majoritarian constituencies, 2,501 candidates participated, and only 84 were women (almost 3.5%)[7].

The much higher proportion of women on the PR lists can no doubt be attributed to the requirement for political parties and groups to include women on their PR lists. In fact in the end, 40% of the party entity seats went to elected women (32 seats /80 seats total), which is in sharp contrast to the 1 elected in the 120 seats under the majoritarian individual candidate system. Overall, 33 women (16.5%) were elected to the 200 seat General National Congress (GNC). Although these figures for women candidates is relatively modest, it should be recognized that, considering its starting point and that this was the first election in which women could stand as candidates and indeed vote, it is something of a milestone and a significant achievement. Of 13 countries in the MENA region, only Iraq [25%] Tunisia and UAE [both 23%] have a higher percentage of women in parliament.

Lessons from other transitional countries shows us that while women can be a catalyst for change, changing the nature of women's participation is also a gradual process. The revolution in Libya presented an opportunity for women to occupy newly-created political space and the enduring image of strength carved out during the revolution gives them additional credibility.

Yet women had a representation of less than six percent in Libya's first post-revolution government and very few individual women – only 3% - chose to run as individual candidates in the election. The work of the SCELT project encourages women to participate fully in the electoral and constitution-making processes by promoting the role of women in the transition, strengthening the capacity of women's CSOs to conduct civic education, organizing national consultations on the role of women in the transition process, and creating an on-line training course on women and civic participation. The project also deployed a Gender

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[7] Source HNEC, Libya

Specialist who provided technical assistance to the government and civil society as part of a wider awareness-building initiative to ensure women participate fully in the transition.

To develop the capacity of women CSOs on raising public awareness on gender issues, three training Workshops were held on Women's Rights & The Constitution in partnership with Libyan Women's Union and Maan Nabniha movement. Support to this initiative was also lead by the national partner CSO`s, through conducting a consultative workshop in Tripoli for 50 participants from various areas, where action plans was developed by participants and tools to increase women`s participation in constitution making process.

As part of UNDP's commitment to provide training for women's NGOs in key aspects of the political transition process, the SCELT project organized, during the period from 10th to 12th to 17th of May, 2012, three introductory workshops on women participation in politics were organized in Benghazi, Sabha and Tripoli. A total of 150 women were trained on Libyan electoral system and introduction to women's participation in election as candidates, the women participants also exchanged and shared experience and knowledge with women candidates from Tunisia.

Two Workshops on Campaign Strategies, Communications and Public Speaking were held in Benghazi and Tripoli in June 2012 and two further training workshops on Election Campaign Management and Media and Public Speaking were also organized. Women candidates and media and public speaking. A total of 120 women candidates from Tripoli, Misrata, Alzawia, Gerian, Al Zantan, Benghazi, Drna, Agdabia, Tubrug, Al bayda received training on key aspects of election campaign management. As a result of this activity, women were empowered to take informed decisions' about their candidacy and the election process and women candidates provided with educative materials on how to campaign.With the official launch of the awareness support Campaign (My voice for her) on the 25th of June, 2012, SCELT in collaboration with its national Libyan CSO partners The Women's Union and "Maaa Nabneeha" Movements organized a national campaign for supporting women candidates who were running for the Libyan National General Congress. The campaign was organized under "My Voice for her "as a national slogan. The campaign provided an opportunity for the women candidates' public and media exposure. As a result of the campaign, women candidates were supported and encouraged to take a lead role on the National General Congress election. Women also received necessary technical materials which assisted them in their electoral campaigns. A total of 283 women candidates participated.

The various workshops culminated in the nation-wide campaign to empower women candidates, with the main aim to offer support and awareness for these women candidates and their importance in active participation in the social and political scene. Around 500 people attended the launch of the "my voice for her" awareness campaign and more than 10 local and regional TV channels and 5 daily newspapers covered the event, in addition to most of the popular Libyan websites. The launch was inaugurated by the Prime Minister of Libya, the Chairman of the High National Elections Commission and the Vice President of the National Transitional Council, as well as the Special Representative of the United Nations in Libya. 20,000 awareness leaflets were printed and distributed to increase women voter participation and each of the candidates received a handbag of awareness materials and modules to support them in the electoral process. During the launch event, a short film on Libyan women's roles throughout Libya's history was showcased, which was a source of inspiration to all attending. The film was met by thunderous applause by the women candidates and was awarded a standing ovation. One of the woman participants commented:

> *Thanks to UNDP we feel empowered as women candidates, with practical skills training and so much attention. We also feel encouraged by today's event with so much media coverage. It is a good opportunity to test the skills we learned in the workshop.*

SCELT's efforts to empower women to participate in civil and political life continued, with a Women Rights & Constitution Workshop in partnership with the Libyan Women Union and the Maán Nabniha Movement held in Tripoli in September for 50 participants from various areas who went on to develop action plans and tools to increase women's participation in constitution-making process.

During October 2012, UNDP in collaboration with the National Democratic Institute NDI organized a Lessons Learned Workshop on the Participation of Women in the Political Process – The GNC Elections. The workshop was attended by 50 women participants who represented women members to the GNC, women candidates in the General National Congress elections and women from civil society organizations and academia.   After intensive three-day discussions the participants arrived at a set of conclusions, recommendations and actions which will be included in a forthcoming joint UNDP/NDI report on the Workshops proceedings. The also formed a Working Group on Women's Participation in the Political Process which will receive on going support from UNDP and NDI.

As part of it is continuing support for the empowerment of women in Libya and particularly its awareness raising around United Nations Security Council resolution 1325, [2000] which calls for a gender perspective that includes the special needs of women and girls during repatriation and resettlement, rehabilitation, reintegration and post-conflict reconstruction, SCELT supported a Libyan women NGO (Libyan International Women's Organization) to carry events as part of the International "16 Days of Activism Against Gender Violence". This consisted of an awareness campaign ['Who protects me...?'] to publicize the dangers and consequences of violence against women. Libyan women and civil society organizations took part in the campaign which was launched from Martyrs Square, where related documentaries and video message were also displayed on a screen, leaflets, publications and hats were distributed and Interviews, radio and television covered the event during the three-days from 25 – 27th of November, followed by a series of lectures and further publicity events from 26th – 28th. The project funded all the publicity materials needed for this campaign.

Challenges & Lessons Learned

1. There is significant regional, as well as urban-rural divergence within Libya in terms of both civil society and citizen perspectives on the transition. This also reflects a wide range of actual and perceived differences in ownership of the transition process between different cities, areas and groups. A 'one size fits all' approach will therefore not deliver the necessary social consensus and tailored contextualised approaches are therefore necessary within each region as will as specific targeted interventions to address the previous exclusion of specific groups. The political context remains fragile, especially in the East.
2. The level of capacity of CSOs varies widely and significant time is needed to develop capacity both prior to and during delivery. This affects the reach and effectiveness of broader civic education initiatives.
3. The need for the development of context-specific materials and learning resources [and their translation into Arabic] required significantly more project capacity and resources than anticipated in 2012, distracting from the project goals and slowing implementation. This will now be built into activity planning for 2013
4. While a small section of educated women have entered the political mainstream, the level of political knowledge amongst a majority of women is still very limited and there is little evidence of concrete commitment among policy makers to change the status quo dramatically;
5. There is a significant need to establish a national [or regional] Women's Coalition for supporting women's political participation and women's participation in political parties
6. There is a significant need for an effective representative organisation for CSOs and efforts should be mobilised to help CSOs develop mechanisms and structures which would enhance their own networking, which would enhance advocacy, and dialogue processes with government and GNC. Currently there are a wide range of CS unions and associations occasionally competing with each other and sometimes not accepting of the others legitimacy. This makes CS advocacy and policy development work extremely

challenging and means that ministries and the GNC with limited resources and capacity are often unable to cope with the wide range of groups, which demand their attention and response.

7. There is still very limited understanding of the role of civil society among CSOs, and CSO organisational governance and management need a huge investment in the coming 3-5 years. Having said that, CSO absorbative capacity also remains very limited and donors and Development Partners need to be careful of over-investment and over-expectation and focus on the long-term development of organisational capacities in addition to short term results.

8. The first and second cohort of BRIDGE [TCEI 1 & 2] trainees was a great success, and BRIDGE-trained people provided great support for the election commission and in subsequent civic education activities. However there is now a need to focus on CS [rather than individual] capacities, for civic education moving forward;

9. The Project has faced difficulties engaging with Libyan universities. Indeed, this engagement should happen through the Ministry of Higher Education but the Ministry itself is facing challenges with its own capacities and resources and also with securing cooperation of Universities in programs that are centrally-designed. There has been a lingering leadership issue with many universities in Libya following the Revolution, as the students & teacher community at many universities wanted to elect their own leadership while the transitional government wished to retain control over the nomination of university presidents.

10. The security situation in certain parts of the country (East & South) limits opportunities for Project staff and consultants for internal travel and building partnerships with grassroots organizations. Whenever possible, project activities take place outside of the capital city but when this is not feasible, the Project makes sure to invite representatives of all regions to activities held in Tripoli.

Overall effectiveness & Addressing drivers of conflict

While the project has been quite effective in supporting '*Libyans to participate meaningfully in electoral and constitution-building processes with evidence of increased trust'*, the greatest challenge on peace & security in Libya currently is the lack of government control on various armed groups subsisting after the 2011 Revolution. Also, tensions between regional & tribal identity groups pose a definite threat to Libya's unity and successful transition. To increase its control, the government needs increased legitimacy and this will come in part from citizen's participation in democratic processes, such as elections and constitution-making. The project participates directly in increasing channels for civic engagement and therefore contributes, ultimately, to increased government legitimacy. Given the lack of clear dividing lines between civil society, political parties and armed militias, the project also plays a key role in facilitating dialogue and helping resolve disputes between civil society and the civil society support centers for example, which otherwise might escalate as those involved take up increasingly entrenched positions, as was the case with various civil society Unions which were refusing to recognize the legitimacy of the CSSC in late 2012, but who have now agreed to work with the CSSC.

The project pays also strong attention to securing participation in its activities of Libyans from all regions and from previously excluded groups. This way, project activities also become a space for dialogues between regional identities and help build consensus on a common vision for Libya's democratic future. The project has also deployed personnel in the Eastern part of the country to facilitate the participation of civil society in that area into project activities. Finally, by deploying efforts to increase the participation of women in the political process in Libya, the project responds to recommendations of UNSCR 1325 regarding the rights and roles of women in post-conflict situations. While not at the source of the conflict itself, women are often the main victims of conflict. Libyan women played an essential role, though less visible men, in the Revolution, and they are now eager to be part of bringing back stability and prosperity in the country. The Project provides them with capacities needed to achieve this goal.

Using the **Programme Results Framework from the Priority Plan, or Logframe of the Project Document** - provide an update on the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why, as well as plans on how and when this data will be collected.

	Achieved Indicator Targets	**Reasons for Variance with Planned Target (if any)**	**Source of Verification**
Outcome 1[8] Libyans participate meaningfully in electoral and constitution-building processes with evidence of increased trust in the transition towards democracy **Indicator:** **1. Non-relapse into Conflict:** # of violent incident decreasing a) before start vs. after electoral process. b) acceptance of outcomes of elections without outbreak of violence. **2. Public confidence and trust:** Evidence of positive change of public confidence and trust in transitional state authorities in their commitments to democratic governance. **3. Catalytic leverage:** Evidence of catalytic leverage in terms of overall peace building relevant processes and institutional reforms. **Baseline:** No baseline available as no previous experience in Libya with democratic elections **Planned Target:** No target set	Not applicable as no target set	In the days prior to the elections on 7/7/12, there were about a dozen of violent incidents mostly directed towards offices and staff of the High National Elections Commission. In the days following the elections, the number of incidents decreased but a total of 5 people were killed and electoral materials were lost. Nevertheless, the announcement of results was not followed by widespread political violence. In the second half of 2012 there were some significant incidents including the assassination of a senior US official in Benghazi. This incident actually galvanized local opposition to resumption of Jihad and lead to a significant downturn in violent incidents relative to the previous 6 month period. In the immediate post-election period, public trust in state authorities continued to be relatively high, although as 2102 cam to an end, there were various calls for protest against what some saw as inaction by GNC on security and constitutional development in particular.	
Output 1.1 Civil Society Organizations Are Able To Mobilize Citizens In Participating Actively In The New Democratic Processes			
Indicator 1.1.1 No. of civic awareness and election related campaigns/events/trainings	1. Two consultation workshops in Tripoli 13-14 February and Benghazi 20-21 we held that gathered nearly 400 representatives from	The 3rd draft of the Law still needs to be agreed by civil society and then to be approved by the Cabinet.	

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[8] Note: Outcomes, outputs, indicators and targets should be **as outlined in the Project Document/Priority Plan or PMP specific** so that you report on your **actual achievements against planned targets**. Add rows as required for Outcome 2, 3 etc.

undertaken by CSOs **Baseline:** There is no national baseline available on CSO activities. The total number of CSOs itself is estimated at 2,500 by the Ministry of Culture & Civil Society. It is not clear how many of these are civic education CSOs. **Planned Target:** 1. A legal framework for NGO's is established to support and regulate civil society. 2. Governmental agencies in charge of civil society are capable of foster and organize CSOs.	Libyan associations, government officials, legal experts, academics and the drafting committee of the new legal framework. 2. In December 2012 the recruitment of intn'l consultant was completed and the mission to improve the NGO database & web portal of CSSC began. TA to assess needs and prepare strategy and IT specifications for CSO database and establishing a public interface for the CSO database Also In December 2012 the recruitment of consultant to assist CSSC in review and development of its organizational structure was completed and the mission began. Missions will be completed February & March 2013 3. The project team engaged Altai Consulting/BRCC for the design of a KAP survey. There were significant logistical and cultural challenges in conducting the survey which delayed implementation. The report from the survey will be completed and disseminated in January 2013. 4. Guidelines on networking and coalition building were translated and disseminated to international and national organizations. 5.Following consultations with CSOs a revised Draft concept note developed, to be implemented in Q1 2013 which aimed to enhance civic understanding of media NGOs and raise understanding of mission and strategies building for NGOs working on public awareness. It also aimed to increase organizations' capacity of NGOs to produce printed materials.		
Indicator 1.1.2 Outreach to citizens through civic education	1. Two workshops on Voter registration Training for CSOs in Tripoli to assist the HNEC to distribute voter registration	No voter registration educative materials was provided to the trained CSOs.	Late delivery from HNEC.

Baseline: The total voting population in Libya is 2.8 m. **Planned Target:** Raise the capacity of CSO to carry out civic and voter education initiatives.	materials. (2&3/05/2012). 34 coordinators from different NGOs (Misurata, Zawia, Azizia, Tripoli) attended the 2 day events on voter registration. The coordinators carried out voter registration activities to disseminate awareness to public at large on "How & importance of registration" 2. The project provided capacity-building support to 434 CSO volunteers, through the implementation of 108 workshops conducted in the 13 districts, as well as 24 Scout Commissions, in the context of the electoral education campaign. so that they are better equipped to raise voter's awareness on the electoral process. Through training and provision of printed materials, these CSOs were able to conduct elections-related events in their communities. In addition to the training, the participants received voter outreach materials for their use and distribution for their Voter Awareness Campaign. In addition to this, an estimated number of 43,000 citizens were reached directly by scouts' members trained by the project in 13 districts. Therefore, in total the Project could have benefited about 3% of the total electorate. In December 2012 the project in partnership with a local CSO, launched a nationwide civic education initiative, the comprise of 15 workshops on citizenship and constitutional dialog, targeting excluded areas		
Output 1.2 Youth Is Fully Engaged Through A Peaceful Participation In The Transition Process			
Indicator 1.2.1 No. of universities adopting civic education in their curriculum **Baseline:** All students had to undergo classes on the Green Book prior to the Revolution. After the revolution, there has been a	A curriculum was developed, but due to MoHE resources constrains, it has not yet been integrated into the curriculum.	This was designed to be managed by Ministry of Higher Education with UNDP support and implemented by each participating University and has been delayed due to ministry-level changes, availability of human and financial resources with MOHE and the	The Government has asked that all university-based activities be channeled through the Ministry of Higher Education. Yet, MoHE itself faces problems in securing cooperation of

flurry of student-organized civic education activities all across the country but no statistics are available as to exact student participation **Planned Target:** - Start working with Tripoli University and expand over to 10 other Universities.		appointment of a new cabinet. For 2013 this will be implemented subject to funding.	Universities which are claiming greater autonomy after the revolution and at times refusing to cooperate with MoHE..
Indicator 1.2.2 % students enrolled in civic education activities **Baseline:** All students had to undergo classes on the Green Book prior to the Revolution. After the revolution, there has been a flurry of student-organized civic education activities all across the country but no statistics are available as to exact student participation. **Planned Target:** 10,000 youth are approached through different civic education initiatives	1. Through the implementation of two rounds of ToFs 28 young Libyans were accredited as Bridge Facilitators and 51 Civic Educators in total, who were the main resource for youth civic engagements activities, carried out by the project in later stages. 2. University participation in the electoral process (University Open Day in 10 universities). National BRIDGE Facilitators have been deployed to 10 Universities across the country (23 civic education instructors trained by the Project). Open day meetings with students to educate them on the electoral process and address their questions and concerns. Posters, flyers and banners were distributed through temporary booths explaining the details of how, when and where to vote. 15 focal points were trained in each university and over than 500 students in each university [5,000 in total] were reached contributing to the target that the capacities of youth (individuals and groups) were enhanced to undertake voter education activities. 3. Up to 60 Libyans scouts members trained as senior civic educators. Up to 3000 Libyan scouts' members trained as civic educators. Up to half a million of Libyan youth reached through Face to Face activities. 100 scout and youth leaders were trained and involved in civic engagement in their communities		
Output 1.3 Increased women's participation in the political transition process			

Indicator 1.3.1 No. of women taking the lead / responsibility in civic awareness campaigns **Baseline:** No indicator Baselines available **Planned Target:** A number of women CSOs engaged in civic education campaigns.	1. Support and co funded the Libyan International women organization (LIWO) to conduct the "16 days campaign on violence against women", a series of events which took place on 25th Nov. to 10th December 2012, the mainly consists of awareness sessions in public places. Publicity materials and fliers was produced and disseminated during the campaign. 2. Women rights & constitution in partnership with Libyan women Union and Maan Nabniha movement; support the initiative led by the national partner CSO`s, through conducting a consultative workshop in Tripoli for 50 participants from various areas		
Indicator 1.3.2 % of women participating in the vote **Baseline:** No baseline available as no previous experience with democratic elections. **Planned Target:** Public awareness on gender issues is improved.	1. Production of materials in coordination with two Women's NGOs (Women's Union and Maaa Nabniha) UNDP SCELT assist the design and production of 3 different leaflets to enhance the participation of women as a voters, in the July elections, 45% of registered women voted against 69% among registered men. 2. 3 x Training Workshops on Women's Rights & The Constitution in partnership with Libyan Women's Union and Maan Nabniha movement; Support to the initiative was also lead by the national partner CSO`s, through conducting a consultative workshop in Tripoli for 50 participants from various areas. Action Plans were developed by participants and tools to increase women`s participation in constitution making process.		
Indicator 1.3.3 # of women elected in the new parliament **Baseline:** Not applicable as no free elections run before the revolution **Planned Target:** Women candidates capacity to attract	1. Three Introductory training workshops were held for women CSOs on women's political participation. 150 women CSO leaders participated 2. Two training workshops for women candidates on election campaign management, media and public speaking. 120 women candidates trained. [Note: 8 women	Limited time frame to train more candidates Awareness Materials demand was underestimated. More could have been produced. Logistical Challenges;	

| voters is increased | who completed the training were elected – out of a total of 33 [16%] elected to the GNC]
3. A nationwide campaign for supporting women participation on the National General congress election 282 women candidates attended.
4. A 3-day Lessons Learned Workshop on the Participation of Women in the Political Process – The GNC Elections was organised by UNDP in conjunction with NDI. Reprt to be published in February 2013. As a result, a new structure: The Coordinating Committee on Women's Participation in the Political Processes was formed by which will be further supported in 2013. | - Obtaining the final list of women candidates from HNEC.
- Organizing transfers and the accommodation for the candidates | |

iii) Success Story

Conflict dynamics being addressed:

A generation of Libyans has grown up without any rational model of civic participation or democratic governance, and knowledge of contemporary forms of state organization including the separation of powers and the rule of law, the responsibilities and accountability of the government and political organization, is extremely limited. The practice of national debate on public affairs and policies has been almost non-existent and it is imperative that support to the development of the new Libya reflected in its constitution is augmented with extensive awareness raising, civic education, and national consultative and dialogue processes.

However many young people have idealistic expectations of rapid transformation of the Libya post-revolution and expect clear and immediate improvements in political and economic development and inclusion. Their experience of effecting change has been one of armed revolution. So while the participation and innovation of youth is vital to the transition process their marginalization could also threaten the legitimacy of the process itself and their frustration with perceived lack of progress on economic development and job-creation can and does result in actions which threaten the current fragile peace in Libya. Thousands of young men have been on the front-line in the fighting and are experienced fighters and providers of security. If they were now to be marginalized in the transition process this could lead to some becoming spoilers and threaten the legitimacy of the process itself. Therefore, although motivating youth to participate is not an issue given the enthusiasm in Libya today, educating and facilitating them in the difficult aspects of participating in democratic processes is critical to cultivating an understanding of the difficult negotiations and political compromises Libyans will have to make as part of the transition and the constitutional development process.

Project Interventions:

A year ago, Khadija Baba would not have considered engaging in any independent civil society or political activities in her home town of Tripoli. Not only was such activity forbidden under the former regime in Libya, but it would have likely landed the university student in prison. Now, with support from the United Nations Development Programme (UNDP), Baba has completed her training to become a Civic Education Instructor for her peers in Libyan universities and has since gone on to become a key civic education facilitator for UNDP and is currently trainer further trainers and national CSOs across Libya. "Youth were at the heart of the revolution in Libya," Baba said. "We young people have to play a role in the transition of this country to a sustainable democracy." Baba was among 28 women and 22 men selected to attend a comprehensive civic education training programme, employing the Building Resources in Democracy, Governance and Elections (BRIDGE) approach.

The training of civic education facilitators and trainers is a key part of UNDP's US$4.37 million "Support to Civic Engagement in Libya's Transition" [SCELT] project, which began in January 2012. It focuses on strengthening youth and women's engagement in Libya's political transition and was developed in close partnership with the Ministries of Planning, Culture and Civil Society and Higher Education. "Deepening people's understanding of democratic principles and processes, and their application in elections and constitution making processes is a priority today in Libya," said UNDP Programme Analyst Amal El-Mograbi. "This course integrates people and indirectly helps with promoting reconciliation— some participants, who come from all over Libya are actual Thuwar (Arabic

for 17th February revolutionaries).” Following the training programme, trained instructors were then engaged in the provision of 3- day civic education courses for up to 10,000 students through a network of training centres in 10 universities across Libya prior to the mid-2012 election. Some also went on to work with the High National Elections Commission, as volunteer trainers in voter education campaigns. By the end of 2012 certified instructors such as Khadiga are working as Civic education trainers across Libya and in the Arab Region. Khadija and her fellow trainees have also created a BRIDGE Libya Facebook page and with support from UNDP, from early 2013 began developing their own Community of Practice for the 50 graduates of the training programme.

Result: Given the absence of baseline data, it is difficult to directly attribute specific changes to the actions described above, although the following are worth noting:
- There was a relatively high turnout for the national election of 1.6 million [60%] and only 24 out of 1,554 polling stations had been unable to open their doors due to acts of sabotage, notably in the restive east of the country. There was a high acceptance of the election result in general and a reduction in reported violent incidents
- In early 2012 the level of capacity of CSOs on civic education for youth was very limited indeed and the project struggled to identify CSOs which would have the capacity to respond to its civic education for youth initiative. It was the opinion of the project that significant time would be needed to develop capacity both prior to and during delivery of youth initiatives which of course would affect the reach and effectiveness of youth civic education initiatives. However by early 2013, following the activities described above, SCELT was able to identify at least 12 Libyan CSOs which had a significant youth and youth civic education component and anticipates developing a joint strategy with them over the coming months
- As a result of the above activities the Ministries of Education and the Ministries of Higher Education have asked that SCELT would support them in the development of national curricula in Civic Education for all schools using the methodology, facilitators, content and lessons learned from the BRIDGE civic education training in 2012. Both Ministries will entirely fund this initiative.
- By the end of 2012 BRIDGE facilitators and UNDP Civic Education Instructors in every city around Libya were engaged in the delivery of civic engagement and education initiatives and have now formed themselves into a Community of Practice which will now support the Ministries of Education and the Ministries of Higher Education in the development of national curricula in Civic education as outlined above.

III.   Monitoring Arrangements

• Provide details on the monitoring system(s) that are being used and how you identify and incorporate lessons learned into the ongoing programme, including corrective actions that may have been taken.
• Report on any assessments, evaluations or studies undertaken.

SCELT Project assurance is the responsibility of UNDP's National Programme Officer carry out objective and independent project monitoring and oversight functions to ensure implementation according to indicators and in line with time and budgetary limits as expressed in the Annual Work Plan and project budget. Day to day monitoring is the responsibility of the CTA/Project Manager and activity reports and participant evaluation forms constitute the means of verification for meeting of targets.

These evaluation forms and activity reports are then synthesized into quarterly reports to the Project Board. At each quarterly project board meeting, the previous quarter's report is discussed and the proposed next quarter work plan is presented for discussion and analysis. SCELT project partners include Ministries of Planning,

Culture, Higher Education and Al Awqaf as well as the Civil Society support center and a representative from Civil Society. At this project Board meeting, the key lessons challenges and lessons from the previous quarter are discussed and incorporated into the quarterly planning process for the next period. More generally and in accordance with the programming policies and procedures outlined in the UNDP User Guide, the project is monitored through the following:

Within the annual cycle
- On a quarterly basis, a quality assessment records progress towards the completion of key results, based on quality criteria and methods captured in the Quality Management table.
- An Issue Log in Atlas isupdated by the Project Manager to facilitate tracking and resolution of potential problems or requests for change.
- Project Progress Reports are submitted by the Project Manager to the Project Board through Project Assurance, using the standard report format available in the Executive Snapshot.
- A project Lesson-learned log is regularly updated to ensure on-going learning and adaptation within the organization, to facilitate the preparation of the Lessons-learned Report at the end of the project
- A Monitoring Schedule Plan in Atlas is updated to track key management actions/events

Annually

Annual Review Report. An Annual Review Report is be prepared by the Project Manager and shared with the Project Board for approval.

IV. Programmatic Revisions (if applicable)

The SCELT Project Document as agreed with PBF is different to that which has been agreed with the Government of Libya and partner ministries. It is understood that this happened because the development of both Project documents was undertaken by two different consultants who did not communicate sufficiently so that the development was asynchronous. The SCELT Project document as agreed with Government is largely in line with PBF Project document for the first three outputs, although the Project document agreed with Government contains an extra output with associated activities as follows:

Output 4: National Capacities established to undertake Public Consultations & Dialogue
4. 1   National Civil Society Capacities to Structure and Facilitate Dialogue Processes around key national and local issues, is increased
4.2   Libyan-Lead Dialogue Processes are supported

SCELT is therefore proposing that the project be amended so that there is a single AWP, budget and set of results. This can be dome by adding the Output above as Output 1.4, which contributes to the overall project outcome.

V. Resources (Optional)

The project mobilized funds from the following sources for 2012- 2013

Donors	Funds received	Expenditure 2012[i]	Remaining
Norway	852,951.21	852,951.21	0.00
PBF	1,920,880	925,403.32	995,476.68
11888	100,000	17,705.88	82,294.12
BPCPR	339,000	89,342.26	249,657.74
Totals	**3,212,831.21**	**1,885,402.67**	**1,327,428.54**

i Unconfirmed Expenditure : December 2012.