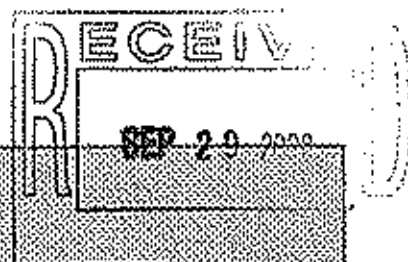


**Submission Form  
To  
Joint Steering Committee**



<b>Part A: Meeting Information</b> <i>To be completed by the PBF Secretariat</i>	
SC Meeting No:	Fourth (4 <sup>th</sup> )
Item No:	III
Date of Meeting:	9 August 2008

<b>Part B: Project Summary</b> <i>To be completed by the Recipient UN Organization</i>							
From: Renata Dubini, Representative Head of Recipient UN Organization	Date of Submission: 18 June 2008 (Draft 1) 14 July 2008 (Draft 2 - updated Budget with response to TAP questions) 28 July 2008 (Draft 3 to JSC) 29 August 2008 (Draft 4 to PBF Secretariat, updated budget reflecting JSC-requested adjustments)						
Contact: 06870780, dubini@unhcr.org Telephone number. email							
Proposed Project, if approved, would result in:  <input checked="" type="checkbox"/> New Project / Joint Project <input type="checkbox"/> Continuation of previous funding <input type="checkbox"/> Other (explain)	Proposed Project resulted from:  <input type="checkbox"/> National Authorities initiative within Liberia PBF Terms of Reference <input checked="" type="checkbox"/> UN Agency initiative within Liberia PBF Terms of Reference <input type="checkbox"/> Other (explain)						
Recipient UN Organization: UNHCR							
Implementing Partner(s): Justice and Peace Commission							
Theme/Cluster/Priority Area: Priority Area 1, Fostering National Reconciliation & Conflict Management							
Project <sup>11</sup> Title: Community Empowerment: Peace, Human Rights, and Civic Participation							
Total Project Budget: 1,210,386							
Amount requested: 932,400							
Amount and percentage of indirect costs requested: 60,998 - 7%							
Projected Annual Disbursements:	<table border="1"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>\$ 202,265</td> <td>\$ 812,331</td> <td>\$ 195,790</td> </tr> </tbody> </table>	2008	2009	2010	\$ 202,265	\$ 812,331	\$ 195,790
2008	2009	2010					
\$ 202,265	\$ 812,331	\$ 195,790					
Projected Annual Commitments:	<table border="1"> <thead> <tr> <th>2008</th> <th>2009</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>\$ 202,265</td> <td>\$ 812,331</td> <td>\$ 195,790</td> </tr> </tbody> </table>	2008	2009	2010	\$ 202,265	\$ 812,331	\$ 195,790
2008	2009	2010					
\$ 202,265	\$ 812,331	\$ 195,790					

<sup>11</sup> The term "Project(s)" is used for projects, Project(s) and Joint Project(s).

*Narrative summary of Project  
Not to exceed 500 words*

**1. Background**

Liberia's Community Empowerment: Peace, Human Rights and Civic Participation ("CE") Programme is a programme of both community and individual change. The CE Programme is a non-formal, community-based peace education programme which provides necessary individual tools and community linkages/buy-in to constructively prevent [potential] violent conflict on all levels of society by addressing negative behaviour and power structures which lead to discrimination and exclusion. The practical end result - in the terms of the PRS - creates communities conducive to socially responsible investment and the much sought-after rapid, inclusive, and sustainable growth.

The CE Programme's current structure is based on a decade of peace education piloting, experience, and evaluation. The materials and methodology used originated with UNHCR's Peace Education Programme, which in 2001, were endorsed by the members of the Inter-Agency Network for Education in Emergencies, including UNESCO and UNICEF. (The materials serve as the educational materials for the Liberia Ministry of Education's Formal Peace Education programme). The CE Programme shall be implemented in partnership with the Ministry of Internal Affairs, which shall provide key assistance at all levels - from selection of beneficiaries to training to ensuring advantageous linkages to PRS implementation.

**2. Purpose of Proposed Project**

The outcomes of the project result in population-wide changes in Skills, Knowledge, Behaviour, Attitude, Values, and Acceptance. Key outcomes include: 1) Problem-solving, negotiation, and mediation are used by the community to address [potential] conflicts and move toward reconciliation. 2) Increased understanding and community consensus on those [potential] conflicts hindering "inclusive growth" in their community.

The above (and other outcomes) seek to be attained through a widespread and intensive community-based, non-formal peace education programme. Utilising the established and proven INEE Peace Education materials, at least 15,000 community decision-makers will be provided with CE Programme tools through 500+ Community Workshops on peace, human rights, and civic-participation. The tools allow for essential knowledge and skills changes among the beneficiaries. A number of outputs and activities will be implemented in order to ensure the transfer of individual change to socio-political change, including the training of UN/GoL/CSO stakeholders on the CE Programme, radio programmes, and the development and presentation to each Community-at-Large of an "Opportunity Plan" developed during the course of the Community Workshop. The CE Programme will also ensure an established and sustained Peacebuilding Support Network throughout the field through the training of 500 standout community workshop participants trained and equipped to become community workshop facilitators and support the MIA Peacebuilding initiatives. Outputs and activities are cumulatively necessary to achieve the intended outcomes and impact.

**Part C: Technical Review**

*(To be completed by the PBF Secretariat on behalf of the Technical Advisory Panel)*

**Composition of Technical Advisory Panel:**

*Provide names, titles and organizational affiliation of Panel members*

Mepanza Nkwilimba, World Vision Liberia/MSG (project design)  
Debey Saydee, Kofi Annan Institute Conflict Transformation (KAICT) /University of Liberia (UL) (p/buld. knowledge)  
Wilfred Gray-Johnson, UNMIL (peacebuilding, nat'l processes)  
Arto Immonen, UNFPA (project design, gender)  
Secretariat: UN: Jonathan Andrews, MIA: Leah Spiegelman

**External TAP**

Jeannie Annan - Yale University

Christopher Baltman - Yale University

Cheyanne Church - RPP - Reflecting on Peace Practice, CDA Collaborative Learning Projects

Peter Woodrow - RPP - Reflecting on Peace Practice, CDA Collaborative Learning Projects

**Technical Advisory Panel Review Date:***Provide date(s) of review*

20 - 22 June 2008 (first review and interactive discussion with project team)

17 - 22 July 2008 (final review and interactive discussion with project team / TAP's recommendations to the JSC)

**3. Evaluation of Proposal by the Technical Advisory Panel***Provide concise summary evaluation of proposal against:***Comments:**

Equipping citizens with the information and skill sets needed to participate in civic debate and participate in dialogue peacefully and productively is an important peacebuilding objective outlined in Area 1.

- Unclear if the problem is fully understood: the breadth of training in the modules proposed addresses wide ranging issues - what is it in civic education that matters most? How will we learn that from this project?
- Is the workshop model the right one for broad civic education? Can we measure retention of knowledge, application and impact over time?
- If the Peace Hubs have been implemented in 6 areas, what are the measured results from those pilots? What will be learned from an additional four Peace Hubs under this project?
- Scale of project options are helpful - single county pilot may be appropriate given other PB priorities

<i>(i) General principles and selection criteria</i>		
(a)	Is the Project explicitly based on Liberia PBF Priority Plan?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(b)	Does the project build capacity within national institutions?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(c)	Does the project promote and ensure national and local ownership?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(d)	Does the organization have the appropriate system to deliver expected results (also looking at earlier performance and project delivery)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(e)	Does the project avoid duplication of and significant overlap with the activities of other actors?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(f)	Does the project use strategic entry points that respond to immediate needs and yet facilitate longer-term improvements?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(g)	Does the project build on existing resources, capacities, strengths and experience?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(h)	Can the Project be completed within 18 months?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<i>(ii) Relevance to peacebuilding criteria</i>		

(a)	Are peacebuilding and reconciliation aspects adequately addressed by the proposal?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(b)	Are related gender dimensions taken into account and adequately addressed by the proposal?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(c)	Are the theory of change and strategy for the project appropriate for, and relevant to the particular conflict situation?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<i>iii) Project design criteria</i>		
(a)	Are the activities appropriate, practical, and consistent with the expected results?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(b)	Are risks taken into account and is this analysis reflected in the structure and design of the logframe?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(c)	Has the role of partners been identified and is their level of involvement and participation in the project satisfactory?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(d)	Does the proposal include realistic provisions for monitoring and are the indicators at impact, outcome and output level adequate?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<i>iv) Impact and Sustainability</i>		
(a)	Is the project likely to have a tangible/measurable impact on its target groups, especially in terms of building peace and reconciliation?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(b)	Is the project likely to have multiplier effects, including scope for replication and/or extension?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(c)	Does the proposal have mechanisms to ensure that it is sustained beyond the end date?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(d)	Does the proposal have the mechanisms to be fully integrated and mainstreamed into new Projects and projects?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<p><input type="checkbox"/> Overall Technical Advisory Panel review of project submission [Recommendations]</p> <p><b>Overall Recommendation:</b>  APPROVE, with revisions <i>Revisions incorporated into final project proposal</i></p> <p>This concept links with the UNSECO peace education proposal (#013) and the two concepts should be linked as part of a larger project. The messaging should be consistent or considered in parallel (this curriculum, and the peace education curriculum), and opportunities for reinforcing messages to both children and other citizens should be considered.</p>		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<b>Part D: Administrative Review</b>	
<i>To be completed by the Liberia PBF Secretariat</i>	
4. Review by PBF Secretariat Date of review:	<div style="border: 1px solid red; width: 150px; height: 40px; display: inline-block;"></div> <i>for PBF Secretariat</i>
8 September 2008	

Check on Project Proposal Format Contents:

- |   |   |                             |     |
|---|---|-----------------------------|-----|
| <input type="checkbox"/> Cover sheet (first page)                         | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |     |
| <input type="checkbox"/> Logical Framework                                | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |     |
| <input type="checkbox"/> Project Justification                            | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |     |
| <input type="checkbox"/> Project Management Arrangements                  | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |     |
| <input type="checkbox"/> Risks and Assumptions                            | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |     |
| <input type="checkbox"/> Summary Budget                                   | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |     |
| <input type="checkbox"/> Progress Report (for supplementary funding only) | Yes <input type="checkbox"/>            | No <input type="checkbox"/> | n/a |
| <input type="checkbox"/> Support Cost                                     | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |     |

Provide concise summary assessment against:

- 18 Months Implementation  
Elaborate *Self explanatory*
- Agency Indirect support cost  
Elaborate *Explanatory*
- General evaluation criteria  
Elaborate *As mentioned*

Part E: General criteria for prioritising Projects/projects		
(a)	Must be in line with Liberia PBF Priority Plan	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(b)	Recipient Organisation is unable to meet high or urgent priority needs with existing level of funding	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(c)	Addresses high priority activities that have significant impact, and by nature must address seasonal or timing imperatives and considerations.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
(d)	Supports activities that are likely to improve the overall peacebuilding situation at national and local levels.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

5. Recommendation of the PBF Secretariat

*Elaborate*

A peace education project, as in the UNESCO/MOE submission – this also proposes activities in Lofa, Nimba and Grand Gedeh counties. As was expressed, without a key Government or national entity it is harder to determine the sustainability / longer term institutional development strategy. However, all concerns and issues raised by the TAP and JSC to ensure the success of proposal have been addressed by UNHCR and ~~the~~ partners. The project could be interesting to evaluate the PB impact of, and the PBF Secretariat recommends to the JSC the approval and funding of the project.

**Part F: Decision of Steering Committee**

*(To be completed by the Steering Committee)*

**5. Decision of the Liberia PBF Joint Steering Committee**

- Approved for a total budget of \$932,400
- Approved with modification/condition
- Deferred/returned with comments for further consideration
- Rejected

Comments/Justification

Ambulai Johnson  
Minister of Internal Affairs  
Co-Chair, PBF Joint Steering Committee

Jordan Ryan  
Deputy Special Representative of  
the Secretary-General (R&G)  
Co-Chair, PBF Joint Steering Committee

25-09-09

**Part G: Administrative Agent Review**

*(To be completed by the Administrative Agent)*

**7. Action taken by the Administrative Agent: MDTF Office, UNDP**

- Project consistent with provisions of the Liberia PBF Memorandum of Understanding and Standard Administrative Arrangements with donors.

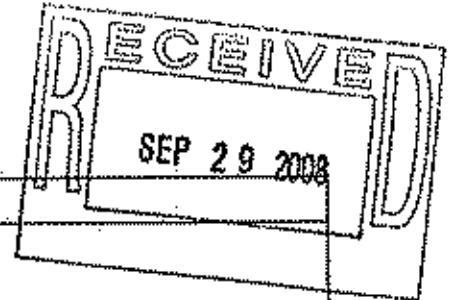
Bisrat Aldila,  
Executive Coordinator, MDTF Office, UNDP

Date

8/10/09

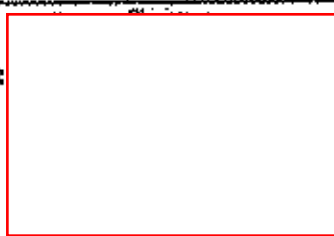


## LIBERIA PEACEBUILDING FUND PROJECT DOCUMENT COVER SHEET



<b>Recipient UN Organisation:</b> UNHCR	<b>Liberia PBF Priority Area:</b> I
<b>Project Manager:</b> UNHCR <b>Name:</b> Jason Hepps <b>Address:</b> UNHCR Liberia, Mamba Point <b>Telephone:</b> 06491977 <b>E-mail:</b> hepps@unhcr.org	<b>Implementing Partner(s):</b> <b>Justice and Peace Commission</b> <b>Name:</b> Counsellor Augustine Toe <b>Address:</b> Congo Town <b>Telephone:</b> 077513997 <b>E-mail:</b> justiceandpeacecommission@yahoo.com
<b>Project Number:</b>	<b>Project Duration:</b> 18 months
<b>Project Title:</b> Community Empowerment: Peace, Human Rights, and Civic Participation	<b>Project Location:</b> Grand Gedeh, Lofa, Nimba
<b>Project Description:</b> • A non-formal, community-based peace education programme providing communities with the essential tools to address poor leadership and the misuse and abuse of power.	<b>Total Project Cost:</b> <b>PBF:</b> USD 932,400 <b>Government Input:</b> In-kind <b>Other:</b> USD 277,986 (see budget for breakdown) <b>Total:</b> USD 1,210,386  <b>Project Duration:</b> 18 months
<b>Peacebuilding Impact and key outcomes:</b> <b>Peacebuilding Impact:</b> <ul style="list-style-type: none"> <li>• Individuals and communities constructively prevent [potential] violent conflict on all levels of society by addressing negative behaviour and power structures which lead to discrimination and exclusion.</li> <li>• Individuals and communities are prepared to constructively engage with opportunities coming from the PRS or other actors.</li> </ul> <b>Key outcomes are related to changes in Skills, Knowledge, Behaviour, Attitude, Values, and Acceptance (the below provide an introduction, but all outcomes listed in the logframe are "key" to the impact):</b> <ul style="list-style-type: none"> <li>• Problem-solving, negotiation, and mediation are used by the community to address [potential] conflicts and move toward reconciliation.</li> <li>• Increased understanding and community consensus on those [potential] conflicts hindering "inclusive growth" in their community.</li> </ul>	
<b>Outputs and Key Activities:</b> Utilising the established and proven INEE Peace Education materials for community-based, non-formal peace education, at least 15,000 community decision-makers will be provided with CE Programme tools through 500+ Community Workshops on peace, human rights, and civic participation. The tools will allow for essential knowledge and skills changes among the beneficiaries. A number of outputs and activities will be implemented in order to ensure the transfer of individual change to socio-political change, including the training of UN/CoL/CSO stakeholders on the CE Programme, radio programmes, and the development and presentation to each Community-at-Large of an "Opportunity Plan" developed during the course of the Community Workshop. The CE Programme will also ensure an established and sustained Peacebuilding Support Network throughout the field through the training of 500 standout community workshop participants trained and equipped to become community workshop facilitators and support the MIA Peacebuilding initiatives. Outputs and activities are cumulatively necessary to achieve the intended outcomes and impact.	
<b>Technical Advisory Panel Review Date:</b> _____ <b>PBF Secretariat Review Date:</b> _____ <b>Joint Steering Committee Approval Date:</b> _____	

On behalf of:

 UNHCR - Recipient UN Org  
 Co-Chair PBF SC  
 Co-Chair PBF SC


Date

29/08/08

25-09-08

29/09/08

Name/Title

RENATA INJIN, Representative

Ambulni Johnson, Minister

Jordan Ryan, DSRSG (RC)

## THE LOGICAL FRAMEWORK

Results	Measurable indicators	Means of verification	Important assumptions
<p><b>PEACEBUILDING IMPACT</b>  <i>Wider problem the Project will help to resolve:</i></p> <ul style="list-style-type: none"> <li>• Individuals and communities constructively prevent (potential) violent conflict on all levels of society by addressing negative behaviour and power structures which lead to discrimination and exclusion.</li> <li>• Individuals and communities are prepared to constructively engage with opportunities coming from the PRS or other actors.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of violent conflicts resulting from discrimination and exclusion reduced.</li> <li>• Growth experienced under the PRS is perceived as "inclusive" in the CE Programme communities.</li> <li>• Communities receiving CW workshops are deemed more attractive by socially responsible donors and/or investors.</li> </ul>	<ul style="list-style-type: none"> <li>• UNHCR/NRC protection case stats</li> <li>• UNPOL/LNP case stats</li> <li>• Focus groups</li> <li>• Comparative survey of CE programme and non-CE communities benefiting from PRS.</li> </ul>	<ul style="list-style-type: none"> <li>• A critical mass of people which is trained and equipped is able to engage actively and constructively in relationships with their leaders on the community level.</li> <li>• The socio-economic and political situation remains stable and security is ensured.</li> <li>• The project is supported by the political will of all levels of Government.</li> <li>• PRS is funded and rolled out in the country's interior.</li> <li>• PRS donors/implementers retain "inclusiveness" as a key element.</li> </ul>
<p><b>OUTCOMES:</b>  <i>The intended changes or benefits resulting from the project.</i></p>			<p>(Outcome to Peacebuilding Impact)            External conditions necessary if achieved project outcome is to contribute to reaching project impact.</p>
<p>1. Skills/Knowledge: Problem-solving, negotiation, and mediation are understood by the community to address (potential) conflicts.</p>	<ul style="list-style-type: none"> <li>• Individual: CW Participants demonstrate increased knowledge of negotiation, problem-solving, mediation over each module.</li> </ul>	<ul style="list-style-type: none"> <li>• "Test" given at end of each workshop stage/module</li> </ul>	<ul style="list-style-type: none"> <li>• The methodology of the workshops is widely accepted</li> <li>• The workshops create a conducive learning environment</li> <li>• Sufficient facilitators have been identified and hired whom have the requisite participatory facilitation skills.</li> <li>• There is no massive socio-economic disruption in the target communities (e.g. overwhelming refugee influx from Guinea/Cote d'Ivoire into the target communities).</li> </ul>
<p>2. Behaviour: Problem-solving, negotiation, and mediation are used by the community to address (potential) conflicts and move toward reconciliation.</p>	<ul style="list-style-type: none"> <li>• Socio-political: Increased use of CE tools in conflict resolution in the communities</li> <li>• Socio-Political: Increased number of persons in the community who believe that CE tools support the constructive resolution of (potential) conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group discussions with key persons, women's groups and members of marginalised groups.</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> <li>• This outcome assumes Outcome 1 is successfully completed.</li> </ul>
<p>3. Skills: Individuals have improved communication skills.</p>	<ul style="list-style-type: none"> <li>• Individual: CW Participants demonstrate ability to use the communication tools taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Participatory monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> </ul>



<p>4. Knowledge: Citizenry understand civic rights and duties, and human rights [and responsibilities].</p>	<ul style="list-style-type: none"> <li>• Individual: CW participants demonstrate increased understanding of civic and human rights.</li> <li>• Socio-political: Increased community discussion and debate on civic and human rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> </ul>
<p>5. Knowledge: Increased understanding of what is accountability and transparency.</p>	<ul style="list-style-type: none"> <li>• Individual: CW Participants demonstrate increased understanding of accountability and transparency</li> <li>• Socio-political: increased community discussion and debate on accountability and transparency in management of community matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> </ul>
<p>6. Knowledge: Increased understanding of harm caused by bias, stereotypes, prejudice, and discrimination.</p>	<ul style="list-style-type: none"> <li>• Individual: CW participants demonstrate increased understanding of harm and its causes.</li> <li>• Socio-political: Increased perception of diversity in the community as a positive opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> </ul>
<p>7. Attitude/Value: Increased cooperation through trust-building and understanding of similarities and differences.</p>	<ul style="list-style-type: none"> <li>• Socio-political: Increase in "community" (2+ individuals) projects by persons of diverse background.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Groups</li> <li>• Local officials' records</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> </ul>
<p>8. Behaviour: Increased participation and inclusiveness in community decisions.</p>	<ul style="list-style-type: none"> <li>• Socio-political: Increased perception among community members that all community groups have a say in decision-making processes (disaggregated by sex, religion, ethnic group).</li> <li>• Socio-political: Increase in "community" (2+ individuals) projects by persons of diverse background.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Groups</li> <li>• Individual interviews</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> <li>• This outcome also depends on the success of outcomes 1-7</li> </ul>
<p>9. Attitude/Value: Increased empathy through respect, openness, and understanding.</p>	<ul style="list-style-type: none"> <li>• Socio-political: Increased perception among community members that their communities are more open, understanding and respectful of different groups' needs. (disaggregated by sex, religion, ethnic group).</li> </ul>	<ul style="list-style-type: none"> <li>• Focus Groups</li> <li>• Individual interviews</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> <li>• This outcome also depends on the success of outcomes 1-7</li> </ul>
<p>10. Skills: Programmatic/Administrative/Peacebuilding capacity of local IP, JPC, increased.</p>	<ul style="list-style-type: none"> <li>• JPC delivers 80% of agreed outputs in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation rate</li> <li>• Monitoring reports</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> </ul>
<p>11. Knowledge/Acceptance: Increased understanding and community consensus on those [potential] conflicts hindering "inclusive growth" in their community.</p>	<ul style="list-style-type: none"> <li>• Socio-political: "Opportunity Plan" completed and endorsed by CW participants.</li> <li>• Socio-political: Opportunity Plan endorsed by the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Verification of hard-copy opportunity plan</li> <li>• Focus groups</li> <li>• Individual interviews</li> </ul>	<ul style="list-style-type: none"> <li>• See outcome 1</li> <li>• If outcomes 1-10 completed successfully, it is possible for the participants to analyse their own conflicts in the community.</li> </ul>

<b>OUTPUTS:</b> <i>The specific products, services, or changes in processes resulting from the project.</i>	<i>Quantitative ways of measuring or qualitative ways of judging timed production of outputs.</i>	<i>Cost-effective methods and sources to quantify or assess indicators.</i>	<b>(Outputs to outcome)</b> <i>Factors out of project control which, if present, could restrict progress from outputs to achieving project outcomes.</i>
1. JPC trained and equipped to implement CE Programme.	Outputs as formulated are measured by the output itself (ref. consultations with PBF/USC/TAP adviser, Prof. Church)	<ul style="list-style-type: none"> <li>• Financial and project monitoring reports</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient financing.</li> </ul>
2. 40 facilitators trained and equipped to become ToF		<ul style="list-style-type: none"> <li>• End of training reports</li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient facilitators identified and hired.</li> <li>• Sufficient financing.</li> </ul>
3. 90 GoL/UN/CSD stakeholders in the target counties are fully aware of CE Programme and ways it can be utilised to enhance their work.		<ul style="list-style-type: none"> <li>• End of workshop reports</li> </ul>	<ul style="list-style-type: none"> <li>• The methodology of the workshops is widely accepted.</li> <li>• Project is supported by local stakeholders.</li> </ul>
4. 15,000 community members trained in Community Workshops.		<ul style="list-style-type: none"> <li>• End of workshop reports</li> </ul>	<ul style="list-style-type: none"> <li>• The workshops create a conducive learning environment, i.e. sufficient facilitators have been hired who have the requisite participatory facilitation skills.</li> <li>• Willingness of communities to participate.</li> </ul>
5. Opportunity Plan developed after each training at the community level.		<ul style="list-style-type: none"> <li>• Opportunity plan presented, hard-copy, at graduation.</li> </ul>	<ul style="list-style-type: none"> <li>• See output 4</li> </ul>
6. All Communities where Workshop is implemented are abreast of the Community Workshop graduates, content, and the Opportunity Plan.		<ul style="list-style-type: none"> <li>• End of workshop reports</li> <li>• Graduation ceremony pictures</li> </ul>	<ul style="list-style-type: none"> <li>• See output 4</li> </ul>
7. 5 minute trailer (to radio programme) on CE Programme (narrated by a high-profile, national KEY person) played at least five times in target communities.		<ul style="list-style-type: none"> <li>• Radio monitoring, focus group request, Receipts for airtime.</li> </ul>	<ul style="list-style-type: none"> <li>• See outputs 1-2</li> </ul>
8. 3 hours of radio programmes per target community broadcast with discussion re Comm. Workshop and the 'Opportunity Plan'.		<ul style="list-style-type: none"> <li>• Radio monitoring, focus group request, Receipts for airtime.</li> </ul>	<ul style="list-style-type: none"> <li>• See outputs 1-2</li> </ul>
9. 500 standout community workshop participants trained and equipped to become community workshop facilitators and form the PB Support Network to support the MIA PB Focal Point.		<ul style="list-style-type: none"> <li>• End of training reports</li> </ul>	<ul style="list-style-type: none"> <li>• See outputs 3-4</li> </ul>
10. Established and sustained Peacebuilding Support Network throughout the field.		<ul style="list-style-type: none"> <li>• Interviews with line MIA staff.</li> </ul>	<ul style="list-style-type: none"> <li>• See output 3-4</li> </ul>

<b>ACTIVITIES:</b> <i>Tasks to be done to produce the outputs</i>	<b>INPUTS:</b> This is a summary of the project budget (sub-Budgets and total as in Annex 2.4)	<b>Means of verification</b>	<b>Assumptions (Activity to output)</b>
<ul style="list-style-type: none"> <li>• 3 GoL/UNCSO Stakeholder workshops</li> <li>• 2 Community Workshops plus 6 Training of Trainers (Levels 1-3, each session in 2 locations) for workshop facilitators</li> <li>• 5 radio trailers produced</li> <li>• 500 Community Workshops</li> <li>• 500 Opportunity Plans produced</li> <li>• 500 Graduation ceremonies</li> <li>• 60 ToT (Levels 1-3) for stand-out CW Workshop Participants</li> <li>• Admin/programme Training of IPC</li> </ul>	<ol style="list-style-type: none"> <li>1. Personnel US\$ 355,437</li> <li>2. Contracts US\$ 45,000</li> <li>3. Training US\$ 378,861</li> <li>4. Transport US\$ 179,977</li> <li>5. Supplies and Commodities US\$ 88,239</li> <li>6. Equipment US\$ 65,874</li> <li>7. Travel US\$ 9,000</li> <li>8. Miscellaneous US\$ 27,000</li> <li>9. Agency Mgmt Support US\$ 60,098</li> </ol> <p>Total US\$ 1,210,386</p>	<ul style="list-style-type: none"> <li>• Financial reports</li> </ul>	<ul style="list-style-type: none"> <li>• Finances and resources for all workshops are secured, and there is no massive increase in costs due to price fluctuation.</li> </ul>

## FULL PROJECT DOCUMENT

**1. Background and problem statement****a. Background:**

Liberia's move toward rapid, inclusive, and sustainable growth requires change; change which will reposition Liberia's current peace onto a more solid footing. Change is to come about through the myriad programmes and opportunities to evolve out of the Poverty Reduction Strategy ("PRS"). However, these same programmes and opportunities have the potential to aggravate the tensions underlying Liberia's conflict and the fragility of its peace, "adding to distrust and perceptions of failed expectations and in essence prevent the consolidation of peace".<sup>1</sup>

Liberia's *Community Empowerment, Peace, Human Rights and Civic Participation ("CE") Programme* is a programme of both community and individual change. The CE Programme is a non-formal, community-based peace education programme which provides necessary individual tools and community linkages/buy-in to constructively prevent [potential] violent conflict on all levels of society by addressing negative behaviour and power structures which lead to discrimination and exclusion. The *practical* end result – in the terms of the PRS – creates communities conducive to socially responsible investment and the much sought-after rapid, inclusive, and sustainable growth.

The CE Programme's current structure is based on a decade of peace education piloting, experience, and evaluation. Following the Machel Study on *The Impact of Armed Conflict on Children* (1996), UNHCR and its field partners piloted a life skills-based Peace Education Programme ("PEP"), initially in refugee camps in Kenya. PEP was subsequently introduced in UNHCR-supported programmes in Africa and elsewhere, for refugees and other conflict-affected populations.

In 2001, the UNHCR peace education materials were endorsed by the members of the *Inter-Agency Network for Education in Emergencies ("INEE")*, including UNESCO and UNICEF, and printed with the INEE logo. Subsequently, INEE members participated in a High-Level Design Workshop to review ways of using the materials to meet the needs of a wide-range of emergency-affected populations, with the official launch of INEE materials in 2002 at UNESCO in Paris.

An independent evaluation of the PEP programme in Kenya's Dadaab Refugee Camp (132,114 - population at 12/01) and Kakuma Refugee Camp (84,553) was published in 2002 by Dr. Anna Obura (formerly of UNICEF). The evaluation found that between 1998 and 2001, while PEP was being implemented, security incidents in the camps (riots, physical assaults, fighting, rape, theft, etc.) decreased by 49%. The evaluation noted that many agencies, institutions, and individuals worked to reduce conflict, and the PEP "proactively joined in this effort, [targeting] peacebuilding and conflict prevention in particular."<sup>2</sup> The evaluation concluded,

PEP has contributed to the learning and practice of peacebuilding skills in refugee camps and to the reduction of conflict. The programme is a rewarding and positive experience for the refugees, a welcome and sometimes a fun change from the dreariness of daily camp life. It inspires hope and renewed faith in humankind; it bonds people, particularly the peace facilitators, teachers and the core active graduates. It provides a practical agenda for action. For the peace educators it is simply exhilarating. PEP is a well designed programme, flexible, and can easily cross borders. One major explanation for

<sup>1</sup> Poverty Reduction Strategy, Republic of Liberia, 2008, Annex 2, pp. 170-171.

<sup>2</sup> Obura, A. (2002). *Peace Education Programme*. Available: [http://inesite.org/uploads/documents/store/doc\\_1\\_53\\_peace\\_education\\_review\\_obura.pdf](http://inesite.org/uploads/documents/store/doc_1_53_peace_education_review_obura.pdf). Last accessed 10 June 2008.

the success of the programme is the very participatory way in which it was designed, with [beneficiaries] as principal actors.<sup>3</sup>

From 2003-2004, a UNHCR/UNESCO project provided for the international consultant who developed the programme (Ms. Pamela Baxter) to prepare an updated version of the 16 PEP materials.<sup>4</sup> In recent years, these materials have served as a model for the development of peace and citizenship education programmes in post-conflict countries, including Liberia and Sierra Leone. Currently, the INEE documents serve as the educational materials for the Liberia Ministry of Education's Formal Peace Education programme (which is also the subject of a PBF Proposal submitted by UNESCO, which was formulated in consultation with this CE Programme. Further linkages to the UNESCO PBF proposal are articulated below).

Most recently, a Civic Participation workbook was added to the materials, and is currently being used (among the INEE documents) in community workshops in Nimba and Lofa (UNHCR-sponsored). These workshops serve as a pre-cursor to the hopeful implementation of the CE Programme, in order to get a head start on identifying high-quality facilitators and prepare them for rapid and high-quality roll-out of the CE Programme.

#### b. Problem Statement

The Liberia Peacebuilding Fund Priority Plan articulates one of Liberia's major challenges as "Poor leadership and the misuse of power." This challenge, which perpetuates the precarious position of Liberia's peace, derives from the country's history of social divisions, structural cleavages, exclusion, and violence. The problem not only demonstrates a failure "to create inclusive, transparent, accountable governance, political mobilization along ethnic lines, and the absence of trust of leadership,"<sup>5</sup> but has an important corollary effect on other conflict factors highlighted in the PRS. Land Conflicts, Mismanagement of Natural Resources, and perceived and actual divisions due to the relationship between the State and its Citizens are all accentuated in geographic areas hardest hit by the recent conflict, like Liberia's southeast and Lofa County. The degree and likelihood to which these conflict factors may develop into full-fledged conflict are inextricably linked to the use and misuse of power, and the leadership decisions taken and followed by communities.

This problem is particularly significant in today's Liberia, a country on the brink of development. Today's Liberia faces massive shortages in material and human resources, yet the PRS and subsequent donor conferences, appeals, and drives have signalled the dawn of a new era – of the opportunity to actually access progress.

However, the reality of Liberia demonstrates a country currently unequipped to put into action the PRS's central and oft-repeated goal of "*Rapid, Inclusive, and Sustainable Growth*." As a result of poor leadership and misuse of power, progress and funding resulting from the PRS risks to morph from development opportunity to potential conflict.<sup>6</sup> It is in this light that Liberia, facing a history of divisions, exclusion, and violence, from the upper echelons of Government to the grassroots, must make a change. In order to do so, Liberians require the proper tools to constructively overcome peacebuilding and development challenges. They require the tools to ensure needless conflicts are avoided, while existing conflicts are constructively addressed.

Poor leadership and the misuse of power have a multi-layered effect on institutions, communities, and individuals. At the Institutional level, poor leadership and the misuse of power erode the Liberian Government's credibility before its citizens as well as donors/private sector. Companies, development institutions, NGOs, and others who consider investing in a

<sup>3</sup> Ibid.

<sup>4</sup> All materials can be accessed at <http://www.inecsite.org/page.asp?pid=1062>.

<sup>5</sup> *Priority Plan for Peacebuilding Fund*, February 2008, P.2.

<sup>6</sup> *Ref. footnote 1*.

burgeoning Liberia must consider a risk assessment overwhelmingly-laden with the pitfalls of a country whose local leaders do not always instill respect-based or inclusive leadership. And as an effect, the citizenry has and shall continue to view conflict as a preferred means to their end. Any growth in this environment is neither inclusive nor sustainable.

At the Community level, as in most societies, local leaders and figureheads are almost always the first and most essential point of contact for development actors, be they superior Government personnel, donors, private sector investors, or otherwise. Socially responsible development actors are turned off by the requirement to deal with irresponsible leaders – and opportunities are lost.

Other “developers” who do not maintain social responsibility as part of their development plan are willing to engage with any leadership which facilitates their ends. In such instances, preferential treatment is often afforded to abusive leaders and their favoured groups – be they based on ethnic, religious, family or other lines. The excluded groups are negatively affected in the short term, as they do not benefit from the “development” as intended. Communities-at-large are negatively affected in the long-term due to the cleavages and divisions drawn as a result of unfair treatment. Development opportunities thereby become aggravating factors in communal divisions and foment conflict.

At the Individual/Family Unit Level, a non-inclusive leadership which misuses its power does not benefit the individual Liberian unless s/he is complicit and engages in the leaders’ misuse of power. Those who choose the inclusive and sustainable path are punished unless they, by happenstance, are within the favoured power structure of their community. Additionally, communities who choose a violent and destructive approach to [potential] conflict situations more often than not will apply this to their home situation. Although the causes are more than one, the extremely high levels of domestic violence and physical assault correlate to the lack of conflict resolution and prevention skills among individuals who make up their community.

#### e. Main beneficiaries and Other Stakeholders (Winners/Losers)

The main beneficiaries of the CE project, and the “benefits” are as follows:

- Communities-at-large:
  - Through the CE Programme there will be a change in the way communities address the issues confronting them as a socio-political group. When confronted with an opportunity/potential conflict situation, because a sufficient number of the instrumental community decision makers have been trained and adopted the CE Approach, the situation will be addressed constructively (i.e. not destructively).
  - The CE programme will create confident role models, more representative and effective community leaders, and resources for preventing and resolving conflict within the communities.
  - Communities will receive a draft Opportunity Plan from the workshop participants. It will show practical and tailor-made steps in the community on how best they can make use of upcoming and/or potential opportunities coming from the PRS and other public and private investors. In such manner, they pro-actively address potential conflicts.
- Community Workshop participants (All “Key” People and some “More” People in each community)<sup>1</sup>:

<sup>1</sup> The terminology “Key” and “MORE” people comes from *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs* by Chryanne Church and Mark Rogers (Search for Common Ground, 2006). “Key” People are those with whom it is essential to effect change in order to ensure the sought after peacebuilding impact. In the context of the CE Programme, these are people with relatively large spheres of influence, like local decision-makers and leaders, perceived role models, and those whose daily activities have an effect beyond their personal/nuclear family sphere. This group also includes those persons whom should be part of the community-at-large’s decision-making network (e.g. ethnic minority group leader), but might currently be excluded. The “MORE” people are other persons in the community whom play an essential part, but whose

- o As further explained below (including its rationale), critical mass will be attained by training 20% of each community's population aged 15 and above. This 20% will include all "Key" people in the communities and a strategic selection of "More" people.
- o All Workshop participants will be provided with the requisite skills to effectively carry out long-term, community-implemented, development initiatives. Participants will acquire the knowledge to ensure that the principles of a rights-based approach remain essential from development to implementation to evaluation of projects.
- o Workshop participants will be formally presented to the community as graduates of the CE Programme. This opportunity shall particularly allow the "Key" people like local decision-makers, leaders, and role models to illustrate their position to positively contribute to their communities.
- The Government of Liberia
  - o The Government will benefit as it will turn the above-described "Institutional" effect on its head, i.e. conflict will not be the preferred means to the community's or individual's end. Communities will not resort to violence to resolve their disputes, and interaction with community leaders will be more responsible and responsive to community needs and requests. The CE Programme addresses an immediate gap, whereby it offers a lever for the successful implementation of the PRS and other development initiatives in the communities.
  - o The Opportunity Plans are simple but effective conflict-prevention plans in the communities. Designed by members of the community, the Government can get a sense of the needs from the community members, as well as their commitment to take their own steps to prevent conflict and take advantage of opportunities.
  - o Through one of the CE Programme's sustainability initiatives described below, the Government will have a resource of at least 500 Community Empowerment facilitators to assist in development and assurance of conflict prevention.

*Other stakeholder "Winners" are as follows:*

- Socially Responsible Investors/Donors and their Implementing Agencies
  - o Considering the resultant change of the CE Programme, the Liberian environment will become more conducive to investment. Communities will be easier to work with and project success should increase via more representative leaders and improved ownership.
- Justice and Peace Commission ("JPC" - The CE Programme Implementing Agency)
  - o JPC is a well-known and respected national NGO, located in all 15 counties of Liberia. This programme will allow JPC to build upon its good works already done, but also shall increase its programmatic and administrative capacity. Liberia will greatly benefit from a national Peacebuilding NGO with proven competencies to implement a major project.

*Other Stakeholder "Losers" are as follows:*

- With a long-term view, there are no losers. The CE Programme addresses negative perceptions about the transparent and accountable use of opportunities and promotes the understanding that shared opportunities create win-win-situations for all. Clearly and unfortunately, this view is currently not taken by all parties, as evidenced throughout Liberia's civil conflict. Losers are exactly those whom have perpetuated the conflict factor this project addresses. Particularly, they are those local decision-makers who made and [often] continue to make decisions in the interests of the few rather than the many. Their being the first and regular point of contact for development actors (private sector and other) often results in a skewed and unfair application of resources which transforms developmental opportunities into community conflicts.

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"change" often comes as a result of a change among "Key" people. In the context of the CE Programme, the "MORE" people are the average person in his/her community.

## 2. Project Rationale and expected results

### a. Addressing Priority Plan Priorities

*Priority Plan Priorities:* As described above, the project directly confronts the conflict factor of "poor leadership and misuse of power" as articulated in the *Priority Plan*. It does so under the "Fostering National Reconciliation and Conflict Management" section, via "Education in Peace, Human Rights and Citizenship."<sup>8</sup>

Specifically, the CE Programme provides the necessary tools and community motivation for individuals and communities to constructively prevent [potential] violent conflict on all levels of society by addressing negative behaviour and power structures which lead to discrimination and exclusion. The CE Programme tools, and the linkages which inform and mobilise the communities-at-large to maximise the use of the tools, seek to remedy the "absence of trust of leadership" and bring about the "inclusive, transparent, accountable governance" highlighted in the *Priority Plan*.<sup>9</sup> The results chain and causal linkages, provided below, describe in detail exactly how the CE Programme interventions can successfully address these priorities.

### b. Contributing to the PRS

Also articulated above is how the CE Programme feeds into the PRS, which states, "Strengthening peace will require both conflict-sensitive implementation of the PRS and a range of complementary, strategic interventions to address conflict factors and enable development... With an understanding of conflict issues and methods for addressing them, the Government can set a strong foundation for lasting peace and stability in Liberia."<sup>10</sup> The CE Programme is just such a "complementary, strategic intervention." The inclusivity of the PRS development process, exemplified by the CDA formulation, assisted with the decisions for identifying the priorities; actual implementation of the PRS is another matter.

The PRS will bring about development opportunities in numerous Liberian towns and villages. However, these "opportunities" (e.g. material assistance, employment, improved infrastructure) will not come all at once. In total, they will address some but not all of Liberia's development challenges. This means there will remain Liberians as either the "haves" or the "have-nots".

Such a situation mirrors Liberia's past and present. The difference today is that the provision of resources, if done in an inclusive manner, will not convert these "opportunities for some" into "conflict for all." Considering that the Key people of Liberia, leaders – national and local – are so often the point of contact with "providers of opportunity," these leaders are also often the gatekeepers of opportunity. They are those who have the choice to use or abuse their power and provide poor or excellent leadership. They are key to ensure the inclusivity that the PRS promises. Their fashion of leadership, combined with the opportunities for which they serve as gatekeepers – as stated above and in the PRS – can either assist to resolve or aggravate existing conflict factors, especially those related to Land Conflicts, Mismanagement of Natural Resources, and divisions due to the relationship between the State and its Citizens.

The PRS is a powerful tool for change in Liberia, but it promises to follow a different path than previous development initiatives. It cannot do so simply through resource provision. The CE Programme is strategically-timed, located, and tailored to precipitate and merge with the beginning of the PRS roll-out so as to address the grassroots element of the PRS Peacebuilding Objectives, particularly as articulated under "Meaningful Inclusion and Participation," "Empowerment," and "Transparency and Accountability."<sup>11</sup>

<sup>8</sup> *Priority Plan for Peacebuilding Fund*, 4.

<sup>9</sup> *Id.*, 2.

<sup>10</sup> Liberia PRS, Ch. 2, P. 21.

<sup>11</sup> *Id.*, Annex 2, P. 172.



### c. **Developing the Capacity of National and Local Institutions**

As can be seen from the above, the development of institutional capacity is central to the CE Programme in that it will allow for an improved, more equitable, and transparent linkage between community members and the "gatekeepers" through which national institutions deliver their goods and services. In terms of targeted beneficiaries of the CE Programme, the Key people are exactly those gatekeepers. Additionally, as further articulated below, the Ministry of Internal Affairs will be the focal Ministry and lead in: 1) Selecting where the CE Programme is rolled out, and 2) Finalising the criteria for "Who" the Key persons are. In other words, the CE Programme provides the necessary tools, but the Government itself will control the degree to which the tools are strategically placed so that their aims of institutional capacity building are met.

Also as further described below, as a sustainability element, the CE Programme will culminate with not only 15,000 people trained in Community Workshops, but also 500 Key persons whom are trained as Peacebuilding facilitators. These persons will form a relatively advanced Peacebuilding Support Network at the grassroots level, which will liaise with the National Peacebuilding Office through county Peacebuilding focal points. The capacity and resources provided to these Key people are at the disposal of the Government.

The Opportunity Plans developed by the workshop participants at the end of every workshop will serve as conflict-prevention plans for the communities, with a specific outlook on activities under the PRS. They also take current or potential community conflicts and analyse how they harm development, and how, with the CE Programme tools, they can best be addressed.

### d. **Expected Results: The Results Chain and Causal Linkages**

The results chain and causal linkages reflect a relatively small number of outputs which result in both individual and socio-political changes in terms of knowledge, skills, attitudes, values, and behaviour. The following reflects the chain as articulated in the logframe, and is in chronological order of implementation.

The first output, which will also be continuous throughout the project, provides the quality assurance necessary for strong implementation, and consists of the training and equipping of the implementing partner, Justice and Peace Commission ("JPC"). This training and equipping is related to programming, logistics, and Peacebuilding knowledge of the JPC. Though JPC is already relatively well-placed, UNHCR will ensure such capacity building through administrative and programme training. The CE Programme Master Trainer, who is currently and shall remain a UNHCR staff exclusively attached to this project, shall be responsible for training of JPC on the substantive elements of the CE Programme to allow for their comprehensive understanding and capacity to carry out implementation and qualitative monitoring of the programme.

The remainder of the results chain are the more specific products and services delivered directly to/with communities targeted by the CE Programme. Each of the results is cumulative. The first two focus on individual change, while the remainder deliver the transformation of the individual to the socio-political change – both types of change are essential to ensure the Peacebuilding impact.

#### 1. **Individual Impact: Knowledge and Skills Changes**

An initial output will be the training and equipping of 40 Community Empowerment Facilitators who will eventually conduct the Community Workshops. The JPC, in consultation with Government and UNHCR, shall identify and engage 40 facilitators (20 teams of two, gender-equal) from the counties, and ideally districts, where the Community Workshops will be implemented. The facilitators will go through rigorous formal and on-the-job training in order to be able to successfully deliver the CE tools to targeted communities. Using a modular approach, the facilitators undergo 160 hours of CE Programme Training of Trainers, as well as regular,

individually-tailored professional development sessions with the Master Trainer, to become and function as CE workshop facilitators. Over the period of implementation the facilitators begin working in teams, but after one year of implementation are capable of facilitating workshops individually. The strongest among these facilitators shall be capable of carrying out the ToT as well.

The major output of the project, in terms of services, will result in at least 15,000 community members trained in the Community Empowerment Programme through at least 500 Community Workshops. There are a number of important elements to the workshops which ensure that they are strategic and are directly linked to the outcomes and impact. These include: 1) The selection of targeted communities and the process of selection; 2) The selection of participants and the process behind such selection, and, of course; 3) The actual workshops' subject matter and methodology.

#### *Selection of Targeted Communities and Process*

The selection of communities will be led by the line Ministry of Internal Affairs with input from UNHCR, JPC, and UN/NGO stakeholders whom shall be informed of the CE Programme and its benefits (see relevant output described below). Criteria for community selection shall focus on the project's peacebuilding impact, i.e. conflict prevention, therefore, areas will not be selected simply because there is an existing conflict. Some of the preliminary criteria, to be further articulated in conjunction with stakeholders in the counties are as follows: Communities with conflict potential (emphasis on land/religious/ethnic/resource management-related conflict and/or high rate of GBV); Border communities; Areas with high incidence rate of conflict factors (Priority Plan/PRS) based on the baseline assessment/CDA; Communities facing absorption capacity issues due to high numbers of returnees, former IDPs, and/or refugees, and Communities where UNESCO Peace Education Programme is planned (or not) based on M&E framework.

The number of communities benefiting from the 500+ workshops shall depend on the selection process. Workshops can take place in neighbourhoods of highly populated areas, like Ganta, Voinjama, or Zwedru, where in order to achieve the "critical mass" (as described below) more than one workshop will take place in the neighbourhood. On the other hand, in low population areas, villages can be clustered. In this light the CE Programme has flexibility to ensure the greatest impact.

As discussed above, the project targets Lola, Grand Gedeh, and Nimba counties. These counties are areas which meet much of the above criteria. They have a high incidence rate of being affected by PRS and Priority Plan Conflict Factors, as well as some of the highest concentrations of conflict issues per the CDA assessments.<sup>12</sup>

#### *Selection of Participants, Process, and "Critical Mass"*

The process of participant selection applies the "Lederach Pyramid on Approaches to Building Peace,"<sup>13</sup> through which the CE Programme addresses the three socio-political levels of society: 1) Top-range Leadership, 2) Middle-range leadership, and 3) Grassroots Leadership. The selection strategy is to train Key people who have direct access to the Middle-range and Grassroots Leadership. Through a number of the outputs listed below, the CE Programme then ensures linkages to the Top-range, national Leadership.

Each Community Workshop hosts up to 30 participants. These persons are selected in conjunction with MIA, local/community leaders, JPC, UNHCR, and other relevant stakeholders in the communities. Preliminary criteria for the participants is: Interest in the workshop; Gender-

<sup>12</sup> See Gol. Powerpoint, "Presentation of Issues/Concerns Raised During the Liberia PRS/CDA County Consultations".

<sup>13</sup> Lederach, J.P. *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington D.C., US: United States Institute of Peace Press, 2004, 6th edition.

balanced (50/50); Community diversity represented (representative of religious, ethnic, refugee, other make-up of the community); Representatives from leadership groups (Chief, District/Town Commissioner, Youth/women/elders leadership); Wide representation from the different groups/structures in each community (e.g. sports teams, schools, co-operatives, leadership groups, etc). Individuals will be selected strategically considering the above, sustainability, and wide application and dissemination of the learning (e.g. radio station staff, religious leaders, local human rights advocates, etc).

Another major factor ensuring socio-political change (as opposed to solely individual change) is that the Community Workshops will train 20% of each community aged 15 and above. The rationale for training 20% of each community is based on attaining a "critical mass" and the assumption that individuals have a circle of influence of ten people, 1:10. Assuming that every participant/graduate in the CE Programme undergoes an attitude and behaviour change they could then influence ten other people. Erring on the side of caution, and recognising the challenge of the impact sought, the CE Programme plans for a 50% success rate among participants, which in turn means that 20% of the community must be directly reached. The effect of training 20% of the community, combined with the below explained community linkages outputs, brings the socio-political change.<sup>14</sup>

#### *Community Workshops*

Each facilitator team is expected to complete an average of two workshops per month over the project period, though roll-out will speed up as the facilitators further develop their skills and practice over the 18 months. The workshops consist of at least eight days of training, conducted in local language and/or Liberian English. The language and length of the training can be adjusted also based on the facilitators' and master trainer's assessment of participants' needs.

Why eight-day workshops? The CE workshops are based on the established and proven five-day curriculum of the *Inter-Agency Network for Education in Emergencies* ("INEE") Peace Education Programme described above. Three days of the training cover Civic Participation and Problem Solving modules; these were recently added in order to address the particular problems and conflict factors found in the context of Liberia. The length of the workshop is based upon finding the correct equilibrium between providing an in-depth, multi-lesson workshop, while ensuring the workshop touches a sufficient number of persons/communities so that it has its intended impact. In other words, it is a happy medium between a one-off Peace Awareness Day all over the country (very low impact for many persons) and providing scholarships for a dozen individuals to study Peace Education (very high impact for a dozen persons). As stated, the workshop can be extended beyond eight days as determined by the needs of the participants and monitoring by the CE Programme facilitator.

Actual roll-out of the workshop in each community shall be done over at least 4-8 weeks. Workshops will be broken up into 1-2 sessions per week. Not only will this allow for "Key" people with busy schedules to find time to attend, but a time-spaced roll-out has been found to have greater impact and provides more opportunities for measuring/monitoring outcomes, and making necessary adjustments to the teaching methods.<sup>15</sup> Practically speaking, the programme provides a solid skill set as related to conflict resolution, mediation, and human rights. Skills are applicable to inter/intra-community affairs, and positively affect the communities' interaction and potential with development actors from both private and public sectors.

An oft-mentioned criticism of workshops related to behaviour change, especially in Africa, is that they resemble lectures, and when carried out in a non-academic setting, the impact of these

<sup>14</sup> "Critical Mass" and "1:10 Circle of Influence" were used in the same manner and with success in previous implementation of the Peace Education programme. Ref. footnote 2.

<sup>15</sup> Reference June 2008 consultations with Prof. Chyanne Church, Adviser to the Liberia PBF JSC/TAP.

"lectures" can be fleeting. In the case of the CE Programme in Liberia, these considerations have been fully accounted for. Through previous implementation of this programme, it was learned that the key is a participatory and memorable lesson; this type of lesson is the basis of the CE Programme curriculum. An additional benefit is the context of Liberia. Experience has shown that more so than in other countries in the region, Liberians are generally eager to attend workshops and inculcate lessons learned for the long-term.<sup>16</sup>

Finally, the actual subject matter of the workshop lessons are listed below. Each lesson is cumulative, building upon the other to provide the specific causal linkages to the skills and knowledge-related outcomes: Lessons are: 1. Peace and Conflict (including conflict theory); 2. Similarities and Differences; 3. Inclusion and Exclusion; 4. Trust; 5. Active listening; 6. Communication - 1 and 2 way communication, miscommunication; 7. Emotions (including emotional honesty); 8. Perceptions; 9. Bias, Stereotypes, Prejudice and Discrimination; 10. Empathy; 11. Co-operation; 12. Assertiveness; 13. Problem Solving; 14. Negotiation; 15. Mediation; 16. Conflict Management; 17. Human Rights & HR As a Rights-Based Approach; 18. Reconciliation; 19. Civic Participation, Rights, and Duties.

Through the strategic selection of sites and participants, and the actual workshops, which are of sufficient length, methodology, and subject matter, participants gain requisite knowledge and skills to approach opportunities and divert violent conflict. Accountability, transparency and civic rights and responsibilities are understood by a critical mass of participants.

#### ii. Socio-Political Impact: Behaviour, Attitude, Value, and Acceptance Changes

Based on the successful implementation of the above two outputs - individual change is assured. But essential to achieving Peacebuilding impact is bringing the change to a socio-political level. The strategic and inclusive selection of beneficiary communities and Key participants ensures to a certain degree that some of the participants will bring their skills and knowledge gained to their daily works which affect community dynamics, opportunities, and [potential] conflicts. Ensuring coverage of a critical mass also provides individual to socio-political safeguards. The CE programme also includes certain inputs and outputs deliberately designed to ensure that the 80% communities and the county leadership are well-aware of and ultimately buy into the CE programme as an important tool for their communities' development. These outputs ensure the knowledge and skills outcomes are not rejected or too foreign to the community, and that they do not remain dormant in the participants. Rather, the knowledge and skills bring behaviour, attitude, value, and acceptance changes to the communities.

It is initially important for Government, UN, and Civil Society stakeholders in the target counties to be fully aware of the CE Programme. These persons/agencies should be informed as to where it is being/can be implemented; and have an understanding of how the CE participants/tools/communities can be utilised to enhance their work in counties. This will be accomplished through GoL/UN/CSO stakeholder workshops in Grand Gedeh, Lofa, and Nimba for 90 participants. These individuals will be able to better use the CE Programme participants to improve efficiency of their development initiatives and/or conflict prevention/resolution needs. These stakeholders can also assist in identifying Key participants and target communities most in need of this programme. These stakeholders will also be important players in a number of the outputs which ensure socio-political change.

<sup>16</sup> It is recognized that the CE Programme will not be the first conflict prevention/resolution programme implemented in Liberia. A number of others (e.g. LINCOS, YES) were implemented, and some were evaluated as having lukewarm results. This is to bring attention to the fact that the CE Programme and its methodology are entirely different and distinguishable. The performance (or non-performance) of previous programmes serve as lessons learned, but do not reflect the CE Programme's chances of success.

As a final task in each community workshop, participants will develop an "Opportunity Plan." The Opportunity Plan identifies and maps out the community opportunities, conflicts, and potential conflicts faced by the community, e.g. a development project which will benefit the community, but is only large enough to address a portion of the community's needs. The Opportunity Plan brings the Key people of each community together on what is and/or might create conflict in their midst, and how the skills and knowledge they gained can be used to understand and prevent conflict among the other Key and More people. The Opportunity Plan is not only an immediate tool for bringing workshop participants together and planning, but is referred to and reviewed throughout monitoring and evaluation, and must be presented to the community at another community linkage output.

Each Community Workshop will be followed by a community-based Graduation Ceremony, as well as presentation to the community of the Opportunity Plan. Community members will be apprised of the contents of workshop, who the participants were, their skills/understanding outcomes, and be encouraged to engage the workshop participants on development/conflict issues – as well as the Opportunity Plan.

Radio has been shown to be an extremely effective community mobiliser – for good (e.g. promoting voluntary repatriation of Liberians and peacebuilding in Burundi) and evil (e.g. fomenting genocide in Rwanda). It cannot be denied that radio is one of the most powerful messengers in Liberia. Community understanding and acceptance of the CE Programme outcomes and participants' changes will be buttressed through this form of media. Community radio talk show and drama programmes will be broadcast every other week. Talk shows will include CE Programme participants who discuss the skills and knowledge gained, the Opportunity Plan, and how the CE Programme assists their community to avoid conflict.

In order to increase the impact of the radio message, not only will the message be tailored – but messengers will be very strategic. In addition to discussion by Community Workshop participants, radio broadcasts will be accompanied by trailers narrated by high-profile, national-level Key people who will discuss the CE Programme and its linkages to Liberia's development, as well as national peacebuilding efforts, e.g. the National Peacebuilding Office.

Finally, in order to bolster sustainability and multiply the knowledge and understanding resources of the CE Programme, out of the 15,000+ workshop participants, during the last three months of the CE Programme, 500 standout workshop participants will be trained to become community workshop facilitators. "Standout" participants will be those who both excelled in the Community Workshops, and are especially Key people whose sphere of influence is exceptionally large (e.g. chiefs, radio personnel, religious leaders, etc.). These persons will go through the 160 hours of CE Programme training described above. They will be trained by the 40 CE programme facilitators.

These individuals will not only increase the CE Programme outcome effectiveness and peacebuilding impact achievement, but will form a Peacebuilding Support Network. The Network will provide grassroots level support and a capacitated group of human resources to the National Peacebuilding Office and line ministry Peacebuilding focal points.

The above-articulated results chain and causal linkages provide an essential change at a crucial time. Individuals gain the tools to constructively prevent violent conflict, while the communities accept those tools as viable and positive options to address the negative behaviours and power structures which lead to discrimination and exclusion. The use of the tools themselves allow for the productive understanding and engagement of opportunities, from the PRS or other opportunities, which might otherwise result in conflict.

#### c. Assumptions/Risks

Essential assumptions include the following (note that the success of certain outcomes and

outputs is based on the assumption that other outcomes/outputs are fulfilled. For detailed analysis, please refer to the logframe):

#### *Activities to Outputs*

- Finances and resources for all workshops are secured, and there is no massive increase in costs due to price fluctuation.
- The achievement of outputs related to implementation of the CE programme, is dependent on the assumption that the output as to JPC training and equipment is fulfilled.

#### *Outputs to Outcomes*

- Sufficient facilitators identified and hired.
- Sufficient financing.
- The methodology of the workshops is widely accepted.
- The workshops create a conducive learning environment, i.e. sufficient facilitators have been hired who have the requisite participatory facilitation skills.
- Project is supported by local stakeholders.
- Willingness of communities to participate.

#### *Outcomes to Peacebuilding Impact*

- The methodology of the workshops is widely accepted.
- The workshops create a conducive learning environment.
- Sufficient facilitators have been identified and hired whom have the requisite participatory facilitation skills.
- There is no massive socio-economic disruption in the target communities (e.g. overwhelming refugee influx from Guinea/Cote d'Ivoire into the target communities).

#### *Peacebuilding Impact*

- A critical mass of people which is trained and equipped is able to engage actively and constructively in relationships with their leaders on the community level.
- The socio-economic and political situation remains stable and security is ensured.
- The project is supported by the political will of all levels of Government.
- PRS is funded and rolled out in the country's interior.
- PRS donors/implementers retain "inclusiveness" as a key element.

### **3. Partnerships and Management Arrangement**

#### **a. The Relevance of Project Partnership, Supervision Arrangements, and Comparative Advantage**

**Government:** The relevance of partnership with the Government is at the fore of the CE Programme. It is particularly related to the MIA, as the line ministry most directly linked to community-level decision-making. Local leaders – traditional and district/town-based – will be involved not only in the site and beneficiary identification process, but are among the Key workshop participants themselves. MIA staff shall be trained and will assist in monitoring the workshop implementation and advising on adjustment of workshop roll-out in order to maximise impact. Needless to say, without governmental partnership and buy-in, the outcomes of the project, and its eventual peacebuilding impact are unattainable.

Partnership with the *Ministry of Education* shall be relevant to the CE Programme particularly due to the linkages with the formal peace education programme (UNESCO/MoE), which uses the same INEE materials and will seek a combined approach to M&E. Linkages with the *Ministry of Gender and Development* are relevant to the inclusivity of the workshops, particularly as related to gender issues. Additionally, linkages to UNICEF's concept note (and their work with MGD) will entail partnering with MGD similar to that of MoE.

**CSOs:** The Justice and Peace Commission is the implementing partner. Established at the beginning of the war, JPC has an excellent reputation in Liberia as an unbending advocate for peace, transparency, and accountability. JPC staff is present and active in all 15 counties of Liberia. They are responsible for implementation and administration of the project, financial reporting, workshops, and staffing. Partnership with JPC is relevant to every part of the results chain from Inputs to Impact, and they are accountable (as is the funding recipient) for attainment of results to as great a degree as possible.

Additionally, partnership with other CSOs is relevant to the results chain in that: 1) CSO leaders in each community will be among those Key people whom will be workshop participants; 2) Other members of civil society will be able to feed into the CE programme in that they will be part of the initial stakeholder workshop, and their specified expertise will be sought during trainings of trainers (e.g. specialized NGOs on trauma-healing and gender issues will supplement training modules).

**County Support Teams ("CST")** will promote and ensure the incorporation of activities into county level development plans and thus into the PRS. CST members will be among those in the stakeholder workshops, as with CSO and GoL. The CST shall assist in sustaining the political will behind the CE Programme and through its participation shall recognise the manner in which the CE Programme facilitates their job at the grassroots level.

**UN Agencies:** As with the CSOs, UN Agencies will be part of the stakeholder workshop and be informed and able to use their knowledge of the CE Programme and its locations to enhance project implementation.

**UNHCR** is the funding recipient. As explained above, UNHCR has over a decade of experience working on non-formal peace education, and particularly with the INEE tools. UNHCR is implementing a small-scale version of the CE programme in Lofa in preparation for expansion under the PBF. UNHCR staff in each of the field offices, as well as the Branch Office, shall provide monitoring, guidance, and logistic support. UNHCR will provide at least 18% of the total funding resources required under this programme.

**UNESCO:** A special partnership is forged between the CE Programme and UNESCO/MoE in the context of UNESCO/MoE's parallel programme of formal Peace Education. As mentioned above, the formal PE programme, also the subject of a PBF proposal, uses the same INEE materials, however in the formal school-setting. Partnership with UNESCO will focus on a number of factors: 1) Ensuring a common understanding of the materials (this is facilitated by the fact that the CE Programme Master Trainer (a UNHCR staff) is also a Master Trainer for the UNESCO programme); 2) Lobbying for a joint impact evaluation (discussed below, see 4.c.); and; 3) Ensuring sufficient collaboration on M&E so as to maximise synergies and cost-effectiveness (e.g. geographic targeting and joint monitoring/baseline studies as possible).

**UNICEF** is in the process of submitting its concept note on Youth Centres. In the case that the concept advances through proposal stage, and contains an element on Peace Education, linkages as with UNESCO will be made.

**M&E Experts:** Yale University (Blattman/Annan) and their local partner, NEPA, will carry out a Rigorous Impact Evaluation over the project period. The M&E team will work closely with UNHCR and JPC in order to provide quality and substantial impact analysis in order to determine the added-value, importance of replication/expansion, and needs to adjust the programme to maximise impact.

#### **b. Project Implementation and Monitoring Arrangements**

The project will be implemented by JPC under the standard UNHCR sub-agreement applicable to all UNHCR IPs. Monitoring of the programme's implementation will be done by peacebuilding focal points in each of the UNHCR field offices, aided by the peacebuilding focal

point in UNHCR Monrovia. UNHCR will maintain offices in Grand Gedeh and Nimba, and will have a roving staff (the Peacebuilding CE Programme Master Trainer) who will cover Lofa. Financial monitoring will be covered by UNHCR staff based in Monrovia and Nimba.

In terms of international staff, UNHCR international staff based in Nimba and Monrovia shall be involved in project monitoring. It is envisaged to bring Ms. Pamela Baxter, the Peace Education expert and author of the INEE materials, to assist with CE Master Trainer training. JPC's International Staff Civil Peace Officer, an expert on peacebuilding issues, will provide substantive advice under the project through mid-2009. The costs of all international staff assistance are contributed by UNHCR and JPC, respectively.

#### c. Do No Harm

As articulated above, the selection of facilitators, communities and workshop participants will be undertaken by a number of actors, with those mainly involved being the JPC, MIA, the communities, and UNHCR. This ensures that one actor cannot give preference to a favoured group. The selection will be done according to defined criteria (see 2.d. - Selection of Communities and Participants). Workshops aim for the highest level of inclusiveness, and a cross-section of the community in terms of different background, ethnicity, sex and religion will benefit. The results of the workshops will be based on consultations based on inclusiveness, and communicated to the whole community. The workshop participants are asked to take ownership and to plan their next steps.

Expectation management will be essential and included at all levels, from the baseline assessment through the Community Workshops and ToT.

### 4. Monitoring & Evaluation

#### a. Project Monitoring Systems

CE Programme Impact Monitoring shall be carried out at a number of levels throughout the period of project implementation. All project monitoring systems are available for "tweaking" as need be, particularly in light of forthcoming guidance from M&E experts and the potential for a rigorous impact evaluation (see 4.c. below).

Initially, a Baseline Study shall be conducted as related to the outcomes and impact. The Study will be formulated based on exchange with Peacebuilding M&E experts, but will assuredly include: protection case frequency by town (source: UNHCR/NRC Information-Gathering Project); UNPOL/LNP Police Statistics, and; a qualitative household survey in line with outcomes and impact sought.

During project implementation, the programme will use M&E tools which have already been developed and used in other country operations using this curriculum/methodology; they include: 1) Focus group discussions (three times/year) with a cross-section of targeted communities to enquire as to programme awareness and behaviour change; 2) Structured observation sheets for programme monitors and facilitators; 3) Feedback evaluation forms for participants, and; 4) On-going reporting as to incidents/trends of violence in targeted communities.

The project also accounts for a formal evaluation, reference 4.c.

The manner in which the CE Programme shall be rolled-out is conducive to project monitoring and allowing for mid-implementation adjustments to maximise impact. The elements are as follows:

- o The project shall be rolled-out first in Lofa and within 1-2 months shall be rolled out in Nimba and Grand Gedeh. Lessons learned through the initial roll-out process will be applied to the other locations.
- o The actual workshops are rolled-out in two-day blocks over 4-8 week periods. At the end



of each two-day block, the participants are tested in order to monitor their intake/understanding of the materials and make any necessary adjustments for the remainder sessions.

- o "Professional Development Workshops" are ongoing sessions among teams of facilitators, the Master Trainer, and other qualified monitors of the CE Programme delivery (e.g. JPC and UNHCR staff). During these sessions, the actual workshop implementation is monitored and feedback is provided for improvements.
- o The 160 hours of training for CE Programme facilitators takes place in three blocks over an eight-month period. Following the initial 60 hours, teams begin implementation. Through regular monitoring, at each of the training levels facilitator teams are assessed, lessons are learned, and teams are reshuffled as needed in order to ensure the highest quality Community Workshops and maximise improvement of the facilitators.
- o The Community Workshops are carried out over the project's implementation. The method of delivery and impact as measured through monitoring allows for adjustments so that workshops carried out in month 17 have a greater impact than those implemented in month three.

*Financial tracking and accounting* will be done under the regular UNHCR project systems. This includes quarterly, formal sub-project monitoring reports linked to the disbursement of funding tranches. JPC's qualified accountant staff member will be responsible for ensuring GAAP are used, and will be assisted by Administrative/Finance staff in each of the CE Programme field offices. As with all UNHCR projects, the CE Programme will be the subject of an internal and external audit.

#### **b. Impact Indicators**

The Impact Indicators are articulated in detail in the logframe. For ease of reference, the "Peacebuilding Impact" indicators are listed below:

- 1) Number of violent conflicts resulting from discrimination and exclusion reduced.
- 2) Growth experienced under the PRS is perceived as "inclusive" in the CE Programme communities.
- 3) Communities receiving CW workshops are deemed more attractive by socially responsible donors and/or investors.

#### **c. Rigorous Project Evaluation**

This project has been selected by the Yale University team of Chris Blattman and Jeannie Annan for a Rigorous Impact Evaluation ("RIE"). The above-described M&E framework has therefore been designed but is subject to adjustment based on the RIE design being completed at the time of submission of this Draft 4. It is in this line that this submission includes an additional 5% allocation for increased M&E needs. These funds will be supplemented by funds being raised by the Yale University team.

### **S. Sustainability of the project**

#### **a. Long-term Sustainability Mechanisms**

Long-term sustainability is approached from a number of angles. On the individual level it is ensured through the participatory and memorable methodology of the CE programme. The criteria for choosing facilitators includes that they are from and likely to stay and work in their communities. In addition, the implementing partner and institutional expertise for the project (JPC staff and UNHCR national staff Master Trainer and Peacebuilding focal points) are in Liberia for the long-haul.

As described above, the CE programme is strategically timed to be carried out at the beginning of the PRS roll-out and in order to facilitate its "inclusivity." The use and success of lessons learned in the CE programme (among communities, and between communities and local Government)

are major factors in ensuring sustainability. Additionally, the JPC which is and shall remain present in all counties, has Committees for Justice and Peace. After completion of the project, the JPC will be committed to accompany follow up in the communities.

In addition to the above elements to sustainability, the CE Programme also contains specific structural mechanisms designed to establish community buy-in and long-term capacity development in the communities. These mechanisms, which culminate in the Peacebuilding Support Network, are fully described above in section 2.b., pages 10-11 in particular, and are therefore not repeated here.

#### **b. Replication/Expansion Possibilities**

In terms of possible replication and expansion of project outcomes, it is hoped that – based on its success – the programme will be replicated throughout the country. The design and roll-out of the workshops, as well as the establishment of the Peacebuilding Support Network would facilitate the widespread expansion of the CE Programme into all towns and villages. In order to further expand actual workshops, it would simply require further funding, as the human resources and capacity are already and shall remain in place. The potential for expansion of outcomes are unlimited, as with every development intervention, important community decision, or potential conflict situation, the principles of the CE programme can be utilised in the interest of the respective community.

### **6. Project Implementation with timeline**

See annex 2.5

## THE PROJECT BUDGET

CATEGORY		Number	Time period (months)	Unit cost (USD)	Total USD	UNHCR Contribution	JPC Contribution	PBF Contribution
<b>1. Personnel</b>								
Programme Coordinator	person	1	18	782	14,076	0	0	14,076
Asst Coordinator (Lofo, Nimba, GG)	person	3	17	575	29,325	0	0	29,325
12 Facilitator Leaders	person	12	17	345	70,380	0	0	70,380
28 Facilitators	person	28	17	288	136,850	0	0	136,850
Peace Educ Master Trainer	person	1	18	1,724	22,034	22,034	0	0
Impact monitors	person	3	17	345	17,585	0	0	17,585
Admin/finance Ass't (Momorcia)	person	1	17	633	10,753	0	0	10,753
Admin/fin. Clerk (field)	person	3	17	518	26,393	0	0	26,393
Driver	person	2	17	240	8160	0	0	8160
Cleaner (field)	person	3	18	92	4,988	0	4,988	0
Security (field)	person	9	18	92	14,904	0	14,904	0
<b>2. Contracts</b>								
M&E Support to Yale Univ. Team (Baseline Assessment for the Rigorous Impact Evaluation)	Baseline Assessment	1	1	45,000	45,000	0	0	45,000
<b>3. Training</b>								
GoL, UN, NGO stakeholders training (2 days x 30 participants, includes food and misc. needs like hall rental and stationery)	training	3	1	400	1,200	0	0	1,200
travel allowance for stakeholders workshops \$10/person x 3 workshops	person	90	1	10	900	0	0	900
Community Workshop + Level 1 training of facilitators (55 people x 10 days, split among 3 localities)	training	3	1	642	1,925	0	0	1,925
Facilitator - Level 2&3 trainings (46 persons x 5 days each training, total 6 trainings)	training	6	1	268	1,610	0	0	1,610
Travel Allowance (\$10/person) for facilitator trainings (3 trainings, 55 persons at 1 and 40 at 2)	person	135	1	10	1,350	0	0	1,350
Refreshment for workshops (52 persons x 8 days x \$2.42 per day = \$w-shop (560 w-shops/month)	training	560	1	619	346,876	0	0	346,876
Graduation ceremonies	ceremony	500	1	50	25,000	0	0	25,000
<b>4. Transport</b>								
Motorbikes	moto	23	1	2,425	55,775	50,925	0	4,850
Motorcycle fuel and maintenance	moto	23	18	98	40,705	40,705	0	0

CATEGORY	Number	Time period (months)	Unit cost (USD)	Total USD	UNHCR Contribution	JPC Contribution	PSF Contribution
Landcruiser	2	1	25,000	50,000	50,000	0	0
Fuel and maintenance for 2 Landcruisers	2	18	730	26,297	26,297	0	0
Contribution to Maintenance for JPC vehicles to support CE Programs	4	18	100	7,200	0	0	7,200
Supplies and commodities							
Stationery for facilitators/community workshops	40	15	14	8,739	0	0	8,739
Printing costs - Community Course Booklet and certificates	15,000	1	2	22,500	0	0	22,500
Printing costs - Civic Participation manual	700	1	2	1,400	0	0	1,400
Printing costs - Facilitators Manual for Community Workshops	700	1	4	2,800	0	0	2,800
Production of trailers radio broadcast	5	1	50	250	0	0	250
Production and recording of radio dramas	10	1	50	500	0	0	500
Broadcasting of Talk shows + trailers, 30 mins. 2x/month	1,000	1	30	30,000	0	0	30,000
Office supplies (o.g. stationery, etc)	7	18	175	22,050	0	0	22,050
Equipment							
Wet weather gear	45	1	20	920	0	0	920
motorcycle Helmets	43	1	100	4,300	2,100	0	2,200
Computers, printers, UPS	4	1	2,550	10,200	10,200	0	0
Office furniture	3	1	750	2,250	2,250	0	0
Generators 3 kva	3	1	1,000	3,000	0	0	3,000
Generator fuel and maintenance (50 gal/month plus 30\$ main) - Lofa/Grand Gedeh/Nimba	3	18	343	18,537	18,537	0	0
Generator fuel and maintenance (50 gal/month plus 30\$ main) - Bong/Maryland/Montserrado	4	18	343	24,716	0	10,316	14,400
Photocopiers	3	1	550	1,950	0	0	1,950
Travel							
Field Visit DSA for PC	20	18	13	4,500	0	0	4,500
DSA for Driver assigned to PC	20	18	13	4,500	0	0	4,500
Miscellaneous							
Communication	6	18	50	5,400	0	3,150	2,250
Office rental	3	18	400	21,600	0	21,600	0
Sub-total				1,149,388	223,048	54,938	871,402
Agency Management Support	1	1	0	60,988	0	0	60,988
TOTAL				1,210,386	223,048	54,938	932,400

## Detailed Work Plan for 18 Months 2008-2009

\*\*Implementation calendar based on Start Date: 01 October 2008; End Date 31 March 2010

Activities/Inputs	Budget	Completion/Delivery Date
1. Admin programme Training of IPC	1. 0	1. 01 October 08 and continuous throughout project
2. Baseline Study (M&E)	2. 45,000	2. Completed by 20 December 08
3. Operationalization of CE Programme/IPC teams in the field	3. TBD	3. Completed by 31 Oct 08 (Lofa) & 15 Nov 08 (Nimba/Grand Gedeh)
4. Print CE Programme Publications	4. 8,700	4. 31 Oct 08
5. J-Gol/UNN/SO Stakeholder workshops	5. 1,200	5. 15 Nov 08
6. Radio trailers and dramas produced	6. 750	6. 15 Dec 08
7. Community Workshop and Level 1 ToT for workshop facilitators	7. 92,913	7. Completed by 15 Dec 08 (Lofa) & 15 Jan 09 (Nimba/Grand Gedeh)
8. 150 Community Workshops (including Monitoring Tests); 150 Opportunity Plans produced; 150 Graduation ceremonies	9. 30,000	8. 16 Dec 08 - 14 Apr 09 (Lofa) & 15 Jan 09 - 14 May 09 (Nimba/Grand Gedeh)
9. Broadcast radio talk shows, trailers, dramas	10. 0	9. 01 Jan 08 continuing through 28 Feb 10
10. Continued M&E as per Yale team	11. 805	10. April 09
11. Level 2 ToT for workshop facilitators	12. 49,533	11. Completed by 30 Apr 09 (Lofa) & 31 May 09 (Nimba/Grand Gedeh)
12. 80 Community Workshops (including Monitoring Tests); 80 Opportunity Plans produced; 80 Graduation ceremonies	13. 0	12. 01 May - 01 July 09 (Lofa) and 01 June - 01 Aug (Nimba/Grand Gedeh)
13. Continued M&E as per Yale team	14. 18,000	13. July 09
14. Print Additional Publications (Comm. Course Booklet)	15. 805	14. July 09
15. Level 1 ToT for workshop facilitators	16. 167,243	15. Completed 15 July 09 (Lofa) & 15 Aug 09 (Nimba/Grand Gedeh)
16. 270 Community Workshops (including Monitoring Tests); 270 Opportunity Plans produced; 270 Graduation ceremonies	17. 0	16. 16 July 09 - 31 March 10 (Lofa) and 16 Aug 09 - 31 March 10 (Nimba/Grand Gedeh)
17. Continued M&E as per Yale team	18. 37,165	17. Nov 09 and March 2010
18. 60 ToT (Levels 1-3) for stand-out CW Workshop Participants	19. 15,000	18. January 2010 - March 2010
19. Evaluation Report from Yale team		19. If additional funds are provided, focus groups and monitoring will be carried out post-31 March 10
<b>Grand Total</b>	<b>1,210,186</b> (all costs are not listed above, e.g. salaries, office rent, etc.)	

Dates	6-Month Benchmarks	Indicators of Progress
First 6 Months	<ol style="list-style-type: none"> <li>1. JPC Offices Operationalized</li> <li>2. Baseline study completed</li> <li>3. 3 Stakeholder workshops held</li> <li>4. Community Workshops and Level 1 ToT completed for Workshop Facilitators</li> <li>5. 90 Community Workshops/graduations held/Opportunity Plans in target communities</li> <li>6. 1 hour radio show broadcast per community per month</li> </ol>	<ol style="list-style-type: none"> <li>1. Offices established, staff hired &amp; trained</li> <li>2. Base line study findings</li> <li>3. Workshop reports</li> <li>4. Workshop reports</li> <li>5. Workshop reports, test results, opportunity plans</li> <li>6. Radio shows aired, receipts for airtime, and listened to by staff.</li> </ol>
Second 6 Months	<ol style="list-style-type: none"> <li>1. Level 2 ToT completed for Workshop facilitators</li> <li>2. Level 3 ToT completed for Workshop Facilitators</li> <li>3. 170 Community Workshops/graduations held/Opportunity Plans in target communities</li> <li>4. M&amp;E as per Yale Univ. Team</li> <li>5. 1 hour radio show broadcast per community per month</li> </ol>	<ol style="list-style-type: none"> <li>1. Workshop reports</li> <li>2. Workshop reports</li> <li>3. Workshop reports, test results, opportunity plan</li> <li>4. TBD in line with Yale Univ. Team</li> <li>5. Radio shows aired, receipts for airtime, and listened to by staff.</li> </ol>
Third 6 months	<ol style="list-style-type: none"> <li>1. 240 Community Workshops/graduations held/Opportunity Plans in target communities</li> <li>2. M&amp;E as per Yale Univ. Team</li> <li>3. 60 ToT (Level 1-3) of Standout Workshop participants</li> <li>4. 1 hour radio show broadcast per community per month</li> <li>5. Evaluation</li> </ol>	<ol style="list-style-type: none"> <li>1. Workshop reports, test results, opportunity plan</li> <li>2. TBD in line with Yale Univ. Team</li> <li>3. Workshop Reports</li> <li>4. Radio shows aired, receipts for airtime, and listened to by staff.</li> <li>5. Evaluation submitted (possibly some months after completion in order to assess impact of final months of implementation)</li> </ol>