

**SECRETARY-GENERAL'S PEACEBUILDING FUND
PROJECT DOCUMENT TEMPLATE**



United Nations
Peacebuilding

PBF PROJECT DOCUMENT

Country(ies): Sri Lanka	
Project Title: Countering hate speech through education and advocacy for improving social cohesion in Sri Lanka	
Project Number from MPTF-O Gateway (if existing project):	
PBF project modality: <input checked="" type="checkbox"/> IRF <input type="checkbox"/> PRF	If funding is disbursed into a national or regional trust fund (instead of into individual recipient agency accounts): <input type="checkbox"/> Country Trust Fund <input type="checkbox"/> Regional Trust Fund Name of Recipient Fund:
List all direct project recipient organizations (starting with Convening Agency), followed by type of organization (UN, CSO etc.): UNDP, UNICEF	
List additional implementing partners, specify the type of organization (Government, INGO, local CSO): Department of Probation and Child Care Services; Provincial Departments of Education (PDE); local level government partners; relevant District Secretariats/local government authorities; Women and Youth led organizations and other CSO partners	
Project duration in months^{1 2}: 18 months Geographic zones (within the country) for project implementation: Central, Eastern, Northern, Wayamba, and Uva Provinces	
Does the project fall under one or more of the specific PBF priority windows below: <input type="checkbox"/> Gender promotion initiative ³ <input type="checkbox"/> Youth promotion initiative ⁴ <input type="checkbox"/> Transition from UN or regional peacekeeping or special political missions <input type="checkbox"/> Cross-border or regional project	
Total PBF approved project budget* (by recipient organization): UNDP: \$ 2, 000, 000 UNICEF: \$ 1, 000, 000 Total: \$3, 000, 000 <i>*The overall approved budget and the release of the second and any subsequent tranche are conditional and subject to PBSO's approval and subject to availability of funds in the PBF account. For payment of second and subsequent tranches the Coordinating agency needs to demonstrate expenditure/commitment of at least 75% of the previous tranche and provision of any PBF reports due in the period elapsed.</i>	

¹ Maximum project duration for IRF projects is 18 months, for PRF projects – 36 months.

² The official project start date will be the date of the first project budget transfer by MPTFO to the recipient organization(s), as per the MPTFO Gateway page.

³ Check this box only if the project was approved under PBF's special call for proposals, the Gender Promotion Initiative

⁴ Check this box only if the project was approved under PBF's special call for proposals, the Youth Promotion Initiative

Any other existing funding for the project (amount and source):		
PBF 1st tranche (70%): UNDP: \$ 1,400,000.00 UNICEF: \$ 700,000.00 Total: \$ 2,100,000.00	PBF 2nd tranche (30%): UNDP: \$ 600,000.00 UNICEF: \$ 300,000.00 Total: \$ 900,000.00	
Provide a brief project description (describe the main project goal; do not list outcomes and outputs): As Sri Lanka’s digital divide closes and the country reaches an increased level of digital connectivity through proliferation of mobile phones, polarisation proliferated by divisive narratives, is also on the rise. The Project aims to strengthen social cohesion through building safer and more inclusive spaces (online and offline) by supporting national partners in addressing the emerging issue of online hate speech. By delivering real-time data, providing support for effective advocacy, developing capacities for generating responses to hate speech narratives and improving digital literacy, the project takes a multi-dimensional approach – addressing drivers that emerge both online and offline. In this way, it seeks to advance protection of human rights, women’s civic participation and prevent the erosion of social cohesion among different communal groups in a context of unprecedented economic pressures since the onset of the COVID-19 pandemic.		
Summarize the in-country project consultation process prior to submission to PBSO, including with the PBF Steering Committee, civil society (including any women and youth organizations) and stakeholder communities (including women, youth and marginalized groups): Consultations with a broad range of national partners, including government and civil society, were central to identifying interventions and gaps addressed in project design. Government partners, including the Right to Information Commission, the Ministry of Mass media together with regional level education played an instrumental role in defining national priorities. Women and youth groups and civil society organizations working on issues of media, hate speech, digital civic space were consulted. In addition, there were consultations linked to the UN’s own country analysis processes, research ongoing UNSDCF evaluation findings were also incorporated into the project design.		
Project Gender Marker score⁵: <u>2</u> Specify 30% and \$ 896,017 of total project budget allocated to activities in pursuit of gender equality and women’s empowerment:		
Briefly explain through which major intervention(s) the project will contribute to gender equality and women’s empowerment ⁶: The harm posed by online hate speech to women’s engagement in civic and political life is well documented. A targeted approach to generating gender-disaggregated data, identifying and developing responses to gendered hate speech, and gender sensitive training are all central to the project’s strategy. The project will monitor and assess data and content involving hate speech linked to gender, as well as developing alternative narratives and interventions, which seek to address and to prevent gender-based hate speech. The project under Outcome 1, will support gender disaggregated data collection and gendered problem analysis. Under		

⁵ **Score 3** for projects that have gender equality as a principal objective and allocate at least 80% of the total project budget to Gender Equality and Women’s Empowerment (GEWE)

Score 2 for projects that have gender equality as a significant objective and allocate between 30 and 79% of the total project budget to GEWE

Score 1 for projects that contribute in some way to gender equality, but not significantly (less than 30% of the total budget for GEWE)

⁶ Please consult the **PBF Guidance Note on Gender Marker Calculations and Gender-responsive Peacebuilding**

Outcome 2, one activity stream will be dedicated for strengthening of young women’s capacities to become a driving force in the social media platforms to respond to the issues around gendered dimensions of hate speech. Balanced gender representation will be a key target indicator in the selection process of influencer programs and media personnel training Programmes planned. A fair representation of female religious leaders (at least 20%) in the interventions targeting religious leaders will also be included. Additionally, the project will actively engage and develop the capacities of and networking between women’s and youth organisations.

Project Risk Marker score⁷: 1

Select PBF Focus Areas which best summarizes the focus of the project (*select ONLY one*)⁸: 2.3

If applicable, SDCF/UNDAF **outcome(s)** to which the project contributes:

Outcome 1: Towards improved data, knowledge management and evidence-based policy

Outcome 2: Strengthened, innovative public institutions and engagement towards a lasting peace (UNSDF 2018)

Sustainable Development Goal(s) and Target(s) to which the project contributes:

SDG 16 (Targets 16.1, 16a, 16b), SDG 5 (Targets 5.2, 5b)

<p>Type of submission:</p> <p><input checked="" type="checkbox"/> New project</p> <p><input type="checkbox"/> Project amendment</p>	<p>If it is a project amendment, select all changes that apply and provide a brief justification:</p> <p>Extension of duration: <input type="checkbox"/> Additional duration in months (number of months and new end date):</p> <p>Change of project outcome/ scope: <input type="checkbox"/></p> <p>Change of budget allocation between outcomes or budget categories of more than 15%: <input type="checkbox"/></p> <p>Additional PBF budget: <input type="checkbox"/> Additional amount by recipient organization: USD XXXXX</p> <p>Brief justification for amendment:</p> <p><i>Note: If this is an amendment, show any changes to the project document in RED colour or in TRACKED CHANGES, ensuring a new result framework and budget tables are included with clearly visible changes. Any parts of the document which are not affected, should remain the same. New project signatures are required.</i></p>
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⁷ **Risk marker 0** = low risk to achieving outcomes

Risk marker 1 = medium risk to achieving outcomes

Risk marker 2 = high risk to achieving outcomes

⁸ **PBF Focus Areas** are:



(1.1) SSR, (1.2) Rule of Law; (1.3) DDR; (1.4) Political Dialogue;

(2.1) National reconciliation; (2.2) Democratic Governance; (2.3) Conflict prevention/management;

(3.1) Employment; (3.2) Equitable access to social services

(4.1) Strengthening of essential national state capacity; (4.2) extension of state authority/local administration; (4.3) Governance of peacebuilding resources (including PBF Secretariats)

PROJECT SIGNATURES:

<p>Recipient Organization(s)⁹</p> <p>Name of Representative <i>ROBERT JUKKAN</i></p> <p>Signature </p> <p>Name of Agency <i>UNICEF</i></p> <p>Date & Seal <i>29 Nov 2021</i></p> 	<p>Representative of National Authorities</p> <p>Name of Government Counterpart <i>[Signature]</i></p> <p>Signature <i>[Signature]</i></p> <p>Title <i>Jagath H. Wijeweera</i></p> <p>Date & Seal <i>2021 11 29</i></p> <p align="center">Secretary Ministry of Mass Media Asidisi Medura, No. 163, Elvitigala Mawatha, Pinnagosa, Colombo 5</p>
<p>Recipient Organization(s)¹⁰</p> <p>Name of Representative <i>CHRISTINA SKODON</i></p> <p>Signature <i>[Signature]</i></p> <p>Name of Agency <i>UNICEF</i></p> <p>Date & Seal <i>29 Nov 2021</i></p> 	<p>Representative of National Authorities</p> <p>Name of Government Counterpart</p> <p>Signature</p> <p>Title</p> <p>Date & Seal</p>
<p>Head of UN Country Team</p> <p>Name of Representative <i>[Signature]</i></p> <p>Signature <i>[Signature]</i></p> <p>Title <i>for</i></p> <p>Date & Seal <i>[Signature]</i></p> 	<p>Peacebuilding Support Office (PBSO)</p> <p><i>Oscar Fernandez-Taranco</i> <i>[Signature]</i></p> <p>Signature <i>[Signature]</i></p> <p>Title Assistant Secretary-General, Peacebuilding Support Office</p> <p>Date & Seal <i>1 December 2021</i></p>

⁹ Please include a separate signature block for each direct recipient organization under this project.

¹⁰ Please include a separate signature block for each direct recipient organization under this project.

I. Peacebuilding Context and Rationale for PBF support (4 pages max)

- a) A brief summary of **conflict analysis findings** as they relate to this project, focusing on the driving factors of tensions/conflict that the project aims to address and an analysis of the main actors/ stakeholders that have an impact on or are impacted by the driving factors, which the project will aim to engage. This analysis must be gender- and age-responsive.

Global dynamics of peace and social cohesion have changed significantly in the recent years, both in digital and physical spaces. Among these changes is an increasing strain on social cohesion across all societies amplified by polarization and prevalence of online hate speech. Hate speech erodes social cohesion, deepens divisions and creates exclusive networks (damaging trust, playing on prejudice and narrowing perspectives). While the problem of hate speech is not new, the reach and speed of dissemination of hate speech online has proliferated, created new dimensions⁹, and can spread faster than ever before. While not all divisive rumors and disinformation narratives may be classified as ‘hate speech’ the two are often interlinked and disinformation can serve to ‘amplify’ hate speech.¹⁰

The targets of online hate speech are also varied. One global meta-analysis of the phenomenon identified at least four major categories of online hate speech: racism, religious hate speech, gendered hate speech, and political hate speech.¹¹ Research from around the world¹² has demonstrated that online hate speech also disproportionately affects women and vulnerable groups, such as minorities.¹³ UN Women has noted that women’s political participation in the Asia Pacific region is impeded by online attacks and harassment.¹⁴ Further, the COVID-19 pandemic, which has seen an unprecedented shift to transacting online, has further enabled the spread of hate speech and influenced new regional dynamics.¹⁵ In worst case scenarios, online hate speech has had similar effects to offline hate campaigns in inspiring violence: such as the role of Facebook-based content in Myanmar in contributing to the Rohingya Crisis.¹⁶

Analysis by civil society and the UN identifies the harmful gendered dimensions of hate speech. Research by UN Women Asia Pacific and Mythos Labs concluded that hate speech¹⁷ and misogyny targeting women increased by 168% in 2020 compared to 2019 amidst the spread of the COVID-19 pandemic.¹⁸ The findings demonstrated that such harm could be mitigated by a greater understanding of issues such as online privacy controls, suggesting a knowledge gap among women community leaders in the online space. Additionally, an ongoing UNDP intervention to enhance women’s role as responders to the spread of hate speech indicate that when provided with shared online learning and knowledge spaces, young women leaders from diverse ethnic, religious, and political backgrounds can identify how to respond to conflict drivers in their communities.

At a country level, the growth in digital technology, its affordability and access in Sri Lanka means that the number of users are expanding rapidly. With 30 million mobile connections in a population

⁹ <https://www.cfr.org/background/hate-speech-social-media-global-comparisons>

¹⁰ https://www.ifes.org/sites/default/files/2019_ifes_disinformation_campaigns_and_hate_speech_briefing_paper.pdf

¹¹ <https://prohic.nl/wp-content/uploads/2021/05/213-17mei2021-InternetOnlineHateSpechtSystematicReview.pdf>

¹² <https://www.ohchr.org/EN/NewsEvents/Pages/sr-minorities-report.aspx>

¹³ <https://www.openaccessgovernment.org/ethnic-minority-mps-online-hate/121247/>

¹⁴ https://asiapacific.unwomen.org/-/media/field%20office%20eseasia/docs/publications/2021/04/ap-wpp_online-hate-speech_brief.pdf?la=en&vs=3825

¹⁵ <https://www.theguardian.com/world/2020/apr/13/coronavirus-conspiracy-theories-targeting-muslims-spread-in-india>

¹⁶ https://www.ohchr.org/Documents/HRBodies/HRCouncil/FFM-Myanmar/A_HRC_39_64.pdf

¹⁷ UN Women (2020). Social Media Monitoring on COVID 19 and Misogyny in Asia and the Pacific. Accessed 10th October 2021 <<https://asiapacific.unwomen.org/en/digital-library/publications/2020/10/ap-social-media-monitoring-on-covid-19-and-misogyny-in-asia-and-the-pacific>>

¹⁸ Ibid.

of 21 million, Sri Lankans have wider mobile phone and internet usage than ever before. 10.9 million internet users growing by 8% in the past year, and 7.9 million social media users (up by 23% in the past 12 months)¹⁹, with 98.7% of users of social media access via mobile phone. The platforms with which Sri Lankans engage online are primarily global: Google, YouTube, and Facebook are among the most accessed platforms making them also among the most used spaces for accessing information. Among social media platforms, Facebook remains by far the largest with 7 million users, with Instagram second with 1.3 million users. YouTube has the highest average daily time spent by Sri Lankans of all websites.²⁰ Online gaming is on the rise, approximately 3 million people engaged in gaming, nearly 14% of the population.²¹ However, with the growth of access to these platforms brings with it widespread access and engagement with online hate speech on social media. While this is not an entirely new problem,²² the number of people exposed to such content grows each year as the digital divide in Sri Lanka reduces. Since the onset of the COVID-19 pandemic, this includes an unprecedented number of children who rely on online classes to access day to day education and have become new internet users with access to social media and instant messaging with teachers using mediums such as WhatsApp to share lessons in the absence of formal learning portals.

Examples of real-world harm stemming from online hate speech have been observed in Sri Lanka. In 2018, communal riots broke out in several locations around Central Sri Lanka's Kandy District. Largely fueled by hate speech and disinformation on social media. . In the following year, on Easter Sunday 2019, a small group of Sri Lankan Muslims launched a series of suicide terror attacks across the country killing hundreds. Subsequent widespread anti-Muslim hate speech was followed by a communal riot in the North Western Province.²³ In 2020, Facebook commissioned an assessment of its role in fermenting the 2018 violence. The human rights assessment and policy review by Facebook noted that the platform had not done enough in Sri Lanka to prevent disinformation and hate speech on the platform causing real-world harm.²⁴ These rumors fanned existing ethno-religious tensions and contributed to offline violence against Muslims.²⁵

Intercommunal violence in 2018 and in 2019 also saw negative economic effects. Small and Medium Enterprises (SMEs) benefiting from e-commerce and promotion on social media were adversely affected by 'bans' of social media. Subsequent to the 2018 and 2019 violence, government instructed internet service providers to block access to social media platforms such as Facebook for several days as an extraordinary measure to stem the spread of hate speech.²⁶ This temporary measure was considered 'ineffective', with opposition legislators warning of risks of abuse of such 'bans' to stifle free speech.²⁷ Beyond intercommunal tensions, election monitoring organizations have also observed a rise in hate speech during election cycles, with candidates across multiple parties and ethnic groups using hate speech as a form of political polarization.²⁸ Election monitoring organizations, working alongside the Elections Commission of Sri Lanka also noted that social media platforms were weak in enforcing rules linked to election laws²⁹ further increasing the risks of instrumentalizing social media platforms as a 'vector' for hate speech.

¹⁹ <https://datareportal.com/reports/digital-2021-sri-lanka>

²⁰ <https://www.alexa.com/topsites/countries/LK>

²¹ Super Jump (2021). Welcome to Sri Lanka: A Gaming Nation. accessed 10th October 2021

<<https://superjumpmagazine.com/welcome-to-sri-lanka-a-gaming-nation-eda965cce720>>

²² <https://www.cpalanka.org/liking-violence-a-study-of-hate-speech-on-facebook-in-sri-lanka/>

²³ <https://www.aljazeera.com/news/2019/5/13/sri-lanka-blocks-social-media-again-after-attacks-on-muslims>

²⁴ <https://about.fb.com/wp-content/uploads/2020/05/Sri-Lanka-HRIA-Executive-Summary-v82.pdf>

²⁵ <https://about.fb.com/wp-content/uploads/2020/05/Sri-Lanka-HRIA-Executive-Summary-v82.pdf>

²⁶ <https://www.reuters.com/article/us-sri-lanka-clashes-socialmedia-idUSKCN1GP2LO>

²⁷ https://www.business-standard.com/article/international/sri-lanka-lifts-ban-on-facebook-after-assurance-from-social-media-giant-118031500791_1.html

²⁸ <https://economynext.com/hate-speech-divisive-language-on-the-rise-on-sri-lankas-campaign-trail-cmev-72452/>

²⁹ <https://www.tisirilanka.org/facebook-holds-its-own-law-above-national-laws-as-critics-slam-inaction/>

Despite the dominance of global social media platforms in Sri Lanka and the region and their outsized role in the problem, their in-country presence and response are lagging. Large tech companies, such as Facebook and Google, have also struggled to effectively regulate their online platforms. In the first half of 2020 alone, Facebook removed 32 million posts globally citing the violation of their community standards on hate speech.³⁰ Yet, monitoring of content posted on public pages and groups by civil society organizations has consistently demonstrated that social media companies are not doing enough to effectively prevent harm from taking place. This includes the lack of local language monitoring and contextual understanding. Despite some positive steps in this regard, estimates based on social media monitoring in Sri Lanka today suggest that hate speech online continues to be a significant problem with an average of 200 hate speech ‘events’, or viral public posts per month on Facebook alone that are not filtered out by Facebook’s content moderation or algorithms. UN engagement with Facebook and other platforms indicates that in-country presence or resourcing of other and human resource allocation for content moderation remains low. These include platforms enjoying recent growth in Sri Lanka such as YouTube and Tiktok. Privacy concerns also mean that beyond limited anecdotal evidence, ‘hidden’ circulation of hate speech via instant messaging channels such as WhatsApp, Viber, and Telegram exists, but their effects are largely unknown. The vast influence of social media platforms on this issue therefore necessitates engagement that is evidence-based for effective advocacy for reforms in how these platforms manage, promote, and moderate content uploaded on their platforms. This will require support to national stakeholders, including civil society, in building a robust engagement in developing locally grown preventive approaches that could effectively respond to prevent the spread of hate speech.

The scope of the problem goes beyond content moderation. With millions of users and millions of new forms of content being uploaded daily, there is a need for mass engagement, but in a sufficiently targeted manner that addresses those most affected by hate speech, those most able to mitigate their effects, and those most at risk of spreading it. The risks of online hate speech are disproportionately higher in Sri Lanka for women, children, LGBTIQ+ communities, human rights defenders and youth. Facebook’s 2020 assessment on Sri Lanka noted that ‘cyberviolence has the added effects of significant reputational impacts on women, which in turn can have follow-on impacts related to family and work’ and ‘that Facebook’s platform was used for gender-based hate speech and harassment.’ CSOs and youth groups that monitor public social media content note that, on average, 25% or more of all hate speech online are gender-based attacks. Women political actors are also regular targets with the problem becoming more acute during national³¹ and local elections.³²

Youth are at risk in different ways and can also play a role in prevention. In addition to being a prominent user group on social media, young men appear to play a significant role in the spreading of hate speech with as much as 90% of hate speech circulating online stemming from users identifying as male and a majority being in 15-30 age demographics.³³ A recent study conducted by Search for Common Ground under the Youth 360 project funded by the PBF indicates young women often victimized by hate speech and cyberbullying. Additionally, children at a younger and younger age are exposed to hate speech online. Therefore, it is important to mitigate the effects of such harmful narratives through targeted responses, including within schools, including alternative narratives and digital literacy, that are informed by real-time trends of the prevailing digital ecosystem. The volumes of content and users require targeted approaches for response efforts such as positive narratives or digital storytelling to have the desired effects and therefore need to be informed by continuously

³⁰ Siripurapu, Anshu, and William Merrow. *Social Media and Online Speech: How Should Countries Regulate Tech Giants?* Council on Foreign Relations, 2021, <http://www.jstor.org/stable/resrep31160>.

³¹ <https://anfrel.org/cmev-looks-at-hate-speech-and-divisive-language-during-2020-sri-lanka-polls/>

³² <https://www.ucanews.com/news/attacks-on-sri-lankan-female-political-candidates/81405#>

³³ While Sri Lanka has a ‘gender gap’ in internet access this gap alone does not explain the apparent higher proliferation of hate speech as women now make up nearly 35% of internet users and the gender gap is closing annually.

updated data. However, pilot interventions with social media influencers³⁴ also show that equipped with the right information, tools and support, young men and women, as users of social media and potential influencers can act as champions for combatting the negative impacts of hate speech.

Hate speech narratives are also linked to offline issues and other harmful speech in more traditional mediums While online hate speech can be considered a ‘threat multiplier’ it is part of an existing ecosystem., Narratives of hate speech often amplify pre-existing divisions related to root cause of conflict, playing into ingrained societal prejudices and stereotyping, especially of minorities and women. This is also visible in Sri Lankan mainstream media which has been shown to regularly use harmful stereotyping and profiling in reporting that can serve as an enabler to hate speech.³⁵ Similarly, when hate speech sees spillover into real world violence, key local figures and community organizations can improve or worsen the situation. For example, during the outbreak of violence in Kandy District in February 2018 it is well documented how religious leaders helped mitigate the violence and positively intervened to prevent mob violence.³⁶ Similar accounts follow the events after the Easter Sunday attacks, where both religious leaders and business leaders played a positive role in addressing rising hate speech. Therefore, leveraging the positive influence of religious leaders and community resilience networks is a key part in addressing both the drivers and effects of online hate speech in comprehensive way that engages with root causes of division that threaten social cohesion.

Since the onset of the COVID-19 pandemic, groups exposed to online hate speech include nearly all school going children and adolescents as schools closed and learning shifted online. But this rapid pace of growth means that there is also little training and educational inputs to help children, youth or adults to improve their digital literacy in ways that can help them better identify such harmful hate speech narratives or to exercise discretion in sharing them. New research suggests that longer term responses to the spread of online hate speech must be rooted in improving digital literacy and values education so that users may be better equipped to identify hate speech and disinformation narratives and thereby reduce the likelihood of them sharing content that lacks credibility or does harm. Such approaches also align closely with the principles outlined in the UN Secretary General’s Prevention Agenda³⁷ and the Sustaining Peace Agenda,³⁸ an approach for which the Government of Sri Lanka also supports.³⁹

- b) A brief description of how the project aligns with/ supports **existing** Governmental and UN **strategic frameworks**⁴⁰, how it ensures **national ownership**. If this project is designed in a PRF country, describe how the main objective advances a relevant strategic objective identified through the Eligibility Process

The United Nations laid out UN Strategy and Plan of Action on Hate Speech.⁴¹ The strategy recognizes that it is not possible nor advisable to attempt to regulate all forms of hate speech, and that any regulations need to be in line with international human rights standards. Instead, the Strategy and Plan of Action emphasized the need for context specific approaches to tackle hate speech and specifically calls for the UN to support efforts to address *both* the root causes and the impact of hate

³⁴ https://www.sfcg.org/wp-content/uploads/2020/05/SFCG-Sri_Lanka_Cyber_Guardians_Final_Evaluation_2020.pdf

³⁵ <https://www.veriteresearch.org/publication/information-disorder-mainstream-media-in-sri-lanka-a-case-study/>

³⁶ <https://roar.media/english/life/in-the-know/love-not-hate-acts-of-kindness-and-solidarity-during-the-kandy-riots>

³⁷ <https://www.un.org/sg/en/priorities/prevention.shtml>

³⁸ <https://www.un.org/peacebuilding/news/world-leaders-general-assembly-stress-importance-conflict-prevention-mediation-during-high>

³⁹ <https://www.un.int/srilanka/news/security-council-open-debate-%E2%80%98peacebuilding-and-sustaining-peace-transitional-justice-conflict>

⁴⁰ Including national gender and youth strategies and commitments, such as a National Action Plan on 1325, a National Youth Policy etc.

⁴¹ https://www.un.org/en/genocideprevention/documents/advising-and-mobilizing/Action_plan_on_hate_speech_EN.pdf

speech on societies through 13 areas of commitment, including addressing the technological changes in how hate speech is spreading. The strategy focuses on supporting measures that make hate speech less ‘viral’ and enabling communities that are more cohesive and thereby more resilient to the contagion effects of hate speech. This aligns with the UN’s global learnings and the Rabat Plan of Action that suggests that a ‘high threshold’⁴² is needed for any efforts on legislative approaches to restrict free speech. The UN has also recognized the impact of the COVID-19 pandemic in increasing the risks of online hate speech.⁴³ Similarly, at the G20 Interfaith forum Sri Lanka’s Prime Minister Hon. Mahinda Rajapaksa recently noted the importance of inter-religious harmony.

The project aligns with the approach taken by the Government of Sri Lanka, which has outlined technologically driven growth as a cornerstone of its policy document ‘Vistas of Splendour and Prosperity’, which is also drawn from the manifesto of H.E. President Gotabaya Rajapaksa. Most recently, the Government also expressed a need to not rely on purely regulatory approaches, with the Media Minister and Co-Cabinet Spokesperson announcing that the government will ‘not attempt to control social media using laws’, but also cited the need for more action by the media industry and social media platforms for reducing the harmful effects of social media.⁴⁴ The Media Minister also recently announced that Cabinet approval has been granted for creating a Chartered Institute of Journalists for capacity building of journalists and promoting media ethics.

The project also aligns with Sri Lanka’s national priorities for achieving the SDGs and its vision for a productive and happy citizenry (‘Subaghya Dakma’ Framework, 2020-2025). Twelve years after the armed conflict, legacy issues also remain, leaving unresolved grievances among the country’s ethnic groups. The role of reconciliation and sustaining peace in securing SDG gains⁴⁵ have also been acknowledged at the highest levels of government with President Gotabaya Rajapaksa noting the role of accountability and reconciliation.⁴⁶ But while there are pre-existing fault lines along politics, ethnicity and class, and risks for civic space, it is important to address emerging risk factors such as those posed by online hate speech.

In this context, a key gap for national partners has been sufficient data on SDG 16, an area of increased interest by government partners. While there have been events where online hate speech have closely coincided and mirrored real-world violence, there is a need for developing more targeted approaches that better understand the role of hate speech in impeding progression of the SDGs, and notably SDG 16 which focuses on peace. In a briefing note to the diplomatic community on August 27, 2021, the Ministry of Foreign Affairs noted the government’s continuing commitment to work within the framework of SDGs including SDG 16. More specifically, at the most recent session of the Human Rights Council, Foreign Minister, Hon. Prof. G.L. Peiris noted that the government now had a dedicated steering committee on SDG 16.⁴⁷ As in many countries, Sri Lanka’s data availability for SDG tracking has some gaps.⁴⁸ The government of Sri Lanka has declared a need to prioritize generating SDG 16 data to map that progression remains a critical area. Therefore, this project will also seek to explore how these gaps could be filled for indicators linked to the effects of hate speech such as gaps within indicators of targets. Further, recognizing the impact of hate speech in the past in Sri Lanka’s multiethnic Eastern province⁴⁹ and the government’s policy priority in promoting Tamil-

⁴² <https://www.ohchr.org/en/issues/freedomofopinion/articles19-20/pages/index.aspx>

⁴³ <https://www.un.org/en/genocideprevention/documents/Guidance%20on%20COVID-19%20related%20Hate%20Speech.pdf>

⁴⁴ <https://www.news.lk/news/political-current-affairs/item/32972-government-would-not-control-social-media>

⁴⁵ <https://twitter.com/GotabayaR/status/1439861010093903874>

⁴⁶ <https://twitter.com/GotabayaR/status/1417822409923514368>

⁴⁷ <https://mfa.gov.lk/sl-fm-unhrc/>

⁴⁸ <http://www.statistics.gov.lk/sdg/index.php/sdg/target/16>

⁴⁹ Gunaratna, Rohan. “Sinhala-Muslim Riots in Sri Lanka: The Need for Restoring Communal History.” *Counter Terrorist Trends and Analyses*, vol. 10, no. 4, International Centre for Political Violence and Terrorism Research, 2018, pp. 1–4, <http://www.jstor.org/stable/26402133>.

Muslim unity⁵⁰, the project will also seek to include dialogues in the province. Additionally, the project will seek to closely liaise with key government partners including the Media Ministry and the Right to Information Commission, the Office of National Unity and Reconciliation housed under the Ministry of Justice that also leads much of the government’s reform agenda in key areas of SDG 16 such as Access to Justice and is already a close area of partnership for government with the UN, notably through UNDP.

- c) A brief explanation of how the project fills any strategic gaps and complements any other relevant interventions, PBF funded or otherwise. Also provide a brief **summary of existing interventions** in the proposal’s sector by filling out the table below.

Project name (duration)	Donor and budget	Project focus	Difference from/ complementarity to current proposal
Engaging female and male adolescents to foster positive and online and offline engagement to prevent the spread of hate speech and disinformation in Sri Lanka (Nov 2020 – Nov 2021)	JPP / Canada USD 93,458	Enhance capacities of the Federation of Youth Clubs and Children’s Clubs (at national, district and divisional levels) and work with religious leaders to facilitate dialogue and response to prevent the spread of hate speech in identified demographic and geographic hotspots of disinformation - UNICEF	Complementary to the current proposal: it pilots learning approaches within largely untested age and social groups in fostering positive online engagement.
Sports for Development for Strengthening Social Connections among Children and Adolescents in Northern and Eastern Sri Lanka (July 2020 – June 2023)	Australia National Committee for UNICEF USD 700,000	Use sports in school and out school platforms to promote social cohesion and peace. Through sports, children and adolescents learn basic values and life skills – discipline, teamwork, fairness, tolerance and respect for others – that shape their behavior and help them to pursue their goals - UNICEF	Different from current proposal, but with a similar focus on building skills using the same platforms – schools and children’s clubs, platforms which will be leveraged in this project.
General Education Modernization Program	World Bank	The program primarily focuses on adapting modern/new approaches to content teaching-learning in the general education. This specifically includes the strengthening of the Civic Education subject to enhance civic values and social cohesion among secondary students and improving ICT skills – UNICEF.	The project compliments the broader focus on promotion of civic values and social cohesion.
Preventing Violent Extremism through promoting tolerance	EU US\$ 1.6 million	This project focuses on supporting the Sri Lankan government and other key	The ongoing regional project targets more broadly on knowledge generation and

⁵⁰ <https://gota.lk/sri-lanka-podujana-peramuna-manifesto-english.pdf> Vistas pg. 77 ADD

and respect for diversity (18 months)		stakeholders in understanding and responding to spread of violent extremism and hate speech through enhancing awareness, community resilience and innovative and creative responses - UNDP.	awareness creation on the drivers of spread of violent extremism in Sri Lanka while the proposed project builds on the work done through current project to focus specifically on spread of hate speech which is a threat of multiplier of violent extremism.
Prevention of violent extremism in Bangladesh, Indonesia, Maldives and Sri Lanka (One year)	Japanese Supplementary Budget US\$ 297,000	The overarching objective of this project is to engage diverse stakeholders to prevent violent extremism through the empowerment of communities, youth and educators, and other vulnerable groups, as agents of peace and positive change in the selected four countries - UNDP	The project largely focuses on economic empowerment and social entrepreneurship as a response for addressing economic drivers of violent extremism in the Eastern Province of Sri Lanka while creating safe spaces for dialogues among multiple stakeholders to understand and respond to other drivers of violent extremism. The proposed project builds on the work carried out in media spaces under the current project with the participation of civil society.
Engaging female and male adolescents and youth to foster positive and online and offline engagement to prevent the spread of hate speech and disinformation in Sri Lanka	JPP-Canadian Government US\$ 100,000	The objective of the joint project is to explore and better understand contours of spread of hate speech with a scoping exercise of new social media platforms and capacitate social media influencer campaigns that could effectively counter or respond to the spread of hate speech - UNDP.	The project has been effective as a pilot to better understand patterns of spread of hate speech on new platforms. The proposed project will build on the findings of the pilot study with the pilot supporting the research design and base line setting for this project.

The above interventions demonstrate both the opportunities for a new hate speech focused intervention and the key gaps that will be filled by it. The UN in Sri Lanka has piloted, and generated evidence for, several important activities including hate speech monitoring, training and capacity development approaches to non-violent communication, digital literacy, and engaging adolescents, youth, women and religious leaders in building social cohesion. These tried and tested approaches will be utilized in the project, alongside innovative approach, to be scaled to increase their level of impact. In addition, the project will utilize innovative toolkits, such as the digital citizenship toolkit developed by a civil society partner, social cohesion and RTI modules developed for Sri Lanka Institute of Development Administration (SLIDA) under the PBF funded Promoting Reconciliation in Sri Lanka project and work with young women peace champions produced by the PBF funded project Young Women as Drivers of Peace: Providing 360° Support to Emerging Women implemented by the Search for Common Ground who is also currently part of the EU-funded UNDP regional PVE intervention in Sri Lanka. The PBF IRF intervention, therefore, benefits from experimental approaches being piloted whilst catalyzing new initiatives while building on the lessons from pilot initiatives for sustainable changes in Sri Lanka's online spaces and their offline effects on social cohesion.

II. Project content, strategic justification, and implementation strategy (4 pages max Plus Results Framework Annex)

a) Project Focus and Approach

As detailed in the analysis above, the problem of online hate speech in Sri Lanka is multidimensional as much as its effects (online and offline). The problem necessitates a comprehensive approach that addresses both effects and root causes. This requires depth and dynamism in understanding and evidence generation as patterns and platforms of online hate speech constantly change. The project will be anchored in empowering national partners, including CSOs youth and women's networks. The CSO partners will be instrumental in collecting data, generating and proactively using evidence and analysis from monitoring of indicators and data related to social cohesion and hate speech. This will support evidence-based advocacy messaging and targeted responses, led by these stakeholders, with global social media platforms through concerted in-country engagements, including facilitation of dialogues between civil society and such platforms.

UNDP will take the lead in the overall implementation of the project in inter-agency collaboration with UNICEF, which will lead on components focused on working with adolescents and youth, with school communities and with faith leaders. Both agencies will leverage the complementarity of their existing local level presence, with UNDP utilizing its wide networks established through its multi-year local governance work which works across four provinces and UNICEF building on its experience with around 5,000 children's clubs and 7,000 youth clubs across the country. This network of clubs, managed by Government officers, provides an opportunity to bring together children who study in a school system segregated along ethnic and religious lines with little opportunity for interaction.

The **project's approach to dealing with the problem of hate speech is two-fold:** 1) *advocacy* for better content moderation, prevention and response efforts to reduce the circulation of hate speech on social media platforms, its most prominent form of dissemination in Sri Lanka; AND, 2) *digital literacy and educational approaches* to a range of stakeholders, especially youth and adolescents to reduce the longer-term appeal of such narratives in society. Journalists and educators (who have influence and access across key audiences and stakeholder groups) will also be two key target groups. The project will follow gender sensitive and human rights-based approaches. Noting the disproportionate impact on women and gendered impacts of hate speech, all advocacy and countering efforts will have a specifically gender-focused components supported by gender disaggregated data. All educational approaches will be targeted at 50% or more female beneficiaries. The overall focus of the project is designed from a human rights lens, aiming to limit harm within a framework that promotes freedom of opinion and expression. The project will also develop a human rights sensitive risk matrix.

The **overarching goal of this approach will be to take an agile, evidence-based 'prevention' approach to the harmful effects of rapidly disseminated online hate speech narratives and enhancing resilience to such narratives.** Underlying the approach is evidence generation, including real-time monitoring of key hate speech and social cohesion indicators for prevention and response (outcome 1) to inform targeted and effective responses. The evidence from proactive monitoring and research will be utilized by a range of national partners (including local officials, CSO and youth champions, youth groups, journalists in online and offline media spaces, religious leaders and communities) to develop effective strategies for addressing, and providing alternatives to, hate speech

narratives. Further, the pilot initiatives with adolescents and youth in schools and out of school platforms would be documented and assessed to inform potential scale up by the relevant Government authorities in other part of the country and for integration into the UN’s broader programming approach. It is expected that through this intervention, Sri Lanka can reduce the risks to social cohesion through a pro-active approach to limiting the harm and dangers of online hate speech.

The **project will also use experimental approaches** to develop an *effective and innovative alternative narratives* strategy based on emerging global research that indicates indirect approaches of storytelling, ‘gamification’, and targeted positive narratives as the most effective ways in contesting online hate speech narratives. *The use of ‘gamification’ responds to evidence from new research and experimental approaches, that suggests that gamification creates more interest and greater effectiveness among users. Other innovate approaches include new educational approaches to improve digital literacy, critical thinking and values-based education as a means of building longer-term resilience, especially among youth and children to reduce the appeal and ‘virality’ of hate speech narratives.* Recognizing the limitations of approaches that only address the effects of hate speech in the online sphere and sustaining longer term outcomes, the project will also invest in *community resilience* through targeting influential community leaders such as religious leaders working offline in hotspots within several districts.

b) Project level theory of change

Central to the project theory of change are the linkages between evidence (Outcome 1), knowledge and skills-building and targeted action for evidence-based prevention and response (Outcome 2). The project engages key stakeholders pivotal in preventing and addressing hate speech (see Table 2 ‘Stakeholders’ Role’ in the ‘Project Targeting’ section below), which increases polarization and exclusion that and is detrimental to social cohesion. In addition to the specific assumptions underlying the approach in Table 1 below, the core assumption underlining this approach is based on evidence from past incidents and continuing circulation of online hate speech. These experiences highlight the immediate value in supporting advocacy and initiatives for better moderated, more inclusive and safer online spaces that feature more engaging, varied, positive narratives that contest and offer alternatives to divisive and dominant hate speech narratives. Evidence also demonstrates the value of developing skills of journalists, educators (including teachers and principals), youth and adolescents, and women through *educational approaches for digital literacy* to improve critical understanding and recognition of hate speech narratives, disinformation narratives linked to hate speech.

Given that the evidence on traditional “counter speech” (or counternarratives) including positive narratives remain mixed⁵¹, the project takes a holistic approach, combining online and offline prevention and response with a diverse range of actors, focusing on those with influence in communities and with online audiences, and those who may be targets of hate speech (such as adolescents and youth). Finally, to bridge this evidence gap in the counter narratives space, the project will invest significantly in continuous monitoring, evaluation and learning on the effectiveness of such approaches.

Figure 1: Theory of Change Diagram

⁵¹ An internal literature review of over 60 documented programs attempting counternarratives demonstrated that gaming, storytelling or entertainment approaches and, to a limited degree, targeted positive narratives appeared to demonstrate positive outcomes. Large campaigns and direct ‘countering’ of hate speech and disinformation was often ineffective.

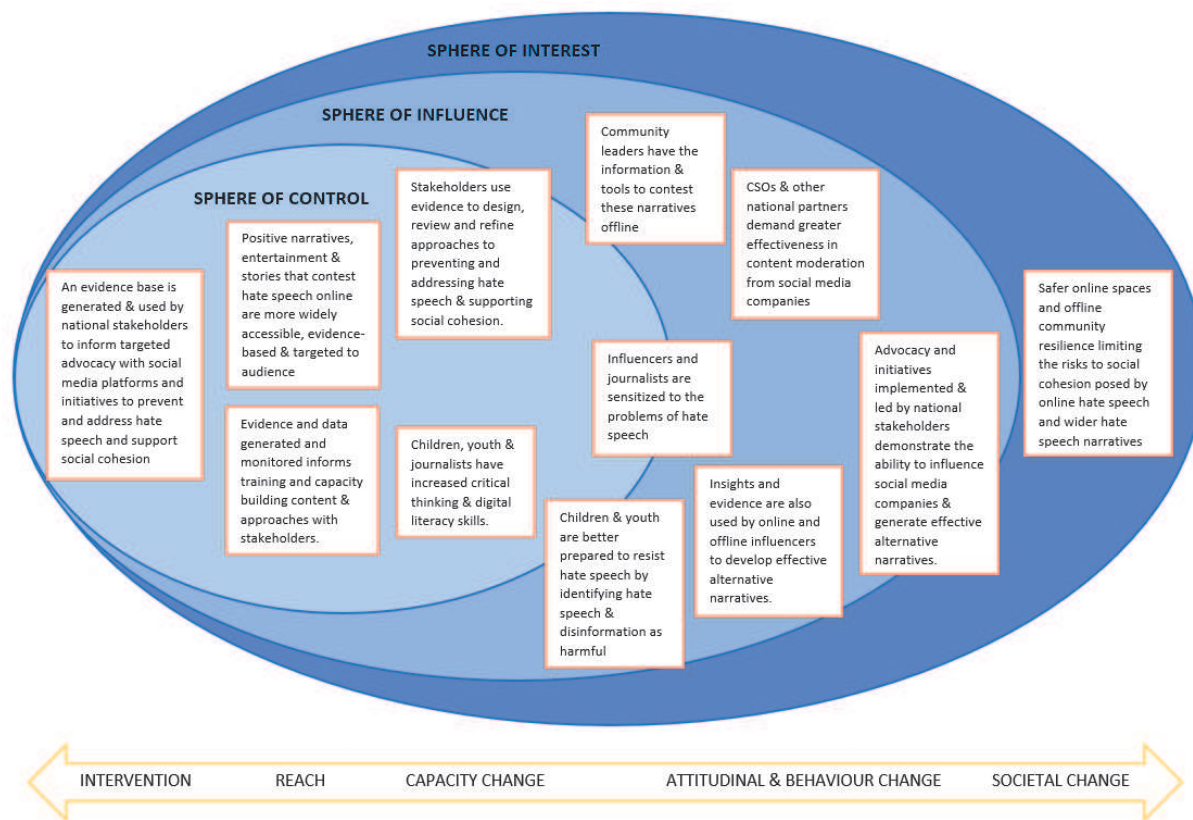


Table 1: Unpacking key assumptions behind the programming approach and TOC

Programming Approach	Assumption	Evidence Base
Increasing access to dynamic data analytical tools for national stakeholders to systematically track online hate speech, social cohesion indicators and SDG indicators. <i>(UNDP/RCO)</i>	National stakeholders require robust data to carry out effective prevention and responses to address hate speech and support social cohesion. Increasing access to reliable and verified data reduces the space for misuse of data or poor analysis and greater accountability of social media platforms for content hosted.	Currently, data and evidence available to national actors is limited, underused and does not facilitate early/ real time response to hate speech.
Civil society capacity development for early identification of the spread of hate speech, building community resilience and strengthening social cohesion. <i>(UNDP)</i>	CSOs lack information, reliable data and resources for early identification with only a handful of individual and one youth led organization operating in this space.	CSO leaders, especially women leaders working with at risk groups also face threats online, there is currently no platform for these groups to recognize emerging threats or to advocate for action, leaving a gap in community resilience architecture.
Civil society, state and private sector capacity development in advocacy to influence social media platforms and generate effective alternative narratives and engage in policy interventions that can prevent	CSOs lack the skills, knowledge, data and networks to advocate effectively with social media platforms. Identification of CSO champions will facilitate networking and information sharing between CSOs.	A pilot initiative with a youth led CSO has demonstrated that improved visibility on social media platforms response time has enhanced efforts to quantify response time showed a serious time lag. This demonstrates the potential for improved advocacy outcomes in this area. E.g. when

the spread of hate speech. (UNDP)		Facebook expedited the roll-out of features to help users identify false news.
Capacity development with social media influencers and civil society groups to promote ethical use of social media and respond to harmful and dangerous content (UNDP)	Social media influencers and CSOs have access to the networks, reach and platform to influence opinion (both positively and negatively) fueling division or supporting cohesion. Currently, they have little access to consistent information, guidance and training on ethical use of social media etc. Supporting them with skills to develop and share alternative narratives will support positive online behavioral change.	While mass campaigns of ‘counternarratives’ appear largely ineffective, regional experiences from UNDP’s ‘Extreme Lives’ and ‘YouTube Creators for Change’ initiative are demonstrative that targeted approaches utilizing techniques such as storytelling can bring about positive change.
Enabling women and youth led CSOs to design and carry out alternative narratives initiatives to address harmful gendered dimensions of hate speech. Supporting the creation of youth empowerment alliances, platforms using multiple innovative tools to create awareness of hate speech, to facilitate dialogue on the ethical use of social and other media and joint action to prevent the spread of hate speech. (UNDP)	Women and youth led organizations with legitimacy and networks within communities (online and offline) play a key role in prevention and social cohesion. With skills building and access to innovative approaches and partnership with the private sector and social media platforms, these organisations’ interventions will be more effective in preventing and address hate speech as well as supporting social cohesion.	Pilot social media monitoring has demonstrated that women are a continuous target group of hate speech attacks and that women also have the disadvantage of a gendered digital divide in terms of internet access for women still being nearly half that of men. These twin dynamics demonstrate the need for such interventions.
Use existing platforms to raise awareness among religious leaders, faith-based organizations, local governments on the negative impact of hate speech and countering its effects online and offline - digital training with a focus on multi-ethnic and multi-religious hotspots. (UNICEF)	The lack of awareness on the negative impact of hate speech and insufficient knowledge and skills on the use of digital and social media makes it challenging for religious leaders to be engaged in countering hate speech. Through empowering local communities to better recognize disinformation linked to hate speech, and its harmful effects .	UNICEF, in collaboration with a local NGO, conducted a survey with religious leaders to understand the experiences of religious/faith leaders during the COVID-19 crisis, included aspects of digital literacy of religious leaders. The findings informed the programming approach.
Training programs and networking targeting media personnel, social media influencers, and communications personnel to strengthen capacities of non-violent communication, and respond to harmful or dangerous narratives. (UNDP)	Media, social media influences and communications personnel have not had training or exposure to nonviolent communications. Influencers, media and communications personnel play a key role in shaping and producing content and messaging.	Narratives and stereotyping are used in Sri Lanka’s traditional media spaces (print, TV, radio, and web journalism). The distinction between professionalized media and the more diffused social media influencers who at times act as de facto journalists is changing the media landscape in ways that create a need to bring these different actors together.

Skills development of Child Rights Promotion Officers (CRPOs) and Youth Service Officers (YSOs) on preventing hate speech and promoting digital literacy and life skills amongst adolescents and youth. <i>(UNICEF)</i>	CRPOs and YSOs have a unique role in engaging with and accessing children and youth through platforms within existing networks. Currently CRPOs and YSOs have limited exposure and access to digital literacy training and skills building to use with young people they engage with.	In Sri Lanka, there are 5,000 children’s clubs and 7,000 youth clubs (functioning to varying degrees across the country) that bring together children and youth from different ethnic, religious and social backgrounds. This network of clubs, managed by CRPOs and YSOs, provides an opportunity to bring together children who study in a school system segregated along ethnic and religious lines.
Advocacy and awareness raising in the school community (principals, teachers, parents and secondary students) on their role in preventing the spread of hate speech and its harmful consequences. <i>(UNICEF)</i>	Support for prevention efforts requires a whole of school community approach engaging all school community stakeholders. Currently these stakeholders have limited exposure to accurate and tailored information on hate speech to make informed decisions.	The education system provides an excellent opportunity to equip children with human values, principles and citizenship skills, and such educational strategies have been globally found to be an effective means to counteract hate speech.
Strengthen media/digital literacy and soft skills related to respect, tolerance for diversity and non-violent communication amongst adolescents and youth in targeted schools and out of school platforms. <i>(UNICEF)</i>	Digital literacy skills are a core aspect of educating and empowering young people to critical assess and reject hate speech as well as and providing them with the skills to produce positive narratives. In schools, competencies needed for co-existence in a multi-cultural society are taught through Civic Education (which does not cover digital literacy).	According to UNICEF’s study on <i>keeping children in Sri Lanka safe and empowered online</i> , there is a dearth of critical thinking skills in digital literacy and insufficient understanding of the role adolescents and youth can play in preventing hate speech. Further, there is a lack of emphasis on strengthening life skills related to respect, tolerance for diversity and non-violent communication, and limited opportunities for adolescents and youth from different backgrounds to come together.

c) Provide a narrative description of key project components (outcomes and outputs),

Outcome 1: Systematic research and evidence provide the foundation for the countering of online hate speech for effective advocacy and preventive action (UNDP)

Output 1.1: Improved access to dynamic data and analytical tools for national stakeholders to systematically track online hate speech, social cohesion indicators, and alongside related SDG 16 targets as a basis for evidence-based advocacy and targeted responses (UNDP).

1. Conduct ‘digital eco system mapping’ to further research into poorly understood risk areas such as regional and gendered dimensions of hate speech on platforms not monitored for hate speech in Sri Lanka (e.g., YouTube, Tiktok).
2. Produce monthly and quarterly analytical products, issue papers, and briefings on issues that inform national stakeholders, development partners and UN agencies, track key social cohesion and SDG 16 indicators, and pilot new data collection approaches (e.g., focus groups, surveys) for

improving understanding of effects of hate speech, the gendered dimensions of the issue, and their impact on social cohesion.

This will be done through regular monitoring and several pilot studies to close this gap utilizing offline focus groups and/or surveys to further understand these dynamics. To this end, an internal and external research resource pool with the inputs of national stakeholders (CSOs) will be utilized. The insights generated through these knowledge products will form the basis for programming design interventions and initiatives under Outcome 2 and form the project's basis to measure results under Outcome 2.

This Outcome responds to the dynamic nature of online hate speech content. The mix of written posts, images, videos, and other mediums make monitoring and understanding patterns in online hate speech difficult and requiring regular updates (Output 1). Due to the rise of online gaming via social media platforms knowledge products will inform a 'digital ecosystem mapping' exercise to track how usership patterns and content sharing online in how it relates to Sri Lanka's online hate speech landscape.

Output 1.2: *Strengthened civil society capacities for early identification of spread of hate speech, building community resilience and social cohesion and advocacy with social media platforms (UNDP)*

1. Provide technical support to identified civil society organizations⁵² engaged in key interventions on hate speech monitoring and analysis of its effects and offline to more effectively manage data collation, analysis, and outreach, by forming international collaborations with tech companies and research think tanks.
2. Support civil society capacities (including women and youth led organizations) for evidence-based advocacy, convening regular knowledge sharing spaces, conducting periodic national dialogues to discuss the trends and patterns of hate speech and explore ideas for effective response, and engaging of key national and regional stakeholders, including social media platforms. Identify and explore opportunities to engage regional offices of social media platforms as advocacy targets and in consultations and dialogues.

Informed by Output 1.1, activities under Output 1.2 are focused on a civil society led national advocacy efforts for improved and contextually relevant content moderation by social media platforms. The two activities will focus on strengthening CSO capacities to systematically monitor and respond to hate speech through their own platforms, lead community-level engagement, inform key government partners and to lead advocacy efforts with global social media platforms. The project design recognizes the need for regional engagement on online hate speech as social media companies (e.g., Google, Facebook, ByteDance) operate from regional offices. Therefore, these advocacy efforts will be linked to these regional offices and other regional partners. Additionally, efforts will be linked to global efforts coordinated at HQ level and the Asia Pacific Community of Practice on hate speech coordinated by DCO.

It is anticipated that by building the networks to engage these platforms and developing tools and capabilities for collective advocacy that national stakeholders, including women led and youth led CSOs, will then be able to continue to advocate beyond the project duration. In this regard the project will build on and add to the work previously funded by PBF, such as the Youth360 project and Promoting Reconciliation in Sri Lanka) who have been effectively absorbed to the currently ongoing EU funded regional project on social cohesion. The advocacy has two goals. First, it will support CSOs

⁵² As described in Section 1, there are currently very few organizations with the capacity to effectively identify and monitor hate speech. UNDP/RCO has been working with one such organization and anticipates being able to identify and build capacities of a core group of CSOs with the potential reach and influence to leverage the most change (please refer to Output Indicator 1.2.1)

to use evidence-based approaches on countering hate speech. This would also focus on existing CSO-social media platform partnerships for this purpose such as Facebook’s Trusted Partners program and YouTube’s Trusted Flaggers initiative. Second, these insights will be used to call for greater accountability by these global platforms within Sri Lanka. For example, advocacy to roll-out of products to improve page transparency and fact checking.

Outcome 2: National stakeholders actively engage in and lead early action to prevent and address hate speech and to support social cohesion through producing online and offline alternative narratives (UNDP and UNICEF)

Output 2.1: Increased capacity of national stakeholders including local governance actors, community leaders, civil society and youth to prevent and address hate speech (UNDP and UNICEF).

1. Enhance the capacities of identified social media influencers and civil society groups to promote ethical use of social media and respond to harmful and dangerous content through effective and factual alternative narratives promoting coexistence, tolerance, and respect for diversity, and safe online spaces including innovative approaches to digital storytelling and ‘gamified’ promotion of online behavioral change.
2. Support women and youth led civil CSOs (with specific focus on those previously engaged for PBF funded projects) and online and traditional journalists/content creators/visual story tellers to design and carry out alternative narratives initiatives to address harmful gendered dimensions of hate speech through digital storytelling and other innovative approaches in partnership with the private sector and social media platforms.
3. Use existing platforms to raise awareness among religious leaders, faith-based organizations, local government and governance organizations on the negative impact of hate speech and enable their responses in countering its effects online and offline.

UNDP in the Asia Pacific region and in Sri Lanka already has several positive partnerships in this respect, including the Extreme Lives⁵³ and the YouTube Creators for Change⁵⁴ initiatives that will be leveraged to secure support. Similarly, UNICEF’s ongoing work in supporting religious leaders and UNDP’s work in local governance will create useful synergies and improve value for money as they already serve as convening platform for community-led engagement in promoting social cohesion. The insights generated on patterns and narratives of online hate speech will be utilized here to build offline resilience to such narratives. The prior experiences in this area will provide useful lessons for formulating the strategies and measurement approaches to this Outcome area with Output 1 being a primary focus and a significant area of investment for the project.

International experiences show that reaching the desired target audiences is often not straightforward. This project will employ a promising area of work at UNDP using technology to enhance knowledge and debate around the spread of hate speech through ‘gamification’ of engagement. This entails using gaming mechanics to stimulate participation and collective awareness around issues such as hate speech. In Sri Lanka, the game launched as a pilot initiative by a CSO partner with a small budget in September 2021 has already been downloaded over 11,000 times locally with an average player time of 20 mins, and over 500 reviews of 4+ ratings.

⁵³ <https://www.extremelives.org/about>

⁵⁴ <https://www.asia-pacific.undp.org/content/rbap/en/home/programmes-and-initiatives/creators-for-change.html#:~:text=YouTube%20Creators%20for%20Change%20is,positive%20impact%20on%20the%20world.>

The project will leverage existing UNICEF work with religious leaders on issues of violence against children and on hate speech prevention, including raising awareness among religious leaders and faith-based organizations on the negative impact of hate speech and the role they can play in addressing it. UNICEF's approach will help religious leaders disseminate positive images and stories about other faiths, including through digital storytelling, it will be closely coupled with efforts in Outcome 1 to monitor statements and decrees issued by religious leaders and authorities that incite hatred and violence and avoid working with any actors that may cause harm. Work with religious leaders will develop and use alternative and creative methods of talking to young people, in addition to preaching such as sport, cultural and interfaith work and enhance dialogue with students and children's club members to improve intergenerational understanding.

Output 2.2: *Journalists and other media personnel are trained and capacitated in promoting ethical and more cohesive media and communications for countering hate speech and supporting social cohesion (UNDP)*

1. Support training programs targeting media personnel, social media influencers, and communications personnel to strengthen capacities of non-violent communication, and respond to harmful or dangerous narratives and engage them through partnerships with higher education institutions including journalism/media departments in universities.
2. Support and engage journalists, media personnel, media influencers and content creators to produce factual narratives, promote non-violent communication and reporting, and using their platforms to encourage inter-communal exchanges, ethical use of online/offline media platforms, developing credible news supplements and developing normative frameworks for conflict-sensitive reporting that supports social cohesion.

United Nations guidance note on addressing and countering COVID-19 related hate speech highlighted that use of media channels, influential journalism, and building positivity on social spaces could reduce the spread of hate and violence.⁵⁵ The training programs with journalists and media personnel will transfer skills to critically assess and make judgement calls on the potential impact of the news they produce that could be either offensive or inflammatory. The aim of the training is to prevent the spread of harmful content that encourage hostility and violence while being mindful of gendered dimensions of such content. Nonviolent Communication (NVC) will form a key part of the training package. NVC helps create a shared understanding and promote empathy towards the 'other' through language, deep listening, communication, and consciousness skills. There is a high level of interest and commitment among both aspiring and professional media personnel to enroll for NVC programs (with 190 applications received for the recently launched certificate program and another 150 participating in the workshops carried out). Complementing the capacity development component will be a series of media led engagements, utilizing new knowledge and skills to develop new non-violent and conflict-sensitive content and products, and engage audiences in inter-communal exchanges.

Output 2.3: *Adolescents and youth have the skills to engage through informal spaces in responding to the drivers of harmful or dangerous speech and conflict (UNICEF)*

1. Enhance the skills of adolescents and youth with a focus on digital literacy, digital storytelling and life skills related to respect, tolerance for diversity and non-violent communication, to help them identify and prevent the spread of hate speech, including through producing counter narratives.

⁵⁵ Keith Somerville (2011) Violence, hate speech and inflammatory broadcasting in Kenya: The problems of definition and identification, *Equid Novi: African Journalism Studies*, 32:1, 82-101

2. Create opportunities and online platforms for adolescents and youth from different backgrounds and genders to come together on issues such as the ethical use of social and other media and joint action (such as through innovative social action projects) to prevent the spread of hate speech.
3. Engage and enhance the skills of Child Rights Promotion Officers (CRPOs) and Youth Service officers (YSOs) on preventing hate speech and promoting digital literacy and life skills amongst children and youth through existing platforms.

The project builds on lessons from UNICEF’s peacebuilding work supporting the participation of adolescents and youth (10-22 years) in local decision making and civic engagement that contribute to strengthening social cohesion, including with around 5,000 children’s clubs and 7,000 youth clubs functioning across the country across the country. UNICEF has invested in strengthening these clubs in vulnerable areas and will leverage them to pilot digital literacy approaches to building resilience towards hate speech. Output 2.3 deals with emerging and future hate speech and disinformation narratives and trends, through strengthening digital literacy within future generations, supporting adolescents and youth in identifying harmful and misleading narratives through critical evaluation. These life skills programs are one of the key strategies in INSPIRE, a global evidence-based resource that presents strategies based on the best available evidence to reduce violence against children. Life skills training for children enhances their communication, conflict management and problem-solving skills, and assists them to build positive peer-to-peer relationships.

In partnership with the Department of Probation and Child Care Services, respective Divisional Secretariats, relevant CSOs and religious leader forums, UNICEF will support interventions for adolescents and youth on digital literacy, digital storytelling and life skills related to respect, tolerance for diversity and non-violent communication. The project will also create opportunities and online platforms for adolescents and youth from different backgrounds to come together on issues such as the ethical use of social and other media and joint action (through social action projects) to prevent the spread of hate speech and work with youth groups to identify and channel their own positive stories of coexistence, respect and diversity on online platforms and major media channels. Working together with local media on private and public channels, they will champion new narratives that value diversity as a practical learning model.

UNICEF also works closely with Government CRPOs who have the mandate to promote the rights of children at the district and divisional levels and work directly with children at village level, including children’s clubs. The YSOs play a similar role. This will ensure sustained Government commitment and efforts to prevent hate speech in the longer-term. The CRPOs and YSOs will work with children and youth on issues of hate speech and actions to counter it through the children’s and youth clubs. UNICEF has already launched this initiative in three districts of Sri Lanka together with the Department of Probation and Child Care Services so there is strong Government buy-in. Through this project, UNICEF will document and assess the effectiveness of this pilot initiative for potential scale up in other parts of the country, under the leadership of the Department of Probation and Child Care.

Output 2.4: *Secondary students in targeted schools have the required media and information literacy skills to help prevent and counter hate speech (UNICEF)*

1. Develop and pilot the media/digital literacy content in collaboration with the Provincial Ministry and Department of Education.
2. Strengthen the media/digital literacy and soft skills of secondary students and engage them in producing positive narratives.
3. Advocate for and create awareness among the school community, including principals, teachers, parents and secondary students, on the key role they need to play in preventing the spread of hate speech and on the harmful consequences of hate speech on children and the wider community.

4. Build the capacity of and engage education officials, teachers and in-service advisors at provincial and zonal levels to facilitate the roll-out of civic education content in the targeted schools

The education system provides an excellent opportunity to equip children with values, principles and citizenship skills and strategies to counteract hate speech and represents a structural and sustainable response to preventing and addressing hate speech. In Sri Lanka, Civic Education taught in secondary school focuses on developing the competencies needed for co-existence in a multi-cultural society. The challenge is adapting these objectives to a digital world, so that children have the skills needed to articulate personal beliefs and the technological knowledge that they need to better identify and counter online hate speech. This project will directly address this challenge through developing a package of competencies within media and information literacy can empower individuals and provide them with the knowledge and skills they need to respond to perceived hate speech.

Civic Education in Sri Lanka is usually taught in the classroom, with little opportunity for students to engage with those from different ethnic/religious backgrounds (due to a segregated school system) and to apply their learning. To address this, UNICEF has piloted a new platform for teachers to promote civic competencies among students using digital tools in the teaching-learning process that could be used with students across selected schools in the Central and Uva provinces. Through this project, UNICEF aims to build on this to include a strong focus on the development of critical thinking skills and the skills needed to promote ethical use of social media. This will give children the media and information literacy competencies that can help them identify and question hateful online content, understand assumptions, biases and prejudices, and elaborate positive narratives.

UNICEF will work with the Provincial Departments of Education (PDE) in Central and Uva provinces, selected Zonal Departments of Education (ZDE) and the broader school communities, including parents and caregivers (that have a role in exposing and protecting children from hateful content) to roll out the platform in 100 selected schools with a focus on Kandy District. To do this, UNICEF, together with the PDE, will facilitate the establishment of a joint Provincial Resource Team to review the Civic Education subject content, identify potential gaps/entry points and strengthen the content with on-line/off-line hate speech aspects. UNICEF will document the lessons learnt from this project to inform the ongoing Education curricular reforms, including in the Civic Education subject, and potential scale up in other schools across the country.

Use Annex C to list all outcomes, outputs, and indicators.

d) Project targeting

The focus on online hate speech necessitates a nationwide response targeting a variety of online spaces, primarily social media, including regional content. To complement the online work, the project will also feature multiple offline engagements that are selected on the basis of their multi-ethnic and/or multi-religious composition, representative of different regions and in some instances, a demonstrable history of vulnerabilities to the negative effects of online hate speech. The center of activity on areas of work such as capacity development of journalists or national bodies national bodies will focus on the Colombo District, the Northern Eastern and the Central Provinces.

Several rounds of key stakeholder discussions and literature reviews demonstrated value in engaging in multi-ethnic communities where the issue of hate speech has had the most significant impact. Similarly, national policies, such as the government manifesto ‘Vistas of Splendour and Prosperity’ also noted the need for engagement on issues of Tamil-Muslim unity in the Eastern Province. Therefore, the project will focus its primary efforts of offline activities, especially engagement with

community leaders and in schools in the Kandy, Ampara, Batticaloa, Jaffna, and Puttalam Districts with a limited focus in up to two urban centers in the Badulla District. Focusing on these five key districts of Sri Lanka’s 25 administrative districts was noted by key stakeholders (including women’s groups) as being optimal, achieving a significant level of geographic reach while also covering population centers that strongly represent all major religious and ethnic groups in Sri Lanka.

Analysis and project design consultations points to several distinct groups of stakeholders who play an influential role in countering and/or are deeply affected by online hate speech and its effects (see Table 2 below).

Table 2: Stakeholders’ Roles in the project

Stakeholder	Preventing Hate Speech/ Impacted by hate speech	Role in project
CSOs, youth networks and women’s networks	Key organizations and networks with access to, legitimacy and influence within communities (online and off). Women’s and youth organizations can champion prevention and support for victims of hate speech. Including organizations, such as NCEASL, and Prathiba Media under the PBF funded Promoting Reconciliation in Sri Lanka who is currently working on related interventions under UNDP regional intervention.	Recipients of training and capacity development. Engaged in and leading advocacy, including multi-stakeholder platforms and engagement with social media companies. Inputs in, reviews and uses research products and data generated by the project. Uses data to inform online and offline initiatives.
Youth and adolescents	Targets of hate speech, vulnerable to propagating hate speech. Including Youth and Gender champions previously capacitated through PBF funded Youth360 project implemented by SFCG	Beneficiaries of digital literacy training. Involved in initiatives to prevent hate speech, selected youth champions designing/leading initiatives.
Influencers	Have influence over follow’s opinions, online behavior/ perceptions. Have the potential to play negative and positive roles.	Beneficiaries of digital literacy training. Involved in initiatives to prevent hate speech, selected youth champions designing/leading initiatives.
Faith leaders	Given the ethno-religious dimensions of hate speech and inter-communal divisions, faith leaders with legitimacy and access within communities can play a key role in prevention.	Recipients of training and capacity development. Inputs, reviews and validates research products and data generated by the project. Uses data to inform online and offline initiatives.
National Government Partners	Responsible for overseeing and coordinates national policy related to hate speech and cohesion, in addition to Sri Lanka’s commitments to achieving the SDGs.	Inputs in, reviews and uses research products and data generated by the project (e.g. Right to Information Commission, the Ministry of Mass Media). Recipients of training and capacity development (CRPOs and YPOs). Relevant line ministries engaged in coordination around project implementation (such as Ministry of Education for work with students in schools).

Social media platforms/ companies	Social media companies have struggled to regulate their platforms. Monitoring of content and groups by civil society organizations has demonstrated that social media companies are not doing enough to effectively prevent harm from taking place.	Key advocacy targets for influencing policy and behavioral change (including but not limited to content moderation) at country and regional levels. Companies include: Google, Facebook, ByteDance, TikTok.
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III. Project management and coordination (4 pages max)

a) Recipient organizations and implementing partners.

Agency	Total budget in previous calendar year	Key sources of budget (which donors etc.)	Location of in-country offices	No. of existing staff, of which in project zones	Highlight any existing expert staff of relevance to project
Convening Organization: UNDP Implementing partners: Implementing partners: Sarvodaya Shanthi Sena Sansadaya, National Christian Evangelical Alliance of Sri Lanka, Centre for Investigative Reporting, Centre Equality and Justice, Centre for Policy Alternatives, Hashtag Generation	USD 17,600,000	EU GCF GEF Montreal Protocol South South Cooperation- Ministry of Commerce China through UNDP China Norwegian embassy EU regional through UNDP regional hub Government of Japan through UNODC regional Joint proposal for Peace- Government of Canada and British High Commission	Colombo, Jaffna, Kilinochchi, Batticaloa, Anuradhapura and Badulla districts	129 staff out of which 44 covering districts outside Colombo	National technical expertise in Peace and Reconciliation, Youth and Gender, Business and Human Rights, Justice, data synthesis and analysis specifically on peacebuilding, preventing violent extremism and spread of hate speech
Recipient Organization: UNICEF Implementing partners:	USD 5,428,358 for 2020 USD 14,534,044	UNICEF's funds from core and thematic resources and through its	Colombo Batticaloa Kilinochchi	60 staff 5 staff in the Eastern Field Office	International and national staff expertise in the areas of child protection,

Provincial Department of Education; Divisional Secretariats; Department of Probation and Child Care Services; Sarvodaya; Hashtag Generation	for 2021	national committees; DFAT; KOICA; World Bank; EU; Canada, UK; Japan	Out-post in Badulla	e; 9 staff in the Northern Field Office and 1 staff member outposted to Badulla to cover Uva/Central provinces	specifically violence against children and in Education, specifically promoting social cohesion through education
Recipient Organization:					
Implementing partners:					

b) Project management and coordination

UNDP will act as the Convening Organization for this project, ensuring its overall coordination and quality assurance in close cooperation with the Office of the UN Resident Coordinator (RCO), including with regards to project work planning, sequencing of activities, partnerships, M&E and reporting.

The **Project Implementation Team (PIT)** will consist of representatives from each RUNO, including a Joint Program Coordinator (UNDP, to be recruited – charged 100% to the project) that will provide overall project management and strategic coordination; a Technical Specialist on Reconciliation (UNDP, recruited – charged 50% to the project); 1 Media/Hate Speech Specialist (UNDP, recruited – charged 100% to the project), 1 Project Associate (UNDP, to be recruited – 50%) that will provide operational support and coordinate social media influencers; a Data Analyst (recruited – 100%) and a Peacebuilding Country Associate (recruited – 100%) who will support the generation and maintenance of multiple datasets and knowledge products coordinated by the RCO; and a M&E Specialist (UNDP, recruited - 10%) will also support the program. A Gender Specialist (UNDP, recruited – charged to a different funding source) will ensure gender mainstreaming throughout the project. a Senior Technical Specialist on Social Cohesion (UNDP, to be recruited – charged to a different funding source); UNDP’s Policy Specialist & Team Leader – Governance (recruited - charged to a different funding source) will also provide overall technical guidance to the PIT in positioning the program within the broader portfolio of support under SDG16. Overall substantive guidance/coordination will also be provided by the Reconciliation & Development Advisor and Reconciliation and Development Analyst (recruited – charged to a different funding source). Overall project oversight will be ensured by UNDP’s Deputy Representative.

The UNICEF team will include the Chief of Child Protection (UNICEF, recruited – charged to a different funding source) and Chief of Education (UNICEF, recruited – charged to a different funding source) who will provide overall strategic, technical direction and coordination for the project. At a technical level, the national Child Protection Officer (UNICEF, recruited, 20% of time charged to this project) and national Education Officer (UNICEF, recruited, 20% of time charged to this project) who will be responsible for overall project management, monitoring, reporting and decision-making. At the field level, the Eastern Province Consultant, Child Participation Initiatives (UNICEF, to be recruited, 30% of time charged to this project) and Uva/Central Province Education Officer (UNICEF, recruited,

30% of time charged to this project) will manage day-to-day operations of the project, including field implementation, financial management, regular monitoring, and reporting. Overall project oversight for UNICEF implementation components will be ensured by UNICEF’s Deputy Representative and staff technical expertise in program monitoring and evaluation; reporting; communications and visibility; communication for development and operations will also be available for the effective implementation of the project.

The project implementation team will be convened by UNDP regularly to discuss implementation strategies and approaches, identify good practices and lessons learned. The team will also keep abreast of and engage on the evolving socio-political context to ensure “Do No Harm and Leaving No One Behind” approaches are consistently applied throughout the project. The Implementation Team will be responsible for : I) Discussing implementation strategies and approaches, including lessons learned and emerging good practices and issues in the context of implementation in conflict- and post-conflict areas; ii) Analyzing program bottlenecks, tracks progress, identifies actions to be taken, and recommend strategies and innovative approaches to joint programming and in addressing risks and operational issues; iii) Coordinating the implementation processes and activities per Output and across Outputs to ensure results are achieved and coordinated; and iv) Developing joint work plans to ensure cohesive approaches in policy design and programming for results as well as regular monitoring, reporting and evaluation. The project implementation team will periodically conduct risk assessments of program activities noting the dynamic operating environment and convene regular risk management meetings. The Country Offices of the RUNOs and the Resident Coordinator's Office will also provide quality assurance oversight.

A Program Steering Committee comprising representatives from the Ministry of Mass Media, , Civil Society, UNDP and UNICEF, as well as the UNRC will be established, and will meet bi-annually to review project progress, iron out operational bottlenecks, explore entry points and foster partnerships. A **Technical Working Group** comprising of the Senior Technical Advisor- Social Cohesion (UNDP), the Reconciliation & Development Advisor (RCO), the Reconciliation & Development Analyst (RCO), Policy Specialist & Team Leader – Governance (UNDP), Technical Specialist – Reconciliation (UNDP) and Education Officer (UNICEF) and Child Protection Officer (UNICEF) will be convened by UNDP regularly to identify risks, gaps, opportunities as they emerge to influence/guide the Project’s implementation strategy from a substantive perspective. The Working Group will also identify points of convergence with other peacebuilding initiatives, projects and programmers and support the Project’s relevance and sustainability. The Reconciliation and Development Advisor will also play a crucial role in project coordination/liason support, linking the project implementation team with the SDG pooled fund's Peace Window, Social Cohesion Results Group of the UNSDF, and other UN Agencies regarding UN Programming and providing technical advice to the project implementation team.

c) Risk management

Project specific risk	Risk level (low, medium, high)	Mitigation strategy (including Do No Harm considerations)
Government-imposed mobility restrictions in response to COVID-19, or other pandemics might reduce access to communities, impacting in-person training, outreach and community initiatives.	Moderate	Project design has anticipated limited disruptions posed by COVID-19 and as such anticipates an agile, hybrid implementation strategy. The focus on online spaces and increased online adaptation experience by national partners will allow developing alternative arrangements (digital networking, activities etc.), where in person

		activities are not possible, to meet project objectives.
COVID-19 pandemic and related restrictions prevent the physical gathering of children in Children's and Youth Clubs	High	While school closures and related restrictions have typically been greater than other pandemic related restrictions since March 2020, Sri Lanka has now commenced a schools vaccination program with a view to re-opening schools rapidly. During the initial 3 to 4 months, the focus will be on the development of a standardized package of hate speech training and other materials together with key stakeholders. This will not require large gathering of people or children and can move forward without delay.
Negative community perceptions on the importance of peace promotion and hate speech prevention, including participation of girls	Medium	Contextualized data generated by the project, detailed contextual analyses and local partnerships provide an understanding of how the project aims will be perceived amongst communities (including gender disaggregated data). Additionally, a communications plan will allow for a tailored approach to communicating project's relevance to communities. Behavior change communication that will contribute to systematic perception changes will be a key strategy in this project with different stakeholders.
Lack of commitment of Child Rights Promotion Officers (CRPO) to roll out this program in coordination with other divisional actors could affect sustainability of the initiatives in the longer term	Low	The Department of Probation and Child Care Services are committed to this initiative and will work with the CRPOs, that come under the purview of this Department, to refine their TOR and help them define their role in implementing social cohesion program in a collaborative manner with other divisional actors.
Delays in project implementation and low buy-in for potential scale up of the pilot due to lack of support from key education sector partners because of competing commitments	Medium	Include key education officials from the project inception phase and sensitize them on the negative impact of hate speech on individuals and the broader community and ensure strong steering from senior level officials.
Misuse of platforms provided for social change by commercially oriented traditional media and social media actors	High	The project will employ a civil society led approach to community engagement, including online communities, employing organizations with a positive track record and maintaining a careful vetting process of popular media/social media figures and influencers associated with the project. Any risks of reputational damage to the UN will be minimized through constant monitoring and screening of content with the civil society participation and through timely communication programs where necessary

As noted in the management arrangements above, risk mitigation in the project will also be informed by regular context analysis and deliberated on risk management meetings convened periodically by the RCO. The Do No Harm approach will take a central role in this strategy as RCO staff will provide the project team with up-to-date information on the national political, economic and human rights situation for consideration of the project management team and steering committee. The risk management meetings convened by the RCO will allow continuous evaluation of the prevailing context and recommend limiting or ceasing activities if required.

Given the highly commercialized nature of social media marketing, careful vetting will be mandated in processes such as selection of social media influencer groups to avoid harmful engagements with users that may amplify messaging that is harmful or inappropriate. Due consideration to MHPSS needs and cybersecurity needs of partners engaging in hate speech monitoring will be included in the design of monitoring interventions.

d) Monitoring and evaluation

The project will establish an inter-agency M&E group, composed of each agency's M&E focal point, coordinating and reviewing M&E activities on a regular basis, including the co-development of assessment and M&E tools and coordination with RCO M&E focal on relevant corporate guidance and requirements, taking into account lessons from previous PBF project evaluations and lessons learnt exercises in Sri Lanka. The project will develop a monitoring, evaluation and reporting framework that is most appropriate and effective for measuring activity, output, outcome and objective indicators as reflected in the results matrix and for regular tracking of budget utilization.

This framework will embed transparency and accountability mechanisms. Principles of conflict sensitivity Do Not Harm and Leaving No One Behind will be integrated into the framework. In particular, the project will utilize its monthly social media reports and digital ecosystem mapping, developed under Outcome 1, to provide real-time feedback on reach, reactions responses to the targeted counter narratives activities under Outcome 2. A substantial amount of resources will be allocated to measure results including on: i.) pre-campaign and post campaign surveys with social media user groups interacting with the content, ii.) focus groups and survey discussions designed to measure perception shifts of offline participants iii.) measuring of user engagement in online campaigns. All results monitoring will maintain gender disaggregated data in all possible areas of data collection.

Further, following a results-oriented approach, the M&E framework will not only focus on monitoring progress but also on facilitating organizational learning and quality improvement to strengthen evidence-based programming. The inter-agency M&E group will also convene quarterly meetings focusing on broader achievements and impact, with support from the Project Implementation Team, to allow for collective reflection on the implementation strategy. These meetings will also inform adjustments to the project work plans. The Technical Working Group will be involved in M&E sessions, as needed, and provide feedback on the progress of the project based on the agreed M&E Framework. Additionally, UNICEF has in-house technical expertise on monitoring and evaluation who will support with baseline data collection, regular and systematic monitoring and documentation of results and an end project evaluation.

Project teams of each implementing agency will also conduct field visits to monitor and document progress in the four key field locations that will form the locus of offline activities. Where it is deemed necessary, the project teams will facilitate joint field visits. If field visits are not possible due to COVID-19 travel restrictions, remote monitoring (using digital and telephone methods) will be conducted. These assessments will have active participation from project beneficiaries, partners, and stakeholders through key informant interviews, focus groups, survey, feedback and validation.

The joint program will be subjected to a joint final independent evaluation. It will be managed jointly by RUNOs as per established processes for independent evaluation, including the use of a joint evaluation steering group and dedicated evaluation managers not involved in the implementation of the joint program. The evaluation will follow the United Nations Evaluation Group's (UNEG) Norms

and Standards for Evaluation in the UN System, using the guidance on Joint Evaluation and relevant UNDG guidance on evaluations.

Noting the experimental nature of some initiatives, a substantive allocation will be made for M&E accounting for 12.5% per cent for regular monitoring activities throughout the project period and 1.5% per cent for an independent final evaluation.

e) Project exit strategy/ sustainability

The project's objectives will be delivered through a lens of sustainability focused on local ownership, accountability, and partnerships. Over the course of the 18-month implementation period, the project will focus on building capacities of national partners to increase their ability to demand accountability from social media platforms and generate private sector partnerships for sustaining those outcomes. By advocating for improvements in social media platforms' resourcing and practices, it is expected to retain gains beyond the program activity cycle. Similarly, capacity development of CSOs, journalists and influencers who are engaged in online spaces prior to project inception and beyond the scope of the project can retain such capacities and continue engagement beyond the project cycle.

Currently, an SDG pooled fund and a varied group of donors including the EU and the Government of Norway already support multi-year peace and SDG 16 programming implement by the UN in Sri Lanka. Among these, UNDP's SDG 16 flagship portfolio includes several complementary multi-year programs that will be leveraged to ensure that key initiatives such as piloted improvements to SDG 16 tracking, if proven successful, can be adapted and continued in partnership with key national partners including the Ministry of Justice and the government's SDG 16 committee. The project implementation team will ensure that sustainability of the planned activities is at the forefront of the strategic approach and, in coordination with the Technical Working Group, will actively seek synergies and complementary action. UNDP will sustain its support to local CSOs capacitated in this area through engagements via its SDG 16 portfolio. State institutions in which training and educational programs will be institutionalized by UNDP and UNICEF, while having difficulty in obtaining new funding for untested initiatives, have a demonstrable capacity for sustaining programs once catalytic support has been provided with adequate buy-in from the national partners.

UNICEF too has the commitment of key Government duty bearers and will work in close partnership with them and relevant CSOs to design, deliver and monitor the project interventions. At the school level, the pilot initiative will be well documented and assessed for its potential replication in other schools across the country. Based on the learnings, UNICEF will advocate for the Ministry of Education to scale up the digital platform in other schools to promote digital literacy and soft skills. In out of school platforms, UNICEF will produce a package of content on digital literacy, digital storytelling and life skills for the Department of Probation and Child Care to use with children and youth through their network of children's clubs. UNICEF will also assess the effectiveness of this pilot initiative to inform its advocacy with and support to the Department of Probation and Child Care in scaling it up in other parts of the country.

IV. Project budget

PBF will transfer project funds in two tranches, releasing second tranche upon demonstration that performance benchmarks have been met: 1) at least 75% of funds from the first tranche have been committed, and 2) all project reporting obligations have been met.

A key feature of the proposed project budget is that the outcomes and outputs are shared between RUNOs paving way for identifying synergies in each's implementation strategy. A centralized and closely coordinated effort shared by UNDP, UNICEF and the RCO will ensure that all interventions are not only informed by real time evidence-base, but that also such knowledge generation is not duplicated and used across all project interventions and related projects.

While significant project related disruptions have been experienced during the COVID-19 pandemic, there are no key changes to the national policy agenda or electoral calendar that are seen to have a strong bearing on the implementation timeline of the project that would affect tranche request schedules. The project strongly adheres to UN principles on value for money and PBSO guidelines including keeping UN budget categories 5,7,8 not exceeding 15% of the total and staff costs below 20% of the total budget.

Staff and other operational costs are calculated separately. Whilst some staff positions will be fully costed to the Project, a majority of the staff will be partially funded by the project given that they will be supporting the implementation of multiple projects carried out by the UNDP under its portfolio and also for ensuring the retention of institutional memories, experience and lessons learned upon project exit. Certain UNDP core staff who will be engaged in quality assurance and support project activities will be charged through direct project costs. The project will recruit UNVs for strengthening the program through youth participation. Oversight and guidance will be provided by UNDP's Policy Specialist/Team Leader Governance and the Deputy Resident Representative who are not charged to this project. Travel costs are calculated as per the average number of field visits undertaken by RUNOs and also taking into consideration the COVID-19 pandemic limitations that may affect them. UNICEF technical staff are already in place both at national and field level. Only a percentage of time of key national UNICEF staff is being charged to the project, with oversight and guidance provided by other staff, including the Chiefs of Education and Child Protection, and the Deputy Representative, who are not charged to this project. Reasonable operational costs have been charged to cover only field operation costs, while all overall operational costs and staff are covered by UNICEF and will ensure effective administrative and operational support to the project.

The budget work the UNICEF components has been prepared based on previous similar work by UNICEF and builds on existing partnerships with both Government and CSO stakeholders on preventing hate speech and promoting social cohesion. UNICEF has allocated costs under Outcome 2 with a specific focus on Outputs 2.1, 2.3 and 2.4 related to building capacities of national stakeholders and adolescents and youth on the prevention and countering of hate speech. The costs are primarily related to the expenses incurred in developing and testing relevant digital/media literacy and soft skills content and materials; delivery of training and awareness programs for religious leaders, CRPOs and YSOs, education officials and teachers, adolescents, and youth; and documentation of the approach used, and results achieved to assess project effectiveness and potential for scale up to other parts of the country that are profiled as hot spots for conflict.

A reasonable allocation has been made for operational support and funding has been allocated for monitoring documentation, project visibility and evaluation. UNDP and UNICEF have allocated 1.5% of the total project value for carrying out a joint independent evaluation. In addition to this several substantial activities within the program design have accounted for the experimental nature of online hate speech response work by including tools such as pre/post surveys and assessments of participants to provide greater depth to results monitoring beyond standard M&E allocations. GEWE allocations have been calculated at a 30% of the total project budget (US\$ 896,017) with limited attribution of direct value to GEWE in broader categories of work. Programming exclusively focused

on GEWE concerns have also accounted for a significant share of GEWE contributions with an overall gender marker of 2.

Fill out two tables in the Excel budget **Annex D**.

In the first Excel budget table in Annex D, please include the percentage towards Gender Equality and Women's Empowerment (GEWE) for every activity. Also provide a clear justification for every GEWE allocation (e.g., training will have a session on gender equality, specific efforts will be made to ensure equal representation of women etc.).

Annex A.1: Checklist of project implementation readiness

Question	Yes	No	Comment
Planning			
1. Have all implementing partners been identified? If not, what steps remain and proposed timeline	X		Potential implementation partners have been identified. A majority of the CSO's to be engaged have been identified (and consultations held) whilst the rest will be identified during the inception phase. For UNICEF, this will include Sarvodaya and Hashtag Generation. However, the partnership selection process will not be initiated until the funds have been secured. This will be finalized in the project inception phase (first three months).
2. Have TORs for key project staff been finalized and ready to advertise? Please attach to the submission	X		Yes. The ToRs for the positions that will be recruited are available. UNICEF will not recruit any new staff for this project. Core technical staff will dedicate their time.
3. Have project sites been identified? If not, what will be the process and timeline	X		The targeted geographical districts have been identified based on specific criteria informed prior hate speech monitoring reports. More field work will need to be done to identify the specific project sites once funding has been secured. This can be done in the inception phase of the project (first three months).
4. Have local communities and government offices been consulted/ sensitized on the existence of the project? Please state when this was done or when it will be done.	X		Key national government (such as the Department of Probation and Child Care and the Provincial Department of Education) and non-government stakeholders (religious leaders) and the key CSOs have been consulted in the design of this proposal and are committed to its implementation. This was done during the proposal design phase.

		Consultations with the Ministry of Foreign Affairs, Media Ministry and the Right to Information Commission were also initiated and ongoing. Ministry of Justice ONUR.
5. Has any preliminary analysis/ identification of lessons learned/ existing activities been done? If not what analysis remains to be done to enable implementation and proposed timeline?	X	UNDP together with RCO has already conducted the preliminary analysis of the need for specific activities all of which will build on the lessons learnt from ongoing activities under UNDP's regional interventions and JPF funded hate speech interventions at the country office. UNICEF is currently working with religious leaders and adolescents and youth on issues of hate speech. Through this, there has been a survey conducted with religious leaders and initial analysis on hate speech reports and the type of digital literacy/soft skills education young people need to identify and prevent hate speech. This information and analysis have been fed into this project design and implementation will build on previous work done.
6. Have beneficiary criteria been identified? If not, what will be the process and timeline.	X	Both agencies have pre-established beneficiary selection criteria and beneficiary verification process and will tailor it to the proposed actions in the first month of the project. One of the criteria will include previous engagements in PBF funded projects
7. Have any agreements been made with the relevant Government counterparts relating to project implementation sites, approaches, Government contribution?	X	No formal agreement has been made with government counterparts. Consultations have been held and agreement reached with national training bodies, the Department of Probation and Child Care and the Provincial

			Department of Education on project strategies and results. More detailed discussion will need to be held once the funding is secured to finalize project sites and detailed implementation plans.
8. Have clear arrangements been made on project implementing approach between project recipient organizations?			The project proposal has been jointly designed and management and coordination arrangements clearly defined. Implementation approach is further elaborated in the budget narrative
9. What other preparatory activities need to be undertaken before actual project implementation can begin and how long will this take?		N/A	
Gender			
10. Did UN gender expertise inform the design of the project (e.g. has a gender adviser/expert/focal point or UN Women colleague provided input)?	x		Yes, UNDP Gender Specialist has been involved the design stage of the project and has been consulted during identification of activities and GEW percentages allocated, and dedicated gender expertise will be provided during project implementation as stated in the management arrangement.
11. Did consultations with women and/or youth organizations inform the design of the project?	x		UNDP consulted its participating women led and youth organizations, including Sarvodaya, Shanthi Sena Sansadaya, National Christian Evangelical Alliance of Sri Lanka, Centre for Investigative Reporting and Hashtag Generation at the design stage of the project
12. Are the indicators and targets in the results framework disaggregated by sex and age?	x		Yes, where possible, all indicators will be disaggregated by age and sex.
13. Does the budget annex include allocations towards GEWE for all activities and clear justifications for GEWE allocations?	x		UNDP and UNICEF have included budget allocations for GEWE for all activities and justifications provided.

Annex A.2: Checklist for project value for money

Question	Yes	No	Project Comment
1. Does the project have a budget narrative justification, which provides additional project specific information on any major budget choices or higher than usual staffing, operational or travel costs, so as to explain how the project ensures value for money?	X		<p>The budget has been prepared based on previous similar work by UNDP and UNICEF and builds on existing partnerships with both Government and CSO stakeholders on preventing hate speech and promoting social cohesion.</p> <p>There are no costs higher than those recommended in UN and PBSO guidelines for either UNDP and UNICEF, and a significant number of technical staff are already in place both at national and field level.</p>
2. Are unit costs (e.g. for travel, consultancies, procurement of materials etc.) comparable with those used in similar interventions (either in similar country contexts, within regions, or in past interventions in the same country context)? If not, this needs to be explained in the budget narrative section.	X		<p>Yes, all planned costs for in-country travel and consultancies are based on previous experience and will follow the UN value for money principles.</p>
3. Is the proposed budget proportionate to the expected project outcomes and to the scope of the project (e.g. number, size and remoteness of geographic zones and number of proposed direct and indirect beneficiaries)? Provide any comments.	X		<p>Yes, the budget is based on similar work in the past. The proposed budget for UNDP and UNICEF will be spread across three key outputs and will be used to reach key stakeholders including adolescents and youth in 5 targeted districts in the country that are profiled as potential hotspots for conflict. UNICEF will work both in schools (in 2 districts) and out of school platforms (in 4 districts) which will ensure wider reach and value for money. UNDP will leverage existing work across its SDG 16 portfolio to reduce costs and improve synergies.</p>
4. Is the percentage of staffing and operational costs by the Receiving UN Agency and by any implementing partners clearly visible and reasonable for the context (i.e. no more than 20% for staffing, reasonable operational costs, including travel and direct operational costs) unless well justified in narrative section?	X		<p>Yes, the percentage charged for staffing is no more than 20%. Reasonable operational costs have been provided.</p>

5. Are staff costs proportionate to the amount of work required for the activity? And is the project using local rather than international staff/expertise wherever possible? What is the justification for use of international staff, if applicable?	X		Yes, key national UNDP and UNICEF technical staff (already recruited) will dedicate a reasonable percentage of their time to the project. The project is using local staff rather than international.
6. Does the project propose purchase of materials, equipment and infrastructure for more than 15% of the budget? If yes, please state what measures are being taken to ensure value for money in the procurement process and their maintenance/ sustainable use for peacebuilding after the project end.		X	
7. Does the project propose purchase of a vehicle(s) for the project? If yes, please provide justification as to why existing vehicles/ hire vehicles cannot be used.		X	
8. Do the implementing agencies or the UN Mission bring any additional non-PBF source of funding/ in-kind support to the project? Please explain what is provided. And if not, why not.	X		UNDP will provide additional technical support funded by the Royal Norwegian Government for sustainability of the SDG 16 portfolio. UNDP will also provide some additional operational staff support. UNICEF will provide staff time of relevant experts that will not be charged to this project, as well as core administrative and operational staff not charged this project. Complimentary funding from other donors, such as Canada through the Joint Programme for Peace, will also be used. Technical advisory support from the RCO will include support from the Reconciliation and Development Advisor and Reconciliation and Development Analyst provided by the UNDP-DPPA Joint Programmed.

Annex B.1: Project Administrative arrangements for UN Recipient Organizations

(This section uses standard wording – please do not remove)

The UNDP MPTF Office serves as the Administrative Agent (AA) of the PBF and is responsible for the receipt of donor contributions, the transfer of funds to Recipient UN Organizations, the consolidation of narrative and financial reports and the submission of these to the PBSO and the PBF donors. As the Administrative Agent of the PBF, MPTF Office transfers funds to RUNOS on the basis of the signed Memorandum of Understanding between each RUNO and the MPTF Office.

AA Functions

On behalf of the Recipient Organizations, and in accordance with the UNDG-approved “Protocol on the Administrative Agent for Multi Donor Trust Funds and Joint Programmes, and One UN funds” (2008), the MPTF Office as the AA of the PBF will:

- Disburse funds to each of the RUNO in accordance with instructions from the PBSO. The AA will normally make each disbursement within three (3) to five (5) business days after having received instructions from the PBSO along with the relevant Submission form and Project document signed by all participants concerned;
- Consolidate the financial statements (Annual and Final), based on submissions provided to the AA by RUNOS and provide the PBF annual consolidated progress reports to the donors and the PBSO;
- Proceed with the operational and financial closure of the project in the MPTF Office system once the completion is completed by the RUNO. A project will be considered as operationally closed upon submission of a joint final narrative report. In order for the MPTF Office to financially close a project, each RUNO must refund unspent balance of over 250 USD, indirect cost (GMS) should not exceed 7% and submission of a certified final financial statement by the recipient organizations’ headquarters);
- Disburse funds to any RUNO for any cost extension that the PBSO may decide in accordance with the PBF rules & regulations.

Accountability, transparency and reporting of the Recipient United Nations Organizations

Recipient United Nations Organizations will assume full programmatic and financial accountability for the funds disbursed to them by the Administrative Agent. Such funds will be administered by each RUNO in accordance with its own regulations, rules, directives and procedures.

Each RUNO shall establish a separate ledger account for the receipt and administration of the funds disbursed to it by the Administrative Agent from the PBF account. This separate ledger account shall be administered by each RUNO in accordance with its own regulations, rules, directives and procedures, including those relating to interest. The separate ledger account shall be subject exclusively to the internal and external auditing procedures laid down in the financial regulations, rules, directives and procedures applicable to the RUNO.

Each RUNO will provide the Administrative Agent and the PBSO (for narrative reports only) with:

Type of report	Due when	Submitted by
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Semi-annual project progress report	15 June	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual project progress report	15 November	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
End of project report covering entire project duration	Within three months from the operational project closure (it can be submitted instead of an annual report if timing coincides)	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual strategic peacebuilding and PBF progress report (for PRF allocations only), which may contain a request for additional PBF allocation if the context requires it	1 December	PBF Secretariat on behalf of the PBF Steering Committee, where it exists or Head of UN Country Team where it does not.

Financial reporting and timeline

Timeline	Event
30 April	Annual reporting – Report Q4 expenses (Jan. to Dec. of previous year)
<i>Certified final financial report to be provided by 30 June of the calendar year after project closure</i>	

UNEX also opens for voluntary financial reporting for UN recipient organizations the following dates

31 July	Voluntary Q2 expenses (January to June)
31 October	Voluntary Q3 expenses (January to September)

Unspent Balance exceeding USD 250, at the closure of the project would have to be refunded and a notification sent to the MPTF Office, no later than six months (30 June) of the year following the completion of the activities.

Ownership of Equipment, Supplies and Other Property

Ownership of equipment, supplies and other property financed from the PBF shall vest in the RUNO undertaking the activities. Matters relating to the transfer of ownership by the RUNO shall be determined in accordance with its own applicable policies and procedures.

Public Disclosure

The PBSO and Administrative Agent will ensure that operations of the PBF are publicly disclosed on the PBF website (www.un.org/peacebuilding/fund) and the Administrative Agent’s website (www.mptf.undp.org).

Annex B.2: Project Administrative arrangements for Non-UN Recipient Organizations

(This section uses standard wording – please do not remove)

Accountability, transparency and reporting of the Recipient Non-United Nations Organization:

The Recipient Non-United Nations Organization will assume full programmatic and financial accountability for the funds disbursed to them by the Administrative Agent. Such funds will be administered by each recipient in accordance with its own regulations, rules, directives and procedures.

The Recipient Non-United Nations Organization will have full responsibility for ensuring that the Activity is implemented in accordance with the signed Project Document;

In the event of a financial review, audit or evaluation recommended by PBSO, the cost of such activity should be included in the project budget;

Ensure professional management of the Activity, including performance monitoring and reporting activities in accordance with PBSO guidelines.

Ensure compliance with the Financing Agreement and relevant applicable clauses in the Fund MOU.

Reporting:

Each Receipt will provide the Administrative Agent and the PBSO (for narrative reports only) with:

Type of report	Due when	Submitted by
Bi-annual project progress report	15 June	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual project progress report	15 November	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
End of project report covering entire project duration	Within three months from the operational project closure (it can be submitted instead of an annual report if timing coincides)	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual strategic peacebuilding and PBF	1 December	PBF Secretariat on behalf of the PBF Steering Committee, where it exists or

progress report (for PRF allocations only), which may contain a request for additional PBF allocation if the context requires it		Head of UN Country Team where it does not.
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Financial reports and timeline

Timeline	Event
28 February	Annual reporting – Report Q4 expenses (Jan. to Dec. of previous year)
30 April	Report Q1 expenses (January to March)
31 July	Report Q2 expenses (January to June)
31 October	Report Q3 expenses (January to September)
<i>Certified final financial report to be provided at the quarter following the project financial closure</i>	

Unspent Balance exceeding USD 250 at the closure of the project would have to be refunded and a notification sent to the Administrative Agent, no later than three months (31 March) of the year following the completion of the activities.

Ownership of Equipment, Supplies and Other Property

Matters relating to the transfer of ownership by the Recipient Non-UN Recipient Organization will be determined in accordance with applicable policies and procedures defined by the PBSO.

Public Disclosure

The PBSO and Administrative Agent will ensure that operations of the PBF are publicly disclosed on the PBF website (www.un.org/peacebuilding/fund) and the Administrative Agent website (www.mptf.undp.org).

Final Project Audit for non-UN recipient organization projects

An independent project audit will be requested by the end of the project. The audit report needs to be attached to the final narrative project report. The cost of such activity must be included in the project budget.

Special Provisions regarding Financing of Terrorism

Consistent with UN Security Council Resolutions relating to terrorism, including UN Security Council Resolution 1373 (2001) and 1267 (1999) and related resolutions, the Participants are firmly committed to the international fight against terrorism, and, against the financing of terrorism. Similarly, all Recipient Organizations recognize their obligation to comply with any applicable sanctions imposed by the UN Security Council. Each of the Recipient Organizations will use all reasonable efforts to ensure that the funds transferred to it in accordance with this agreement are not used to provide support or assistance to individuals or entities associated with terrorism as designated by any UN Security Council sanctions regime. If, during the term of this agreement, a Recipient Organization determines that there are credible allegations that funds transferred to it in accordance with this agreement have been used to provide support or assistance to individuals or entities associated with terrorism as

designated by any UN Security Council sanctions regime it will as soon as it becomes aware of it inform the head of PBSO, the Administrative Agent and the donor(s) and, in consultation with the donors as appropriate, determine an appropriate response.

Non-UN recipient organization (NUNO) eligibility:

To be declared eligible to receive PBF funds directly, NUNOs must be assessed as technically, financially and legally sound by the PBF and its agent, the Multi Partner Trust Fund Office (MPTFO). Prior to submitting a finalized project document, it is the responsibility of each NUNO to liaise with PBSO and MPTFO and provide all the necessary documents (see below) to demonstrate that all the criteria have been fulfilled and to be declared as eligible for direct PBF funds.

The NUNO must provide (in a timely fashion, ensuring PBSO and MPTFO have sufficient time to review the package) the documentation demonstrating that the NUNO:

- Has previously received funding from the UN, the PBF, or any of the contributors to the PBF, in the country of project implementation.
- Has a current valid registration as a non-profit, tax exempt organization with a social based mission in both the country where headquarter is located and in country of project implementation for the duration of the proposed grant. (**NOTE:** If registration is done on an annual basis in the country, the organization must have the current registration and obtain renewals for the duration of the project, in order to receive subsequent funding tranches).
- Produces an annual report that includes the proposed country for the grant.
- Commissions audited financial statements, available for the last two years, including the auditor opinion letter. The financial statements should include the legal organization that will sign the agreement (and oversee the country of implementation, if applicable) as well as the activities of the country of implementation. (**NOTE:** If these are not available for the country of proposed project implementation, the CSO will also need to provide the latest two audit reports for a program or project-based audit in country.) The letter from the auditor should also state whether the auditor firm is part of the nationally qualified audit firms.
- Demonstrates an annual budget in the country of proposed project implementation for the previous two calendar years, which is at least twice the annualized budget sought from PBF for the project.⁵⁶
- Demonstrates at least 3 years of experience in the country where grant is sought.
- Provides a clear explanation of the CSO's legal structure, including the specific entity which will enter into the legal agreement with the MPTF-O for the PBF grant.

⁵⁶ Annualized PBF project budget is obtained by dividing the PBF project budget by the number of project duration months and multiplying by 12.

Annex C: Project Results Framework (MUST include sex- and age disaggregated targets)

Outcomes	Outputs	Indicators	Means of Verification/ frequency of collection	Indicator milestones
<p>Outcome 1:</p> <p>Systematic research and evidence generation supporting the countering of online hate speech for effective advocacy and preventive action (UNDP)</p> <p>(Any SDG Target that this Outcome contributes to)</p> <p>This Outcome links to SDG 16 Targets (SDG 16 data collections – esp. targets 16.1 and 16b)</p> <p>(Any Universal Periodic Review of Human Rights (UPR) recommendation that this Outcome helps to implement and if so, year of UPR)</p> <p>116.41 Continue the efforts to combat hate speech (UPR recommendations Sri Lanka 2017)</p>		<p>Outcome Indicator 1a</p> <p>Number of social media companies committing to, and undertaking, actions to strengthen hate speech moderation approaches and engaged on their public policy for Sri Lanka influenced by national stakeholders (including CSOs) recommendations</p> <p>Baseline: 1 (Facebook)</p> <p>Target: 3</p>	<p>Record of engagement and meetings with social media companies and uptake of specific messages and recommendations by stakeholders. Review of new policies/ statements/ actions by social media companies. Feedback from national stakeholders and social media platforms (Kills).</p> <p>At project end. (UNDP)</p>	<p>2 social media companies by month 12 and 3 by project end.</p>
		<p>Outcome Indicator 1b</p> <p>Number of newly tracked gender disaggregated indicators on social cohesion (defined by data generated under Outcome 1) by national partners</p> <p>Baseline: 0</p> <p>Target: 3</p>	<p>Indicator tracking tool (developed as part of Outcome 1). Data tracking will be coordinated by UNDP, with national partners inputting into indicator development and monitoring indicators.</p> <p>At project end. (UNDP)</p>	<p>3 new gender disaggregated social cohesion indicators tracked by project end.</p>
		<p>Outcome Indicator 1c</p> <p>Number, diversity & type of national stakeholders actively using data and evidence generated in practice, policies, and programming to address hate speech and support social cohesion efforts</p> <p>Baseline: 1 organization (very few organizations are currently using or have the technical capacities to use data to address hate speech and support social cohesion).</p> <p>Target: 5 organizations⁵⁷ supported and accompanied to effectively use data, including at least one media organization, one youth led organization and one women-led organization</p>	<p>Feedback from stakeholders (consultations/ questionnaire).</p> <p>At project end. (UNDP)</p>	<p>5 national stakeholder groups/organizations including women led and youth led organizations, by the end of the project.</p>

⁵⁷ Currently only one organization has been engaged in this regard under the ongoing UNDP projects targeting spread of hate speech. A feasible target of five organizations similar to the one engaged is anticipated through this project. This is a fivefold increase of the current status

	Output 1.1 Improved access to dynamic data and analytical tools for national stakeholders to systematically track online hate speech, social cohesion indicators, tracking and alongside related key SDG 16 targets to as a basis for engaging in evidence-based advocacy and targeted responses	<p>Output Indicator 1.1.1 Improved and applied understanding of digital ecosystem around hate speech dynamics on social media platforms.</p> <p>Baseline: Mapping of Facebook based hate speech dynamics completed.</p> <p>Target: 'Digital ecosystem mapping' of all major social media platforms operating in Sri Lanka completed and validated by national stakeholders.</p>	<p>Digital Ecosystem Mapping document and dataset.</p> <p>Production of the report.</p> <p>(UNDP with national stakeholders' input on mapping document).</p>	1 mapping by month 12.
		<p>Output Indicator 1.1.2 Number and quality of monthly reports systematically monitoring for hate speech on social media platforms and generating real-time gender disaggregated data.</p> <p>Baseline: Monthly report on Facebook based hate speech</p> <p>Target: A minimum of 12 monthly reports produced with gender disaggregated data monitoring increasing gradually in scope to at least three social media platforms for hate speech.</p>	<p>Monthly reports (including gender analysis) and monthly gender disaggregated datasets compiled.</p> <p>Reviewed for quality and consistency with implementing partners and stakeholder feedback on products.</p> <p>(UNDP with inputs from UNICEF and national stakeholders).</p>	<p>6 monthly reports by month 12.</p> <p>12 monthly reports by project end.</p>
		<p>Output Indicator 1.1.3 New quantitative and qualitative data generated on at least two new SDG 16 targets and applied to understanding hate speech and social cohesion dynamics in the country (e.g. correlations relating to reporting of violence, incl. Online harassment)</p> <p>Baseline: N/A</p> <p>Target: New pilot studies and/or surveys provide data on at least two new SDG 16 targets and explored linkages with hate speech and social cohesion.</p>	<p>Tracking tool for monitoring SDG 16 indicators (to be developed).</p> <p>Reports of the pilot studies, externally reviewed with inputs from key project stakeholders and implementing partners.</p> <p>At project end.</p> <p>(UNDP with inputs from UNICEF and national stakeholders).</p>	2 new SDG indicators tracked by project end.
	Output 1.2 Strengthened civil society capacities for early identification of spread of hate speech, building community resilience and	<p>Output Indicator 1.2.1 Key national CSOs, identified as having the highest potential to influence and engage communities (online and offline) have the knowledge and skills to effectively identify and</p>	<p>Survey and KIs with CSOs on capacities and review of CSO monitoring data on hate speech.</p>	4 CSOs, including 2 women-led CSOs by project end.

	strengthening social cohesion and advocacy with social media platforms	monitor hate speech, social cohesion and related indicators through ongoing capacity development. Baseline:1 CSO already engaged. Target: 4 – including 2 women-led CSOs	At project end. (UNDP)	
		Output Indicator 1.2.2 Civil society establishes advocacy platform for convening key national stakeholders with social media platforms Baseline: 0 Target: 1 CSO platform established	Platform TOR and minutes. Once at end of project (UNDP)	1 platform established by end of project
		Output Indicator 1.2.3 Civil society organizations directly engaged in the project (disaggregated by type) organize a minimum of 3 advocacy interventions (e.g. joint memos with other national stakeholders) to seek improved content moderation commitments from social media platforms Baseline:0 Target:3 (at least one women's network/ youth network led intervention) :	Reports of intervention activities. Advocacy memos/ briefs At Project end. (UNDP)	3 civil society organizations (including 1 women's network) by project end.
Outcome 2: National stakeholders actively engage in and lead early action to prevent and address hate speech and to support social cohesion This Outcome links to SDG 16 and SDG 5 Targets SDG 16 16.a Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime SDG 5		Outcome Indicator 2a % and diversity of national key stakeholders targeted by the project reporting actively engaging in preventing and addressing hate speech and supporting social cohesion (disaggregated by stakeholder profile (CSO, youth networks, social Media platforms, authorities etc.), location, and in the case of individuals age and gender, including case study examples of directly addressing or preventing hate speech. Baseline: TBD through scoping exercise Target: 60% of faith leaders; 80% of CSOs: 3 case study examples.	Survey and KIIs with national stakeholders. Activity reports and participants lists. Qualitative review of the range and diversity of stakeholders engaged. Story telling for case studies on preventing, addressing or reducing hate speech). At project end. (UNDP and UNICEF)	80% of CSO stakeholders and 60% of faith leaders and community leaders by the end of the project 3 case studies.
		Outcome Indicator 2b		

<p>Target 5.2: Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation</p> <p>Target 5.b: Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women</p> <p>(Any SDG Target that this Outcome contributes to)</p> <p>(Any Universal Periodic Review of Human Rights (UPR) recommendation that this Outcome helps to implement and if so, year of UPR) 116.41 Continue the efforts to combat hate speech (UPR recommendations Sri Lanka 2017)</p>	<p>% of target groups directly engaged in training and capacity development and initiatives (representatives of CSOs and women's networks, faith leaders, adolescents and youth) disaggregated by stakeholder type, gender, age and location) that have encountered hate speech on social media who</p> <p>a) indicate they do not identify with, believe in or accept these narratives (for individual)</p> <p>b) took steps to seek removal, e.g., reporting to moderators (for organizations)</p> <p>Baseline: TBD Target: 70% disaggregated by stakeholder type, gender, age and location</p> <p>% of sample stakeholders (disaggregated by gender, age, location etc.) demonstrate behavioral shifts in likelihood to share hate speech</p> <p>Baseline: TBD Target: 50% of sample stakeholders demonstrate behavioral shifts in likelihood to share hate speech</p>	<p>Sample surveys with target groups (including from gaming platforms, positive narrative campaign)</p> <p>At baseline and end line.</p> <p>(UNDP and UNICEF)</p>	<p>50% of target met by end of 12 months</p> <p>100% Target met by project end.</p>
	<p>Outcome Indicator 2c # and types of platforms/ forums (including representing women's and youth groups) engaged in inter-ethnic dialogue and exchanges on hate speech dynamics and trends and response of participants engaged</p> <p>Baseline: 3 (Inter-university platform, Youth Gaming Platform and CSOs working group – few such platforms currently exist and these are the most prominent/ relevant) Target: 10 in total⁵⁸(this represents a significant increase – over 3 fold over duration of project)</p>	<p>Platform membership details.</p> <p>At project end.</p> <p>Sample surveys with target groups.</p> <p>At baseline and end line.</p>	<p>10 organizations from diverse backgrounds (including representing women's and youth groups) engaged in inter-ethnic dialogue and exchange at the end of the project.</p>

		50% of sample user group demonstrate behavioral shifts in likelihood to share hate speech		
	Output 2.1 <i>Increased capacity of national stakeholders including local governance actors, community leaders, civil society and youth to prevent and address hate speech (UNDP and UNICEF)</i>	Output Indicator 2.1.1 # of religious leaders, including young leaders (disaggregated by religious adherence, gender, age, location etc.), demonstrating increased skills to identify and counter hate speech (increased digital literacy and story-telling skills, increased dissemination of positive images/stories) Baseline: 50 Target: 250 (at least 20% female)	Social media monitoring reports Partner Progress Reports Twice (12 months and end of the project) (UNICEF)	100 religious' leaders at the end of 12 months 200 religious' leaders at the end of the project period (at least 20% female).
		Output Indicator 2.1.2 Reach, relevance and quality of content and messaging on hate speech developed and used by CSOs (online and in dialogue) Baseline: N/A Target: Social media metrics - 100,000 engagements with high quality content generated 1 million users reached Gaming platforms – 25, 000 downloads/users User time of over 30 mins average by 70% of users	Engagement data Qualitative assessment of the relevance, quality and engagement with content including study with a sample user group on propensity to share hate speech before and after encountering alternative narratives. Analysis from data collection (reports) (UNDP)	500,000 users reached by month 12, 1 million reached by month 15 5,000 game downloads/users by month 12
		Output Indicator 2.1.3 Reach and quality of content and messaging on gendered hate speech developed and used by CSOs (online and in dialogue) Baseline: N/A Target: Social media metrics - 30,000 engagements with high quality content generated 500, 000 users reached	Qualitative assessment of engagement with content including study with a sample user group on propensity to share hate speech before and after encountering alternative narratives. Analysis from data collection (reports) (UNDP)	200, 000 users reached by month 12

		<p>Output Indicator 2.1.4. % of target groups directly engaged in training and capacity development and initiatives (representatives of CSOs and women's networks, faith leaders, adolescents and youth) disaggregated by stakeholder type, gender age and location) that have encountered hate speech on social media who</p> <p>a) indicate they do not identify with, believe in or accept these narratives (for individual)</p> <p>b) took steps to seek removal, e.g., reporting to moderators (for organizations)</p> <p>Baseline: TBD Target: 70% disaggregated by stakeholder type, gender age and location</p>	<p>Sample surveys with target groups (including from gaming platforms, positive narrative campaign)</p> <p>At baseline and end line.</p> <p>(UNDP and UNICEF)</p>	<p>50% of target met by end of 12 months</p> <p>100% Target met by project end.</p>
	<p>Output 2.2 Journalists and other media personnel are trained in promoting ethical and more cohesive media and communications for countering hate speech and supporting social cohesion (UNDP)</p>	<p>Output Indicator 2.2.1 # of media personnel (disaggregated by gender, location, media outlet) that report increased capacity on the ethical and responsible use of digital spaces and media organizations (including women's and youth networks) engaged in promoting ethical digital citizenship and countering spread of online hate speech</p> <p>Baseline: 100 media personnel Target: 100 additional media personnel, 50 online content creators (50% female)</p> <p>Baseline: 2 organizations Target: 6 organizations (including women's and youth networks)</p>	<p>Pre and post training surveys on identifying hate speech, disinformation, and measurement of perceptions towards hate speech content.</p> <p>At project end.</p> <p>(UNDP)</p>	<p>100 media personnel and 50 online content creators trained by project end (50% female).</p> <p>4 organizations by 12 months</p> <p>6 organizations by 18 months</p>
		<p>Output Indicator 2.2.2 # of national journalism training institutions (e.g. university media departments) adopt NVC training modules</p> <p>Baseline: 1 Target: 3</p>	<p>Activity reports</p> <p>Twice (at 12 months and project end)</p> <p>(UNDP)</p>	<p>3 institutions by end of project</p>
	<p>Output 2.3 Adolescents and youth have the skills to engage in responding to the drivers of harmful or dangerous speech and conflict</p>	<p>Output Indicator 2.3.1 # of adolescents and youth from diverse backgrounds that demonstrate increased media and digital literacy and storytelling skills</p>	<p>Training reports and KAP surveys</p>	<p>1,000 (500 girls and 500 boys) children by the end of 12 months</p>

		Baseline: 300 adolescents and youth (50% girls and 50% boys) from diverse backgrounds engaged in the pilot initiative. Target: 2,000 (50% girls and 50% boys)	Monitoring reports on social media engagements # of digital stories developed Twice (month 12 and end of project) (UNICEF)	2,000 (1,000 girls and 1,000 boys) children by the end of the project
		Output Indicator 2.3.2 Number and Type of adolescent/youth led social action projects to counter hate speech and produce positive narratives Baseline:2 Target: 10	Documentation of Social Action Projects Twice (month 12 and end of project) (UNICEF)	5 social action projects by the end of 12 months 10 social action projects by the end of the project
		Output Indicator 2.3.4 # of Child Rights Promotion Officers (CRPOs) and Youth Service officers (YSOs) that report increased knowledge & skills on preventing hate speech and promoting digital literacy (disaggregated by gender and location) and using those skills with youth platforms Baseline: 0 Target: 100	Pre and post training questionnaire End line survey on use of knowledge Before and after training and at the end of the project (UNICEF)	50 CRPOs and 50 YSOs by end project
	Output 2.4 Secondary students in targeted schools have the required media/digital literacy and soft skills to help prevent and counter hate speech (UNICEF and UNDP)	Output Indicator 2.4.1 # of secondary students (50% girls and 50% boys) that have the media/digital literacy skills to identify harmful content and produce positive counter narratives Baseline: 0 Target: 15,000 (50% girls and 50% boys)	Report of the baseline survey and end-line survey Twice (at baseline and end line) (UNICEF)	10,000 (5,000 girls and 5,000 boys) students reached by the end of 12 months 15,000 (7,500 girls and 7,500 boys) students reached by the end of 18 months
		Output Indicator 2.4.2 # and types of school-led initiatives to prevent and counter hate speech Baseline: 0 Target: 200 initiatives (at least one per school)	Report of the baseline survey and end-line survey (UNICEF)	75 initiatives by the end of 12 months 200 initiatives by the end of 18 months

		<p>Output Indicator 2.4.3 # of schools using a new digital platform to teach civic values, including digital literacy skills Baseline: 0 Target: 200</p>	<p>Report of the baseline survey and end-line survey (UNICEF)</p>	<p>75 schools reached by the end of 12 months 200 schools reached by the end of 18 months</p>
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For MPTFO Use

Totals				
	Recipient Organization 1 (UNICEF)	Recipient Organization 2 (UNDP)	Recipient Organization 3	Totals
1. Staff and other personnel	\$ 180,000.00	\$ 251,159.00	\$ -	\$ 431,159.00
2. Supplies, Commodities, Materials	\$ 15,000.00	\$ 25,000.00	\$ -	\$ 40,000.00
3. Equipment, Vehicles, and Furniture (including Depreciation)	\$ -	\$ -	\$ -	\$ -
4. Contractual services	\$ 159,766.43	\$ 774,999.88	\$ -	\$ 934,766.31
5. Travel	\$ 25,000.00	\$ 55,000.00	\$ -	\$ 80,000.00
6. Transfers and Grants to Counterparts	\$ 498,738.00	\$ 655,000.00	\$ -	\$ 1,153,738.00
7. General Operating and other Costs	\$ 56,075.00	\$ 108,000.00	\$ -	\$ 164,075.00
Sub-Total	\$ 934,579.43	\$ 1,869,158.88	\$ -	\$ 2,803,738.31
7% Indirect Costs	\$ 65,420.56	\$ 130,841.12	\$ -	\$ 196,261.68
Total	\$ 999,999.99	\$ 2,000,000.00	\$ -	\$ 2,999,999.99

Performance-Based Tranche Breakdown					
	Recipient Organization 1 (UNICEF)	Recipient Organization 2 (UNDP)	Recipient Organization 3	TOTAL	Tranche %
First Tranche:	\$ 699,999.93	\$ 1,400,000.00	\$ -	\$ 2,099,999.93	70%
Second Tranche:	\$ 299,999.97	\$ 600,000.00	\$ -	\$ 899,999.97	30%
Third Tranche:	\$ -	\$ -	\$ -	\$ -	0%
TOTAL	\$ 999,999.90	\$ 2,000,000.00	\$ -	\$ 2,999,999.91	