

**SECRETARY-GENERAL'S PEACEBUILDING FUND
PBF PROJECT PROGRESS REPORT TEMPLATE**



PBF PROJECT PROGRESS REPORT

COUNTRY: Sri Lanka

TYPE OF REPORT: SEMI-ANNUAL, ANNUAL OR FINAL Annual

DATE OF REPORT: 15 November 2018

Project Title: Promoting Reconciliation in Sri Lanka	
Project Number from MPTF-O Gateway: 00105730	
PBF project modality: <input type="checkbox"/> IRF <input checked="" type="checkbox"/> PRF	If funding is disbursed into a national or regional trust fund: <input type="checkbox"/> Country Trust Fund <input type="checkbox"/> Regional Trust Fund Name of Recipient Fund:
<p>List all direct project recipient organizations (starting with Convening Agency), followed type of organization (UN, CSO etc): UNICEF (lead agency), UNDP and WHO</p> <p>List additional implementing partners, Governmental and non-Governmental:</p> <p>Government</p> <p>Directorate of Mental Health of the Ministry of Health Nutrition and Indigenous Medicine (MoH) National Institute of Mental Health (NIMH) Family Health Bureau of Health Nutrition and Indigenous Medicine Health Education Bureau of the Ministry of Health Nutrition and Indigenous Medicine Ministry of Women and Child Affairs District Secretariat (DS) in target areas Ministry of Social Empowerment and Welfare Provincial Director of Health Services (PDHS) Regional Director of Health Services (RDHS) Ministry of Education (MoE) National Institute of Education (NIE) Ministry of Higher Education and Highways University Grants Commission (UGC) Ministry of Skills Development and Vocational Training National Education Research and Evaluation Center (NEREC) Provincial Department of Education (PDE) Zonal Department of Education (ZDE) Ministry of National Integration and Reconciliation (MNIR) Office of National Unity and Reconciliation (ONUR) Ministry of National Dialogue, Co-existence and Official Languages Secretariat for Coordinating Reconciliation Mechanisms (SCRM) District and Divisional Administration</p> <p>CSO</p> <p>Women Rural Development Society Others to be identified</p> <p>UN Agencies UNESCO</p>	

Project commencement date¹: April 2017

Project duration in months:² 29 months

Does the project fall under one of the specific PBF priority windows below:

- Gender promotion initiative
- Youth promotion initiative
- Transition from UN or regional peacekeeping or special political missions
- Cross-border or regional project

Total PBF approved project budget* (by recipient organization):

UNICEF: \$ 700,000

UNDP : \$ 600,000

WHO : \$ 300,000

: \$

Total: 1,600,000

**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*

How many tranches have been received so far: 1

Report preparation:

Project report prepared by: UNICEF

Project report approved by: Respective Agency Representatives and Resident Coordinator

Did PBF Secretariat clear the report: Yes

Any comments from PBF Secretariat on the report:

Has the project undertaken any evaluation exercises? Please specify and attach: N/A

¹ Note: commencement date will be the date of first funds transfer.

² Maximum project duration for IRF projects is 18 months, for PRF projects – 36 months.

NOTES FOR COMPLETING THE REPORT:

- *Avoid acronyms and UN jargon, use general / common language.*
- *Be as concrete as possible. Avoid theoretical, vague or conceptual discourse.*
- *Ensure the analysis and project progress assessment is gender and age sensitive.*

PART 1: RESULTS PROGRESS

1.1 Overall project progress to date

Briefly explain the **status of the project** in terms of its implementation cycle, including whether all preliminary/preparatory activities have been completed (1500 character limit):

Following the completion of an extensive preparatory phase, the project is currently in its implementation phase. The project commenced with a series of strategic consultations to identify priority interventions and timelines together with key stakeholders, including relevant ministries, state and non-state institutions, development partners and civil society organisations. The education and psychosocial components of this project are structured at national and sub-national levels and conducted jointly with line ministries such as the Ministry of Education (MoE) and Ministry of Health (MoH). Although structural changes at ministry level caused delays, continuous interaction with key technical staff have helped moving forward with implementation – which led to achieving major milestones such as roll-out of the 1) national study on ragging, sexual and gender-based violence in universities and 2) Manohari programmes at community-level.

However, changes in Government priorities, including changes in Parliament representation have significantly impacted progress under Outcome 1. This meant the project had to continuously adapt, re-conceptualize and re-programme interventions. While this helped maintain progress, the recent unforeseen changes in the Government are likely to have further impacts, particularly on project components with the Office for National Unity and Reconciliation (ONUR) and the Sri Lanka Rupavahini Corporation - the state media partner.

Given the recent/current political/peacebuilding/ transition situation/ needs in the country, has the project been/ does it continue to be **relevant** and well placed to address potential conflict factors/ sources of tensions/ risks to country's sustaining peace progress? Please illustrate. If project is still ongoing, are any adjustments required? (1500 character limit)

As stated in the semi-annual report, Sri Lanka witnessed a spate of communal violence over a misunderstanding in certain parts of the country in March 2018. This highlighted the need for continued efforts to foster reconciliation and sustain peace. Moreover, the current political crisis in the country with respect to: the change of Prime Minister, subsequent cabinet reshuffle, the international call on the Government to pursue concrete steps towards reconciliation, transitional justice and non-recurrence of conflict; reaffirms the relevancy of this project. Through this project, the implementing agencies are able to support key actions to sustain the reconciliation discourse in the country and address issues that act as conflict triggers. However, there is a need for the project to be flexible and able to adapt its interventions as needed. For instance, the need to establish parallel structures to promote peace dialogue was identified. More focus is also needed on the promotion of peaceful coexistence through education and access to psychosocial support, which have become of paramount importance in the current situation.

In a few sentences, summarize **what is unique/ innovative/ interesting** about what this project is trying/ has tried to achieve or its approach (rather than listing activity progress) (1500 character limit).

The project incorporates innovative and interesting features under all three outcomes. Under Outcome 1, the project uses technology tools to support conflict prevention and early warning. This is done through monitoring social media trends and messages, with a view to providing partners with simple tools to track incidents on their own and undertake conflict prevention using data and foresight. Under Outcome 2, the approach of using the education curricular as a means of addressing deep-rooted attitudes and practices and promoting social cohesion has proved to be more meaningful and sustainable than the symbolic events and exchange programmes that had been conducted on an ad-hoc basis in the past. Further, the project combined different, but equally important, themes of peace education and conflict prevention into one integrated approach to promote social inclusion and conflict prevention among students. Under Outcome 3, an interesting feature has been the local adaptation of a HBO documentary that discusses suicide prevention and mental health using humour, which provided an opportunity to facilitate stigma-free dialogue on mental health. Another innovative feature was the integration of Mental Health and Psychosocial Support (MHPSS) into the UNDP-organized Youth Social Innovation Challenge - a joint venture which gave young people an opportunity to provide innovative solutions to building an online platform that is accessible to people in need of MHPSS.

Considering the project's implementation cycle, please **rate this project's overall progress towards results to date:**
on track

In a few sentences summarize **major project peacebuilding progress/results** (with evidence), which PBSO can use in public communications to highlight the project (1500 character limit):

Outcome 1: The project with the Sri Lanka Rupavahini Corporation made significant gains through a series of programmes targeting producers, particularly on issues related to the media's role on reconciliation. This pilot project received great interest and raised demand among other state media.

Outcome 2: The University Grants Commission (UGC), with support from UNESCO and UNICEF, have initiated the first-ever system-wide study on the 'Issues of Ragging, Sexual and Gender-based Violence (SGBV) in Sri Lankan Universities'. The study findings will inform the development of an overarching policy framework to promote violence-free environments and build social cohesion competencies among university students. At school level, UNICEF and the Northern, Central and Uva Provincial Departments of Education are training teachers in targeted schools on positive classroom management to promote a more conducive and collaborative learning environment. The findings from this pilot project could feed into ongoing advocacy efforts to end corporal punishment and scale-up strategies across schools.

Outcome 3: WHO has successfully rolled-out the community violence prevention programme 'Manohari' in two districts, with 64 community professionals and leaders trained. Quarterly multi-stakeholder review meetings were conducted to monitor and assess progress at the regional levels. Further, the National Prevalence Study on Mental Health is underway with technical inputs from experts in this field.

In a few sentences, explain how the project has made **real human impact**, that is, how did it affect the lives of any people in the country – where possible, use direct quotes that PBSO can use in public communications to highlight the project (1500 character limit):

Karunasena, the principal of Allegama school, Diyathalawa, stated that the ‘Positive Classroom Management’ (PCM) programme has been an eye-opener for changing disciplinary measures in his school. ‘All the teachers and I believed that physical punishment is the only way to discipline students. Some parents encourage us to beat the children too. This programme has been instrumental in helping teachers adapt positive disciplining techniques using co and extra-curricular activities, which increased student attendance rates’, he further added. The PBF-supported PCM programme in Uva Province has trained over 300 principals and teachers on positive disciplining techniques, while highlighting the consequences of corporal punishment on the physical, social and emotional well-being of students.

Karunarathne is a Community Psychiatric Nurse from Monaragala district who underwent the ‘Manohari’ programme. He stated that the programme changed his outlook towards MHPSS. ‘When I entered I felt I knew everything, including what communities needed, but now I understand the value of community empowerment and facilitating the community to solve problems’ Manohari is a community-based violence prevention programme that uses a participatory, self-reflective approach with the purpose of supporting communities to promote positive behavioral change in face of stressful situations. So far, over 64 individuals have been trained under this project.

If the project progress assessment is **on-track**, please explain what the key **challenges** (if any) have been and which measures were taken to address them (1500 character limit).

The project faced critical challenges during the reporting period. Most recently, changes in line ministries and key officials have caused delays in/cancellation of certain planned activities and will continue to be a challenge going forward. To mitigate this, the UN agencies will continue to work with technical counterparts on project activities, while advocating at higher level for continued commitment to project objectives. In the education sector, the initial plan to work with the National Institute of Education (NIE) on the integration of social cohesion and peace education into the Civic Education subject has now shifted focus towards other subjects, such as languages. This caused delays in implementation, however progress has been made in clearly defining the strategy going forward, including the promotion of social skills through languages and strengthen the delivery of Civic Education using project based teaching-learning and ICT platforms. Another challenge is related to the slow implementation of the National Prevalence Study on Mental Health. This is mainly due to the sensitive nature of the study, and the time needed to follow processes and initiate the ground work. To address this, WHO brought in international expertise from the WHO Collaborating Center that had conducted a similar study in India. The knowledge sharing is expected to prepare the team to better understand the purpose of such studies and intricacies of execution to ensure a quality final product.

If the assessment is **off-track**, please list main reasons/ **challenges** and explain what impact this has had/will have on project duration or strategy and what **measures** have been taken/ will be taken to address the challenges/ rectify project progress (1500 character limit):

Please attach as a separate document(s) any materials highlighting or providing more evidence for project progress (for example: publications, photos, videos, monitoring reports, evaluation reports etc.). List below what has been attached to the report, including purpose and audience.

Annexure 1 - Images from the project

Annexure 2 - Articles from the project

1.2 Result progress by project outcome

The space in the template allows for up to four project outcomes. If your project has more approved outcomes, contact PBSO for template modification.

Outcome 1: Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels.

Rate the current status of the outcome progress: on track

Progress summary: *Describe main progress under this Outcome made during the reporting period (for June reports: January-June; for November reports: January-November; for final reports: full project duration), including major output progress (not all individual activities). If the project is starting to make/ has made a difference at the outcome level, provide specific evidence for the progress (quantitative and qualitative) and explain how it impacts the broader political and peacebuilding context. Where possible, provide specific examples of change the project has supported/ contributed to as well as, where available and relevant, quotes from partners or beneficiaries about the project and their experience. (3000 character limit)?*

The planned interventions under Outcome 1 have been impacted repeatedly due to political factors. Several initiatives that were planned and/or finalised at the onset were delayed or cancelled due to shifting Government priorities and cabinet reshuffles that removed certain ministries and key players within ministries who were instrumental in taking forward a number of initiatives. These changes took place following the defeat of the Government at the local elections held in February 2018, heralding a shift in focus from a reconciliation and reforms agenda to consolidation of power to face the presidential and general elections. Some of the project components that were cancelled at that stage include the creation of a common policy platform for dialogue on reconciliation at the national level, and the roll out of a reconciliation score card through the former Ministry of National Integration and Reconciliation. Similarly, a series of symposiums aimed at bringing practitioners and academics together to discuss creative solutions to nation building, were cancelled.

As such, there was a need to reconvene with fresh stakeholders to take forward initiatives. Following reprogramming, the project got back on track, however, recent changes in the Government at national level, may once again have significant negative impacts in the future particularly in relation to work being undertaken with partners such as ONUR and the state media. Despite these challenges, UNDP is currently working on the roll out of a conflict sensitivity and social cohesion course for all fresh recruits to the Sri Lankan Administrative Service. This mandatory course will serve as a useful foundation for the public sector to be able to address the needs of the communities they serve equitably and also mediate conflict. In addition, fresh negotiations were undertaken with ONUR and Civil Society Organisations (CSOs) to build dialogue and conflict resolution and early warning platforms in selected districts. A programme initiated with Rupavahini Corporation (Sri Lanka's national television media house) to provide conflict sensitivity training to staff to improve reconciliation-focused media programming and outreach also saw several gains with calls for extending the pilot coming from other media institutions. UNDP also began a pilot on social media monitoring to feed into a conflict early warning mechanism with the aim of eventually providing these skills to CSOs and networks working on the ground to undertake conflict mitigation work in a manner driven by data and foresight. An agreement was also reached with the Ministry of

Resettlement to support an innovative entrepreneurial livelihood model for ex-combatants, to improve their living conditions but also prevent recidivism.

Outcome 2: Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities.

Rate the current status of the outcome progress: on track

Progress summary: *(see guiding questions under Outcome 1)*

In-line with the joint strategy by UNICEF and UNESCO in promoting conducive learning environments for students in state universities, the UGC is currently conducting a national study on the 'Issues of Ragging and SGBV in Sri Lankan Universities'. The study aims to identify prevalence and existing policies/systems to report and address ragging and SGBV in universities. This system-wide study also looks at issues faced by academic and non-academic staff in state universities. The findings will help develop policy guidelines that will create a macro framework to promote violence-free environments, while universities will be expected to propose their own measures at university-level. Further, the project supports strengthening the monitoring framework around issues of ragging and SGBV and related data management at central and local levels.

Learnings from the initial pilot on promoting positive classroom management in the Northern Province helped the Provincial Departments of Education and UNICEF to scale up the project to promote conducive and collaborative learning environments in targeted schools in the North, Central and Uva provinces. Through the scale-up of the project, a provincial governance mechanism will be established to provide oversight and guidance to work in this area, and the wider school community will be engaged to promote violence-free learning environments in schools. Subsequent to a mapping of current disciplinary practices administered in schools through a multi-sectoral team comprised of education, health and child protection experts, the project is now in the process of developing positive disciplinary techniques through provincial resource teams. It also involves sensitization of school communities on the consequences of bullying and violent behaviour on students and strengthening of school capacities to promote a culture of peace in schools by working with School Development and Disciplinary Committees. In addition, UNICEF, together with the Ministry of Education and the Ministry of Women and Child Affairs have commissioned a survey on the knowledge, attitudes and practices on bullying in schools to help generate evidence and support advocacy towards a national strategy to combat bullying in schools.

In curricula related work, the NIE, with UNICEF's support, has developed a strategy to promote social cohesion and civic values through language and social sciences subjects. This will incorporate practical activity-based teaching/learning methods into the curricula framework. For Civic Education, UNICEF has developed an innovative project that promotes collaboration and communication among students using IT as a platform. To pilot this, schools have been identified through the Provincial Departments of Education in the North, North, East, Central and Uva provinces. Currently, UNICEF is in the process of establishing a partnership with a private-sector company for IT related technical support.

Outcome 3: Conflict-related mental health issues are addressed to reduce inequalities and promote greater civic engagement in reconciliation processes.

Rate the current status of the outcome progress: on track

Progress summary: (see guiding questions under Outcome 1)

With the support of the Directorate of Mental Health (MOH), Provincial and Regional Health Directors and committed community health staff, majority of the planned interventions are progressing on track. The innovative 'Manohari' programme has thus far trained 64 personnel who are currently conducting programmes in their communities. With the establishment of the Office of the Missing Persons and the hearings conducted by this Office, the training of mental health professionals on the basic skills of mental wellbeing was a timely intervention. The project is also continuing its support to the country's first Prevalence Study on Mental Health led by the Ministry of Health to strengthen evidence-based practices in psychosocial support. As such, Professor Gururaj Gopalakrishna, lead researcher of the recently concluded mental health prevalence study in India visited to share his expertise and guidance with the Sri Lankan team. Professor Gururaj and his team from NIMHANS has pledged continued support and facilitated an onsite experiential visit for the local team at the Indian Research Centre. Suicide and self-harm is one of the major MHPSS concerns in the country, for which the project launched diverse programmes. One of the unique interventions was the support given to the local adaptation of the HBO play 'Ever Brilliant Thing' by Duncan Macmillan, which used humour and daily experiences to create an interactive dialogue around suicide, self-harm and mental health in general. Such activities were able to transcend the social stigma and reach out to the public. As reporting of suicide in the media plays a crucial role in reducing copycat suicides, the project also localized WHO's suicide reporting guidelines and made it available in both local languages. Further support was given to the College of Psychiatrists to conduct media awareness sessions participated by over 100 personnel. At the national level, the project is supporting the MOH in the development of the suicide prevention action plan, a National Suicide Registry and a hospital-based suicide attempt surveillance system which will be piloted in the targeted project districts, contributing to the district-based plan. The focus on mental health and psychosocial support in Sri Lanka is increasing, as demonstrated by the MOH mandating all districts to conduct quarterly Mental Health Review meetings with participation from officials of the central ministry. This self-initiative by the MOH is commendable and brings together service providers from various sectors to discuss the progress and challenges faced at the district level. WHO also attends these meetings and, in targeted districts, the project interventions are discussed and monitored thereby increasing ownership by district officials. Recognition has been given by MOH officials that the PBF activities has been instrumental in highlighting MHPSS in the districts and enabling the piloting of new interventions.

Outcome 4:

Rate the current status of the outcome progress: Please select one

Progress summary: (see guiding questions under Outcome 1)

1.3 Cross-cutting issues

<p><u>National ownership:</u> How has the national government demonstrated ownership/ commitment to the project results and activities? Give specific examples. (1500 character limit)</p>	<p>To enhance national ownership, the PBF board has established an Oversight Committee comprised of representatives from relevant Government entities. Particularly for Outcome 1, national ownership continues to be paramount. However, changing priorities have made securing this a challenge. UNDP has had to push for implementation of actions that were previously committed to by both parties. The recent change in Government and the ongoing claims of legitimacy from both sides might have an impact on reconciliation and reforms related work in the future. Under Outcome 2, the Government at all levels have recognized education as a key factor in peace and nation building processes. This has been evident in the UGC spear-heading the on-going study on issues of ragging and SGBV in universities and its commitment by forming a technical team to govern and guide the process. Similarly, the Education Departments in the target provinces have demonstrated interest and willingness to promote conducive learning environments in schools, thereby challenging social norms related to corporal punishment. For Outcome 3, the Ministry of Health, Nutrition and Indigenous Medicine, as the main counterpart for mental health and psychosocial interventions, is fully supportive of the project, as can be seen in its allocation of a full-time person for data management. Further, the National Authority of Tobacco and Alcohol is directly implementing the alcohol abuse and tobacco prevention interventions.</p>
<p><u>Monitoring:</u> Is the project M&E plan on track? What monitoring methods and sources of evidence are being/ have been used? Please attach any monitoring-related reports for the reporting period. (1500 character limit)?</p>	<p>Overall, the delayed start and the extended preparatory phase have led to slight revisions to the indicators and targets of the results framework. Specifically, under Outcome 1, some interventions had to be adapted and reprogrammed to remain relevant in the country context. This has been done in coordination with the implementing agencies and in consultation with the PBSO secretariat. For Outcome 2, due to gaps in the availability of qualitative data in education, the project has incorporated a baseline and end line survey into every intervention component. Under Outcome 3, the project aims to directly link the data collection to the regular data collection methodologies used by the state sector. For example, most of the primary level data is collected by the Public Health Midwives (PHMs) in the country so this project uses the same approach for its community-level data collection.</p> <p>While each agency has its own monitoring mechanisms in place, the project also undertakes joint monitoring activities to ensure linkages across interventions and support identification of joint solutions for constraints, if</p>

	<p>any. In addition, progress review meetings with implementing partners are conducted on a regular basis and meeting minutes are documented to track follow up actions.</p>
<p><u>Evaluation:</u> Provide an update on the preparations for the external evaluation for the project, especially if within last 6 months of implementation or final report. Confirm available budget for evaluation. (1500 character limit)</p>	<p>The project will ensure sufficient funds are set aside for a joint end-project evaluation.</p>
<p><u>Catalytic effects (financial):</u> Did the project lead to any specific non-PBF funding commitments? If yes, from whom and how much? If not, have any specific attempts been made to attract additional financial contributions to the project and beyond? (1500 character limit)</p>	<p>The PBF-supported interventions carried out under Output 2.2 have helped generate additional funds to promote positive learning environments in schools through UNICEF's Regional Office. Further, UNICEF has managed to secure additional funds to support structural changes in education, particularly focusing on integrating peace education and social cohesion competencies across subjects in primary and secondary education.</p> <p>Under Outcome 3, WHO originally planned to support the Ministry of Health to move for a digital data collection methodology. The Ministry has taken the initiative to absorb the logistical costs while using PBF funds for capacity building. As a result, mental health data collection at the district level is currently organized digitally and a full-time person is available at the central ministry to collate the data. To further improve data availability and knowledge of psychosocial service capacity at the district level, WHO is extending project activities to include a qualitative and quantitative service mapping, inclusive of GIS technology through shared funds from EU/PBF.</p>
<p><u>Catalytic effects (non-financial):</u> Did the project create favourable conditions for additional peacebuilding activities by Government/ other donors? If yes, please specify. (1500 character limit)</p>	<p>The PBF supported deliberations on integrating peace education and social cohesion into curricula have resulted in the Ministry of Education (MoE) taking steps to develop a national skills framework for the basic education system in Sri Lanka, including skills for social cohesion and promoting peace. UNICEF, as the partner of choice, is supporting the MoE and NIE to undertake a mapping of existing skills across subjects, identify gaps and develop the critical skills set required for Sri Lankan children to be prepared for work and life.</p> <p>The added resources and opportunities provided by PBF enabled the piloting of novel interventions at the community level and increased the psychosocial discourse within the health sector. As such the MOH has taken the initiative to hold quarterly district mental health review meetings at the district level chaired by the Director Mental Health, MOH and co-chaired by the Regional Director of Health Services. This initiative has prioritized</p>

	<p>MHPSS services in the districts and has facilitated accountability and ownership of PBF MHPSS activities.</p> <p>The growing focus on MHPSS has led to the creation of Communities of Practice (CoP) by GIZ Sri Lanka, where practitioners come together to discuss ideas, challenges and lessons learnt. As active members of CoP, WHO and UNICEF have used the platform to share the PBF project interventions, outcomes and lessons learnt. As a result, the organizations working in this field are updated on latest project</p>
<p><u>Exit strategy/ sustainability:</u> What steps have been taken to prepare for end of project and help ensure sustainability of the project results beyond PBF support for this project? (1500 character limit)</p>	<p>Under Outcome 2, PBF-supported interventions in universities are aligned with the UGC’s overarching strategy for combatting ragging and SGBV in universities. Importantly, the project falls under the direct purview of the UGC's Steering Committee, thereby ensuring sustainability. The Positive Classroom Management initiative is sustained through forming provincial psychosocial working groups with multi-sector stakeholders under the leadership of the Provincial Departments of Education. Further, establishment of provincial resource teams have ensured continuous support and guidance to teachers on positive disciplinary measures. Additionally, working with the School Disciplinary Committees to identify school-level measures for combating bullying and violent behaviour will help ensure ownership and continuity of the activities in schools.</p> <p>All interventions under outcome 3 have been rolled-out in collaboration with the MOH and the National Authority on Tobacco and Alcohol at central and regional levels – thereby ensuring ownership and sustainability. For example, the Manohari trainees continue to train community members under the purview of the MoH. Regular District Mental Health Review Meetings have reinforced government ownership in monitoring and evaluation of the programme and continuation of the programme beyond project closure. WHO is also facilitating the inclusion of community organizations into these meetings to enhance collaboration at district level.</p>
<p><u>Risk taking:</u> Describe how the project has responded to risks that threatened the achievement of results. Identify any new risks that have emerged since the last report. (1500 character limit)</p>	<p>Outcome 1 saw the realisation of several risks, including the cancelation of several activities planned as a result of the cabinet reshuffles and changes in priorities / commitment to the reconciliation agenda. The project has had to adapt its approach and work with selected Government sector champions and civil society organisations to be able to continue to push towards results. The recent political crisis that remained unresolved at the time of reporting may also have significant bearing</p>

	on the project going forward.
<p>Gender equality: In the reporting period, which activities have taken place with a specific focus on addressing issues of gender equality or women’s empowerment? (1500 character limit)</p>	<p>Gender is mainstreamed in programming across all outcome areas. UNICEF ensures that the specific needs of both girls and boys are taken into consideration in research, evidence-based programming and monitoring. For instance, the interventions to combat corporal punishment and bullying in schools include behaviour change communication messages to address social norms around the disciplinary approaches used with boys and girls, the impact this has on their wellbeing and the perpetuation of violence in society. In addition, the study conducted in the universities in itself has a strong focus on gender related issues. The study findings will help the UGC to develop specific actions to address gender related issues and to promote gender equity and equality not only among students but also among its staff.</p> <p>WHO’s community-based interventions related to violence prevention focuses on the engagement of female community leaders to voice the issues faced by women in their respective societies, and facilitate their participation in discussions and decision-making on issues that affect their lives. At the same time, WHO is taking steps to include male community leaders as equal partners in the efforts to prevent violence and protect those affected by it.</p>
<p>Other: Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? (1500 character limit)</p>	

1.3 INDICATOR BASED PERFORMANCE ASSESSMENT: *Using the Project Results Framework as per the approved project document or any amendments- provide an update on the achievement of key indicators at both the outcome and output level in the table below (if your project has more indicators than provided in the table, select the most relevant ones with most relevant progress to highlight). Where it has not been possible to collect data on indicators, state this and provide any explanation. Provide gender and age disaggregated data. (300 characters max per entry)*

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
Outcome 1 Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels..	Indicator 1.1 Nationally endorsed platforms for reconciliation, linking processes adopted by various government and non-government institutions at national, subnational and local levels created	0	At least 1	Work with ONUR and partner CSOs on setting up district level dialogue platforms encountered several delays and needed reconceptualization. Further challenges were also encountered in relation to fund transfer resulting in consensus being reached only in September.	Work with the Ministry of Reconciliation and National Integration (MNIR) on national platform for dialogue and a reconciliation score card for the public sector was cancelled due to a cabinet reshuffle and change in Government's priorities.	Work with ONUR may encounter further challenges as a result of the current political situation. ONUR has requested for engagement to be stalled until there is further clarity in relation to the status of the institution.
	Indicator 1.2 Pilot approach/es formally adopted/incorporat	0	At least 1	Work with ONUR and CSOs on setting up district level dialogue		Work with ONUR may encounter further challenges as a result of the

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
	ed by government and civil society into sustainable local dialogue and early warning mechanisms.			platforms encountered several delays and needed reconceptualization. However, was restarted in September.		current political situation. ONUR has requested for engagement to be stalled until there is further clarity in relation to the status of the institution.
	Indicator 1.3					
Output 1.1 Key institutions promote peacebuilding and reconciliation at the national and subnational levels in line with the PPP	Indicator 1.1.1 # of policies and plans developed or revised by key institutions that are informed by the technical support provided	0	3	While not strictly a policy, UNDP has succeeded in introducing a mandatory conflict sensitivity and social cohesion course for rollout with fresh recruits to the administrative services. UNDP has also developed training curricula	UNDP is also providing ONUR with technical support to finalise their curricula for dialogue initiatives.	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
				for state media and has piloted it successfully with Rupavahini.		
	Indicator 1.1.2 Production of knowledge product/s that describe processes undertaken and key lessons learned together with stakeholder feedback	0	3	1. The social media monitoring process will be developed into a knowledge product in terms of broader usage and utility. 2. A political analysis of the reconciliation process visavis the broader political environment, is being carried out in order to reflect on strategies going forward.	A report of an assessment of state media appetite to be a driver for reforms and reconciliation; and the curriculum and approach adopted for Rupavahini Trainings	
Output 1.2 Civil society and local	Indicator 1.2.1 # of pilot approaches tested	0	3	Work with ONUR and CSOs on setting up district		Work with ONUR may encounter further challenges

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
authorities pilot and scale up dialogue and early warning mechanisms to address existing and emerging conflicts in targeted locations.				level dialogue platforms encountered several delays and needed reconceptualization. However, was restarted in September.		as a result of the current political situation. ONUR has requested for engagement to be stalled until there is further clarity in relation to the status of the institution.
	Indicator 1.2.2 Feedback from participants and key stakeholders on the pilot approaches	n/a	Active feedback and based on which steps will be jointly taken to formalize selected approaches	Activity has not commenced yet	This activity has been challenged with continues shifting of government's priorities and related cabinet reshuffle.	
Output 1.3	Indicator 1.3.1					
	Indicator 1.3.2					
Outcome 2 Education system	Indicator 2.1 % of people that feel that people	2016 21% strongly agree	TBD			

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities	from other ethno-religious communities are trustworthy	42% somewhat agree				
	Indicator 2.2 % of schools in the targeted areas implementing school level policy recommendations. [Policy on school peace/bullying]	TBD	TBD	Survey in targeted schools have been completed. Data analysis which is underway will help decide on the baseline and target.		
	Indicator 2.3					
Output 2.1 Basic and higher education curricula and resource materials are revised and implemented to strengthen the	Indicator 2.1.1 Basic education curricula are revised towards a stronger focus on peace and reconciliation piloted and rolled out nation-wide.	1 subject in primary education	At least 1 additional subject	Follow-up discussions with MoE and NIE subject directors, have identified languages and social sciences as suitable subjects to integrate peace and social cohesion competencies. To	Initial focus to strengthening the delivery of social cohesion and peace education concepts in Civic Education and History subjects was later shifted towards languages and geography to help ensure wider coverage across selected subjects in secondary education.	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
development of competencies related to the conflict resolution, civic engagement, conflict prevention				this effect, NIE with UNICEF's support has developed a strategy. Preliminary work to commence immediately.		
	Indicator 2.1.2 Module on Peace education developed and rolled-out for higher education	0	Developed and rolled to all state universities	UNICEF supported UGC's national study on 'Issues on Sexual and GBV' in Sri Lankan Universities is underway. The study findings will inform the content development for the module on Peace Education.	Progressing as planned	
Output 2.2 Principals, teachers and	Indicator 2.2.1 # of schools having action plans developed to	0	50%	In partnership with the Provincial Department of Education,	Progressing as planned	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
school communities have enhanced capacities to prevent and resolve conflict, and promote civic engagement	prevent and resolve conflict, and promote civic engagement			UNICEF has rolled-out the programme on promoting positive classroom management in three target provinces.		
promote civic engagement	Indicator 2.2.2 % of Principals, teachers and school communities report that they have enhanced capacities to prevent conflict and to promote positive conflict resolution	0	at least 50%	Survey in targeted schools is currently underway to establish the baseline	The wider acceptance of physical punishment among principal, teachers and school communities took intensive discussions to bring them on board with the project. This caused delays in moving with a full-fledged project.	
Output 2.3	Indicator 2.3.1 No. of research studies conducted and disseminated	0	at least 1	UNICEF has already supported the UGC to commission the study on 'Issues of	Progressing as planned	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
				ragging and SGBV in universities in Sri Lanka'. UNICEF through an independent consultancy firm has undertaken a KAP study on 'Bullying in Schools'		
	Indicator 2.3.2 # of policy and regulatory instruments launched for Peace	2	at least 1 additional	No policy/ regulatory instruments launched during the reporting period. However, the findings from the UGC commissioned study will inform the development of an action plan and subsequently inform policy discussions at the	Progressing as planned	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
				UGC.		
Outcome 3 Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes	Indicator 3.1 % of participants (gender disaggregated) who report positive behaviors regarding conflict	0	100	64	The community-based violence prevention programme is yet to be conducted in 1 district	
	Indicator 3.2 Incidence of negative coping behaviours in focus Districts					
	Indicator 3.3					
Output 3.1 Coordination and coherence among offices within State institutions at central,	Indicator 3.1.1 Adoption of a Deliberate Self-Harm Prevention strategy at district level with attention to the different needs of women and men	0	4 districts	National Strategy on prevention of suicide and deliberate self-harm being finalized	Discussions with the central and selected regional authorities is in progress. WHO sought expertise from its collaborating center in India to design this process. progressing on tract.	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
provincial and district levels in delivering psychosocial services	Indicator 3.1.2 Adoption of a Provincial Mental Health Action Plan	1	2 provinces	National Mental Health Action Plan is currently being finalized	Discussions with the central and Provincial governments is in progress	
Output 3.2 Research and analysis of primary data inform policies and programs towards promoting mental health	Indicator 3.2.1 Availability of National gender disaggregated data on prevalence of Mental Health issues	0	1	Finalizing sample size and selection methodology with the Department of Census and Statistics in Sri Lanka	The sample methodology has been finalized with the support of Prof Gururaj from National Institute of Mental Health and Neuro Science, India. Training for enumerators will begin shortly.	
	Indicator 3.2.2 HR Capacity developed to address the data needs	0	At least 2 persons	1 person full time		It appears that at the current level of data sophistication one fulltime person is sufficient for the Mental Health Unit.
Output 3.3 Increased capacity at community-level to	Indicator 3.3.1 # of people that have participated in the community-led training on	0	200	Training conducted in 2 districts.	Progressing as planned	

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Current indicator progress	Reasons for Variance/ Delay (if any)	Adjustment of target (if any)
promote more peaceful approaches to conflict within and among individuals	peaceful approaches to conflict					
	Indicator 3.3.2					
Outcome 4	Indicator 4.1					
	Indicator 4.2					
	Indicator 4.3					
Output 4.1	Indicator 4.1.1					
	Indicator 4.1.2					
Output 4.2	Indicator 4.2.1					
	Indicator 4.2.2					
Output 4.3	Indicator 4.3.1					
	Indicator 4.3.2					

PART 2: INDICATIVE PROJECT FINANCIAL PROGRESS

2.1 Comments on the overall state of financial expenditures

Please rate whether project financial expenditures are on track, delayed, or off track, vis-à-vis project plans and by recipient organization: *on track*

How many project budget tranches have been received to date and what is the overall level of expenditure against the total budget and against the tranche(s) received so far (500 characters limit): Only one tranche has been received. Please find below the summary of expenditure as of 31 October 2018.

Agency	First tranche	Expenditure
UNDP	420,000.00	184,517.84
UNICEF	490,000.00	345,882.64
WHO	195,000.00	189,551.69
Total	1,105,000.00	719,952.17

When do you expect to seek the next tranche, if any tranches are outstanding: December 2018

If expenditure is delayed or off track, please provide a brief explanation (500 characters limit): Expenditure under outcome 1 has been delayed, due to continues challenges faced in terms of changes in priorities and structures of the government. The implementing agencies had to continuously adapt, re-conceptualize and re-programme interventions. The recent political crisis is likely have further impacts in project expenditure.

Please state what \$ amount was planned (in the project document) to be allocated to activities focussed on gender equality or women's empowerment and how much has been actually allocated to date:

Please fill out and attach Annex A on project financial progress **with detail on expenditures/ commitments to date using the original project budget table in Excel**, even though the \$ amounts are indicative only.