

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

<b>Project Title:</b> Youth engagement with Transitional Justice for long-lasting peace in Sri Lanka	
<b>Project Number from MPTF-O Gateway:</b> 109242	
<b>PBF project modality:</b> <input checked="" type="checkbox"/> IRF <input type="checkbox"/> PRF	<b>If funding is disbursed into a national or regional trust fund:</b> <input type="checkbox"/> Country Trust Fund <input type="checkbox"/> Regional Trust Fund <b>Name of Recipient Fund:</b> National Peace Council of Sri Lanka
<b>List all direct project recipient organizations (starting with Convening Agency), followed type of organization (UN, CSO etc):</b> National Peace Council of Sri Lanka (NPC) CSO	
<b>List additional implementing partners, Governmental and non-Governmental:</b> Legal Action Worldwide (LAW) CSO	
<b>Project commencement date<sup>1</sup>:</b> 1/12/2017	
<b>Project duration in months:<sup>2</sup></b> 18 months	
<b>Does the project fall under one of the specific PBF priority windows below:</b> <input type="checkbox"/> Gender promotion initiative <input checked="" type="checkbox"/> Youth promotion initiative <input type="checkbox"/> Transition from UN or regional peacekeeping or special political missions <input type="checkbox"/> Cross-border or regional project	
<b>Total PBF approved project budget* (by recipient organization):</b> NPC: \$ 454,148.50 : \$ : \$ : \$ Total: 454,148.50 <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</i>	
<b>How many tranches have been received so far:</b> 2	
<b>Report preparation:</b> Project report prepared by: Project Manager -National Peace Council of Sri Lanka Project report approved by: Executive Director, National Peace Council of Sri Lanka 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	

<sup>1</sup> Note: commencement date will be the date of first funds transfer.

<sup>2</sup> 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):

The project has already reached more than 1500 young leaders across the country with direct TJ workshop and follow up activities. This includes 730 Females and 214 war victims. With the University Grants Commission's (UCG) official approval NPC has managed to access all 12 state universities. Under the Outcome 2, TJ trainings have been already conducted in 08 universities and 04 universities have already completed their follow-ups. Under Outcome 3, 10 TJ workshops were successfully completed covering 21 districts. Also 19 district level follow ups have been completed. In all 18 training, representatives from Secretariat for Coordinating Reconciliation Mechanism (SCRM) were actively engaged. LAW facilitated a 'mentoring' relationship between Jaffna Law Department and Harvard International Human Rights Clinic (IHRC). LAW delivered 3 TJ workshops to 4 Law Faculties in Sri Lanka for 83 students. This comprised of a 4-day residential course for Colombo Law School, a 2 day course at Jaffna University and a 1-day seminar for students completing the first post-graduate diploma in TJ in Sri Lanka at the BCIS. A week-long study tour was conducted for 3 universities (Jaffna, Colombo and Eastern University) to Harvard IHRC where law faculty staff learned how to establish and run a human rights clinic. As the issues discussed are controversial, the project generated considerable threat. The project implementation may become problematic due to the political uncertainty and change of government.

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)

The National Unity government's SCRM under Prime Minister's office supported NPC to get the access from UGC. With the political support, NPC could conduct TJ workshops in Universities. The aim of the project is to mobilize young people for TJ efforts initiated by government that derive from 30/1 UN resolution. The TJ efforts in SL in danger due to the political instability. If opposition takes over, it's most likely that they won't support TJ initiatives especially the initiatives led by National Unity Government regardless of its impact. The opposition has portrayed a false picture on TJ process in Sri Lanka such as Office of Missing Person (OMP) is to target "War heroes" and Reparation bill is to support LTTE. It led to confusion among public about TJ. There have been demands insisted that Sri Lanka should withdraw from Geneva 30/1 resolution and stop NGOs receiving funds directly from international organisations. If there is a shift in political power, the project strategy will change such as working towards pluralism. There has been criticism of the OMP, relating to its impartiality. The TJ workshop in Colombo addressed this issue head-on when a Commissioner from the OMP challenged popular myths regarding its work.

Additionally, Jaffna human rights clinic will serve the families of the disappeared and aims to assist the linkage between them and the OMP.

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).

This project exclusively targets young people. It has made considerable a impact to involve young women and war victims in the national level discussion on TJ. Through this project young people have been provided with the "Safe space" to discuss their ideas in their raw forms. the majority of young people say that "We all are Sri Lankans. We are all children of Mother Lanka. We don't have any issues in SL and we should move on and there is no need to deal with past". Through this project these narratives are been challenged and look in the dealing with past in a critical manner. The workshop activities are been designed in a way that young people are pushed have to difficult conversation such as "war crimes and ethnic issues". The workshops conducted through "Edutainment= (Entertainment+Education). Young people have these constructive conversations through interactive activities. This project also built the bridge between high level decision markers on peace and reconciliation and young people. Youth have the opportunity to listen to the government officials and they listen to youth. The focus on instilling values of social harmony and TJ among SL's future lawyers through workshops and the establishment of a human rights clinic is an innovative approach to peace building. The approach of using high-quality and high-profile mentors, is intended demonstrate the impact these young lawyers could have on Sri Lanka's reconciliation process.

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

on track with significant peacebuilding results

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):

The TJ workshop student led follow ups in art forms shows meaningful youth engagement in the TJ process in Sri Lanka. With the knowledge and skills young people gained at the workshop, they have developed street dramas, short film, conducted debate, opinion survey and forum theater. The key challenge in the peace building aspect is involvement of people, especially when young people have a lot of other options at their fingertips. When youth with different political ideologies and diverse backgrounds come together, it's a difficult task is to push them to work on controversial topic such as TJ. The project managed to convince youngsters to work as a diverse team towards peace and reconciliation in the universities in district level under the umbrella for Justice for people. This project builds a bridge between youth and SCRM in real time and allows youngsters to get present information on government TJ policies and activities. The project was successful in its application to Harvard Law School for the prestigious Henigson Fellowship. The legal fellow has joined LAW to work on the Project. A mentoring relationship has been established between Harvard IHRC and Jaffna University, under which a human rights clinic will now be established in Jaffna - a former conflict hot spot. It will have a dual purpose, (1) to provide students with practical human rights and TJ skills and(2) serve the local communities' HR needs.

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):

In terms of the transitional justice workshops for 83 law students: 100% were satisfied with the quality, 95% reported that the workshop had influenced their choice of future career, & 90% expressed an intention to practice in social harmony or TJ in the next 10 years. Student feedback included the following quotes: "The course has had the influence of showing me that transitional justice is a concept that is practically useful and therefore a possible choice of future career." "I aspire to become a Truth Commissioner in Sri Lanka...and I see myself working in this area in the future to serve the Sri Lankan public." Yesith Yasasvun, University of the Visual and performing Arts stated that NPC's program provided them a holistic picture on civil war of Sri Lanka and TJ and they were able to clarify on a lot of false information given to them through media. Apart from the participants, even the university staff were influenced by the project and they are willing to contribute to TJ process in Sri Lanka within their capacity. Mr. Yogaraj, Senior lecturer of Political science, Eastern University of Sri Lanka stated "NPC is completing a huge social responsibility by educating university students with this timely & needed subject to a country like Sri Lanka which is going through a difficult a post war period. Meanwhile, I was searching for a subject area to complete my PhD. When I was given a chance to coordinate the University program for NPC, it inspired me to take TJ as my subject area

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).

Sri Lanka is in the theory of of Political uncertainty following the sacking of the Prime Minister by the president and the dissolution of parliament. This is being challenged in the supreme court. One of the main components of the Training is to educate youth on SL government's TJ approach in SL. However, it's not yet known at this time which political party would come in to power and how they would approach TJ. There are 04 more university training, 08 follow ups in the universities and the final TJ champions event need to be completed. If the future government is reluctant to support TJ process and the space for civil society actors narrowed, it's going to be difficult to approach young people. NPC carried out programs in universities with the support of SCRM under prime minister's office which currently shut down due to power struggle. Till we have an answer for the political crisis, the project will maintain a low profile. Visibility aspects of UN (banners and other visibility material) are downplayed. Project online interactions are been limited. Harvard IHRC had a busy schedule and it was a challenge to find the best week for the study tour early in the year. October 2018 was selected and to address that this was later in the year than planned, the Project decided to take steps towards the establishment of the human rights clinic in Jaffna prior to the study tour, including selection of thematic topics, and appointment of the Clinical Director.

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.

1. Art by Yashith, University of the Visual and Performing Arts- TJ workshop participant

2. 2. Project activity pictures

[https://drive.google.com/open?id=1VJvYfkr4S2eIcG-a4DF\\_AORbjfKlYnFx](https://drive.google.com/open?id=1VJvYfkr4S2eIcG-a4DF_AORbjfKlYnFx)

I. Stage performance on Transitional Justice by Eastern University of Sri Lanka– Students were able to reach out for 700 freshers during their follow up initiative on TJ through a strong stage play

II. Four pillars for justice – Students were able to reach out for 700 freshers during their follow up initiative on TJ through a strong stage play

III. Interactive session on social justice – Training on Transitional Justice, Ratnapura

IV. Youth presentation on Power and impact of Social media - Training on Transitional Justice, Kurunegala

V. Women for Transitional Justice – Training on Transitional Justice, Northern Province

VI. Trust building within diverse communities - Training on Transitional Justice, Kandy

VII. Introducing TJ - University of Jaffna

VIII. Panel discussion on role of young people in TJ – University of Jaffna

IX. Youth led follow up on TJ, a pocket meeting with youth clubs in Kaluthara district – Kaluthara

X. Contemporary Theatre performance on myths surrounding TJ- University of the Visual and performing arts

03. Stage performance on Transitional Justice by Eastern University of Sri Lanka– Students were able to reach out for 700 freshers during their follow up initiative on TJ through a strong stage play - Draft video clip –

<https://www.youtube.com/watch?v=5-R4bxQyoUk&feature=youtu.be>

04. Will TJ in Sri Lanka generate unity among ethnicities? or will make problem worse? - Debate by University of Jaffna - <https://youtu.be/MwYk37mOixQ>

05. Youth opinion survey on TJ, Peace and Reconciliation - University of Kelaniya (Draft)

<https://www.youtube.com/watch?v=qCMvuRuaoyM&feature=youtu.be>

06. “Reparation”- Short film by South Eastern University of Sri Lanka – Draft <https://youtu.be/EJ0FCtopAdQ>

07. Training narrative reports & M&E analysis

## **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:** Ethnically diverse law students develop legal knowledge and skills required to help advocate for and implement a transitional justice mechanism

**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)?

Human Rights Clinic: A one-week Clinical Exchange Programme (study tour) was conducted at Harvard in October 2018. 5 participants learned about the structure and functioning of a human rights clinic. The dual purpose of a clinic was noted:

1. To protect the human rights of individuals and communities around the world, and
2. To provide students with practical experience of human rights lawyering.

Participants learned about the practicalities of setting up a clinic, including: selection of students, project development and activities, syllabi, credit systems, and evaluations. Highlights included: (A) A workshop on Clinical Design and teams of Harvard Clinic staff and students worked with Jaffna staff to brainstorm models for the Jaffna clinic. This cross pollination resulted in a vision for a workable clinical structure compatible with Jaffna University, mapping out of stakeholders and how the clinic would function to serve the local community and provide students with a practical human rights education.

(B) The observation of the clinic's mock fact-finding trip to the fictional country where a human rights violation had occurred. One participant described it as "a real-time situation planned and executed.. with meticulous preparations.. making students learn every inch of the way." Follow up will be conducted during the next period and a full report provided.

Transitional Justice Courses: LAW held 2 transitional justice workshops over five days in August and September 2018 in Jaffna and Colombo for 65 students. The workshops were interactive – practical exercises were used, and students were encouraged to voice their opinions and ask questions. The four pillars of transitional justice: Truth-seeking, Prosecutions, Reparations and Institutional reform/guarantees of non-repetition were presented, using interactive teaching methods to ensure students took away a deep understanding of the mechanisms. Comparative examples were used, including Sri Lanka, and students were asked to work in groups and present their work. This included recommendations on the mandate and thematic topics for Sri Lanka's Truth Commission. Interestingly, when discussing prosecutions, students were asked what type of court should deal with Sri Lanka's conflict: In Colombo, the prevailing view was a domestic accountability mechanism and in Jaffna, a hybrid model. Please refer to the training report for a detailed review of the training.

A one-day seminar on transitional justice was also delivered to 23 post-graduate students on the comparative situations of South Africa, East Timor and Sierra Leone at BCIS post-graduate transitional justice course and a sample presentation is provided.

Curriculum Development: One further syllabus was provided by Harvard IHRC (total 3), relating to simulations of human rights situations for use in mock fact-finding missions.

**Outcome 2:** Ethnically diverse university students help disseminate correct information and facilitate dialogue on transitional justice and reconciliation benefits and approaches

**Rate the current status of the outcome progress: on track with significant peacebuilding results**

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

Purpose of this outcome is to initiate discuss TJ in 12 Sri Lankan universities. Workshops in 08 universities have been carried out and 04 follows are been completed so far. Up to now, 379 (F-233&M-146) students were directly trained under these workshops. Even though these workshops were targeting students at the universities, in some universities, faculty deans and senior lectures in political science sections also actively took part. A senior lecturer on political science at Eastern University of Sri Lanka, and the project coordinator appointed by the university has undertaking his PHD reading in TJ after participating in the workshop. In 04 universities, the leading trainers were requested by Vice Chancellor and register to conduct the TJ discussions with academic staff in the respective universities. These were unexpected positive outputs and they will have a long-standing impact on the TJ discourse in Sri Lanka. Students at Eastern university of Sri Lanka developed a street drama on TJ and staged it during a university fresher's induction program where more than 700 students from different parts of Sri Lanka participated. And the students took this stage play to grassroots level such as youth clubs and schools without even expecting any funding support from NPC. University of Jaffna organized a debate competition titled "Do we see the possibility of TJ in Sri Lanka to Generate Unity among Ethnicities?" for the university's art week where more than 2000 students participated. The debaters highlighted pros and cons of implementation of Transitional Justice in Sri Lanka. The South Eastern University of Sri Lanka developed a short film that emphasise the need of reparation. University of Kelaniya have developed an opinion survey video that captures ideas of young people on TJ, peace and reconciliation targeted towards policy makers. University of Colombo is working on a TJ week which includes film screening, forum theatre and panel discussions. The post workshop M&E evaluations indicate that 96 % of students started to believe that TJ is essential for SL. more than 90 % students have said that TJ is important to achieve reconciliation in Sri Lanka. 89 % have said the workshop was relevant to current political context in Sri Lanka. 90% students have mentioned that they will clarify myths on TJ to their friends and community leaders. 90 % students mentioned that training has inspired them to take some action and helped them to gain confidence to pass the knowledge to others. It's evident that university students have initiated positive dialogues on TJ with their peers in the university

**Outcome 3:** Community youth leaders are mobilized to increase understanding of peace building within local youth groups

**Rate the current status of the outcome progress: on track**

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

Under this outcome, all TJ trainings have been completed on due time. (21 districts combined in to 10 two days residential programs with the participation of 427 grassroots level leaders (M-272&F-155). Up to now, youth led follow up sessions are been completed in 19 different districts with the participation of 621 district leaders representing various youth clubs and civil society organisations ;( M-324&F-297). These grassroots level sessions have been organised as pocket meetings where average of 20-25 influential young people partook in informal settings. There were many interesting discussions took place in these trainings. For

an example, most the TJ workshop participants from North believed that in the war, an army soldier killing a LTTE combatant was a war crime. And they were reluctant to accept the war crime allegations against LTTE. They blindly believed in whatever the Tamil politicians say and what's been said in bias media such as Tamil win. And they had no trust in gaining justice in Sri Lanka. Their only aim is to seek for international support carry out war crime investigations in Sri Lanka. In South, youth believed that NGOs are creating problems in the “peaceful” country with the support of UN and Tamil diaspora. They also were believing in common myths such as "War heroes" will be thrust in to electric chairs, dealing with past is unnecessary, Office of Missing Person was established to find faults of Sri Lankan army and the reparation bill created to support LTTE. Now we can see that the same young people who had negative stance on TJ are now leading the discussions in the district level and actively promote the need of meaning implementation of TJ in Sri Lanka. Many young people have mentioned that their perception on TJ has changed because of these trainings. These trainings have influenced their attitude and motivated them to do promote TJ in their respective communities. The post workshop M&E evaluations indicate that 93 % of students started to believe that TJ is essential for SL. 85 % have said the workshop was relevant to current political context in Sri Lanka. 84 % students noted that it's essential to implement TJ processes in Sri Lanka to prevent future conflicts. 89% students have mentioned that they will clarify myths on TJ to their friends and community leaders. More than 90% students mentioned that training has inspired them to take some action and helped them to gain confidence to pass the knowledge to others. It's evident that university students have initiated positive dialogues on TJ with their peers in the university. As per the formal process of the project, young people were expected to conduct one district level follow up session. These leaders would like to do more sessions and requested NPC's support. Youth leaders in Kalutara district conducted their follow up session with the support of National Youth Services Council during a youth camp. 04 youth participants who part of the workshop is been recrui

**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><b><u>National ownership:</u></b> How has the national government demonstrated ownership/ commitment to the project results and activities? Give specific examples. (1500 character limit)</p>	<p>From the beginning of the project, SCRM was positively involved in all project activities. In all 18 university and grassroots level youth trainings SCRM’s representatives participated as resource persons and had productive discussions. One of the key concerns discussed by Mannar youth participants was that the “Certificate of Absence” issued by Office of Missing person misinterpreted as public that as “Death certificate” as some politicians were spreading fake news. The issue was reported to Officials at Office of Missing Persons by SCRM and executive-level decision markers. In one of the Law students TJ training, Dr Nimalka Fernando- Commissioner, OMP took part as a</p>
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	<p>resource person. SCRМ facilitated NPC to access University Grants Commission (UGC) and it was crucial for accessing university students. From the positive feedback, it's visible that universities own the follow ups. There are 15 government universities in Sri Lanka and this project works with 12 universities. In a highly bureaucratic setting such a government university, delays in paper work and approvals are inevitable. UGC's approval and support was essential to move forward with the project activities in universities. In a context like this, the chairman of UGC has been extremely supportive to NPC and the project and has made a special request to the Vice chancellors of the universities saying that they have to consider this project as nationally important programme and ensure support for NPC.</p>
<p><b>Monitoring:</b> Is the project M&amp;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>A comprehensive M&amp;E plan was finalized, which included a review of the Theory of Change and Results Framework. The project results been monitored with 20 smart indicators scaled to the project's size and implementation period.</p> <p>Following M&amp;E tools were implemented to ensure the quality of project</p> <ol style="list-style-type: none"> <li>1. Beneficiary selection criteria - University (outcome)</li> <li>2. Beneficiary selection criteria - Youth (outcome 2)</li> <li>3. Training application form - Outcome 2 &amp; 3</li> <li>4. Baseline questions - Youth &amp; universities</li> <li>5. Pre and post questionnaires (youth &amp; university students)</li> <li>6. Training reports</li> <li>7. Group led initiative - Project proposal format- University students</li> <li>8. Follow up reports</li> </ol> <p>LAW conducted a 'Milestones Review' of the Project at a retreat in October 2018. Evaluation forms have been distributed and collected and the data analysed for LAW's transitional justice workshops and for the study tour for Harvard.</p>
<p><b>Evaluation:</b> 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>A final external assessment is planned during the final stage of the project. It will use largely qualitative data, collected from focus group discussions with project staff and selected participants, to assess the quality of project interventions, identify areas for improvement, and document project learning. Guidance from the PBSO on peacebuilding evaluation is noted and will be utilized in the final external assessment.</p> <p>NPC and LAW maintains well-organized files of back-up documents and data collection forms ready to provide to</p>

	the evaluation team
<b><u>Catalytic effects (financial):</u></b> 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>During the training sessions in North (specifically the war effected Mullaitivu, Kilinochchi &amp; Jaffna districts where LTTE’s influence was high) and South (Hambantota, Matara and Galle where Sinhala, Buddhist, Nationalistic Political ideologies are more influential), youngsters suggested that they would like to have a dialogue with each other and clarify the doubts they have about each other. Meanwhile, project Manager got an opportunity to train as a dialogue facilitator on dealing with the past and was able to connect with “inmedio (<a href="https://www.inmedio.de/en/angebot/peace-mediation-dialogue">https://www.inmedio.de/en/angebot/peace-mediation-dialogue</a>) ”. As there is no specific activity within the project to facilitate a dialogue between youth representing North and East, possibility of getting funds to initiate such a dialogue through inmedio is presently been explored Registrar of Visual and Performing Arts expressed his willingness to create an enabling environment to within the faculty premises to open a discussion on TJ by facilitating in getting the National Art Gallery for the students to perform any activities on TJ for free of charge. University of Colombo will be looking in to the possibility of allocating additional funds for TJ week</p>
<b><u>Catalytic effects (non-financial):</u></b> Did the project create favourable conditions for additional peacebuilding activities by Government/ other donors? If yes, please specify. (1500 character limit)	<p>University of Colombo &amp; Visual and Performing Arts is creating an enabling environment in the faculty premises to initiate discussions on TJ. University of Colombo will be looking in to the possibility of allocating additional funds for TJ week</p>
<b><u>Exit strategy/ sustainability:</u></b> 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>The study tour to Harvard entailed intensive capacity building of Jaffna Law Department staff, including the Clinical Director, in order that they possess the skills to establish and run a human rights clinic independently. NPC has built a powerful youth network, who are equipped with TJ knowledge all around Sri Lanka in different levels in society. To connect with young people a Facebook group page created under the #SLyouth4TJ. The online interactions could be monitored by stake holder who are interested in TJ through this # even after the project is been concluded. University and students are potential future policy makers. Most of the group led initiatives expected to be in form of arts. The success stories and lessons learned of these initiatives will contribute to the knowledge base discourse in TJ and youth in Sri Lanka. Grassroot level training are conducted with the partnership of NPC’s district level partners who facilitate District Inter Religious Committee. The young people will function as resource base in all 21-district level. The NPC will host a TJ Champion's meeting at the end of the project, bringing together key actors from the project. The trained youth</p>

	<p>leaders, student activists in reconciliation and the law students selected to work at the human rights clinic will be invited to network with each other, share experiences and lessons learned and to hear high-level speakers on transitional justice.</p>
<p><b>Risk taking:</b> 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>On 26th October 2018, Sri Lanka was plunged into political turmoil by the collapse of the coalition Government, following which President Sirisena sacked Prime Minister Wickremesinghe and his cabinet and suspended parliament until 16th November 2018. Former President Rajapaksa was subsequently appointed as the new Prime Minister, which has been criticized as unconstitutional and anti-democratic. Rajapaksa loyalists have taken over most of the state media, forcibly changing the 27th October 2018 edition of the Daily News. Amid severe international pressure to uphold democracy, President Sirisena brought forward the date to reconvene parliament to 14th November 2018. But on 9th of November 2018, President dissolved the parliament and declared that the next general election will be on 5th of January 2019. The Project is monitoring the situation closely and will adjust project strategy according to unfolding developments. At the project inception, such events as a potential risk, hence LAW has operated under a low-visibility policy as a pre-emptive mitigation measure.</p>
<p><b>Gender equality:</b> 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>The equal engagement of female youth with male youth in the TJ process is been promoted by ensuring high levels of female youth participation in activities, particularly in leadership roles. Beneficiary selection criteria of outcome 02 ensure that at-least 50% and outcome 03 at-least 30% female participation in the project activities. The project has collected information on concerns and misconceptions among youth on TJ including concerns relating to women and TJ. In turn, these concerns will be addressed through the FAQ document in addition to being conveyed to policy-makers including through the SCR. Discussions on gender and TJ will be fostered through the initial TJ training, and followed up through the student-led activities, information sessions with youth CSOs and the TJ champions meeting. The combination of these activities, coupled with the interface between youth and policy-makers on the issues surrounding gender justice and women and TJ will create a platform for dialogue on gender inequality and gender justice issues. Jaffna's human rights clinic selected two thematic areas of significance: legal support for the families of the disappeared (which disproportionately affects women) and violence against women. The Clinical Director selected at Jaffna human rights clinic is female and 3 out of 5 Harvard study tour</p>

	<p>participants were female. 87% of transitional justice workshop participants were female law students</p>
<p><b>Other:</b> Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? <i>(1500 character limit)</i></p>	<p>At the moment, the Project and NPC is heavily depending on outsourcing TJ trainers for conducting trainings. Even though the internal staff is highly knowledgeable, they lack facilitation skills that can contribute to the project. Specific trainings on novel techniques in facilitation is required. As the project aims to work closely with youth, effective use of social media is critical. Skills and training on effectually engaging youth in digital space is needed.</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)*

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
<b>Outcome 1</b> Ethnically diverse law students develop legal knowledge and skills required to help advocate for and implement a transitional justice mechanism	Indicator 1.1 Number of Law Faculties engaged in transitional justice training	N/A	3	4 Law Faculties engaged in transitional justice training: Colombo Univ., Colombo Law School, Jaffna Univ., and BCIS.	Achieved.	
	Indicator 1.2					
	Indicator 1.3					
Output 1.1 Establish a human rights clinic at the University of	Indicator 1.1.1 Number of participants in study tour at Harvard	N/A	4	5 participants attended the study tour from 15th to 19th Oct 13 (3 female, 2 male).	Achieved.	

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
Jaffna Law Department, in collaboration with Harvard International Human Rights Clinic	International Human Rights Clinic			100% were satisfied with the quality of the study tour.		
	Indicator 1.1.2 Number of law students who volunteer to work in the Jaffna University Human Rights Clinic	N/A	8	Concrete steps taken to establish clinic. Criteria for diverse participation / selection of law students advised and agreed upon	The study tour took place later in the year than planned, due to Harvard's scheduling considerations. Hence, the procedure for selecting students will occur in December 2018.	Revised deadline: 31/1/2019
Output 1.2 Expand curriculum for the law degree at the University of Jaffna to include transitional justice	Indicator 1.2.1 Number of new Jaffna University curriculum modules developed	N/A	4	3 modules provided by IHRC for review and adaptation by Jaffna University	In progress	
	Indicator 1.2.2					
Output 1.3 Develop and deliver a	Indicator 1.3.1 Number of law students trained on	N/A	60	83 law students trained on transitional justice.	Achieved	

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
short interactive law course on transitional justice	transitional justice			72 female, 11 male. 24 Tamil, 10 Moor, 53 Sinhalese. 100% were satisfied with the quality of the workshops. Refer to training report for details.		
	Indicator 1.3.2 Number of law students who, upon completing a transitional justice training course, report an intention to practice social lawyering (legal aid), human rights law, or transitional justice law within the next 10 years	N/A	40	75 students reported an intention to practice in transitional justice, human rights or legal aid during the next 10 years.	Achieved.	

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
<b>Outcome 2</b> Ethnically diverse university students help disseminate correct information and facilitate dialogue on transitional justice and reconciliation benefits and approaches	Indicator 2.1 Number of Sri Lankan universities participating in transitional justice training	N/A	12	08	Workshops in 08 universities have been carried out and 04 follows are been completed	
	Indicator 2.2	N/A				
	Indicator 2.3	N/A				

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
Output 2.1 Design and deliver a 2-day introductory course on transitional justice and reconciliation for universities in Sri Lanka	Indicator 2.1.1 Number of university students trained on transitional justice and reconciliation	N/A	540	379 (M-146 & F-233)	N/A	
	Indicator 2.1.2					
Output 2.2 Engage university students in leading reconciliation	Indicator 2.2.1 Number of students trained who subsequently lead a reconciliation awareness	N/A	72	24	Target will be achieved by May 2019	

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
n awareness initiatives	initiative Note: There may be more than one student leader per initiative.					
	Indicator 2.2.2 Number of reconciliation initiatives implemented by student leaders using project funds	N/A	12	04	Target will be achieved by May 2019	
Output 2.3	Indicator 2.3.1					
	Indicator 2.3.2					

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
<b>Outcome 3</b> Community youth leaders are mobilized to increase understanding of peace building within local youth groups	Indicator 3.1 Number of districts targeted for transitional justice information sessions	N/A	21	21  Under this outcome, all TJ trainings have been completed on due time. (21 districts combined in to 10 two days residential programs)	Achieved	
	Indicator 3.2					
	Indicator 3.3					
Output 3.1 Develop and deliver 02day training course on transitional	Indicator 3.1.1 Number of youth TJ facilitators trained on transitional justice and peacebuilding	N/A	84	76  Up to now, youth led follow up sessions are been completed in 19	Target will be achieved by May	

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
justice, peacebuilding, and gender for youth leaders	Indicator 3.1.2 Number of youth leaders trained on transitional justice and peacebuilding	N/A	400	427 grassroots level leaders (M-272&F-155)	Achieved	
Output 3.2 Produce and distribute a transitional justice Frequently Asked Questions (FAQ) brochure	Indicator 3.2.1 N/A					
	Indicator 3.2.2 N/A					
Output 3.3 Youth leaders deliver transitional justice information	Indicator 3.3.1 Number of transitional justice information sessions facilitated for youth associations and	N/A	21	19	Target will be achieved by May 2019	

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
sessions to youth associations and civil society organizations (CSOs)	CSOs					
	Indicator 3.3.2 Number of community members who attend transitional justice information sessions	N/A	420	621 district leaders representing various youth clubs and civil society organisations ;( M-324&F-297).	Achieved	
<b>Outcome 4</b>	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					

	<b>Performance Indicators</b>	<b>Indicator Baseline</b>	<b>End of project Indicator Target</b>	<b>Current indicator progress</b>	<b>Reasons for Variance/ Delay (if any)</b>	<b>Adjustment of target (if any)</b>
	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): Two tranches have been received to date and expenditure to date is \$257,336.53 . In percentage 57% against the total budget and 81% against the total tranches received.

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

If expenditure is delayed or off track, please provide a brief explanation (500 characters limit): On Track

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: \$203,713.22 was planned in the initial project budget document committed to date is \$102,264.28

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.