

**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 Semi-Annual

**DATE OF REPORT:** 15 November 2018 - 15 June 2019

<b>Project Title:</b> Promoting Reconciliation in Sri Lanka	
<b>Project Number from MPTF-O Gateway:</b> 00105730	
<b>PBF project modality:</b> <input type="checkbox"/> IRF <input checked="" 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>
<p><b>List all direct project recipient organizations (starting with Convening Agency), followed type of organization (UN, CSO etc):</b>            UNICEF (lead agency), UNDP and WHO</p> <p><b>List additional implementing partners, Governmental and non-Governmental:</b></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 date<sup>1</sup>:** April 2017

**Project duration in months:<sup>2</sup>**

**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:** 2

**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: comments were incorporated during drafting phase

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 completed its preparatory phase, which included planning, strategizing and finalization of activities along with timelines. However, the project faced multiple challenges and unexpected delays due to changes in the Government structure, which were mitigated through continued efforts to engage with key Government officials, including technical staff, at every stage of the project. This helped ensure that the project could move forward in implementing interventions at national and subnational levels and achieving key milestones. As reported in the last annual report, the changes in government priorities and frequent changes in ministry portfolios have significantly constrained progress of activities under Outcome 1. However, this component of the project has been now re-conceptualized and re-programmed in-line with the current operational context.

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

on track

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 has embedded unique and innovative features under all three outcomes. Under outcome 1, for the first-time, modules on Social Cohesion and Conflict Sensitivity have been introduced in state administration training programmes, aiming to improve public relations, conflict management and prevention in state service delivery. Another timely intervention is the production of a digital toolkit promoting ethical practices in digital media use among youth to address issues such as spread of hate speech and gender stereotyping. Under outcome 2, to strengthen the delivery of the Civic Education subject, UNICEF initiated a new platform for teachers to enhance civic competencies among students in a meaningful and practical manner using digital tools in the teaching-learning process. This helps in overcoming geographical challenges in interaction between schools and facilitating continued dialogue virtually among students as well as educators in a school system that is segregated along ethnic/religious lines. Under outcome 3, the Manohari programme piloted used a unique methodology of storytelling combined with experiential learning of emotional wellbeing concepts. Due to the effectiveness of this methodology, Government institutions, such as the Ministry of Youth Affairs and the Office for National Unity and Reconciliation (ONUR), have requested their staff to be trained on this programme as well. The project will accommodate this request as an additional activity.

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: UNDP, through the Sri Lanka Institute of Development Administration, has launched two mandatory online training modules to public administrators on social cohesion and conflict sensitivity in development projects. Further, the televised drama (Triloka) on a state TV channel, along with a series of media campaigns launched through CSO partners, achieved wide outreach in creating awareness on social cohesion and enabling dialogue around peace and reconciliation, mainly outside urban cities where these topics are frequently discussed within closed circles. Outcome 2: UNICEF, through a private research institute, has instigated a survey on bullying and other forms of inter-personal violence in schools with the aim of identifying determinants and drivers. This will help fill data gaps and devise a national strategy to combat bullying in schools. The findings of the study on issues of Ragging, Sexual and Gender-based Violence in Sri Lankan Universities, conducted by the University Grants Commission, has led to the development of an action plan towards promoting a culture of peace in the universities. Outcome 3: WHO supported two landmark national programmes: 1) the National Mental Health Programme Review that captures best practices in delivering Mental Health and Psychosocial Support (MHPSS) in post-conflict Sri Lanka and 2) the first National Mental Health Prevalence Study, which is being conducted by the Ministry of Health and the Department of Census and Statistics.

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):

Some examples of real human impact can be seen in testimonies from project beneficiaries. One viewer of the TV drama Triloka expressed that ‘the story made me a different human being. It made me think anew’. He further said ‘how much impact that 22 minute drama had and how many times it directly addressed issues of racism and extremism in our society. If expressed simply, it is a great experience which has brought a lasting change within me’.

Another example of human impact was the feedback received from a teacher at Saravanai Nageswary Maha Vidyalayam, Jaffna, who benefitted from Positive Disciplining Training. She said ‘I feel fortunate to have been part of this training. Unlike the usual training programmes, this brought a positive change in my thinking process. In my 14 years of teaching and child care experience, I used punishment to discipline children without meaning harm. Even though my intention was to regulate their behavior, my upbringing, workload and the environment, pushed me to punish my students and my own children. However, the guidance and awareness, including on the negative consequences of physical punishment, have brought about a change within myself. Now, I am able to communicate better with my students and children. My family members and other teachers have observed this drastic change and ask the reasons behind it. I am happy, I have helped them adapt positive disciplining approaches too’.

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 is on-track, however, there were challenges in the country context that delayed implementation. The political crisis, both the constitutional coup in October 2018 involving changes to key senior officials and ministries and the recent Easter Sunday bomb attacks, have led to irrevocable political uncertainties in the country. This warranted the need to adapt project approaches in-line with the context and affected the timely execution of the project activities. Under outcome 1, interventions related to strengthening the community policing initiative and conducting the combatant livelihood needs assessment got delayed as emergency

law was enforced in the country and UN security protocols were tightened following the Easter Sunday bomb attacks. However, with the improvement in the security situation, steps have been taken to ensure continued engagement of state and community, and activities are now on track. Under outcome 2, implementation of key programmes in schools and universities were delayed due to their closure for over a month as a security measure. However, with the reopening of schools and universities, activities have now resumed. Under outcome 3, national programmes required intensive deliberations with multi-stakeholders to ensure coordination and sustainability, which took more time than anticipated. Further, progress monitoring has been a challenge due to the prevailing security situation in the country.

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.  
Annex 1: Triloka Final Report  
Annex 2: Triloka Impact Assessment

## 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)?

During this period, a series of pilot projects were launched in collaboration with both state and non-state actors aimed at creating awareness, increasing understanding and encouraging ethical working practices that promote social cohesion and coexistence. For instance, the conflict-sensitive media programming workshops conducted for approximately 170 state media personnel at Sri Lanka Rupavahini Corporation using the newly-designed social cohesion and conflict sensitivity online modules were key steps towards sensitizing government actors on ethical working practices that promote social cohesion and coexistence. Feedback from the first cohort trained on the online modules designed by Sri Lanka Institute of Development Administration (SLIDA) stated that the programme was useful as it helped them think differently about day-to-day scenarios and people they encounter in their lives.

Although it is too soon to determine the long-term impact of introducing these programmes into the state service machinery, these sentiments indicate the willingness of officials in embracing change as the way forward in building sustainable peace in a post-war society. Similarly, a teledrama launched on promoting reconciliation and coexistence drew a large number of viewers (approximately 4.3 million offline and 1.1 million online). Feedback indicates that the programme had some impact on changing the way people think about issues related to cultural diversity and commonalities that connect people rather than divide them. As a joint collaborative effort with an international NGO and a state-run television network, it highlighted the importance of working in partnerships and also the political will necessary to overcome challenges and ensure its success. The engagement of CSOs at the community level also highlighted the importance of the willingness of these organizations to extend their work beyond traditional interventions and use creative approaches to bring about positive impacts in the communities. For instance, the Prathiba Media's grassroots media campaign helped create awareness and opportunities for dialogue on peacebuilding during the Sirahununi's Film Festival in Batticaloa as a means of promoting coexistence.

**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)*

The University Grants Commission (UGC), in-line with the UNICEF-UNESCO supported strategy to promote conducive learning environments in state universities, conducted the first-ever national study on the Issues of Ragging and SGBV in Sri Lankan Universities, including issues of incidence, prevalence and conditions. Based on the study findings, the UGC is developing an action plan to combat ragging and SGBV in the university system. The study report has led to dialogue between the UGC and Ministry of Higher Education which would feed into the design of a macro-level Policy Framework to promote violence-free universities. Further, the project supported data management related to issues of ragging and SGBV emerging from the study.

Following an initial pilot in the North on Positive Classroom Management, UNICEF, together with the Eastern, Central, Uva and Northern Provincial Departments of Education, rolled-out the Positive Disciplining approach in selected schools. This scale-up initiative includes establishment of a provincial mechanism to provide oversight and guidance and engagement with the wider school community in promoting violence-free school environments. A manual on positive disciplining techniques has been developed and nearly 13,000 principals and teachers in 675 schools have been trained on its use. According to feedback from principals, the application of these techniques among children has led to increased school attendance. Further, UNICEF launched a survey on bullying and other forms of inter-personal violence in schools to identify its determinants and drivers. A private research institute undertaking this task is currently finalizing the survey tools, with technical support from UNICEF's Global Office for Research. This, together with the positive disciplining approach, will help generate evidence and support national advocacy efforts to combat corporal punishment and bullying in schools.

In curricula-related work, UNICEF also initiated work with both Sinhala and Tamil Language Departments to incorporate activity-based teaching/learning methods into the curricula. Firstly, the resource team has started to review the existing content, and identify

gaps and areas to strengthen the integration of social cohesion concepts. Further, UNICEF and the National Institute of Education (NIE) have developed a programme to enhance the capacity of pre-service Civic Education teachers, particularly focusing on strengthening the delivery of content in an effective manner. UNICEF has also developed an innovative project that promotes interaction among students using IT as a platform in Civic Education. For this, 8 schools have been identified through the Provincial Departments of Education in the North, East, Central and Uva provinces. UNICEF, with IT-related technical support from a private-sector company, is currently undertaking a scoping mission to selected schools to assess the infrastructure, capacity and readiness to roll-out the project.

**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)*

Under this outcome, interventions are implemented at three different levels: national, provincial and community, to advance mental health and psychosocial support (MHPSS) for conflict-affected communities. The training of trainers under the innovative Manohari programme - a community-based violence prevention programme - has been well received by the community of practitioners. This year, the training in Nuwara Eliya district benefitted 42 community mental health professionals. These professionals have to-date conducted over 30 training sessions in the community, including at mothers' health clinics and community meetings. In total, the Manohari programme has benefitted over 100 community mental health professionals across five districts. The trainees have self-reported improved management of negative emotions resulting in better coping behaviours during stressful situations. WHO will continue to monitor the field implementation of these community-based training programmes with the support of the respective district-level Regional Directors of Health Services. Further, two additional training programmes have been requested by the Ministry of Youth Affairs and the Office for National Unity and Reconciliation for their staff working on MHPSS programmes. To cater to this, WHO will work in collaboration with these institutes to deliver these programmes as part of this project.

To finalise the National Suicide Prevention Strategy drafted by the Ministry of Health (MoH), a technical committee was appointed by the Sri Lanka Medical Association (SLMA). WHO supported this endeavor, including obtaining technical expertise from NIMHAS Institute in India that supported a similar strategy in India. The SLMA committee is expected to finalize the strategy and action plan for suicide prevention within the year.

The multisectoral alcohol prevention programme is being successfully implemented with the support of the National Authority on Tobacco and Alcohol (NATA) and the MoH in three districts. A training was conducted for over 250 mental health professionals on the identification and treatment of substance abuse, including related issues of gender-based violence.

These initiatives have been successful in bringing together people working in MHPSS across different ministries and geographical areas, resulting in a stronger network and

increased trust among these service providers. Feedback from district administrations indicate that they observe more referrals and collaboration between groups of service providers that typically worked in silos. As part of Sri Lanka's first National Prevalence Study for Mental Health, the MoH requested for a National Mental Health programme review. This review with regional and international experts in the field has been rescheduled from May to August 2019.

**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>The PBF board-established Oversight Committee, comprising of representatives from relevant Government entities, continues to provide guidance and feedback on the project activities. However, the committee has not convened due to the prevailing political situation in the country. For outcome 1, national ownership has been of paramount importance, and UNDP continues to work with the state and civil society partners in building consensus and ownership. For outcome 2, education has been recognized as a key factor in promoting peace and reconciliation processes. To this effect, the NIE appointed a committee to identify possible subjects for integration of social cohesion and life skills and developed a strategy for moving forward. The UGC has presented the preliminary findings of the study on the issues of ragging and SGBV in the Sri Lanka University System to its Management Committee and have harnessed its support towards the development of an action plan. Under outcome 3, the National Mental Health Programme review was not initially envisioned to be a part of this project. However, due to the long-term collaboration with the MoH and the support provided to facilitate the National Prevalence study, the MoH has recognized this activity as a vital element in terms of providing evidence-based MHPSS interventions. WHO, with technical support from its headquarters and regional offices, is facilitating this important exercise.</p>
<p><b><u>Monitoring:</u></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>The delayed start during the inception phase required slight revisions to the indicators and targets of the results framework - a process done through careful review and in consultation with the three agencies. 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</p>

	<p>joint solutions for constraints faced. 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><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>Under outcome 1, UNDP conducted an impact assessment of a short TV series designed and launched through a CSO, Search for Common Grounds, aimed at promoting reconciliation and coexistence among different ethnic and religious groups. The assessment entailed mixed method research, which included both a survey and a qualitative thematic analysis based on primary data. The assessment report is annexed.</p> <p>Under outcome 2, UNICEF has initiated discussions with the University of Peradeniya to conduct an independent assessment of the positive classroom management programme implemented in Central and Uva provinces.</p> <p>Under outcome 3, an independent evaluation was carried out by the Good Practice Group on the community programmes conducted by the trainees under the Manohari programme in 2 districts. The evaluation indicated overwhelmingly positive feedback from the community members, who felt they had gained new insights or better understood emotions and how to manage them.</p> <p>Subsequently, WHO has initiated discussions with the Department of Sociology, University of Colombo, for an impact level assessment of the programme.</p> <p>The implementing agencies have also ensured that sufficient funds are set aside for a joint end-project evaluation.</p>
<p><b>Catalytic effects (financial):</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>	<p>The PBF-supported interventions under output 2.2 have resulted in the mobilisation of additional funds through the Hong Kong National Committee for UNICEF to empower adolescents and improve their lifeskills in the project schools in the Northern Province. UNICEF also continues to make efforts to mobilise resources for integrating social cohesion and transversal skills across secondary education grades and further working with pre-service teacher education to promote teachers as ambassadors of peace.</p> <p>Under outcome 3, the MoH is co-funding the National Mental Health Survey conducted as part of this project. WHO has pooled funding from its headquarter and regional offices to suport this review under this project. Further, with regard to future community-based trainings, WHO will cost-share its implementation with ONUR and the Ministry of Youth Affairs.</p>
<p><b>Catalytic effects (non-financial):</b> Did the project create favourable conditions for additional peacebuilding activities by Government/ other donors? If yes, please specify. (1500 character limit)</p>	<p>As mentioned in the last annual report, the on-going work on integrating peace education and social cohesion competencies into the curricula had resulted in the Ministry of Education (MoE) taking steps to develop a national skills framework for the basic education system in Sri</p>

	<p>Lanka, including skills for social cohesion and promoting peace. UNICEF, as the key partner of choice due to its expertise and experience, works in close collaboration with the MoE and NIE in supporting this initiative. As a first step, UNICEF is developing a roadmap towards integrating social cohesion and life skills into the education system. UNICEF is also planning to establish a working group with development partners working in this area.</p>
<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>	<p>In a changing country context, characterised by durable peace and economic growth, the three agencies ensure the the PBF supported Reconciliation programme is aligned with national priorities and plans. Sustainability of the PBF-supported interventions have been ensured by working with existing structures and mechanisms and mainstreaming it within the system, both at national and sub-national levels. For example, the work with SLIDA on development of the two modules on Conflict sensitivity has been mainstreamed into the curriculum of development officers. Further, the work with the UCG is aligned with its overall strategy for combatting ragging and SGBV in universities. Further, the project falls under the direct purview of the UGC's Steering Committee, thereby ensuring governance throughout the process. The Steering Committee together has forwarded the preliminary findings to the Management Committee, which has provided the approval for development of the plan of actions. In curricula related work, the existing content of the languages subjects are being reviewed by NIE's curricula review panel, gaps will be strengthened using supplementary materials and subsequent teacher trainings will be done through NIE's existing cascade training model – thereby ensuring ownership, sustainability and outreach to all schools island-wide.</p>
<p><b><u>Risk taking:</u></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>Under Outcome 1, the project experienced several risks due to the political instability that led to the cancellation of originally planned activities. This led to project adaptation, reprogramming and working with selected government sector champions and civil society organizations to be able to continue to push towards results. Under Outcome 3, community-based MHPSS activities related to peace building has become extra-sensitive after the recent, tragic terrorist attacks in the country.</p>
<p><b><u>Gender equality:</u></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>Gender is embedded into 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, based on evidence indicating that more boys tend to be victims of corporal punishment in school than girls, behaviour change communication messages have been</p>

	<p>designed to address social norms around the disciplinary approaches used with boys and the impact this has on their wellbeing and the perpetuation of violence in society. In the ongoing revisions to language subjects and the work related to civic education teacher capacity building, UNICEF ensures that a gender lens is applied to avoid the perpetuation of stereotypes and biases and promote values related to gender equality.</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>	

**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> 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 # of pilot approaches tested and ratified by govt and civil society on peacebuilding and conflict prevention	0	At least 1	A pilot project on the reintegration of ex-combatants has been initiated with the Ministry of Resettlement (MoR). An online social cohesion program for civil servants was introduced. Pilot media campaigns on reconciliation was launched with CSOs.		
	Indicator 1.2 % of women members in dialogue/early warning platforms	0	at least 30%	This has not been completed	The project intends to achieve this through the establishment of the Community Policing Committees (CPCs). However, this has been delayed due to the prevailing political situation in the country. A draft concept note was	

	<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>
					developed and discussions underway for alternative arrangements.	
	Indicator 1.3 # of platforms available for reconciliation dialogue, linking processes available by various govt and non-govt institutions at national and sub-national and local level.	0	at least 01	Prathiba Media and SIRAHUNUNI (CSOs) continued to create media platforms for discussions around reconciliation. During this period, these were carried out through community radio and local forums both in the Eastern and Southern provinces. NCEASL continued the same in its online forum.	SCRM activities which mainly incorporate creating peacebuilding dialogue could not be done due to the political situation. However, the CPC initiative conceptualised entails a lengthy process of creating an enabling environment for linkages between communities and the police services.	
Output 1.1 Key institutions promote	Indicator 1.1.1 # of initiatives that promote peacebuilding and	0	TBD	Reintegration of ex-combatants with MoR took precedence with	Planned activities were disrupted following the constitutional coup orchestrated by the main opposition. UNDP activities were temporarily	

	<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>
peacebuilding and reconciliation at the national and subnational levels in line with the PPP	reconciliation initiated.			ONUR activities coming to an end. Fifty ex-combatants received livelihood training in Jaffna district. Six workshops conducted for 150-170 producers at SLRC on conflict sensitivity. A social cohesion module introduced to public servants.	suspended and SCRM operations also came to a standstill with CPC concept developed in April. UNDP also terminated ONUR contract due to poor performance.	
	Indicator 1.1.2 Extent to which the level of understanding on peacebuilding increased among the stakeholders.	N/A	N/A	An online program on social cohesion and conflict sensitivity introduced to the public administrative services training at SLIDA. 170 media producers were	Planned activities with the government institutions got disrupted following the constitutional crisis which lasted for seven weeks. They were again affected following the Easter bombings which resulted in travel and operational restrictions.	

	<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>
				given training on conflict sensitivity at SLRC. CSOs continued to conduct programs on reconciliation and religious harmony off and online.		
Output 1.2 Civil society and local authorities pilot and scale up dialogue and early warning mechanisms to address existing and emerging conflicts in targeted locations.	Indicator 1.2.1 # of pilot approaches tested	0	3	Sirahununi hosted a film festival in Batticaloa. Prathiba media conducted two panel discussions on community roles in reconciliation and four radio shows in UVA and Ruhunu FM. NCEASL is developing a Digital Citizenship	NCEASL struggled to operationalise the planned activities following the Easter bombings in which they also lost two of their staff members. Large part of the NCEASL operations during this period were focused on providing support to the victims and the affected.	The initial plan to launch a series of videos on reconciliation has been cancelled. In place of this effort a digital photo exhibition has been proposed which will capture the times of chaos and cooperation that will help people to share grief and also understand the

	<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>
				Toolkit to sensitise youth on ethical use of digital/social media.		importance of social cohesion.
	Indicator 1.2.2 # of knowledge products / research findings available on peacebuilding and early warning.	0	Active feedback and based on which steps will be jointly taken to formalize selected approaches	Process documentation of televising a peacebuilding and coexistence teledrama prepared. Documentation of the ex-combatant livelihood development is still underway with a consultant recruited for systematic development of a strategy and implementation of the project in the respective	This will be completed only at the end of the project once all activities are either fully or partially implemented.	

	<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>
				locations.		
Output 1.3	Indicator 1.3.1					
	Indicator 1.3.2					
Output 1.4	Indicator 1.4.1					
	Indicator 1.4.2					
<b>Outcome 2</b> Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities	Indicator 2.1 % of people that feel that people from other ethno-religious communities are trustworthy.	2016 PB Survey 21% strongly agree 42% somewhat agree	N/A	2017 PB survey: 23% strongly, 43% somewhat agree 2018 PB Survey 20% strongly agree, 38% somewhat agree		
	Indicator 2.2 % of targeted schools implementing school level policy recommendations on peace building and prevention of bullying/ corporal	0%	At least 75% (among a total of 760 target schools)	Progressing as planned. The percentage will be reported in the next report		

	<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>
	punishment					
	Indicator 2.3					
Output 2.1 Basic and higher education curricula and resource materials are revised and implemented to strengthen the development of competencies related to the conflict resolution, civic engagement, conflict prevention	Indicator 2.1.1 Basic education curricula are revised towards a stronger focus on peace and reconciliation, including with attention to how gender norms are portrayed, piloted and rolled out nation-wide.	1 subject in primary education(environment related activities subject) revised and rolled out nation-wide	At least 1 additional subject	Initiated work with NIE to incorporate these competencies into language subjects. Further, working with Civic Education pre-services teachers to strengthen the delivery of the content in a more meaningful manner through projects and activities		
	Indicator 2.1.2 Module on Peace education Developed	0	Module on peace education developed and presented to UGC along	On track and progressing as planned. UNICEF supported the UGC on the study on 'Issues on		

	<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>
			with an implementation plan	Sexual and GBV' in Sri Lankan Universities. The study findings has formed the basis for development of a module on Peace Education.		
Output 2.2 Principals, teachers and school communities have enhanced capacities to prevent and resolve conflict, and promote civic engagement	Indicator 2.2.1 % of schools having action plans developed to prevent and resolve conflict and promote culture of peace in school	0 schools	200 Schools	Progressing as planned.		
	Indicator 2.2.2 % of principals, teachers and school communities in the targeted schools report that they have enhanced	0	At least 50%	Survey in targeted schools had been stalled due to the security situation in the country. The survey has now been resumed to establish the	The survey activities were constrained due to the security situation in the country.	

	<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>
	capacities to prevent conflict and to promote positive conflict resolution			baseline. It will take longer than originally planned as it covers approx 650 schools.		
Output 2.3 Research, monitoring and evaluations inform policies and programs towards promoting peace through Education	Indicator 2.3.1 No. of research studies conducted and disseminated	0	1 study	On track. The UNICEF-UNESCO supported study on the issues of ragging and SGBV in the universities, led by the UGC, has been completed and findings are yet to be disseminated. Further, UNICEF-supported study on bullying and other forms of inter-personal violence in schools is underway.		
	Indicator 2.3.2	2 (national	at least 1	On track. The		

	<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>
	# of policy and regulatory instruments launched for Peace	policies from MoE and MNI)	(strategic plan developed by UGC)	UGC at the time of reporting is developing an action plan based on the UNICEF-UNESCO study findings and subsequent policy discussions at the UGC and ministry level.		
Output 2.4	Indicator 2.4.1					
	Indicator 2.4.2					
<b>Outcome 3</b> Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic	Indicator 3.1 % of participants (gender disaggregated) who report positive behaviors regarding conflict	0	100	100% (45% of the participants - Male 55% of the participants - Female)		
	Indicator 3.2 3B: Incidence of negative coping behaviours in	• Deliberate Self-Harm rate Monaragala -	•Deliberate Self-Harm rate Monaragala -	• Deliberate Self-Harm rate Monaragala - 473 Mannar- 827		

	<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>
engagement in reconciliation processes	focus Provinces/Districts • Deliberate Self-Harm rate (per 100,000 MOH) • Suicide Rate (per 100,000, MOH) • Domestic Violence rate (# of women accessing services, DSH) • Child Abuse (#complaintNCPA )	477 Mannar- 820 Nuwara Eliya - 425.3 • Suicide Rate Monaragala – 2.3 Mannar- 2.9 Nuwara Eliya - 2 • Domestic Violence rate Monaragala – 436 Mannar-78 Nuwara Eliya - 543 • Child Abuse rate Monaragala – 252 Mannar-68 Nuwara Eliya -211	420 Mannar- 770 Nuwara Eliya - 375 • Suicide Rate Monaragala – 2 Mannar- 2.5 Nuwara Eliya - 1.8 • Domestic Violence rate Monaragala – 460 Mannar-100 Nuwara Eliya - 575 • Child Abuse rate Monaragala – 230 Mannar-75 Nuwara Eliya -225	Nuwara Eliya - 387 • Suicide Rate Monaragala – 2.3 Mannar- 3 Nuwara Eliya - 2 • Domestic Violence rate Monaragala – Mannar- Nuwara Eliya - (district data not yet availabl • Child Abuse rate Monaragala – 224 Mannar-69 Nuwara Eliya -168		

	<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 3.3					
Output 3.1 Coordination and coherence among offices within State institutions at central, provincial and district levels in delivering psychosocial services	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 selfharm being finalized	A technical committee has been established at the Sri Lanka Medical Association to finalize the strategy within the year.	
	Indicator 3.1.2 Adoption of a Provincial Mental Health Action Plan	1	2 provinces	National Mental Health Action Plan being finalized	Discussions with the central and provincial government in progress	
Output 3.2 Research and analysis of primary data inform policies and programs towards	Indicator 3.2.1 Availability of National gender disaggregated data on prevalence of Mental Health issues	0	1	Data Collection of the National Mental Health Prevalence Study is scheduled for August 2019 with the support of WHO and DCS		

	<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>
promoting mental health				through the PBF and conducted by the MoH		
	Indicator 3.2.2 HR Capacity developed to address the data needs	0.5 (one part time staff)	at least 1, with evidence of sustainability	One fulltime personnel		As the district level Mental Health Focal points (26) have been trained on data input into an electronic database, one fulltime staff member at the central level is deemed sufficient.
Output 3.3 Increased capacity at community-level to promote more peaceful approaches to conflict	Indicator 3.3.1 # of people that have participated in the community-led training on peaceful approaches to conflict	0	200, of which 70% are women	106 primary beneficiaries (TOT Trained) 55% are women		WHO has been requested to conduct 2 more training programmes for the Ministry of Youth Affairs and Office for National Unity and Reconciliation.

	<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>
within and among individuals						This will increase the number of beneficiaries substantially.
	Indicator 3.3.2					
Output 3.4	Indicator 3.4.1					
	Indicator 3.4.2					
<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					
Output 4.4	Indicator 4.4.1					
	Indicator 4.4.2					

## 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 when do you expect to request the next tranche if applicable: 2

What is the overall level of expenditure/ commitment against the total budget and against the tranche(s) received so far: USD 1,133,763

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

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 the project document Excel budget Annex showing current project financial progress (**expenditures/ commitments to date**), using the original project budget table in Excel, even though the \$ amounts are indicative only.