

**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:** 16 November 2018 - 15 November 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>** 41 months

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

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

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

UNICEF: \$ 700,000

UNDP : \$ 600,000

WHO : \$ 300,000

: \$

Total: 1,600,000

*\*The overall approved budget and the release of the second and any subsequent tranche are conditional and subject to PBSO's approval and subject to availability of funds in the PBF account*

**How many tranches have been received so far:** 2

**Report preparation:**

Project report prepared by: UNICEF

Project report approved by: Respective Agency Representatives and the Resident Coordinator

Did PBF Secretariat clear the report: Yes

Any comments from PBF Secretariat on the report: Comments were incorporated at drafting stage

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 is now moving into its final phase in the implementation cycle. In the reporting year, the project faced several challenges due to the constitutional crises followed by the Easter Sunday Bomb attacks, which created turmoil in the country and diverted attention towards country security and emergency response. However, while this caused delays in project implementation, particularly in relation to the establishment of an early warning system, Government commitment towards the achievement of the project results remained strong. Building on this commitment and close collaborative partnerships with key government partners resulted in the achievement of three key intermediate-results: 1) launching of two mandatory courses on Social cohesion and Conflict-sensitivity for Development Projects with the Sri Lanka Institute for Development Administration (SLIDA); 2) completion of the University Grants Commission (UGC)-led study on Ragging, Sexual and Gender-based Violence (SGBV) in the university system in Sri Lanka; and 3) completion of the National Mental Health Programme with the participation of international and local experts. The participating UN agencies also took stock of progress made and reprogrammed certain components, such as the early warning system, in-line with current country priorities, including development of joint work plans and timeframes.

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).

Under Outcome 1, for the first time, modules on social cohesion and conflict sensitivity have been introduced into state administration training programmes. This has resulted in equipping senior government officials that will be deployed at grassroot level with both the analytical and operational tools to work proactively on peacebuilding. Another unique component has been the Triloka teledrama, which attracted over 5 million viewers, and is proving to be an effective approach to changing behaviours. Under outcome 2, the positive disciplining programme uses non-traditional communication approaches, such as action theatre, to promote awareness on the consequences of physical punishment among the 675 schools and their communities and harness their support to uphold child rights. Further, the project combined different, but equally important, themes of peace education into one integrated approach through curricula integration and conflict prevention initiatives that promote social inclusion among students. Under outcome 3, the Manohari Programme used a unique methodology of storytelling combined with experiential learning on emotional wellbeing concepts. This, together with the multisectoral alcohol prevention programme, have been successful in bringing together diverse cadres working across different entities/geographical areas, building a strong network and more cross-referrals among groups that typically worked in silos.

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 included two online training modules on Social Cohesion and Conflict Sensitivity into SLIDA's curriculum. To-date 200 senior government officials were trained and will play a critical role in providing institutional support for peace. Further, the launching of Triloka- a drama televised on state TV - along with media campaigns attracting over 5.4 million viewers offline and online. Outcome 2: The findings of the UGC-UNICEF study on ragging and SGBV in state universities has received significant attention from stakeholders, as well as media and private entities. This has led to the Ministry of Higher Education and the UGC taking steps to develop a strategy to combat these issues through high-level consultations and awareness creation involving the Human Rights Commission, Attorney General's Department and National Police Commission. Further, the study on bullying and other forms of inter-personal violence in schools has helped address the data gap on determinants and drivers of violence, which is feeding into national advocacy efforts on a strategy to address bullying in schools. Outcome 3: The Mental Health Directorate and WHO, conducted Sri Lanka's first National Mental Health Programme Review that documented service delivery practices in post-conflict Sri Lanka. Further, Manohari - a ground-breaking nonclinical intervention piloted through PBF - is becoming institutionalized within the Ministry of Health as a mental health and psychosocial support response.

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):

Inoka Sandamali is a 15-year old girl studying in Grade 10 at Yahalewa Vidyalaya in Badulla district. Her school was selected for the Positive Disciplining intervention, which included training of teachers and introduction of positive disciplining tools etc. Inoka says that 'earlier some of our teachers frequently used insulting names for me and my friends which we did not like. We hated those teachers and we were reluctant to come to school. However, following the school-based training program on Positive Disciplining, teachers do not use those insulting words and they are very friendly with us. Therefore, now we are learning in a happy environment in our school.'

Mr Karunarathne, a Public Health Inspector from the Nuwara Eliya district, has had a reputation of being hot-tempered and getting into conflicts with community members and business owners when dealing with them in his official capacity. After attending the Manohari programme, which aims to increase community resilience towards violence and conflict, Mr Karunarathne has become an effective resource person. This experience has changed Mr Karunarathne's approach to conflict resolution and he has been commended by his supervisor, specifically on his professional growth and commitment towards carrying out the programme at the community level.

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 constitutional coup towards the end of 2018 and the impact of the Easter Sunday bomb attacks affected the social fabric of communities and undermined ongoing peacebuilding and reconciliation efforts. This aggravated the religious divide that had already affected communal harmony. Outcome 1: Establishing an early-warning system at grassroot level was affected due to enforcement of the Prevention of Terrorism Act (PTA) which limited public engagement in information gathering, sharing and verification. The work for the ex-

combatants also got affected by the PTA, and the Presidential Election announcement that diverted the attention of Government partners. Outcome 2: School level interventions on Positive Disciplining and the finalisation of the study on ragging and SGBV faced setbacks as schools and universities were closed for over a month due to security concerns. However, activities resumed after they reopened. The prolonged university non-academic staff strike hindered progress on strategy development to curb ragging. UNICEF has extended this programme at no-cost to achieve results in a realistic timeframe. Outcome 3: Activities such as the National Mental Health Prevalence survey required intensive deliberations to ensure coordination among multiple actors resulting in delays in implementation. The upcoming Presidential Election in November that imposes a considerable weight on the state sector might delay implementation of selected programmes.

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) <http://www.dailymirror.lk/news-features/University-ragging-intensifies-%E2%80%99Breaking-a-Slave%E2%80%99-to-Obey-the-System-/131-172516>
- 2) <http://www.minormatters.org/en/video-details/stories-untold-mosque-attacked-2>

## 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 the reporting period, conflict-sensitive media programming workshops were conducted for 170 staff at the Sri Lanka Rupavahini Corporation on topics such as media ethics, accountability, peace, reconciliation, role of the state and state accountability. This has improved their understanding on how they can promote peace through their work. Six documentaries are expected to be produced and televised to showcase their renewed approach to promoting peace. Further, a program for creating inter-religious dialogue is being developed with the aim of addressing the current religious divide that exists within the country. Although the planned early warning programme could not be taken forward, funding

has been reprogrammed to conduct a critically important research piece on identifying key push and pull factors of violent extremism in Sri Lanka. This work will also support the establishment of an early warning hub that is connected to UNDP's Asia Pacific regional programme. Additionally, the second batch of 50 cadets from the Sri Lanka Institute of Development Administration (SLIDA) successfully underwent training on social cohesion and conflict sensitivity for development projects. To-date, 200 cadets have been trained and will be deployed as senior government officials in different geographic locations, upon graduation in December 2019. The media campaign to promote coexistence and reconciliation, particularly in Batticaloa district following the Easter Sunday attacks, helped foster social harmony at a time of fragility in the region. This was complemented by the production of films and a journal on critical issues and cooperative actions showcasing coexistence among communities. NCEASL developed the content of a digital media toolkit, with technical inputs from UNDP, which will serve as an important resource for combatting the spread of hate speech and unethical uses of social media that affects social harmony. The 'Triloka' teledrama, telecasted at the beginning of 2019, continued its online presence. It drew approximately 5.4 million viewers both offline and online. Feedback indicates that the programme had both positive and negative impacts on peoples' perceptions on the idea of reconciliation. It became a platform for people to exchange ideas on how they perceive reconciliation and cultural and religious diversity in Sri Lanka. A programme on training ex-combatants for their successful reintegration back into their communities was conducted in collaboration with the Ministry of Resettlement. An initial needs assessment, comprising of focus group discussions and key informant interviews, was conducted to understand the prevailing dynamics in the Northern Province affecting the reintegration process. So far, 260 beneficiaries have been supported through a series of interventions that included career guidance, life skills development and access to improved services by divisional secretariats.

**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 first system-wide UGC-led study on ragging and SGBV in Sri Lankan universities has been completed, providing analysis of the incidence, prevalence and conditions that support or curb ragging and SGBV. The study highlighted that 44-55 per cent of students reported being ragged, including sexual and physical harassment. The UGC has validated the draft findings with relevant stakeholders and formed a special committee, including UNICEF, to identify strategies to combat ragging. As a next step, the UGC will pilot the strategies in three selected universities. The UGC is also developing a module on Co-existence and Peace to be incorporated into the orientation package for new university entrants. UNICEF also scaled-up the Positive Disciplining programme, including a provincial mechanism to provide oversight and engagement with the school community to promote violence-free schools. This is being rolled-out to 675 schools in the North, East, Central, and Uva Provinces. Nearly 13,000 principals and teachers have been trained on the newly developed manual on positive disciplining. At the national level, UNICEF, in consultation with relevant Government officials, is advocating for development of a harmonized manual to be used across provinces. According to school principals, the application of these techniques by teachers has led to increased school attendance. UNICEF's survey on the determinants and drivers of bullying and other forms of inter-personal violence in schools has been completed and the evidence generated is feeding into national advocacy to eliminate bullying in schools. In curricula, the

National Institute of Education (NIE) is incorporating transversal skills into Sinhala and Tamil languages through interactive activities for grade 6. This involves a review of existing content to identify gaps and areas to strengthen social cohesion concepts, which will enhance transversal skills among students. UNICEF supports the NIE's Institutional Development branch to enhance pre-service teacher capacity to deliver the Civic Education content using activity-based teaching approaches. The content is being developed and will be piloted among 300 teachers. Further, UNICEF has initiated a new platform for teachers to promote civic competencies among students in a meaningful manner by deploying digital tools in the teaching-learning process. This is being piloted with the Provincial Departments of Education in 8 schools in the North, East, Central and Uva provinces. This will help to overcome geographical challenges in interaction and facilitates virtual dialogue among students through activities such as debates, dramas, presentations and blogs, within a school system segregated along ethnic/religious lines. To-date, 48 teachers have been trained on this approach reaching 886 students. Student assessments to capture progress will begin in the coming months.

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

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

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

This project component aims to improve national, regional and community Mental Health and Psychosocial Support (MHPSS) services for conflict-affected communities. Manohari, a community-based violence prevention programme initiated through PBF, has been well received by community practitioners. In the reporting year, 42 community mental health professionals have been trained in Nuwara Eliya district. To-date, the trainees have conducted over 150 programmes in the community, including in schools and maternal and child care clinics, and during community meetings reaching over 3000 people. Overall, Manohari has trained over 100 professionals across five districts. As primary beneficiaries, the trainees reported better management skills of negative emotions and improved coping mechanisms during stressful situations. This programme became a useful tool in the response to the Easter Sunday bombing attacks where community responders were trained in using the techniques with survivors, demonstrating the adaptability of the programme content to different contexts. At district level, Regional Directors of Health Services are managing the implementation of the programme under the guidance of WHO and Ministry of Health (MOH). Two additional trainings will be conducted for selected staff of the Ministry of Youth Affairs and the Office for National Unity and Reconciliation (ONUR). To finalize the National Suicide Prevention Strategy, drafted by the MOH, a technical committee was appointed at the Sri Lanka Medical Association (SLMA). Through this project, WHO supported this endeavour, including the expertise received from NIMHAS Institute in India. The finalized strategy and action plan will be released within the year. The Multi-sectoral Alcohol Prevention Programme (MAPP) was successfully implemented through the National Authority on Tobacco and Alcohol (NATA) and the MOH in three districts. Over 250 mental health professionals have been trained on the identification and treatment of substance abuse, as well as addressing related issues such as gender-based violence. These initiatives have been successful in bringing together people working on MHPSS services across different ministries and geographical areas, resulting in a stronger network and increased trust among these service providers. As a result, district administration officials stated that they observe more referrals and collaboration among groups that typically worked in silos. The National Mental Health Programme Review, conducted with regional and international experts, gathered information

on successful policies and interventions through 10 thematic forums. Areas such as mental health policy, legislature, post-conflict and emergency response, suicide prevention, substance use and rehabilitation were discussed with the participation of over 150 professionals, civil society representatives and service users. Review recommendations will be used by MOH for the national mental health workplan.

**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>After nearly a year the PBF board, comprised of members from relevant Government entities, was reconvened to discuss the existing challenges and engage in forward-thinking to counter them. Outcome 1: UNDP transferred ownership of the two on-line training modules to SLIDA, thereby ensuring integration of the same into their courses. The National Christian Evangelical Association of Sri Lanka, a CSO partner, has continued hosting the ‘minormatters’ website to monitor violations of minority rights with their own resources. Outcome 2: given the increased focus on social cohesion through education, the NIE initiated work on integrating transversal skills into the language subjects for Grade 6. This has led to the NIE exploring options to continue similar work for the other grades. Further, the UGC has demonstrated strong commitment and ownership to combat ragging and has formed a special committee to develop strategies in this regard. Outcome 3: The National Mental Health Programme review (initially not part of this project), was later included as the MOH found this to be critical for designing evidence-based MHPSS services, which also has a bearing on related national policies. This ensured that PBF-supported programmes ensure recognition and ownership at national level. Likewise, the multi-stakeholder Alcohol Abuse Prevention Programme has been integrated into the regular programmes of the MOH and NATA.</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 results framework of the project was revisited subsequent to changes in the project design such the early-warning component under outcome 1. This was done through inter-agency and partner consultations. Each agency has its own monitoring mechanisms in place. During the reporting period, the three agencies undertook regular field monitoring missions in order to ensure well sustained engagement with the implementing partners at</p>

	<p>sub-national levels and the beneficiaries of the project. In addition, periodic coordination meetings were held to create synergies between agency-led interventions. This also helped in identifying collective solutions to challenges faced by agencies.</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 Search for Common Grounds, a CSO, aimed at promoting reconciliation and coexistence among different ethnic and religious groups. The assessment entailed mixed method research which included both a survey and qualitative thematic analysis based on primary data. Under Outcome 2, UNICEF, through the University of Peradeniya, has initiated an independent assessment of the positive classroom management programme implemented in Central and Uva provinces. This assessment will inform further scale-up and advocacy at central level. Under Outcome 3, an independent evaluation of community programmes conducted by the trainees in two districts documented positive feedback from community members; 88 per cent of participants reported an increase in their ability to identify anger in themselves, 89 per cent felt the training was helpful in providing strategies to manage anger and all participants reported an improved ability to identify their emotions. Further, WHO has commissioned an impact evaluation of the programme at the community level, which is currently underway.</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>UNDP has collaborated with its regional hub in Bangkok to launch a research on the Prevention of Violent Extremism (PVE) and Promotion of Social Cohesion in the aftermath of the Easter Sunday attacks. The research will contribute to UNDP's EU-funded project on PVE which also includes a significant early-warning component. This co-financed intervention between UNDP and its regional office aims to establish a regional early-warning hub. Further, UNDP, jointly with its regional hub, have allocated funds to conduct a research on entrepreneur start-up ecosystem development, which is linked to the issue of youth empowerment affecting peace and stability in the country. Under Output 2.1, work with the NIE-led work on curricula has helped generate funds from UNICEF German National Committee to continue integration of social cohesion skills in selected subjects in secondary education, such as Music and Physical Education. Further, the interventions under Output 2.2 have led to securing additional funds from the UNICEF Hong Kong National Committee to promote life skills and empower adolescents in the project schools in the Northern Province. Under Outcome 3, the MOH co-funded the National Mental Health Survey conducted as part of this project. WHO at</p>

	<p>regional and HQ levels provided continuous support throughout the process. Further, for future community-based intervention trainings, WHO will cost-share implementation with ONUR and the Ministry of Youth Affairs.</p>
<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>	<p>As previously reported, the on-going work on integrating peace education and social cohesion competencies into the curricula has generated significant attention and momentum for the integration of 21st century skills into the basic education system in Sri Lanka, including teacher education. Subsequently, using the upcoming curriculum reform as an opportunity, the National Education Commission (NEC) has recently initiated discussions with selected education stakeholders on curriculum development, including skills for social cohesion and promoting peace. UNICEF continues to be a part of these discussions and, going forward, UNICEF will work closely with the National Education Commission, Ministry of Education and NIE in this important area of work. During the unexpected Easter Sunday crisis response, the interventions developed and piloted under the Manohari programme became a useful tool in empowering community mental health professionals to support communities that were affected.</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>Sustainability of the PBF-supported interventions have been ensured by working with the existing structures and mechanisms both at national and sub-national levels. For instance, through the transfer of ownership of the training modules on Social cohesion and Conflict-sensitivity for Development Projects to SLIDA, the content has been mainstreamed into SLIDA’s training curriculum, thereby ensuring continuous usage. Further, CSO partners, such as Prathiba and NCESL, have been capacitated to continue with interventions aimed to promote peace building and reconciliation. To support their work, UNDP has linked them with other networks and platforms working in this area. For Outcome 2, UNICEF’s continuous advocacy and engagement in the integration of peace and social cohesion skills into the curricula has now become a part of NEC-led high-level deliberations on curriculum development. Further, the work with the UCG now falls under its overall strategy for combatting ragging and SGBV in universities, thereby becoming a key agenda of the UGC’s Management and Steering Committee, which has ensured governance throughout the process. For Outcome 3, the interventions supported by PBF have primarily been a joint effort between WHO and the MOH, ensuring that once the PBF project ends, the programmes will still be implemented within the MOH structure, with technical inputs from WHO.</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. <i>(1500 character limit)</i></p>	<p>Outcome 1 experienced several risks that led to cancelation of originally planned activities due to political instability and security concerns. The launching of an early-warning platform at the grass-root level got delayed primarily due to the prolonged enforcement of the Prevention of Terrorism Act and slow progress made in reviving the community policing network. UNDP took measures to re-programme the funds to establish a more robust early warning network in collaboration with its regional office in Bangkok. Under Outcome 3, the community-based activities related to peace building have come under more scrutiny after the tragic terrorist attacks experienced in the country. Further, the upcoming Presidential Election has increased demands on the state structures that might delay initiatives planned in the future. Overall, changes in the political discourse may have an impact on the context, particularly on the peacebuilding processes in the country.</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? <i>(1500 character limit)</i></p>	<p>Under Outcome 1, the ‘Ahanna’ campaign, led by the Secretariat for Coordinating Reconciliation Mechanisms with support from UNDP, ensured gender-sensitivity throughout the discussions held with the communities on peace and reconciliation. It also ensured enhanced participation of women in these discussions. The SLIDA training modules also included gender elements that affect social harmony. The script of the ‘Triloka’ teledrama was also developed considering gender equality. Under Outcome 2, the findings of the UGC-UNICEF study on ragging and SGBV has resulted in the development of a strategy, which includes a specific focus on gender equity. The newly introduced IT platform in schools to promote interaction through Civic Education also includes debates/discussions on gender related social norms. As previously reported, the specific needs of both girls and boys continue to be a key consideration in UNICEF’s evidence- based programming and monitoring. Based on evidence indicating that more boys tend to be victims of corporal punishment in school than girls, behaviour change communication messages have been 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. Under outcome 3, the Manohari programme recognizes the significant role played by women in creating resilient communities at household levels with 55% being female health staff and mother-group members.U</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>N/A</p>

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**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>	Indicator 1.1 Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels.	0	at least 01	200 government officials at SLIDA were given compulsory training on social cohesion and conflict sensitivity for development. 170 media professionals at SLRC was trained on conflict sensitive programming. 260 people benefitted from the ex-combatants programme aimed at meaningful reintegration		

	<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 1.2 % of women members in dialogue/early warning platforms	0	at least 30%	Not completed	Given the current political situation it was observed that establishing an early warning system is not feasible. Hence, money allocated had been reprogrammed to conduct a research piece that feeds into the development on a early warning hub to early identification of violent extremism	
	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	SIRAHUNUNI continued to form dialog around reconciliation through films and their journal . During this period NCEASL developed the content for a digital toolkit to sensitize young women and men on ethnical use of social media and the internet.	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	

	<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 1.1 Key institutions promote peacebuilding and reconciliation at the national and subnational levels in line with the PPP	Indicator 1.1.1 # of initiatives that promote peacebuilding and reconciliation initiated.	0	TBD	Work with the excombatants have benefitted 260 individuals including government officials. The programmes enhanced beneficiary skills and knowledge. Five short documentaries on conflict sensitivity are developed by SLRC. 200 officers were trained at SLIDA on social cohesion and conflict sensitivity	The progress of developing the short video documentaries on peace and reconciliation following the trainings conducted for SLRC personnel got stalled following the Easter Sunday attacks. Although religious dialogues on state media was planned this also got affected particularly with the election hype.	
	Indicator 1.1.2 Extent to which the level of	N/A	N/A	According to the Peacebuilding Survey; 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>
	understanding on peacebuilding increased among the stakeholders.			51% very well or somewhat well 44% do not know 2018- 48% very well or somewhat well 46% do not know		
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 held 4 film festivals in Batticaloa and Jaffna . Prathiba media conducted two panel discussions on community roles in reconciliation and four radio shows in UVA and Ruhunu FM. NCEASL developed the content for a DigitalToolkit to sensitise youth on	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 importance of social cohesion.

	<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>
				ethical use of digital/social media		
	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	A research commissioned in collaboration with UNDP regional office to map out push and pull factors of spread of violence will also inform the establishment of a regional early warning hub. Two Situation Risk Analysis conducted in Uva and Central Provinces on peace and reconciliation		
Output 1.3	Indicator 1.3.1					
	Indicator 1.3.2					

	<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>
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	NA	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 punishment	0	at least 50%			
	Indicator 2.3					
Output 2.1 Basic and higher	Indicator 2.1.1 Basic education curricula are	1 subject in primary education(en	At least 1 additional subject	Initiated work with NIE to incorporate these		

	<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>
education curricula and resource materials are revised and implemented to strengthen the development of competencies related to the conflict resolution, civic engagement, conflict prevention	revised towards a stronger focus on peace and reconciliation, including with attention to how gender norms are portrayed, piloted and rolled out nation-wide.	environment related activities subject) revised and rolled out nation-wide		competencies into language subjects for grade 6. Further, working with Civic Education pre-services teachers to strengthen the delivery of the content in a more meaningful manner through project and activities		
	Indicator 2.1.2 Module on Peace education Developed	0	Module on peace education developed and presented to UGC along with an implementation plan	On track and progressing as planned. UNICEF supported the UGC on the study on 'Issues on Sexual and GBV' in Sri Lankan Universities. The study findings has formed the basis		

	<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>
				towards development for the 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 capacities to prevent conflict and to promote positive conflict	0	At least 50%	Survey in targeted schools have just begun after this activity was stalled due to the security situation in the country. The survey is currently underway to establish the baseline. It has longer than		

	<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>
	resolution			originally planned as it covers approx 675 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, UGC-led study on the issues of ragging and SGBV in the universities, has been completed and the preliminary findings are being disseminated. Further UNICEF supported study on bullying and other forms of inter-personal violence in schools is underway.		
	Indicator 2.3.2 # of policy and	2 (national policies from	at least 1 (strategic plan	On track. The UGC at the time of		

	<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>
	regulatory instruments launched for Peace	MoE and MNI)	developed by UGC)	reportig is developing an action plsn 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 engagement	Indicator 3.1 % of participants (gender disaggregated) who report positive behaviors regarding conflict	0	100			
	Indicator 3.2 3B: Incidence of negative coping behaviours in focus	Deliberate Self-Harm rate Monaragala - 477	•Deliberate Self-Harm rate Monaragala - 420	• Deliberate Self-Harm rate Monaragala - 473 Mannar- 827 Nuwara Eliya -		

	<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>
in reconciliation processes	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)	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 NuwaraEliya - 211	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 NuwaraEliya - 225	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		
	Indicator 3.3					

	<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 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	Recommendations for the National Strategy on prevention of suicide and deliberate selfharm finalized and handed over to the Ministry of Health.	The technical committee established at the Sri Lanka Medical Association has finalized the recommendations and necessary action for the national strategy. these are in the process of being handed over to the Directorate of Mental Health, Ministry of Health for implementation.	
	Indicator 3.1.2 Adoption of a Provincial Mental Health Action Plan	1 province	2 provinces	National Mental Health Action Plan being finalized with the input of prffesional	Discussions to finalize the National Action Plan on going. The review with the relevant professional colleges were held in August.	
Output 3.2 Research and analysis of primary data inform policies and programs towards promoting mental healt	Indicator 3.2.1 Availability of National gender disaggregated data on prevalence of Mental Health issues	0	1	The logistical requirements for data collection is being arranged by the Ministry of Health.	The data collection material is in the process of being cleared and approved for use. A delay in this process occurred due to the focus on the limited resources at the Mental Health directorate being diverted to address the metal health needs in the aftermath of the Easter Sunday crisis	
	Indicator 3.2.2 HR Capacity	0.5 (one part time staff)	at least 1, with evidence of	One fulltime personnel		As the district level Mental

	<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 to address the data needs		sustainability			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 within and among individuals	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	Discussions ongoing to facilitate the 2 additional trainings requested from WHO. however, a timeline has not been finalized due to most government staff being assigned to support the the upcoming political processors.	WHO has been requested to conduct 2 more training programmes for the Ministry of Youth Affairs and Office for National Unity and Reconciliation. This will increase the number of beneficiaries substantially.
	Indicator 3.3.2					

	<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>
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					
	Indicator 4.3.2					
Output 4.4	Indicator 4.4.1					

	<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 4.4.2					

## 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: Two

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

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

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.