

**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 June 2018

<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            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>** 29 months

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

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

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

UNICEF: \$ 700,000

UNDP : \$ 600,000

WHO : \$ 300,000

: \$

Total: 1,600,000

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

**How many tranches have been received so far:** 1

**Report preparation:**

Project report prepared by: UNICEF

Project report approved by: Respective Agency Representatives and Resident Coordinator

Did PBF Secretariat clear the report: Yes

Any comments from PBF Secretariat on the report: Amended as per the comments received.

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 extended preparatory phase, including the planning, strategizing and finalization of activities along with timelines - a process that took longer than expected due to setbacks related to structural changes in the relevant ministries. Nevertheless, efforts have been made to ensure key Government officials, including technical staff, are on board at every stage of the project. Coordination meetings among agencies and sectoral stakeholder consultations have been held on a regular basis and ideas and feedback received from these discussions have helped to refine the strategies and related activities. Currently, the project is in its implementation stage and project implementation plans have been put in place to monitor progress against resource utilization and timeframe.

Progress of planned activities under outcome 1 has been constrained due to recent changes in the political context including the cabinet reshuffle. This has warranted changes to the original project design and its implementation strategy to ensure project goals are met. As such, currently this component of the project is being re-conceptualized and re-programmed in-line with the current context, thus extending its preparatory phase.

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

The recent eruption of communal violence over a misunderstanding highlights the country's vulnerability to violent mobilization and the need for strengthened efforts to sustain peace and promote reconciliation among communities. In this context, the scope of the project remains highly relevant in addressing some of the issues that continue to act as conflict triggers. The project interventions related to promoting social cohesion, including conflict prevention and resolution, through education and awareness raising remains highly relevant in this context and is seen to be critical for instilling a culture of peace among students and school communities. Further, the psychosocial interventions at the community level have been seen as an innovative approach to empowering communities to support each other and become more resilient. Overall, the project offers some external pressure and incentive to carry out key actions to sustain the reconciliation discourse in the country and supports the government in its efforts towards reconciliation and promoting peace.

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 uses an innovative two-pronged approach to promoting social cohesion and conflict prevention competencies among students. Firstly, through working directly on school curricula and supplementary materials to integrate peace education and social cohesion

competencies and strengthening teaching-learning practices to nurture these competencies among students. Secondly, by enhancing violence and bullying-free learning environments in schools and promoting the concept of peaceful school cultures. Further, the project combines the different, but equally important, themes of peace education and conflict prevention into one integrated approach to promote social inclusion and conflict prevention among children and adolescents in schools.

With regard to psychosocial support services, rather than focusing purely on strengthening the technical capacity of professionals providing psychosocial support, this project also targets community-based empowerment. PBF assistance was utilized by WHO to pilot innovative community-based initiatives that aim to address some of the root causes contributing to poor psychosocial wellbeing. Further, PBF funding is enabling evidence-based planning in this area of work at the regional and provincial levels with the support of central structures.

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

In a few sentences summarize **major project peacebuilding progress/results** (with evidence), which PBSO can use in public communications to highlight the project (1500 character limit): Under Outcome 2, UNICEF, together with UNESCO, provided technical support to the University Grants Commission (UGC) to identify key strategies and interventions for promoting social cohesion in universities. Under this partnership, the UGC has commissioned the first ever system-wide study on the 'Issues of Ragging, Sexual and Gender-based Violence (SGBV) in Sri Lankan Universities'. The study recommendations will provide a basis for the development of an action plan and inform related policy discussions. Further, UNICEF has supported the Northern Provincial Department of Education to commission a study to assess the impact of a pilot project on the use of positive discipline approaches in 100 schools. The study will identify good practices and inform scale-up options to other schools in the province. Meanwhile, UNICEF, in collaboration with the Provincial Department of Education, has initiated the positive classroom management interventions in the Central and Uva Provinces. Lessons learnt from these projects, along with the assessment findings from the North, will inform advocacy efforts with national level stakeholders on the development of an action plan to scale-up interventions nation-wide.

Under Outcome 3, as part of building community resilience, WHO was able to revive and establish community support groups that have the capacity to identify psychosocial issues and link people with relevant support services in a stigma-free manner.

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):  
As project implementation is still in the early phases, this will be reported during the next progress report.

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).

Under outcome 1, several initiatives that were planned and/or finalized were delayed or cancelled due to shifting government priorities and cabinet reshuffles that removed certain ministries and/or key players within ministries from a number of key initiatives in which they had played an instrumental role. Therefore, UNDP needed to reconvene with the new stakeholders to take forward initiatives, and related discussions are currently underway.

Under Outcome 2, the Education for Social Cohesion component, the original focus of curricula-related work with the National Institute of Education (NIE) was on strengthening the integration of social cohesion and peace education concepts in Civic Education and History subjects in secondary education. However, following a series of discussions with relevant education stakeholders during the inception phase, the recommendation has been to integrate social cohesion concepts into other subjects, such as languages and geography, as well as teacher education, to help ensure wider coverage of the concepts across a variety of subjects in secondary education.

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.

## 1.2 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: off 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)?

While the Outcome is now back on track, considerable delays and numerous setbacks were experienced during the reporting period. This was mainly due to changes in the priorities of the National Unity Government and changes in key portfolios within the Government. Attempts at bringing together key reconciliation institutions under a common platform did not work out favourably at the onset, particularly leading up to and following the defeat of the Government at the local Government elections held in February 2018. This indicated that the focus had shifted from the reconciliation and

reforms agenda to consolidation of power to face the Presidential and General elections. Several activities planned with relevant ministries needed to be cancelled and steps are now being taken to adapt them to the evolving context.

Notwithstanding, UNDP has finalized the roll-out of a conflict sensitivity and social cohesion course for all fresh recruits to the Sri Lankan Administrative Service. This mandatory course will serve as a useful foundation for the public sector to be able to address the needs of the communities they serve equitably and also mediate conflict. In addition, work is underway with ONUR and CSOs to build dialogue and conflict resolution and early warning platforms in selected districts. Discussions are also underway with Rupavahini Corporation (Sri Lanka's national television media house) to provide conflict sensitivity training to staff to improve reconciliation focused media programming and outreach.

**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)*

UNICEF, jointly with UNESCO, provided technical support to the UGC to develop a strategy for promoting conducive learning environments and a culture of peace for students in state universities. In this regard, the UGC, with technical and financial support from UNICEF, has instigated a study on the 'Issues of Ragging and SGBV in Sri Lankan Universities'. The objective of the study is to identify incidences, prevalence and existing policies and systems to report and address ragging and SGBV in the Sri Lankan university system. The findings of this research will be used to: 1) develop a macro framework of actions to promote a violence-free university system; 2) design and pilot university-led interventions in-line with the action plan; and 3) document lessons learnt to inform overarching policy guidelines. In addition, the project aims to strengthen the monitoring and evaluation framework around issues of ragging and SGBV and support related data management at central and local levels.

UNICEF has also started work with the Provincial Departments of Education in Central and Uva Provinces to implement the Positive Classroom Management programme in schools - an intervention designed based on the initial observations and field findings from the pilot project implemented in the Northern Province since 2017. While sensitizing school communities on the consequences of bullying and violent behaviour on students, the project strengthens school capacities to promote violence-free learning environments, particularly in collaboration with the School Disciplinary Committees. To begin with, the project undertook a mapping of current disciplinary practices administered in schools and categorized them as positive and negative measures through a multi-sector team with experts from the areas of education, health and child protection. Going forward, the project will identify positive discipline techniques, establish provincial resource teams and develop materials for teachers on positive disciplining and skills building to support conflict resolution in schools. Further, UNICEF intends to support the Ministry of Education (MoE) and the Ministry of Child and Woman Affairs to undertake a survey on knowledge, attitudes and practices related to bullying in schools to help fill the data gap related to bullying and devise a national strategy, including interventions to combat bullying in schools.

In its curricula work, UNICEF initially supported the NIE to identify options to integrate peace education concepts into ‘Civic Education’ and ‘History’ subjects. However, further consultations with wider education stakeholders have recommended the use of other subjects in secondary education to promote practical activity-based teaching/learning methods that strengthen social cohesion competencies and civic values among students. UNICEF is currently engaged in discussions with the NIE and MoE to identify suitable subjects and feasible modalities for implementation.

**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)*

The project has initiated strong interventions to promote greater community engagement in addressing conflict-related mental health issues. As planned, the project interventions target the national level (Output 3.2), subnational level (Output 3.1) and community level (Output 3.3). While all interventions are in motion, the subnational and community level interventions have gathered greater momentum during this reporting period. For example, as part of increasing community capacity to recognize and address psychosocial needs, the project is supporting the Consumer Action Network for Mental Health (CAN-MH) in Sri Lanka. This is a network of individuals and families that have faced psychosocial difficulties who have come together to support each other. Through the project, CAN-MH was able to form and revive 20 community based groups and build linkages with existing established NGOs and CBOs. As such these groups provide peer support to those undergoing distress due to psychological issues such as depression, trauma and gender based violence. Within this short period of time (1.5 months), four community members have come forward and confided in the CAN-MH members regarding their suicidal ideations making it possible to refer them to necessary care services. These empowered community groups are also working on fostering a stigma-free environment where people can talk about psychosocial issues and seek help.

Furthermore, the project is currently supporting the Directorate of Mental Health, Ministry of Health, Nutrition and Indigenous Medicine, in its effort to establish ‘Community Support Centers’ (CSC) at the district level, linking the community based groups and the National Health system. These centers (piloted in 10 districts including the four PBF-PRF districts) will serve as a place for mental health promotion and service provision. The Directorate has undertaken the responsibility to staff these centers adequately with a direct link to the area hospital mental health unit as well as civil society organizations such as CAN-MH. Through this project, WHO is providing ongoing financial and technical support in developing and conducting training for the staff at the CSCs.

Another intervention planned at the community level is the continuation of the Community Based Violence Prevention Programme ‘Manohari’, which was piloted through PBF-IRF, in three more districts under this project. Based on analysis of the impact of the IRF project, the training modules have been revised by the

multidisciplinary team of resource personnel and the trainings are scheduled to begin end of June 2018.

In addition, the National Mental Health Prevalence Study, upon finalization of the data collection tool through a field test, has now been submitted for ethical clearance. The Ministry of Health has formally identified the team of clinicians for data collection. The training is scheduled to begin in September 2018 upon receiving ethical clearance.

**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>National commitment continues to be paramount for implementation of activities under Outcome 1 on Infrastructure for Peace. However, shifting priorities of the Government combined with structural changes in the ministries made securing this a challenge. Implementation of previously agreed activities under this project have stalled due to lack of ownership and drive from the relevant Government entities. However, under Outcome 2, national ownership and commitment to promoting social cohesion through education has been demonstrated. For instance, the on-going study on issues of ragging and SGBV in universities is spear-headed by the UGC, which will provide oversight and guidance to ensure governance throughout the study process. Under Outcome 3, the Ministry of Health, Nutrition and Indigenous Medicine, as the main counterpart of mental health and psychosocial interventions, supports the project during every phase. Under output 3.2.2, the ministry has been able to allocate one full-time person for data management. Further, the National Authority of Tobacco and Alcohol is directly implementing the alcohol abuse and tobacco prevention initiatives.</p> <p>As a measure to enhance national ownership of this project, the PBF board has established an Oversight Committee comprised of representatives from relevant Government entities to ensure coordination, provide guidance and help address challenges.</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.</p>	<p>The delayed start during the inception phase has required slight revisions to the indicators and targets of the results framework - a process done through careful review and in consultation among the three agencies. While each agency has its own monitoring mechanisms in place, the project</p>

<p>(1500 character limit)?</p>	<p>also undertakes joint monitoring activities to ensure linkages across interventions and support identification of joint solutions for constraints, if any. In addition, progress review meetings with implementing partners are conducted on a regular basis and meeting minutes are documented to track follow up actions.</p> <p>The project is in pursuit of directly linking data collection to regular data collection methodologies utilized by the state sector. For example, the Public Health Midwives (PHMs) in the country collect most of the primary level data, therefore, through the Ministry of Health, the project plans to collect its community level data through the PHMs.</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>The project will ensure 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 carried out under output 2.2 have helped generate additional funds to promote positive learning environments in schools through UNICEF's Regional Office. Meanwhile, UNICEF is in the process of developing fund raising proposals to support structural changes in education, particularly focusing on integrating peace education and social cohesion competencies across subjects in secondary education, which would help avoid conflicting messaging and ensure greater coverage.</p> <p>Under outcome 3, WHO originally planned to support the Ministry of Health to move for a digital data collection methodology. However, now the ministry has taken a self-initiative to bear the logistical costs while using PBF funds for capacity building. As a result, mental health data collection at the district level is currently organized digitally and a full-time person is available at the central ministry to collate the data. To further improve data availability and knowledge of psychosocial service capacity at the district level, WHO is extending project activities to include a qualitative and quantitative service mapping inclusive of GIS technology through EU/PBF funds.</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>The on-going deliberations on integrating peace education social cohesion competencies have resulted in the Ministry of Education (MoE) taking steps to develop a national skills framework for the basic education system in Sri Lanka, including skills for social cohesion and promoting</p>

	<p>peace. UNICEF is well positioned as the partner of choice in supporting the MoE in undertaking a mapping of existing skills across subjects, and identifying gaps and developing the critical skills set required for Sri Lankan children to be prepared for work and life.</p>
<p><b>Exit strategy/ sustainability:</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 PBF-supported interventions in universities is ensured by aligning it with the UGC’s 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 towards the process. The study findings will help develop a framework of actions covering all state universities and will inform policy developments at the central level. Subsequently, the UGC will lead implementation of the pilot initiatives in selected universities and document lessons learnt.</p> <p>To ensure sustainability of the Positive Classroom Management initiative, the project intends to establish provincial Psycho-social Working Groups with multi-sector stakeholders under the leadership of the Provincial Department of Education. Further, Provincial Resource Teams will be formed to provide continuous support and guidance to teachers on positive disciplinary measures. Additionally, working with the School Disciplinary Committees to identify school-level measures for combating bullying and violent behaviour in schools will help ensure ownership and continuity of the activities in schools.</p>
<p><b>Risk taking:</b> Describe how the project has responded to risks that threatened the achievement of results. Identify any new risks that have emerged since the last report. (1500 character limit)</p>	<p>Outcome 1 saw the realisation of several risks, including the cancellation of several activities planned, as a result of cabinet reshuffles and changes in priorities/commitment to the reconciliation agenda. As of now, the project is in the process of adapting its approach and working with selected government sector champions and civil society organisations to be able to continue to push towards results.</p>
<p><b>Gender equality:</b> In the reporting period, which activities have taken place with a specific focus on addressing issues of gender equality or women’s empowerment? (1500 character limit)</p>	<p>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, the study conducted in the universities, among others, has a strong focus on gender related issues. The study findings will help the UGC to develop specific actions to address gender related issues and promote gender equity and equality not only among students but also among its staff.</p>
<p><b>Other:</b> Are there any other issues concerning project implementation that you want to share, including any capacity</p>	

needs of the recipient organizations? <i>(1500 character limit)</i>	
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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> Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels..	Indicator 1.1 Nationally endorsed platforms for reconciliation, linking processes adopted by various government and non-government institutions at national, subnational and local levels created	0	At least 1	Work with ONUR and partner CSOs on setting up district level dialogue platforms encountered several delays and needed reconceptualization. However, was restarted in May 2018 and is currently ongoing. This project also links to Output 1.2 and corresponding indicator progress	Work with the Ministry of Reconciliation and National Integration (MNIR) and on a score card for the public sector on reconciliation activities was cancelled due to a cabinet reshuffle and change in priorities.	
	Indicator 1.2 Pilot approach/es formally adopted/incorporat	0	At least 1	Work with ONUR and CSOs on setting up district level dialogue		

	<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>
	ed by government and civil society into sustainable local dialogue and early warning mechanisms.			platforms encountered several delays and needed reconceptualization. However, was restarted in May 2018 and is currently ongoing.		
	Indicator 1.3					
Output 1.1 Key institutions promote peacebuilding and reconciliation at the national and subnational levels in line with the PPP	Indicator 1.1.1 # of policies and plans developed or revised by key institutions that are informed by the technical support provided	0	3	While not strictly a policy, UNDP has succeeded in introducing a conflict sensitivity and social cohesion course for mandatory roll out with fresh recruits to the administrative services	Also under discussion is competency enhancement and technical support to 'Rupavahini' Corporation (national TV station) staff to be able to conduct reconciliation based programming and outreach. UNDP will also provide ONUR with technical support to finalize their curricula for dialogue initiati	
	Indicator 1.1.2	0	3		A symposium, and programme to	

	<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>
	Production of knowledge product/s that describe processes undertaken and key lessons learned together with stakeholder feedback				develop knowledge products linking peacebuilding theory to practitioner knowledge and disseminate it amongst key stakeholders, co-designed by UNDP, MNIR and the Social Scientists Association was canceled following the cabinet reshuffle. Reconceptualization is underway	
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			
	Indicator 1.2.2 Feedback from participants and key stakeholders on the pilot approaches	n/a	Active feedback and based on which steps will be jointly taken to formalize selected approaches			

	<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 1.3	Indicator 1.3.1					
	Indicator 1.3.2					
<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 21% strongly agree 42% somewhat agree	TBD	Target is being established		
	Indicator 2.2 % of schools in the targeted areas implementing school level policy recommendations. [Policy on school peace/bullying]	TBD	TBD	Survey in targeted schools is currently underway to establish the baseline		
	Indicator 2.3					
Output 2.1 Basic and higher education curricula and	Indicator 2.1.1 Basic education curricula are revised towards a stronger focus on	1 subject in primary education	At least 1 additional subject	Following suggestions arose from wider stakeholder discussions,		

	<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>
resource materials are revised and implemented to strengthen the development of competencies related to the conflict resolution, civic engagement, conflict prevention	peace and reconciliation piloted and rolled out nation-wide.  Indicator 2.1.2 Module on Peace education developed and rolled-out for higher education	0	Developed and rolled to all state universities	UNICEF is currently working with the NIE and MoE to explore other feasible subject to ensure wider coverage across subjects in secondary education  UNICEF supports the UGC on the study on 'Issues on Sexual and GBV' in Sri Lankan Universities. The study findings will inform the content development for the module on Peace Education.		
Output 2.2 Principals, teachers and	Indicator 2.2.1 # of schools having action plans developed to	TBD			The indicator has been revised to make it more specific to measure and report 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>
school communities have enhanced capacities to prevent and resolve conflict, and promote civic engagement	prevent and resolve conflict, and promote civic engagement Indicator 2.2.2 % of Principals, teachers and school communities report that they have enhanced capacities to prevent conflict and to promote positive conflict resolution	0	TBD	Survey in targeted schools is currently underway to establish the baseline		
Output 2.3 Research, monitoring and evaluations inform policies and programs	Indicator 2.3.1 No. of research studies conducted and disseminated	0	at least 1	UNICEF has already supported the UGC to commission the study on 'Issues of ragging and SGBV in universities in Sri Lanka'. UNICEF also		

	<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 promoting peace through Education				intends to undertake a KAP study on 'Bullying in Schools'		
	Indicator 2.3.2 # of policy and regulatory instruments launched for Peace	2	at least 1 additional	No policy/ regulatory instruments launched during the reporting period. However, the findings from the UGC commissioned study will inform the development of an action plan and subsequently inform policy discussions at the UGC.		
<b>Outcome 3</b> Conflict-related mental health issues are	Indicator 3.1 % of participants (gender disaggregated) who report	TBD	TBD	Data collection is currently underway to establish the baseline		

	<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>
addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes	positive behaviors regarding conflict					
	Indicator 3.2 Incidence of negative coping behaviours in focus Districts	TBD	TBD	Data collection is currently underway to establish the baseline		
	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	The timeline in launching the National Strategy has taken more time than initially anticipated. Discussions with the central and selected regional authorities in progress	
	Indicator 3.1.2 Adoption of a Provincial Mental Health Action Plan	1	2 Provinces	National Mental Health Action Plan being finalized	The timeline in launching the National Action plan has taken more time than initially anticipated. Discussions with the central and Provincial government in progress	

	<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 3.2 Research and analysis of primary data inform policies and programs towards promoting mental health	Indicator 3.2.1 Availability of National gender disaggregated data on prevalence of Mental Health issues	0	1	Awaiting Ethical Committee Approval Data Collection team identified formally appointed to the task.	Progressing as planned	
	Indicator 3.2.2 HR Capacity developed to address the data need	0	At least 2 persons	1 person full time		It appears that at the current level of data sophistication one fulltime person is sufficient for the Mental Health Unit.
Output 3.3 Increased capacity at community-level to promote more peaceful approaches to conflict within and	Indicator 3.3.1 # of people that have participated in the community-led training on peaceful approaches to conflict	0	200	Training Scheduled As follows Mannar District - June end Monaragala District - July Nuwara Eliya District - August	Progressing as planned	
	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>
among individual						
<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					

## PART 2: INDICATIVE PROJECT FINANCIAL PROGRESS

### 2.1 Comments on the overall state of financial expenditures

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

How many project budget tranches have been received to date and what is the overall level of expenditure against the total budget and against the tranche(s) received so far (500 characters limit): The total budget is split into two tranches and so far only the first tranche has been received. While the overall expenditure against the total budget remains as 22%, the expenditure against the first tranche received is 32%.

When do you expect to seek the next tranche, if any tranches are outstanding: For WHO in July 2018 and for UNDP and UNICEF in September 2018

If expenditure is delayed or off track, please provide a brief explanation (500 characters limit): The overall project expenditure has delayed due to recent changes in Government's priorities including the cabinet reshuffle that directly impacted project implementation under outcome 1. This required the project to re-align to the current context and revisions to project design. For outcome 2, the initial work with NIE to identify options for integrating social cohesion and peace concepts into the secondary curricula has extended the preparatory phase causing delays to project expenditure

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

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