

PBF PROJECT PROGRESS REPORT
COUNTRY: Sri Lanka
TYPE OF REPORT: SEMI-ANNUAL
REPORT: 15 November 2019 - 30 June 2020



Project Title: Promoting Reconciliation in Sri Lanka											
Project Number from MPTF-O Gateway: 00105730											
If funding is disbursed into a national or regional trust fund: <input type="checkbox"/> Country Trust Fund <input type="checkbox"/> Regional Trust Fund Name of Recipient Fund:	Type and name of recipient organizations: UNICEF (Convening Agency) UNDP WHO										
Date of first transfer: 13 July 2017 Project end date: 30 September 2020 Is the current project end date within 6 months? Yes											
Check if the project falls under one or more PBF priority windows: <input type="checkbox"/> Gender promotion initiative <input type="checkbox"/> Youth promotion initiative <input type="checkbox"/> Transition from UN or regional peacekeeping or special political missions <input type="checkbox"/> Cross-border or regional project											
Total PBF approved project budget (by recipient organization): <table border="1"> <thead> <tr> <th>Recipient Organization</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>UNICEF</td> <td>\$ 700,000</td> </tr> <tr> <td>UNDP</td> <td>\$ 600,000</td> </tr> <tr> <td>WHO</td> <td>\$ 300,000</td> </tr> <tr> <td align="right" colspan="2">Total: \$ 1,600,000</td> </tr> </tbody> </table>		Recipient Organization	Amount	UNICEF	\$ 700,000	UNDP	\$ 600,000	WHO	\$ 300,000	Total: \$ 1,600,000	
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Total: \$ 1,600,000											
Approximate implementation rate as percentage of total project budget: 89% *ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE*											
Gender-responsive Budgeting: Indicate dollar amount from the project document to be allocated to activities focussed on gender equality or women's empowerment: The project has allocated around USD 320,000 for activities focused on Gender Equality and Women's Empowerment (GEWE). However, GEWE has been mainstreamed across the interventions implemented through the project by all three participating UN agencies. Amount expended to date on activities focussed on gender equality or women's empowerment:											

Project Gender Marker: GM 2

Project Risk Marker:

Project PBF focus area: 2.1 National Reconciliation; 2.3 Conflict prevention/Management and 4.1 Strengthening of essential national state capacity

Report preparation:

Project report prepared by: UNICEF, UNDP and WHO

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

Did PBF Secretariat review the report: Yes

NOTES FOR COMPLETING THE REPORT:

- *Avoid acronyms and UN jargon, use general /common language.*
- *Report on what has been achieved in the reporting period, not what the project aims to do.*
- *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: OVERALL PROJECT PROGRESS

Briefly outline the **status of the project** in terms of implementation cycle, including whether preliminary/preparatory activities have been completed (i.e. contracting of partners, staff recruitment, etc.) (1500-character limit):

The project is in its final stage of implementation and all planned activities have been successfully completed or are nearing completion, apart from some ongoing work at the field level. The Presidential election held in November 2019 led to changes in the Government, requiring a transition period, which has had an impact on both the scope and timeframe of certain activities. A few key counterparts for Peace and Reconciliation, such as the Ministry of National Integration and Resettlement and the Secretariat for Coordinating Reconciliation Mechanisms (SCRM) were dissolved, leaving no alternative arrangements under the present interim Government. Meanwhile, the Ministry of Defence has been vested with some of these roles, including rehabilitation and resettlement. The ongoing interim arrangements significantly impacted the implementation of reconciliation interventions, particularly under Outcome 1. As part of COVID-19 control measures, a nation-wide lockdown and closure of all schools and universities until further notice is also in place. These have resulted in a delay in the implementation of activities during the last 6 months, particularly at field level. Despite these challenges, the participating UN agencies continued their engagement with relevant Government and Civil Society Organisation (CSO) partners, including in responding to COVID-19 related issues, to facilitate the implementation of the remaining activities in a safe context.

Please indicate any significant project-related events anticipated in the next six months, i.e. national dialogues, youth congresses, film screenings, etc. (1000-character limit):

Outcome 1, the ‘Digital Citizenship Toolkit on Ethical Use of Online Platforms’ is expected to be published within the next six months. UNDP, jointly with their CSO partner and UNICEF, is exploring the roll-out of this Toolkit in 5 selected schools in the Western Province. However, given that schools will be heavily engaged in catch-up education activities to compensate for lost learning time, the feasibility of the roll-out will be reviewed.

Outcome 2, the report on the ‘Issues of Ragging, Sexual and Gender Based Violence’ will be launched. To complement this, the UNICEF study report on ‘Estimating the Prevalence and Drivers of Bullying in Schools’ conducted in four provinces will be launched.

Outcome 3, WHO with the Ministry of Health (MoH) will publish 14 *Manohari* modules online to help mental health professionals deliver community programmes to increase resilience. WHO and MOH will launch the results of a mental health stakeholder mapping to support access to services.

FOR PROJECTS WITHIN SIX MONTHS OF COMPLETION: summarize **the main structural, institutional or societal level change the project has contributed to**. This is not anecdotal evidence or a list of individual outputs, but a description of progress made toward the main purpose of the project. (1500-character limit):

Outcome 1, the introduction of two compulsory modules on Social Cohesion and Conflict Sensitive Project Management to the curriculum of the Sri Lanka Institute of Development Administration (SLIDA) has

allowed for trainings embedded within the state system and is contributing towards efforts to sensitize senior government officials on critical aspects of peacebuilding. The officials who are being trained on these modules will be playing a critical role as a government-public interface at the district level

Outcome 2, the evidence generated from the study on the issues of ragging (hazing), and sexual and gender-based violence in universities has led to policy dialogue at the national level, resulting in the identification of strategies to combat ragging in universities issued through a University Grants Commission (UGC) circular. The findings have brought this issue to the forefront among the general public and media. It has also created greater awareness among students and parents on the available support systems within and outside the university system.

Outcome 3, the national mental health and psychosocial support programme review led by the MoH assessed existing mental health services with a focus on emergency and conflict-affected communities and informed the identification of new strategic priorities and programmes to support such vulnerable groups. The community-based interventions, i.e. *Manohari* (5 districts) and the Multi-Stakeholder Alcohol Abuse Prevention Programme (MAPP) (9 districts), provided novel mechanisms to improve community resilience and promote positive coping skills. Lessons learnt from these programmes provided evidence in developing the new National Mental Health Policy.

In a few sentences, explain whether the project has had a positive **human impact**. May include anecdotal stories about the project's positive effect on the people's lives. Include direct quotes where possible or weblinks to strategic communications pieces. (2000-character limit):

Due to the current COVID-19 pandemic, the participating UN agencies were not able to gather new anecdotal stories about the project's positive effect on the people's lives. These human impact stories will be provided in the Project End Report.

PART II: RESULT PROGRESS BY PROJECT OUTCOME

Describe overall progress under each Outcome made during the reporting period (for June reports: January-June; for November reports: January-November; for final reports: full project duration). Do not list 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.

- *“On track” refers to the timely completion of outputs as indicated in the workplan.*
- *“On track with peacebuilding results” refers to higher-level changes in the conflict or peace factors that the project is meant to contribute to. These effects are more likely in mature projects than in newer ones.*

If your project has more than four 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: (3000-character limit)

The project continued to support the collaborative work with the Sri Lankan Rupavahini Corporation (SLRC) – the country’s primary state-owned television media channel - with the aim of facilitating religious dialogue on promoting reconciliation and social cohesion in the country. In March 2020, discussions were held to re-frame this dialogue with specific attention to the children and women affected by conflict and violence. However, the change in Government meant that the SLRC had to undergo a transition period, which had a significant impact on the implementation of this programme. Meanwhile, the partnership with the National Christian Evangelical Association of Sri Lanka (NCEASL) moved forward and the recently developed Digital Citizenship Toolkit (DCT) is expected to be published and shared with a selected school network. However, the COVID-19 crisis has meant that the roll-out of the Toolkit will need to be reviewed. Prior to the publication, the DCT has been launched online and is available on <https://www.minormatters.org/en/toolkit-guides>. The DCT is expected to enhance digital governance through citizen engagement and response to prevent disinformation, hate speech and fake news affecting peace and social cohesion in the country.

Due to the COVID-19 crisis, and prevailing situation in the country, the three final film festivals scheduled to be held in the Northern Province in partnership with a CSO, Siruhununi had to be discontinued, despite the extension provided till end June 2020 . The festivals are part of an initiative to sensitize and create awareness on the importance of reconciliation among the target populations in the Eastern and Northern provinces.

The project continues to support enhancing the knowledge of senior government officials on issues of social cohesion and conflict sensitivity together with SLIDA. While the modules are being used at the facility, during the reporting period, in discussion and agreement with SLIDA management and the content developer, minor revisions were made to the module on conflict sensitivity for development projects.

The livelihood support for selected 350 ex-combatants has also been successfully completed. The project ensured sustainable livelihood engagements of the ex-combatants and enabled their smooth transition into civic life.

Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome: (1000 character limit)

Under Outcome 1, the project mainstreamed gender equality and women’s empowerment in all its interventions. Examples of this could be seen in the training of all female cadets at SLIDA, and through the engagement of female participants in the ‘Ahanna’ campaign. The latter focused on promoting community-level engagement on social cohesion and reconciliation and has now been concluded with the dissolution of the Secretariat for Coordinating Reconciliation Mechanisms. Another important gender consideration was made in the livelihood support extended to ex-combatants to ensure that female ex-combatants were prioritised in the target group.

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: (3000-character limit)

The UGC-led study on Ragging and SGBV in Sri Lankan universities was completed, providing analysis of the incidence, prevalence and conditions that support/curb ragging and SGBV. However, the finalisation and launching of the report was delayed due to changes in the UGC’s Management Committee

following a change in Government. Despite this, the findings informed the development of strategies to combat ragging and SGBV, which was issued by the UGC through a circular to all state universities. Further, the module on Co-existence and Peace, developed for new university entrants, is currently under review by the UGC. The current closure of universities in the COVID-19 context has meant delays in student-led initiatives, therefore the UGC is re-programming this component to focus on the creation of awareness among university staff, complementing the work already completed/ existing work done in this area.

UNICEF scaled-up the Positive Disciplining programme, moving away from the classroom approach. This includes a provincial mechanism to provide oversight and engagement with the school community to promote violence-free schools. As a result, 322 schools have developed school level action plans to prevent and resolve conflict, including physical punishment. Nearly 16,000 members of the school communities, including principals, teachers and parents, have been sensitized and trained on child rights and personal and professional obligations to advance the rights of children within schools and communities. According to school principals, this approach, in addition to helping increase school attendance has positively contributed to awareness creation among the wider communities through school networks. At the national level, UNICEF, jointly with Child Protection actors, are developing a harmonized version of the Positive Disciplining manual to be used across provinces. Although school level activities have been stalled due to school closure, UNICEF is integrating the positive disciplining approach into safe school operations as part of its COVID-19 response. UNICEF's study on 'Estimating the Prevalence and Drivers of Bullying in Schools' has been completed and discussions are ongoing with relevant stakeholders on its launch.

The National Institute of Education (NIE), with support from UNICEF, has incorporated transversal skills into Sinhala and Tamil languages through interactive activities for Grade 6. NIE is also developing content to enhance pre-service teacher capacity to deliver the Civic Education subject using activity-based techniques, which will be piloted among 500 teachers. The new IT platform created for teachers to promote civic competencies using debates/dramas/presentations, etc, is further helping address certain skills gaps among students according to principals and teachers. The partnership will be extended in-line with school re-opening and new priorities identified in the post COVID-19 context.

Indicate any additional analysis on how Gender Equality and Women's Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome: (1000 character limit)

Gender is mainstreamed across all programme areas. UNICEF ensures that the specific needs of both girls and boys are taken into consideration in research, evidence-based programming and monitoring. As previously reported, based on evidence indicating a higher prevalence of boys as victims of corporal punishment in school, 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. UNICEF ensures that a gender lens is applied to avoid the perpetuation of stereotypes and biases in the ongoing revisions to language subjects and the work with teacher capacity building on Civic Education. The study findings on ragging and SGBV has resulted in the development of a UGC strategy, including a specific focus on gender equity. The newly introduced IT platform in schools to promote civic competencies also includes the promotion of values related to gender equality.

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: (3000 character limit)

This outcome focused on Mental Health and Psychosocial Support (MHPSS) aims to improve national, district and community level services for conflict-affected communities. The pilot interventions in communities, such as the *Manohari* programme and MAPP, aimed at building community resilience and the increased capacity of health professionals to reduce alcohol and substance abuse/misuses in conflicted-affected communities as they are factors that contribute to violence in communities, particularly against women and children. Another initiative focused on addressing the stigma of mental health by strengthening consumer and carer networks that provide peer support, as well as early identification and referral in communities. WHO worked with Regional Directors of Health Services in 5 districts and the Directorate of Mental Health of the MoH to implement and monitor these programmes.

WHO also worked with the Sri Lanka Medical Association and NIMHAS Institute, India, to develop a National Suicide Prevention Strategy (SPS) for the MoH, with district/provincial level advocacy planned for 2020. Further, a National Mental Health Programme Review was conducted in August 2019 with regional and international experts to determine successful policies and interventions related to mental health policy and legislature, post-conflict and emergency response, suicide prevention, substance use and rehabilitation. This led to the finalization of a National Mental Health Policy with contribution from multiple stakeholders. Overall, these initiatives and increased discourse around MHPSS led to a national directive by the MoH for quarterly mental health reviews at the district level.

While substantial progress has been made, there were many challenges due to changes in Government post-elections and the COVID-19 crisis making community engagement no longer deemed safe. This impacted the remaining two training sessions under the *Manohari* programmes, district/provincial advocacy on the SPS and the national mental health prevalence survey. However, using the epidemic as an opportunity WHO together with the MoH is re-designing the community implementation strategies to ensure sustainability. As such, online training modules are created for *Manohari* so that programme can continue. WHO is also exploring the possibility of holding an online consultation for SPS with regional directors, however this may not be feasible immediately due to the current health sector priorities. The programme is also adapting to the current context by using the materials developed to support psychosocial wellbeing promotion initiatives in the COVID-19 quarantine facilities, as well as engaging *Manohari* trainees in the COVID-19 response to empower communities, provide MHPSS and promote wellbeing.

Indicate any additional analysis on how Gender Equality and Women's Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:

Participation of women in *Manohari* programmes has been a prerequisite for women empowerment and, in some districts, Mothers' Groups; an informal community network supporting maternal and childcare services, were identified as a key stakeholder in implementing the community resilience development programme. The *Manohari* programme included specific modules, such as positive parenting and peer pressure, targeting women and youth empowerment. Youth groups were a key stakeholder in the MAPP programme as they were actively engaged in community mobilization and on the prevention of alcohol and substance use. The national suicide prevention strategy also identifies youth as a particularly vulnerable group for self-harm. Further, the national mental health programme review has a dedicated section on gender-based and domestic violence prevention. As part of *Manohari* training, WHO is also supporting the Sri Lanka Girl Guides Association to facilitate a community-led initiative to empower young women in low income areas

PART III: CROSS-CUTTING ISSUES

<p><u>Monitoring:</u> Please list monitoring activities undertaken in the reporting period (1000 character limit)</p>	<p>Do outcome indicators have baselines? Yes</p> <p>Has the project launched perception surveys or other community-based data collection?</p> <p>All three agencies have been conducting regular monitoring of the activities through field observations and pre/post surveys that have informed the review and revision of the programme design and implementation approaches. In addition to the overarching monitoring of the Peacebuilding Priority Plan through outcome-level surveys, the project has conducted perception surveys on specific focus areas. Under Outcome 1, the project conducted a desk review on the drivers of violent extremism which will contribute to UNDP’s ongoing project on Preventing Violent Extremism by promoting tolerance and respect for diversity. Under Outcome 3, WHO's Manohari programme conducted pre and post perception surveys to monitor the impact of the training on the participants’ attitudes towards psychosocial and emotional wellbeing and perceived capacity to deliver the programme to address community needs. These surveys were used to revise the programme implementation methodology and finalize the modules</p>
<p><u>Evaluation:</u></p>	<p>Evaluation budget (response required): USD 30,000 has been set aside for the final evaluation. This excludes the inbuilt monitoring at agency levels.</p> <p>If project will end in next six months, describe the evaluation preparations (1500 character limit): Has an evaluation been conducted during the reporting period?</p> <p>As the project is in its final stage in the programme cycle, a final and independent evaluation will be carried out to understand the impact of the project at different levels, particularly at structural, community and individual levels. The findings of the evaluation will form the basis for developing future programmes to foster peace and reconciliation. However, given the current context and limitations in terms of conducting a full-fledged evaluation, such as field-level data collection, in consultation with the key stakeholders and the RCO the Terms of Reference (ToR) is being drafted to address these limitations and explore more remote ways of collecting data and evaluating the project.</p>

<p>Catalytic effects (financial): Indicate name of funding agent and amount of additional non-PBF funding support that has been leveraged by the project.</p>	<p>Name of funder: Amount:</p> <p>European Union USD 1.6 million – Supporting the Prevention of Violent Extremism through promoting tolerance and respect for diversity, which compliments the work done to foster reconciliation through this project.</p> <p>Government of Australia and the British High Commission for Joint Programme for Peace USD 200,000 for improving the capacity of Community-based Organization in MHPSS.</p> <p>Government of Australia USD 50,000 – This programme supports the integration of social cohesion and life skills into the curriculum through sport related co-curricular activities, thus complementing the work done on curricula through the project in secondary education.</p>
<p>Other: Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? (1500 character limit)</p>	<p>Under outcome 2, UNICEF’s support to the UGC on implementing student-led interventions to combat ragging and SGVB in selected universities got compromised due to the current COVID-19 pandemic. UGC in consultation with UNICEF is re-programming this component to sensitize and improve the capacity of the university staff, including both academic and non-academic staff to implement the strategies that were developed based on the findings of the study on the ‘Issues of Ragging and SGBV’.</p>

PART IV: INDICATOR BASED PERFORMANCE ASSESSMENT

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

	Performance Indicators	Indicator Baseline	End of project Indicator Target	Indicator Milestone	Current indicator progress	Reasons for Variance/ Delay (if any)
Outcome 1 Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and	Indicator 1.1 # of pilot approaches tested and ratified by govt and civil society on peacebuilding and conflict prevention	0	at least 01		SLIDA continues to train senior Government officials on two modules on Social Cohesion and Conflict Sensitivity for Development Projects. A desk review conducted on the drivers of violent extremism in Sri Lanka will inform the research agenda of the EU-funded project on	The SLRC programme on creating religious dialogue around peace and reconciliation got delayed due to the change in Government post-elections. Further, with the dissolution of SCRM, the 'Ahanna' campaign was stopped.

sub-national levels.					Prevention of Violent Extremism.	
	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		02 Platforms created. NCEASL launched its Digital Citizenship Toolkit through its online platform minormatters.org. 'Siragununi' launched series of film festival to sensitize and create dialog on reconciliation and women affected by war. These platforms creaed the space for discussing issues related to minority communities in the country.	Religious dialogue planned with the SLRC got stalled due to changes in management. Alternate platforms were explored to discuss issues related to women and children affected by conflict. However, due to management changes and the COVID-19 crisis, progress has not been made.
Output 1.1	Indicator 1.1.1	0	TBD		SLRC finalized the first short snippet in	

Key institutions promote peacebuilding and reconciliation at the national and subnational levels in line with the PPP	# of initiatives that promote peacebuilding and reconciliation initiated.				a series of five. However, this was not telecasted due to the transition period. SLIDA's module on conflict sensitivity for development projects was revised based on the suggestions made by the project management.	
	Indicator 1.1.2 Extent to which the level of understanding on peacebuilding increased among the stakeholders	N/A	N/A		According to the Peacebuilding Survey; 2019- 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	Indicator 1.2.1 # of pilot approaches tested	0	3		NCEASL launched its DCT online which will create the platform for discussing issues affecting ethnical	NCEASL could not publish and share the DCT with selected number of schools as planned due to the outbreak of the COVID-19 crisis. However, this is expected to be completed over the coming months once the situation improves in the country

dialogue and early warning mechanisms to address existing and emerging conflicts in targeted locations.					use of media which in turn can undermine peace and reconciliation in the country.	
	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 desk review into the drivers of violent extremism was carried out which will facilitate further discussion on the topic establishment of a regional early warning hub.	
Output 1.3	Indicator 1.3.1					
	Indicator 1.3.2					
Output 1.4	Indicator 1.4.1					
	Indicator 1.4.2					
Outcome 2 Education system supports inter-personal and inter-group understanding and	Indicator 2.1 % of people that feel that people from other ethno-religious communities are trustworthy.	2016 PB Survey 21% strongly agree 42% somewhat agree	N/A		2017 PB survey: 23% strongly, 43% somewhat agree 2018 PB Survey: 20% strongly agree, 38% somewhat agree 2019 PB survey: 18% strongly agree	

interaction among teachers, students, parents and communities					33% 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%		Following the sensitization and training programs 322 (47% of schools out of the target schools) schools have adopted internal school level policies and implementing recommendations on Positive Disciplining and prevention of violence against children (Uva - 87, North 150, East – 85)	
	Indicator 2.3					
Output 2.1 Basic and higher education curricula and resource materials are revised and implemented	Indicator 2.1.1 Basic education curricula are revised towards a stronger focus on peace and reconciliation, including with attention to how	1 subject in primary education(environment related activities subject) revised and	At least 1 additional subject		The NIE is in the process of incorporating these competencies into language subjects for grade 6. Further, work with the Civic Education pre-services	

to strengthen the development of competencies related to the conflict resolution, civic	gender norms are portrayed, piloted and rolled out nation-wide.	rolled out nation-wide			teachers to strengthen the delivery of the content in a more meaningful manner through activity based teaching approaches is ongoing.	
engagement, conflict prevention	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. Based on the findings of the study on 'Issues on Sexual and GBV' in Sri Lankan Universities, the UGC, through a consultant has developed a module on Social Cohesion. The module is currently being reviewed by the UGC's new Management Committee.	
Output 2.2 Principals, teachers and school	Indicator 2.2.1 % of schools having action plans developed to prevent and	0 schools	200 Schools		So far, 253 schools (Uva-103, North – 150) have action plans developed to prevent and address	

communities have enhanced capacities to prevent and resolve conflict, and promote civic engagement	resolve conflict and promote culture of peace in school				conflict. Especially, the 103 schools in Uva has incorporated them into their School Annual Plan. The action plans include awareness raising of teachers, parents and students with the support of Zonal Department of Education	
	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 resolution	0	At least 50%		So far approximately 20,000 school communities including principals, teachers, students and parents have been trained on child rights and the importance of violence prevention and positive conflict resolution.	More than 15,000 members of the school communities (Principals, Students, Teachers and Parents) in 103 schools have been trained on topics on advancing child rights and the importance of violence prevention.
Output 2.3 Research, monitoring and	Indicator 2.3.1 No. of research studies conducted and disseminated	0	1 study		On track. Two key research pieces have been completed. The UNICEF-UNESCO	

<p>evaluations inform policies and programs towards promoting peace through Education</p>					<p>supported, UGC-led study on the issues of ragging and SGBV in the universities, has been completed and the preliminary findings were disseminated. Further UNICEF's study on bullying and other forms of inter-personal violence in schools has been completed and would be launched within the next six months.</p>	
	<p>Indicator 2.3.2 # of policy and regulatory instruments launched for Peace</p>	<p>2 (national policies from MoE and MNI)</p>	<p>at least 1 (strategic plan developed by UGC)</p>		<p>On track. At the time of reporting the UGC has developed a strategic plan to combat ragging and has already disseminated this to the universities through a UGC circular. Further the study findings has led to policy discussions at the</p>	

					UGC and ministry level. However, the UGC's new management committee is currently reviewing the proposed recommendations on structural level changes by the previous committee. UNICEF is closely working with the UGC and continues to advocate to address this critical issue that effect the wellbeing of youth in universities.	
Output 2.4	Indicator 2.4.1					
	Indicator 2.4.2					
Outcome 3 Conflict-related mental health issues are addressed to reduce inequalities	Indicator 3.1 % of participants (gender disaggregated) who report positive behaviors regarding conflict	0	100	100% of the primary beneficiaries report positive behavior change	The project has initiated an independent study to evaluate the impact on behavior among secondary beneficiaries as well. However, this	

and promote greater state and civic engagement in reconciliation processes				(45% of the participants - Male 55% of the participants - Female)	is currently on hold due to constraints in community engagement due to the prevailing pandemic situation.	
	<p>Indicator 3.2 3B: Incidence of negative coping behaviours in focus Provinces/Districts</p> <ul style="list-style-type: none"> • 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) 	<p>Deliberate Self-Harm rate</p> <p>Monaragala - 477</p> <p>Mannar- 820</p> <p>Nuwara Eliya - 425.3</p> <ul style="list-style-type: none"> • 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 	<p>•Deliberate Self-Harm rate</p> <p>Monaragala - 420</p> <p>Mannar- 770</p> <p>Nuwara Eliya - 375</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Deliberate Self-Harm rate Monaragala - 473 Mannar- 827 Nuwara Eliya - 387 • Suicide Rate Monaragala – 2.3 Mannar- 3 Nuwara Eliya - 2 • Domestic Violence rate Monaragala – Mannar- Nuwara Eliya - 	<p>Data can only be updated annually. Further the programme is expecting an increase in the rates due the global evidence of increase in domestic violence and negative coping behaviours due to the unprecedented containment measures such as lockdowns and physical distancing that makes people vulnerable and separated from the social support networks.</p>	

		Mannar-68 NuwaraEliya - 211	Mannar-75 NuwaraEliya - 225	(district data not yet availabl • Child Abuse rate Monaragala – 224 Mannar-69 Nuwara Eliya -168		
	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	1 national strategy. Discussions ongoing for district level adaptation	Recommendations for the National Strategy on prevention of suicide and deliberate self-harm finalized and handed by the Ministry of Health.	Together with the Directorate of Mental Health, 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 for implementation.
	Indicator 3.1.2 Adoption of a Provincial Mental Health Action Plan	1 province	2 provinces	Supported to revise the existing provincial action plan after an implementat ion review.	National Mental Health Action Plan being finalized with the input of professional	Discussions to finalize the National Action Plan on going. The review with the relevant professional colleges were held in August. However, could not proceed further as anticipated due to the changes in political leadership and the ongoing pandemic related priorities within the health sector.
Output 3.2 Research and analysis of	Indicator 3.2.1 Availability of National gender	0	1	Field implementat ion has been	The logistical requirements for data collection was	

primary data inform policies and programs towards promoting mental health	disaggregated data on prevalence of Mental Health issues			temporally suspended due to COVID 19	arranged by the Ministry of Health. However, currently the survey is on hold due to the necessary field implementation not being possible with COVID 19 related safety precautions.	
	Indicator 3.2.2 HR Capacity developed to address the data needs	0.5 (one part time staff)	at least 1, with evidence of sustainability	One fulltime personnel	One fulltime personnel	As the district level Mental Health Focal points (26) have been trained on data input into an electronic database, one fulltime staff member at the central level is deemed sufficient.
Output 3.3 Increased capacity at community-level to promote more peaceful approaches to conflict 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	WHO together with the MOH working towards making the training modules available online as field implementation guides to continue the training.	While WHO had scheduled to conduct 2 more training programmes for the Ministry of Youth Affairs and Office for National Unity and Reconciliation during 2020. This will not be possible under the current public health and safety concerns due to COVID 19. Therefore, the project is working towards making the training available online.
	Indicator 3.3.2					
Output 3.4	Indicator 3.4.1					
	Indicator 3.4.2					

