



United Nations Peacebuilding Support Office (PBSO)/ Peacebuilding Fund (PBF)

<p>Project Title: Promoting Reconciliation in Sri Lanka</p>	<p>Recipient UN Organization(s): UNICEF (lead agency), UNDP and WHO</p>
<p>Project Contact: Paula Balancea</p> <p>Address: UNICEF, Sri Lanka</p> <p>Telephone: +94-11-2677550 Ext: 222</p> <p>E-mail: pbalancea@unicef.org</p>	<p>Implementing Partner(s) –</p> <p><u>Government</u> 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><u>CSO</u> Women Rural Development Society Others to be identified</p> <p><u>UN Agencies</u> UNESCO</p>
<p>Project Location: Sri Lanka</p>	

<p>Project Description: <i>One sentence describing the project's scope and focus.</i></p> <p>The project aims to contribute to national reconciliation efforts with specific focus on initiatives that strengthen inter-ethnic relationships and mutual understanding to support vertical and horizontal consensus. It also includes a focus on strengthening psychosocial support systems, in light of the peacebuilding and transitional justice processes that are taking shape, and thus aims to contribute to healing and reconciliation at the community level.</p>	<p>Peacebuilding Fund: USD 1,600,000.00</p> <p>Other source: Members of the Community Support Organizations will support service delivery at the community level</p> <p>Government Input: While Government counterparts at national level will use their existing service structure and human resources to assist the implementation of activities, provincial level partners will assist in coordination, delivery and monitoring of activities.</p> <p>Other:</p> <p>Total Project Cost:</p> <p>Proposed Project Start Date: April 2017 Proposed Project End Date: 15 September 2019 Total duration (in months):¹ 29 months</p>
<p>Gender Marker Score²: 2 <i>Score 3 for projects that have gender equality as a principal objective. Score 2 for projects that have gender equality as a significant objective. Score 1 for projects that will contribute in some way to gender equality, but not significantly. Score 0 for projects that are not expected to contribute noticeably to gender equality.</i></p>	
<p>Priority Plan Outcome to which the project is contributing: Reconciliation: Positive relationships and mutual understanding between and among different groups contribute to peaceful co-existence and a sense of belonging in Sri Lanka</p>	
<p>Project Outcomes:</p> <ol style="list-style-type: none"> Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels. Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities. Conflict-related mental health issues are addressed to reduce inequalities and promote greater civic engagement in reconciliation processes. 	
<p>PBF Focus Area³ which best summarizes the focus of the project: 2.1, 2.3 and 4.1</p>	

¹ PRF project duration must be within the approved dates for the Priority Plan.

² PBSO monitors the inclusion of gender equality and women's empowerment all PBF projects, in line with SC Resolutions 1325, 1888, 1889, 1960 and 2122, and as mandated by the Secretary-General in his [Seven-Point Action Plan on Gender Responsive Peacebuilding](#).

³ PBF Focus Areas are:

1: *Support the implementation of peace agreements and political dialogue (Priority Area 1):*

(1.1) SSR, (1.2) RoL; (1.3) DDR; (1.4) Political Dialogue;

2: *Promote coexistence and peaceful resolution of conflicts (Priority Area 2):*

(2.1) National reconciliation; (2.1) Democratic Governance; (2.3) Conflict prevention/management;

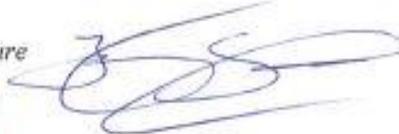
3: *Revitalize the economy and generate immediate peace dividends (Priority Area 3):*

(3.1) Employment; (3.2) Equitable access to social services

4) *(Re)-establish essential administrative services (Priority Area 4)*

(4.1) Strengthening of essential national state capacity; (4.2) extension of state authority/local administration; (4.3) Governance of peacebuilding resources (including JSC/PBF Secretariats)

PRF PROJECT DOCUMENT

<i>(for PRF-funded projects)</i>	
Recipient UN Organization(s) ⁴	National Government counterpart
<p><i>Name of Representative: Joern Soerensen</i></p> <p>Signature </p> <p><i>Name of Agency: United Nations Development Programme</i></p> <p>Date & Seal <i>11/04/2017</i></p>	<p><i>Name of Government Counterpart: Mr. Esala Weerakoon</i></p> <p>Signature Esala Weerakoon Secretary Ministry of Foreign Affairs Colombe 1.</p> <p><i>E. P. Weerakoon</i> Title: Secretary, Ministry of Foreign Affairs Date & Seal <i>11/04/17</i></p>
<p><i>Name of Representative: Tim Sutton</i></p> <p>Signature </p> <p><i>Name of Agency: United Nations Children's Fund</i></p> <p>Date & Seal <i>17/4/17</i></p>	
<p><i>Name of Representative: Dr Jacob Kumaresan</i></p> <p>Signature </p> <p><i>Name of Agency: World Health Organization</i></p> <p>Date & Seal <i>28/04/2017</i> <i>24 April 2017</i></p>	



mm
18/4/17
Una McCauley
Resident Coordinator

⁴ If there is more than one RUNO in this project, additional signature boxes should be included so that there is one for every RUNO.

Table of contents:

I. How this project fits within the approved Priority Plan

- a) Priority Plan Outcome Area supported
- b) Rationale for this project
- c) Coherence with existing projects

II. Objectives of PBF support and proposed implementation

- a) Project outcomes, theory of change, activities, targets and sequencing
- b) Budget
- c) Capacity of RUNO(s) and implementing partners

III. Management and coordination

- a) Project management
- b) Risk management
- c) Monitoring and evaluation
- d) Administrative arrangements (standard wording)

Annex A: Project Summary (to be submitted as a word document to MPTF-Office)

Annex B: PRF Project Results Framework

PROJECT COMPONENTS:

I. How this project fits within the approved Priority Plan

a) Priority Plan Outcome Area supported:

This project provides technical, financial, coordination and monitoring support to the strategic outcome of ‘*Positive relationships and mutual understanding between and among different groups contribute to peaceful co-existence and a sense of belonging in Sri Lanka*’ under the ‘Reconciliation’ pillar of the Peacebuilding Priority Plan. Specifically, the project identifies several areas where policy reform and institutional strengthening can have a significant impact on addressing grievances and promoting harmony and cohesion amongst different groups. Working in each area, the project supports the piloting of the new approaches, with a view to catalyzing change in high priority areas and using evidence to inform design and scaling up of interventions.

The project includes three outcomes. The first focuses on establishing dialogue mechanisms to promote social cohesion and prevent conflict, the second at promoting the reconciliation process through Education reforms, and the third at strengthening psychosocial support systems to address conflict related mental health issues.

b) Rationale for this project:

Following the end of the war in 2009, and the change in political landscape in 2015, Sri Lanka is currently at a unique point in its transition, with the new Government having stated a strong commitment towards taking forward reform processes aimed at building peace and reconciliation. Whilst this has included the setting up of an institutional framework, which includes a combination of institutions and policies focused on issues of peacebuilding, reconciliation and transitional justice, it has also included a strong commitment to ensure that the education system promotes peace, and that vulnerable groups have access to psycho-social support.

Institutional Structure: Currently, the Government has in place two Ministries whose mandates are to promote national integration and reconciliation, and national dialogue, co-existence and official languages.⁴ Further, alongside the district and divisional service delivery arms of the Government, the Ministry of National Co-existence also has Co-existence Societies registered under its purview to support grassroots level reconciliation initiatives. The Government has also set up the Secretariat Coordinating Reconciliation Mechanisms (SCRM) and the Office of National Unity and Reconciliation (ONUR) at the national level, with a view towards promoting and coordinating transitional justice and reconciliation initiatives. Civil society also plays a key role and has begun to assert itself strongly since 2015, through actively engaging in the reforms and peacebuilding processes, both in partnership with the government institutions, as well as independently.

Given the number and diversity of stakeholders involved in these processes, coordination, and the building of consensus and cohesiveness between and amongst these stakeholders on a national agenda for governance reform and dialogue is crucial. Therefore, this project will look to focus on building a coherent national architecture for these institutions, to streamline and take forward these processes. This would include a simple, regularized platform for dialogue (at national, sub-national and local levels) and an early warning system, through pilot models tested at the local level. This overall architecture will provide a strategic point of convergence for the different reconciliation issues and initiatives, as relevant to the Sri Lankan context, and thereby steer the course of the various reform processes away from the use of parallel and/or disconnected dialogue.

⁴ Including officers located at the District/Divisional level across the country

Education for Social Cohesion and Peace: Education has been recognized by the Government as a key factor for promoting peace and reconciliation. In the Report of the Consultations Taskforce on Reconciliation Mechanisms released in January 2017, there is also a specific recommendation that ‘educational curricula and spaces must be designed to promote a more inclusive and pluralist society’⁵. An Education system that contributes to peaceful co-existence needs to ensure 4 Rs⁶, namely (1) Representation: All groups feel that they are equitably represented in decision making around policy reforms, education administration and school governance; (2) Redistribution: All groups feel that they benefit from an equitable allocation of Education inputs; (3) Recognition: All groups feel that their cultures, religions and languages are recognized and respected within the Education system and civic education is taught as a means of state-building; and (4) Reconciliation, which aims to strengthen trust and social cohesion between people and groups by strengthening competencies in analyzing the legacies of conflict; resolving conflict and promoting peace and social cohesion. This proposal will put an emphasis on the latter two components but will incorporate all 4 Rs when supporting the Education for Social Cohesion Policy revisions and related research.

While quite a lot of focus in education has been on exchange programmes so far, the recent review report of the National Policy and Comprehensive Framework of Actions on Education for Social Cohesion and Peace has highlighted two other key pre-conditions that together can result in substantial change towards peace and reconciliation, namely curriculum revisions and school to university level models aimed at strengthening competencies among young Sri Lankans for analyzing, resolving and preventing conflict as well as promoting peace within their communities. Moreover, the report pointed out that, while there were many initiatives that had happened over the years bringing together students from different backgrounds, little had been documented about the effectiveness of such programmes. Therefore, this component of the project aims to (1) revise and implement school curricula that strengthen the development of competencies related to the conflict resolution, conflict prevention and promotion of peace, (2) enhance the capacities of principals, teachers and school communities to prevent and resolve conflict and promote peace and (3) strengthen systems for research, monitoring and evaluation to inform relevant policies and programmes. It is proposed that any future initiative regarding the promotion of peace building through Education should align with the review recommendations and build on the Education for Social Cohesion policy rather than replacing it.

Higher education is also important as it prepares citizens and leaders for sound decision making on the complex issue of living in harmony. Through course work, research activities and participation in community activities, tertiary students can acquire competencies related to conflict resolution, conflict prevention and promotion of peace. Before joining the world of work, the graduates of higher education and Technical and Vocational Education and Training (TVET) institutions should be fully equipped with the skills that are needed to function in the workplace, community and society as a whole. Deliberations with the University Grants Commission (UCG) has highlighted the need to enhance the integration of peace education into tertiary curriculum based on proper gap analysis in line with the present context.

Psycho-social support: Psycho-social support is often a critical need in recently conflict affected countries. This is equally the case in Sri Lanka where existing government systems and ad-hoc project related support programmes are struggling to provide services to the community in a

⁵ <http://www.scrm.gov.lk/documents-reports>

⁶ *Source:* Novelli, Mario, Mieke T. A. Lopes Cardozo and Alan Smith, ‘A Theoretical Framework for Analysing the Contribution of Education to Sustainable Peacebuilding: 4Rs in conflict-affected contexts’, Research Consortium on Education and Peacebuilding and United Nations Children’s Fund, January 2015, p. 13.

coordinated manner with minimal information systems and feedback mechanisms. Diverse social, health and financial inequalities continue to affect people including those affected by the conflict. As suggested by increasing trends of deliberate self-harm⁷, substance abuse⁸ and interpersonal violence⁹ it is evident that many individuals and families are struggling to recover from conflict related psychosocial impact, and are unable to get their lives back on track.

Consequently, the January 2017 Report of the Consultation Taskforce on Reconciliation Mechanisms specifically highlights the need for psycho-social support as a key recommendation, mentioning in particular conflict affected youth such as young refugees, IDPs, former child soldiers and young single mothers. The report also recommends that psycho-social services be made available at the community level. It goes on to say that this should be done by strengthening the capacity, ensuring sustainability, and by expanding the scope of existing services provided by civil society organizations and state institutions.

This project will therefore ensure that psychosocial systems are strengthened to provide the required support to priority communities. The project will develop targeted interventions to respond to mental health issues including interpersonal violence, suicide and substance abuse. With a view towards securing sustainable service provision the project will build capacity to provide mental health and psychosocial support at the community level, and upgrade the Mental Health and Psychosocial Health Information System and integrate it within the national platform. This component of the project will be implemented in close coordination with the psycho-social components under the transitional justice project, and the women and youth project.

Coherence with existing projects:

This project has been designed to build off and complement two specific interventions supported through the PBF's IRF, namely in the areas of conflict transformation at the local level and psycho-social support. It also has close links with other ongoing UN and partner interventions. Whilst these are regularly tracked through the PPP Partner Mapping Matrix maintained by the PBF Secretariat, the relevant agencies also ensure effective coordination through regular consultation with partners.

In the area of dialogues for social cohesion, in January 2017 the PBF Secretariat held an initial meeting amongst UN and GPI/YPI partners currently working on, or planning to work on dialogue related initiatives linked to reconciliation. The discussion served to inform the framing of UNDP's initiative under this project, and the group agreed to meet quarterly to ensure sustained coherence in programming and promotion of linkages. In terms of coordination with wider development partners working in this field, it is intended to utilise the existing Development Partners Working Group on Reconciliation.

The Peace Education component of this project was developed in consultation with relevant stakeholders in the existing working group on Education for Social Cohesion to ensure non-overlap and to promote coherence across programming. Most of the current interventions around promoting social cohesion and reconciliation in education are delivered through co-curricular activities. While this project will not concentrate on co-curricular activities, a strategy and related guidelines to monitor and evaluate such programmes will be developed through this project. Furthermore, existing partnerships to end violence against children mostly look into general issues prevailing at community level with very minimal focus on school settings. Therefore, this project would specifically look into violence in schools and will help build a safe schooling environment for children.

⁷ Ministry of Health, Nutrition and Indigenous Medicine, 2007 - 2017

⁸ WHO NCD Steps Survey, 2015

⁹ Ministry of Health, Nutrition and Indigenous Medicine, 2007 - 2017

Lastly, in the area of psychosocial support, a coordination platform was established in January 2017 by the PBF Secretariat to promote information sharing and joint planning amongst the active partners, with a particular focus on exploring how partners could collectively respond to relevant recommendations from the Report of the Consultations Taskforce. Whilst the UN agencies, Asia Foundation and GiZ are the largest partners supporting the Government in this area, there are also a number of local and international NGOs that incorporate counselling and psycho-social support into their programming.

Table 1 – Mapping of peacebuilding activities and gaps

Focus area	Source of funding (Government/development partner)	Key Projects	Duration of Projects	Budget in \$	Description of major gaps in the Outcome Area, programmatic or financial
UNDP: Dialogue for social cohesion	PBF IRF	In partnership with ONUR and the Centre for Peacebuilding and Reconciliation (CPBR), provided support to train front line government officers and local leaders in mediation skills	18 months until August 2017	c. \$300,000 as part of larger project	Select geographical areas, and awaiting results of impact assessment
Conflict Transformation - Equitas Canada and ICES	Canada	Equipping Communities to Resist Violent Conflict through improved mitigation strategies for inter-religious conflict	2017-2019	\$500,000	
Inter-faith dialogues The Asia Foundation with National Peace Council	UK	Support towards inter-faith dialogues	2016-2019	\$550,000	

UNICEF: Education for Social Cohesion and Peace	Germany through GIZ	1) Promote Social Cohesion through strengthening co-curricular activities and supporting 2NL 2) Strengthen psychosocial support system in education	April 2016 - March 2019	\$ 4,245,000	Focused mainly on programmes around co- curricular and extra- curricular activities in selected geographical area. Support secondary education in curricula related interventions
Education for Social Cohesion and Peace	The Gov of Australia through World Bank	1)Using extra- curricular activities to promote Social Cohesion among students and teachers through increased interactions. 2) A study on education services and access to justice are equitably distributed in Sri Lanka	Jan 2011 – Dec 2017		Focused on contact events through co- curricular and extra- curricular activities.
WHO : Psychosocial Support	PBF – IRF, through the UNDP Project	Strengthening Mental Health and Psycho- social support service provision to priority communities in Kilinochchi and Mullaitivu districts	8 months from December 2016 to July 2017	USD 120,000	Ongoing project that focuses on community based interventions and identification of mental health burden at district level. PPP will focus on reviewing these initiatives,

					drawing lessons learned and using them to inform programming under this project.
UNFPA: Psychosocial support	PBF (as part of the Women and Youth Project)	National and sub-national mechanisms are strengthened to provide psychosocial support to the victims of SGBV	April 2017 to September 2019	USD 110,000	Lack of sustainable capacity and funding to provide required psychosocial services to the victims of SGBV.at present.
IOM – Psychosocial support	PBF Transitional Justice Project	Psycho Social support – Victim case management system linked to the transitional justice mechanisms	April 2017 to September 2019	USD \$ 125,000	
The Asia Foundation Psychosocial Support	USAID	Victims of Trauma Treatment Programme, includes provision of psycho-social support and counselling and capacity strengthening of service providers	Initially 2010 until 2017, but under extension	\$3.4m (budget for 7 years until 2017)	

World Vision Australia, UNFPA	EU (EIDHR)	Improving mental health and reducing economic hardship of vulnerable women and communities in Northern Sri Lanka - Killinochchi and Mullaitivu	2016-2018	449,978	
GiZ	EU	Strengthen health clinics and practitioner networks to deliver psycho-social services for victims of conflict, particularly war widows and families of disappeared	2017-2020	Part of a larger EU grant to GiZ	

a. Objectives of PBF support and proposed implementation

a) Project outcomes, theory of change, activities, targets and sequencing:

The project adopts a multi-pronged approach towards promoting social cohesion and conflict prevention, with a strong focus throughout on measures aimed at building understanding and countering violence. Several areas are identified where policy reform and institutional strengthening can have a significant impact, and these are complemented with downstream piloting of the new approaches. The intention of the pilots is to catalyze change in high priority areas and gather evidence to inform policy design and scaling up of interventions.

Theory of Change: IF authorities committed to peacebuilding and healing develop, through inclusive consultative processes, policies and strategies that provide opportunities and mechanisms for groups involved in and affected by the conflict to interact and share lessons and experiences, AND to jointly participate in rebuilding, reconstruction and rehabilitation efforts between and amongst communities, THEN prospects for creating a society that is tolerant and lives in harmony are greatly enhanced.

The project aims to implement this theory of change through the following three outcome areas:

Outcome 1: Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels.

The Project proposes the creation and/or strengthening of inclusive mechanisms and processes to promote consensus-building, social cohesion and conflict transformation. The Project will adopt a

multilayered approach, in partnership with State and other institutions, and support the creation of nationally endorsed platforms for reconciliation, linking processes adopted by various government and non-government institutions at national, subnational and local levels.

At the national level, the project will work with institutions such as the Ministry of National Integration and Reconciliation, Ministry of National Dialogue, Co-existence and Official Languages, Ministry of Justice, SCRM and ONUR together with relevant District and Provincial authorities at the subnational and local levels. Civil society institutions and networks, particularly women's groups will also be engaged at all levels. Support across the different institutions will strengthen nationally owned infrastructures for peacebuilding and reconciliation and support the inclusion of diverse voices in reconciliation discourse.

Technical support will be provided to develop the required terms of reference for a coherent set of mechanisms and to clarify process flows between the institutions. Support will also be provided towards reviewing and consolidating relevant existing policies and action plans. Additionally, with a focus on strengthening existing capacities, the Project will support practical trainings on conflict sensitivity and principles of 'do no harm', together with conflict mitigation/transformation and support the designing of a simple and participatory early warning and response system.

Together the partners would agree upon a framework that helps build a dynamic network of institutions, with the local skills, capacities, resources, and tools to help build constructive relationships, and coherent structures, that enable the roll out of dialogue and early warning mechanisms in Sri Lanka, towards enhancing resilience and preventing relapse into violence.

The proposed outputs and activities are outlines below:

Output 1.1: Key institutions promote peacebuilding and reconciliation at the national and subnational levels in line with the PPP

1. Provide technical support to clarify and build consensus around a national level institutional framework¹⁰, to support a model for meaningful dialogue and conflict early warning and response.
2. Provide technical support for strategic planning for institutions with complementary/overlapping mandates, including to strengthen Terms of References for respective mandates/scope of work, ensuring complementarity with partner institutions.
3. Provide exposure/knowledge on the models of infrastructure for dialogue and early warning, including through South-South exchange and technical support to develop and adapt a sustainable model for Sri Lanka. Develop training curricula such as on conflict sensitivity for public sector officials towards institutionalizing dialogue and early warning practices.
4. Document the results and lessons of national and sub-national experience in supporting infrastructures for peacebuilding and reconciliation.

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.

1. Identify civil society organizations/networks, including women's groups, religious leaders and Co-existence Societies to form platforms to foster a culture of dialogue and engage in the design of a pilot early warning mechanism for emerging conflicts, including around natural disasters.¹¹.

¹⁰ Informed by a mapping of existing structures and institutional mandates.

¹¹ Note that engagements with youth will seek to link with the initiatives under the PBF Women and Youth project, the PBF Youth Promotion Initiative and the UNV initiative integrating volunteerism into disaster

2. Identify priority issues that require resolution at the local level, initiate dialogue to bridge the trust deficit and build momentum on peacebuilding.
3. Strengthen capacities of identified civil society organizations/networks with a focus on women's groups and frontline government officials, through practical trainings and awareness.
4. Support to create/strengthen a dialogue facilitator pool at the local level from amidst the identified networks and frontline government officials.
5. Support to adapt/design a model and tools which facilitate increased communication at the community level and pilot the early warning model.
6. Strengthen local capacities to monitor the overall process and any resulting changes
7. Identify key lessons learnt on the process of adapting the model

Outcome 2: Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities.

Output 2.1: Basic and higher education curricula and resource materials are revised and implemented to strengthen the development of competencies related to conflict resolution, civic engagement and conflict prevention

Quality and relevant education helps children and young people develop the skills, attitudes, and values that will help them grow into responsible citizens who contribute to building a more peaceful, and cohesive society. The school curricula is a key contributor to enhance these skills and competencies such as respect for diversity, understanding of the dynamics of conflicts, tolerance, conflict resolution etc., that are crucial to promote peace in the society. The Sri Lankan general education system delivers these competencies through the following co-subjects: (1) Life Competencies and Citizenship Education (Civic) and (2) Environment Related Activities (ERA) in junior secondary and primary education respectively. These subjects include many peace related concepts – for example, multi-cultural society, democracy, human rights, as well as interpersonal relationships. In addition, History has an important role to play in social cohesion in terms of how different ethnic groups and their leaders are represented and therefore what messages it gives out.

The review report of the 'National Policy on Education for Social Cohesion and Peace (2008)' found that despite the continuous effort to strengthen the curricula with peace and value related concepts, more work needed to be done in terms of assessing sensitive issues in the content to ensure that text books accommodate Sri Lanka's pluralistic society. The report recommends focus on ERA as a package by revising the content through practical examples, moving away from theory and using Civic Education to foster a whole school culture to promote peace. The curricula has to promote meaningful participation of students and would require linking Civic education to existing other co-curricular activities such as student parliament, school policies, student groups to observe peace in schools etc. Further recommendations include unbiased representation of groups and leaders in the past, and on demonstration of the roots of conflict in History education. In the efforts to review and revise the context of the curricula, the project will pay special attention to issues related to gender norms in Sri Lanka and will ensure gender equity is promoted and delivered through the revised content.

In the area of higher education, a post graduate diploma and a Masters in Conflict and Peace Studies exist at the University of Colombo and these courses will be enhanced with peace education concepts including global experiences. In addition, a designated peace education module will be developed and delivered through the network of Universities that fall under the purview of the Ministry of Higher Education (MoHE). This module is also aimed to help address the issues related to acute ragging¹² in Universities. Likewise, Civic Education/Peace Education

risk management.

¹² Ragging is a verbal, physical or psychological abuse on newcomers to educational institutions. Sri Lanka

will be incorporated to Technical and Vocational Education and Training (TVET) through a separate module.

Pursuing the above will include the activities below:

1. Support for the generation and dissemination of research on civic and history education effectiveness and conflict sensitivity, including curriculum and textbook content; teacher capacity development and civic education assessment frameworks
2. Support advocacy, awareness raising and sensitization of education stakeholders on the need for curriculum revisions, corresponding assessment systems and innovative pedagogical approaches to promote critical thinking and inquiry based learning
 - a. Workshops – communities of practice
 - b. Exchange visits to curriculum departments of countries who have a track record of developing conflict-sensitive textbooks and curriculum content
 - c. Mentorship through consultants
3. Provide technical assistance to relevant Government stakeholders (NIE; MoE; NCOEs; Examinations Department; MoHE) on curriculum reform, teacher development tools and assessment systems on action oriented, practical, inquiry based and conflict sensitive modalities for civic and history education
 - a. Mentorship
 - b. Workshops; communities of practice
4. Support the NIE in piloting of innovative civic and history education tools and approaches in selected Districts
5. Design, develop, test and roll-out a module on Peace Education for universities and TVET institutes

Implementation Strategy: UNICEF will work with the National Institute of Education in strengthening the integration of peace and social cohesion in primary and secondary curricula through a more practical and action based pedagogical approach. UNICEF together with GIZ will facilitate the formation of Technical Task Forces on selected subjects and will support their work proposing changes to the curricula content. UNESCO will lead the development of a component on reducing violence in universities that could be integrated to the introductory course in universities in Sri Lanka.

Output 2.2: Principals, teachers and school communities have enhanced capacities to prevent and resolve conflict, and promote civic engagement

Girls and boys in Sri Lanka face various forms of violence at home, in school and other community settings. Of particular concern is general acceptance of certain types of violence that is believed to help discipline children. Although the current policy framework prohibits use of corporal punishment in school settings, available evidence shows that it is widely favoured amongst the school community in dealing with conflict situations in the schools. Use of physical punishment is also favoured among parents, who believe this helps to teach good manners to unruly children. Bullying, harassment and sexual abuse are other types of violence that children experience in the community, including school. In the context of Sri Lanka's peacebuilding and social cohesion national agenda, prevention of violence and abuse against children is a key priority. In recognition of the challenges and as a demonstration of a political will to tackle the above issues, the Government has signed up to the Global Partnership to End Violence against Children 2016 as a Pathfinding Country. This Project will provide support to achieve a safe and protected environment in schools for children and to build a school environment, which promotes

is said to be its worst affected country in the world.

peace, social inclusion and conflict prevention. While a few academic studies have been undertaken to analyse aspects of violence against children in Sri Lanka from a very narrow perspective, no national level survey exists to inform policy and response mechanisms¹³. There is a need to invest in research and relevant pilot interventions in this area to generate evidence and to make concentrated efforts to prevent and end any forms of violence, including gender based violence against girls and boys in school settings. The output will be achieved through the following activities:

1. Support research on drivers of violence in schools
2. Promote awareness of School Community members and teachers on the need to protect children from abuse, violence and exploitation.
3. Develop teacher development materials for positive disciplining and skills-building to support conflict resolution.
4. Develop school community capacities to protect school children from violent attacks
5. Pilot of model approaches and scale up good practices.

Implementation Strategy: Given the long-term experience in implementing and mainstreaming the Child friendly Approach and drawing from its in-house knowledge on child protection programming, UNICEF would lead the implementation of this component and support the Government in developing, testing and rolling out resource materials and guidelines on positive classroom management approaches. UNICEF's effort will also complement the existing work done by German Technical Cooperation (GIZ) on psychosocial support.

Output 2.3: Research, monitoring and evaluation inform policies and programmes towards promoting peace through Education

There is an emerging need for specific evidence and knowledge on the role of education in promoting peace in Sri Lanka as the county envisages to build a strong integrated Sri Lankan community. Leveraging Education for peacebuilding needs a holistic analysis of when education could work for peacebuilding. In this respect, both qualitative and quantitative research in Education for social cohesion and peace with field-specific data is vital for designing evidence based policies and programmes targeting different groups. This project will support a holistic review of the education system, including its plans and policies through the analytical framework of the 4 Rs, namely Redistribution, Recognition, Representation and Reconciliation. The recommendation of the review report proposes to rerun the previous studies and baselines such as the 2004 Civic Education study and the 2007 Attitude survey on Social Cohesion. This project will support to generate evidence by undertaking research that would form the baseline for Education policies and related action plans. More particularly the project will support the integration of conflict sensitivity in education sector planning. Achieving the above output will require the activities below:

1. Develop frameworks, guidelines and tools based on the 4 R analytical framework to promote conflict-sensitive Education sector planning and policy making
2. Develop a Monitoring and Evaluation framework for Education for Social cohesion
3. Support a national research study on civic education in Sri Lanka
4. Support the revision of the 'National Policy on Education for Social Cohesion and Peace' and action plans based on research findings
5. Develop a dissemination strategy and establish a network among similar research initiatives in other countries.

¹³ Protecting Children from Violence: A Comprehensive Evaluation of UNICEF's Strategies Programme Performance, UNICEF HQ, 2015.

Implementation Strategy: UNICEF will support the MoE in developing the guidelines for conflict-sensitive education sector planning. UNICEF in collaboration with GIZ and the World Bank will support the national study on Civic Education.

Target Group: All school going children and university students will benefit from the interventions under output 2.1 and 2.3 that aim at curricula reforms and research system strengthening respectively, and will be conducted with government and relevant state institutions in the field of Education. Output 2.2 which contributes towards enhancing capacities to prevent and resolve conflict and promote peace, will have particular focus on children who are victims of all forms of violence in schools.

Geographical Focus: Many of the activities under this outcome area will be carried out at the national level since they relate to system strengthening in Education. Meanwhile, certain pilot initiatives and targeted trainings will be implemented in Northern, Eastern, Central and Uva Provinces.

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

WHO will work closely with the Ministry of Health, Nutrition and Indigenous Medicine to enhance psychosocial care and services. Taking into consideration the available capacities on the ground for psycho-social care, the strategy will focus on immediate community level support whilst also supporting Provincial and Regional partners to put in place strategies to strengthen coordination that aim to enhance capacities for individual care in the longer term.

The support under this pillar will be closely coordinated with related support from UNFPA and IOM under the two other PBF projects¹⁴. UNFPA will contribute to address the psychosocial support needs of women heads of household and victims of SGBV. The work will be carried out in partnership with Ministry of Health and its directorates, Ministry of Women and Child Affairs as well as with CSOs who are partners in the Forum Against GBV both at National and sub national levels. IOM meanwhile will work with the relevant line ministries (MoH), Transitional Justice Mechanisms (OMP, Reparations Office, Truth Seeking Mechanism), CSO's and victim associations to develop Victim Case Management Protocol and mechanisms to facilitate seamless, victim friendly and confidential referral and support for all victims in need of psychosocial support. The Victim Case Management Protocol will represent the link between the transitional justice and regular institutions.

The proposed outputs and activities under this project include:

Output 3.1: Coordination and coherence among offices within State institutions at central, provincial and district levels in delivering psychosocial services

1. Pilot the establishment of a Provincial Mental Health Action Plan that is built on the National Action Plan to address issues most relevant to the province
2. Establish referral pathways between multiple stakeholders in providing comprehensive psychosocial support to the beneficiaries ensuring the inclusion of vulnerable communities such as FHHs and victims and survivors of gender based and sexual violence.
3. Implement the Suicide Prevention Strategy at the district level

Output 3.2: Research and analysis of primary data inform policies and programmes towards promoting mental health

¹⁴ Whilst the three streams of psycho-social support will be closely coordinated, due to the size of the financial transactions the UNFPA and IOM support is channeled through other projects.

1. Conduct the National Prevalence Study on Mental Health Disorders as an initial step in assessing the mental health burden of the country through strengthened HR capacity. The study will focus on gender and age disaggregated data to support well informed policy decisions.
2. Facilitate comprehensive disaggregated data collection (gender, age, socio economic status), monitoring of trends and evidence based policy development for the means of addressing of health inequalities at the RDHS level.

Output 3.3: Increased capacity at community-level to promote more peaceful approaches to conflict within and among individuals

1. Capacity building of Community Support Organizations to address violence in their communities
2. District based multi stakeholder programmes to address violence related to alcohol and substance abuse.

Implementation Strategy: WHO will implement the programmes together with the MOH through working groups established at the subnational level in collaboration with governmental, nongovernmental and civil society stakeholders. Community based programmes will be delivered by the community leaders themselves as a means of ensuring sustainability.

Target Group:

The subnational level coordination mechanisms (output 3.1) will focus on including all social groups to enable access to services for all including vulnerable communities such as conflict affected, FHHs and youth. National and regional level data systems and collection mechanisms will be sensitive enough to gather disaggregated data in terms of gender, age and socio economic status to better inform future policy development. The community based programme (output 3.3) will focus predominantly on leaders at the community level including women’s groups to play a leadership role in reaching the community.

Geographical areas

For work at the sub-national level, the RUNUs across the PRF portfolio will look to concentrate and align their work in select geographical areas. This will ensure that the impact of PBF support is maximized in high priority areas, and synergies are exploited to the full extent across the PBF portfolio.

Five Provinces have been identified for common programming. These include the North, East, Central, North Central, and Southern Provinces. The potential peacebuilding dividend from working in each of these areas is considered significant for a combination of reasons including the potential to address long-standing conflict related grievances, and the potential to support the empowerment of highly marginalised areas. Within these Provinces, there will be a further focusing of interventions at the programming stage, to prioritise support in the highest priority districts, i.e. multi-ethnic areas (proxied by bilingual divisions), and areas that are outliers in terms of human development or negative coping mechanisms. In addition, Moneragala will be prioritised as part of the engagement of UNICEF and WHO due to an assessment of the potential in those areas for significant impact in education and mental health.

b) **Budget:**

Table 2: Project Output/Activity Budget

Output number	Output names	Output budget by RUNO	UN budget category (see	Any remarks (e.g. on types of inputs
---------------	--------------	-----------------------	-------------------------	--------------------------------------

			table below for list of categories)	provided or budget justification)
Outcome 1: Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels.				
Output 1.1	Key institutions promote peacebuilding and reconciliation at the national and subnational levels in line with the PPP	USD 150,000	1,4,5,6,7,8	These are estimated allocations, might be subject to change.
Output 1.2	Local level institutional arrangements to promote Civil society and local authorities pilot and scale up dialogue and early warning mechanisms to address existing and emerging conflicts in targeted locations.	USD 450,000	1,4,5,6,7,8	These are estimated allocations, might be subject to change.
Outcome 2: Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities				
Output 2.1	Basic and higher education curricula and resource materials are revised and implemented to strengthen the development of competencies related to the conflict resolution, civic engagement and conflict prevention	325,000	1,2,4,5,6,7,8	These are estimated amounts. Subject to change, if required. Indirect cost is apportioned in line with the direct programme cost under each output.
Output 2.2	Principals, teachers and school communities have enhanced capacities to prevent and resolve conflict, and promote civic engagement	175,000	1,2,4,5,6,7,8	These are estimated amounts. Subject to change, if required. Indirect cost is apportioned in line with the direct programme cost under each output.

Output 2.3	Research, monitoring and evaluations inform policies and programs towards promoting peace through Education	200,000	1,2,4,5,6,7,8	These are estimated amounts. Subject to change, if required. Indirect cost is apportioned in line with the direct programme cost under each output.
Outcome 3: Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes				
Output 3.1	Coordination and coherence among offices within State institutions at central, provincial and district levels in delivering psychosocial services	64,000	1, 4, 5, 8	Indirect cost is apportion according to the direct programme cost under each output
Output 3.2	Research and analysis of primary data inform policies and programs towards promoting mental health	130,000	1, 2, 4, 5, 7, 8	Indirect cost is apportion according to the direct programme cost under each output
Output 3.3	Increased capacity at community-level to promote more peaceful approaches to conflict within and among individuals	106,000	1, 2, 4, 5, 7, 8	Indirect cost is apportion according to the direct programme cost under each output
TOTAL		1,600,000		

Table 3: Project budget by UN categories

CATEGORIES	UNDP Tranche 1 (70%)	UNDP Tranche 2 (30%)	UNICEF Tranche 1 (70%)	UNICEF Tranche 2 (30%)	WHO Tranche 1 (65%)	WHO Tranche 2 (35%)	TOTAL
1. Staff and other personnel	49,000	21,000	73,500	31,500	29,250	15,750	220,000
2. Supplies, Commodities, Materials	0	0	7,000	3,000	13,000	7,000	30,000
3. Equipment, Vehicles, and Furniture (including Depreciation)	0	0	0	0	13,000	7,000	20,000
4. Contractual services	161,000	69,000	186,480	79,920	83,443	44,931	624,774
5. Travel	31,360	13,440	29,120	12,480	11,050	5,950	103,400
6. Transfers and Grants to Counterparts	112,700	48,300	133,000	57,000	0	0	351,000
7. General Operating and other Direct Costs	38,463	16,484	28,844	12,362	32,500	17,500	146,153
Sub-Total Project Costs	392,523.36	168,224	457,944	196,262	182,243	98,131	1,495,327
8. Indirect Support Costs*	27,477	11,776	32,056	13,738	12,757	6,869	104,673
TOTAL	420,000	180,000	490,000	210,000	195,000	105,000	1,600,000

* The rate shall not exceed 7% of the total of categories 1-7, as specified in the PBF MOU and should follow the rules and guidelines of each recipient organization. Note that Agency-incurred direct project implementation costs should be charged to the relevant budget line, according to the Agency's regulations, rules and procedures.

The second tranches of funding will be released when at least 75% of the first tranche has been utilised, and when the milestones below have been attained.

Agency	Milestones
UNDP	<ul style="list-style-type: none"> Local- level platforms for dialogue and early warning piloted in coordination with co-existence societies in 'hotspots' across north, east, north central and central provinces (Dec 2018)
UNICEF	<ul style="list-style-type: none"> Research on civic and history education effectiveness and conflict sensitivity, including curriculum and textbook content; teacher capacity development and civic education assessment frameworks conducted to generate evidence. (Dec 2018) Research on drivers of violence in schools conducted to promote awareness among school communities on the need to protect children from abuse, violence and exploitation (Dec 2018) Materials for positive disciplining and skills-building to support conflict resolution developed for teachers (Dec 2018)
WHO	<ul style="list-style-type: none"> Process for development of Provincial Mental Action Plan underway (June 2018) TOT for Community based violence prevention programme conducted

	(June 2018)
--	-------------

c) Capacity of RUNO(s) and implementing partners:

Table 4: Overview of RUNO funding in the country				
	RUNO	Key Source of Funding (government, donor etc)	Annual Regular Budget in \$	Annual emergency budget (e.g. CAP)
	UNDP	Core + Donor	15.5 million	N/A
	UNDP	Core + Donor	20 million	N/A
Agency	Expertise			
Peacebuilding expertise	UNDP has extensive experience working on peacebuilding initiatives in Sri Lanka, with expertise in sectors including human rights, economic recovery, governance, social cohesion, gender empowerment, and access to justice/rule of law. Under the PBF IRF, UNDP has been administering two projects; one which supports quick win initiatives for peacebuilding and supporting the Northern and Eastern Provincial Administration, and another which supports SCRM, the PBF Secretariat and the management of the flexible fund. UNDP's core mandate is also to support institution development, which is a key component of this project.			
Experience with Joint Programming	UNDP in Sri Lanka has experience in joint programming in the areas of strengthening governance capacities, local economic development, human rights, access to justice and environment protection. UNDP is also committed, along with the other UNCT members to Delivering as One, and implementing the Standard Operating Procedures. UNDP will also be one UN agency part of the Joint Programme (and also responsible for overall coordination and joint reporting), funded by EU-ICSP, to implement PPP priorities across the 4 Pillars.			
Summary of strengths/ value added that will be put to use in implementation	UNDP has a well-established relationship with the Government of Sri Lanka, as it works closely with the National, Provincial and District administration of the country. UNDP has well established relationships with institutions such as the Ministry of National Co-existence, Dialogue and Official Languages, SCRM and has also been supporting the work of ONUR. UNDP also has an extensive technical support network that can be accessed through its Regional Bureau and Headquarters and will leverage its comparative experience working on peacebuilding and reconciliation initiatives in other contexts in support Sri Lanka to build a model that works well for its unique context.			
M&E Capacity	UNDP's Country Office in Sri Lanka has a Management Support Unit (MSU) which has a dedicated Monitoring and Evaluation Analyst who extends technical knowhow and quality assurance for Results Based Monitoring and Evaluation for the UNDP programme portfolio, in keeping with UNDP's monitoring and evaluation guidelines. In addition, the programming unit in UNDP responsible for management of this project had a dedicated technical Monitoring, Evaluation and Knowledge Management Specialist. UNDP has experience implementing PBF projects under the IRF and is familiar with the guidelines and reporting templates.			

Table 4: Overview of RUNO funding in the country				
	RUNO	Key Source of	Annual Regular	Annual

		Funding (government, donor etc)	Budget in \$	emergency budget (e.g. CAP)
2016	UNICEF	Core + Donor	8.6 million	N/A
2017	UNICEF	Core + Donor	8.4 million	N/A
Agency	Expertise			
Peacebuilding expertise	UNICEF is well positioned as a lead agency in supporting the Government given its ongoing role in supportin/g peacebuilding interventions involving curriculum revisions, developing co-curricular programmes, teacher development and strengthening school planning processes, as well as its involvement in the development of ONUR’s roadmap and support to MoE in reviewing the National Policy on Education for Social Cohesion and Peace in 2016. UNICEF has also chaired the thematic working group on promoting peace through Education among development actors. At a global level, UNICEF has gained considerable expertise on programming for peace through Education under its global Peacebuilding Education and Advocacy Program (PBEA) which has been operational in 14 countries since 2011 resulting in a wealth of knowledge and lessons learned on how education can contribute to peace building under the flagship program ‘Learning for Peace’. In addition, UNICEF has programmes focusing on child rights, SGBV, access to juvenile justice and child survival and development.			
Experience with Joint Programming	UNICEF Sri Lanka has implemented joint programmes focusing on improving quality and access of social services for vulnerable groups in the area of health and nutrition, education, WASH and child protection. UNICEF recently facilitated integrated WASH and child protection programming together with UNHCR in its delivery of critical assistance to communities resettling in former high security zones, as a key component of ongoing peacebuilding and reconciliation efforts in the country. Through a joint project funded by the Peacebuilding Fund, UNHCR and UNICEF assisted all targeted families to return in safety and with dignity, and enabled them to restart their lives.			
Summary of strengths/ value added that will be put to use in implementation	In a changing country context, characterised by durable peace and economic growth, UNICEF is well-positioned, as the child rights arm of the UN, to engage with the Government of Sri Lanka in higher level policy processes by providing technical assistance that should lead to more equitable results for children, adolescents and women in the country. The proposed interventions will be implemented through UNICEF’s national and district offices in collaboration with relevant line ministries and departments, provincial and district authorities and civil society organisations. UNICEF has good work relationships with state institutions such as ONUR and SCRM and has been supporting their work aimed towards reconciliation. UNICEF also has expertise in communications and planning, monitoring and evaluation which contributes to key behaviour change objectives and fosters results-based programme management and project visibility.			
M&E Capacity	UNICEF Sri Lanka has a dedicated Planning, Monitoring and Evaluation unit whose task is to provide guidance and quality assurance to all planning, monitoring and evaluation processes. In addition, UNICEF has a robust monitoring and evaluation system which facilitates the assessment of progress at all levels – outputs, outcomes and impact in-line with national and international frameworks. UNICEF conducts annual reviews with partners and other relevant stakeholders to assess progress, share lessons learnt and plan for the following year. With regard to reporting, UNICEF Sri Lanka adheres to			

global standards ensuring quality results-based reporting.

Table 4: Overview of RUNO funding in the country

	RUNO 1: NAME?	Key Source of Funding (government, donor etc)	Annual Regular Budget in \$	Annual emergency budget (e.g. CAP)
2016 -2017	WHO (WHO budgets operate within a biennium plan and the current biennium is from 2016 - 2017)	WHO HQ – AC and VC funds GAVI CERF WHO-Sasakawa memorial health foundation UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND (Fleming Fund) PBF- IRF	2.4 million	669,000

Agency	Expertise
Peacebuilding expertise	WHO, being the lead UN agency on health and wellbeing, has been working with the Government of Sri Lanka since 1952 predominantly through the Ministry of Health, Nutrition and Indigenous Medicine (MOH) in uplifting the standards of the health system in the country. Following the Tsunami in 2004 a lot of effort has been focused in the development of psychosocial services for which WHO has provided technical input into strengthening policies, assessing and implementing needs based programmes and building capacity of human resources. Similarly WHO has supported the health sector in the country during and post conflict era to ensure that the psychosocial needs are addressed.
Experience with Joint Programming	WHO has been engaged in joint programming with UN agencies in Sri Lanka on issues of disaster response, nutrition, psycho-social support and SGBV.
Summary of strengths/ value added that will be put to use in implementation	Together with the support received from the HQ and Regional offices, WHO has been able to facilitate initiatives in developing the first mental health policy in the country, initiating community based rehabilitation and consumer and carer groups, facilitating specialized training for MOH staff and other stakeholders of the multidisciplinary team such as counsellors, social workers and occupational therapists. Currently the NCD and Mental Health Unit in WHO Sri Lanka is engaged in a variety of activities with the MOH, Ministry of Education, Ministry of Social Empowerment and Welfare, Ministry of Women and Child Affairs and many other professional bodies and partners in the field.
M&E Capacity	WHO has its organizational guidelines on monitoring and reporting that are applicable for the proposed project. In addition, the programmes will benefit from the routine M&E systems in place both at national and sub national levels within the key line ministries. Furthermore, there will be periodic project review meetings with relevant partners to track the progress of the project.

b. Management and coordination

a) Project management:

The overall project will be coordinated by UNICEF as the lead agency. UNICEF will also be responsible for providing consolidated progress reports through the PBF Secretariat to PBSO.

Each RUNO will be accountable for managing the respective allocated resources and achievement of identified results.

The use of funds will be in accordance with this project document, and in keeping with the rules and regulations of each RUNO. Oversight will be provided by the Peacebuilding Board.

An overall coordination mechanism which will meet quarterly, led by UNICEF. Additionally, three Working Groups, based on each Outcome will be set up under the Project, for the purpose of approving annual work-plans, reviewing progress reports, advising on bottlenecks and challenges, and conducting bi-annual lessons learned and review sessions. The Working Groups will be convened by each RUNO, and the results of these meetings will feed into the Peacebuilding Board, through UNICEF and the PBF Secretariat.

The first Working Group will be established for Outcome 1 consisting of the Ministry of National Integration and Reconciliation, Ministry of National Dialogue, Co-existence and Official Languages, SCRM and ONUR, relevant Provincial and District partners, and UNDP, to support the effective day to day management of Outcome 1 of the project.

The second Working Group for Outcome 2 will be established by UNICEF and it will be comprised of the Ministry of Education, National Institute of Education, ONUR, National Education Research and Evaluation Centre, Ministry of Women and Child Affairs, National Child Protection Authority, Department of Probation and Childcare Services and other relevant national, provincial and district level partners. UNICEF will also closely work with development partners working in the area of Education for Social Cohesion such as the GIZ and the World Bank to ensure complementarity.

To manage Outcome 3, WHO will establish the third working group with stakeholders such as the Directorate of Mental Health under the Ministry of Health, Ministry of Women and Child Affairs, Ministry of Social Empowerment and Welfare including relevant provincial, district level partners and Community Based Organizations. WHO will also coordinate with UNFPA and IOM through the working group in terms of delivering psychosocial programmes.

With the support from the RUNOs, UNICEF will convene at least one annual meeting with all the project partners, including representation from all the line ministries to review the overall progress of the pillar over the year of implementation, discuss challenges/ constraints and will plan for the following year.

In terms of geographical focus, the project will undertake a comprehensive approach primarily concentrating on nation level interventions combined with specific project activities piloted in the Northern, Eastern, Central and Uva provinces. District level interventions will be explored and designed as complementarities and synergies evolve during the course of implementation. The project will use the existing coordination structures within central and provincial governments and will ensure linking up any models/ platforms established under the project with the existing structures. Linkages with the other components will be done during the testing of these models/platforms and will ensure the relevant partners are engaged throughout the process. Any changes in

project management both programmatic and financial will be be notify to the PBF Secretariat while keeping UNICEF in the loop. The secretariat will further communicate with PBSO and facilitate with the processed required in this regard.

b) **Risk management:**

Table 5 – Risk management matrix

Risks to the achievement of PBF outcomes	Likelihood of occurrence (high, medium, low)	Severity of risk impact (high, medium, low)	Mitigating Strategy (and Person/Unit responsible)
Change in government's overall commitment to reconciliation and peacebuilding in Sri Lanka, following Human Rights Council sessions in March 2017.	Medium	High	The UN will engage at the highest levels to encourage maintaining momentum of reconciliation and peacebuilding commitments/efforts, which would enable programming support to be provided.
Lack of political and government commitment from across all relevant institutions to engage with a dialogue platform	High	High	While there are champions within Government for this proposal, the UN will engage at the highest levels to help build consensus across the full array of partners. Regular dialogue will be maintained with key institutions to maintain buy-in.
Limited engagement by frontline officials to engage in community level dialogue initiatives	Medium	High	Secure approval from the respective Supervisors and also national level reporting Ministries for approval for officials to engage in the initiatives.
Unexpected structural changes within the ministries owing to upcoming local government election	High	High	Close monitoring of the situation and adopt appropriate advocacy and response measures
Potential protest within the education system related to proposed changes in curricula of certain subjects	High	High	Include curricula review panel members from the time of inception and ensure strong steering from the senior level officials.
WHO: Some community health sector workers may have limitations in resources (transport, infrastructure) to ensure the inclusion of as many people in the community as required	Medium (depends on the geographical area and the population density)	Medium (since the community based programmes are introspective and personal skill building	Inclusion of the CBO leaders as partners in resource mobilization and delivery of programmes reduces the burden on community health sector workers and ensures the sustainability of the programme.

		it would have a benefit on the participants regardless of the numbers)	
--	--	------------------------------------------------------------------------	--

c) Monitoring & Evaluation:

The project will be monitored in accordance with the Results Framework (Annex B). UNDP, UNICEF, and WHO will be responsible for monitoring their respective scope of work, with technical support from government partners and partner UN agencies as and when required. Focus will be on process monitoring and tracking of lessons and best practices. Comparative learning will also be factored into the M&E processes.

In relation to Outcome 1, the project proposes a primarily qualitative approach of recording processes and strategies adopted by the various stakeholders throughout the duration of the project against defined benchmarks. As part of this approach, the project will aim to build monitoring pathways for communities to channel their ideas, observations and concerns. Baseline data may also be extracted from findings of the peacebuilding perception survey conducted in 2014 and 2016 and Consultations Task Force Reports.

Outcome 2 will adopt a qualitative and quantitative approach in terms of assessing progress in line with the project milestones. Findings from existing studies in the area under Education for Social Cohesion will be used as a baseline. More specifically, monitoring systems including progress reports by partners, monitoring visits, and periodic reviews with partners and stakeholders will be employed to assess the quality, timeliness and effective reach of services. This serves to refine implementation strategies, document good practices and lessons learned and adopt risk mitigating actions.

Outcome 3 will utilize both qualitative and quantitative methods for monitoring the progress of the projects depending on the nature of the outcomes. The community based programmes will be monitored qualitatively through an independent body utilizing perspective surveys and perceived behavioral changes. The quantitative progress monitoring of data management and coordination mechanisms will be built in through the programme design.

In addition, the PBF Secretariat and SCRM, in collaboration with PBSO, will also work jointly to monitor and evaluate implementation of the PPP, under the overall guidance of the Peacebuilding Board. This will include:

- i) Undertaking an evaluability assessment of the PPP during the first year of operation
- ii) Providing technical support to the National Peacebuilding Perceptions Survey, to track PPP outcome level indicators
- iii) Commissioning the Mid-Term Partnership Review of the PPP
- iv) Undertaking monitoring visits to PPP initiatives
- v) Preparing the Annual Report on the PPP
- vi) Supporting the Final evaluation of the PPP
- vii) Bi-annual progress reviews of the PPP, to document lessons learnt and good practices.

d) Administrative arrangements (This section uses standard wording – please do not remove)

The UNDP MPTF Office serves as the Administrative Agent (AA) of the PBF and is responsible for the receipt of donor contributions, the transfer of funds to Recipient UN Organizations, the

consolidation of narrative and financial reports and the submission of these to the PBSO and the PBF donors. As the Administrative Agent of the PBF, MPTF Office transfers funds to RUNOS on the basis of the signed Memorandum of Understanding between each RUNO and the MPTF Office.

AA Functions

On behalf of the Recipient Organizations, and in accordance with the UNDG-approved “Protocol on the Administrative Agent for Multi Donor Trust Funds and Joint Programmes, and One UN funds” (2008), the MPTF Office as the AA of the PBF will:

- Disburse funds to each of the RUNO in accordance with instructions from the PBSO. The AA will normally make each disbursement within three (3) to five (5) business days after having received instructions from the PBSO along with the relevant Submission form and Project document signed by all participants concerned;
- Consolidate narrative reports and financial statements (Annual and Final), based on submissions provided to the AA by RUNOS and provide the PBF consolidated progress reports to the donors and the PBSO;
- Proceed with the operational and financial closure of the project in the MPTF Office system once the completion is notified by the RUNO (accompanied by the final narrative report, the final certified financial statement and the balance refund);
- Disburse funds to any RUNO for any costs extension that the PBSO may decide in accordance with the PBF rules & regulations.

Accountability, transparency and reporting of the Recipient United Nations Organizations

Recipient United Nations Organizations will assume full programmatic and financial accountability for the funds disbursed to them by the Administrative Agent. Such funds will be administered by each RUNO in accordance with its own regulations, rules, directives and procedures.

Each RUNO shall establish a separate ledger account for the receipt and administration of the funds disbursed to it by the Administrative Agent from the PBF account. This separate ledger account shall be administered by each RUNO in accordance with its own regulations, rules, directives and procedures, including those relating to interest. The separate ledger account shall be subject exclusively to the internal and external auditing procedures laid down in the financial regulations, rules, directives and procedures applicable to the RUNO.

Each RUNO will provide the Administrative Agent and the PBSO (for narrative reports only) with:

- Bi-annual progress reports to be provided no later than 15 June;
- Annual progress reports to be provided no later than 15 November;
- Final (end of project) narrative reports, to be provided no later than three months after the operational closure of the project;
- Annual financial statements as of 31 December with respect to the funds disbursed to it from the PBF, to be provided no later than four months (30 April) after the end of the calendar year;

- Certified final financial statements after the completion of the activities in the approved programmatic document, to be provided no later than six months (30 June) of the year following the completion of the activities.
- Unspent Balance at the closure of the project would have to be refunded and a notification sent to the MPTF Office, no later than six months (30 June) of the year following the completion of the activities.

Ownership of Equipment, Supplies and Other Property

Ownership of equipment, supplies and other property financed from the PBF shall vest in the RUNO undertaking the activities. Matters relating to the transfer of ownership by the RUNO shall be determined in accordance with its own applicable policies and procedures.

Public Disclosure

The PBSO and Administrative Agent will ensure that operations of the PBF are publicly disclosed on the PBF website (<http://unpbf.org>) and the Administrative Agent's website (<http://mptf.undp.org>).

Annex A: Project Summary (to be submitted as a word document to MPTF-Office)



**PEACEBUILDING FUND
PROJECT SUMMARY**

Project Number & Title:	Promoting Reconciliation in Sri Lanka	
Recipient UN Organization:	UNICEF, UNDP and WHO	
Implementing Partner(s):	<p><u>Government</u> 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><u>CSO</u> Women Rural Development Society Others to be identified</p> <p><u>UN Agencies</u> UNESCO</p>	
Location:	Sri Lanka	
Approved Project Budget:	USD1,600,000	
Duration:	Planned Start Date: April 2017	Planned Completion: Sept 2017

Brief project Description:	The project aims to contribute to national reconciliation efforts with specific focus on initiatives that strengthen inter-ethnic relationships and mutual understanding to support vertical and horizontal consensus. It also includes a focus on strengthening psychosocial support systems, in light of the peacebuilding and transitional justice processes that are taking shape, and thus aims to contribute to healing and reconciliation at the community level.
Project Outcomes:	<ol style="list-style-type: none"> 1. Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels. 2. Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities. 3. Conflict-related mental health issues are addressed to reduce inequalities and promote greater civic engagement in reconciliation processes.
PBF Focus Area:	2.1, 2.3 and 4.1
Gender marker:	2
Project Activities	<p><u>Outcome 1</u></p> <p><i>Output 1.1:</i></p> <ol style="list-style-type: none"> 1. Provide technical support to clarify and build consensus around a national level institutional framework¹⁵, to support a model for meaningful dialogue and conflict early warning and response. 2. Provide technical support for strategic planning for institutions with complementary/overlapping mandates, including to strengthen Terms of References for respective mandates/scope of work, ensuring complementarity with partner institutions. 3. Provide exposure/knowledge on the models of infrastructure for dialogue and early warning, including through South-South exchange and technical support to develop and adapt a sustainable model for Sri Lanka. Develop training curricula such as on conflict sensitivity for public sector officials towards institutionalizing dialogue and early warning practices. 4. Document the results and lessons of national and sub-national experience in supporting infrastructures for peacebuilding and reconciliation. <p><i>Output 1.2:</i></p> <ol style="list-style-type: none"> 1. Identify civil society organizations/networks, including women’s groups, religious leaders and Co-existence Societies to form platforms to foster a culture of dialogue and engage in the design of a pilot early warning mechanism for emerging conflicts, including around natural disasters.¹⁶ 2. Identify priority issues that require resolution at the local level, initiate dialogue to bridge the trust deficit and build momentum on peacebuilding. 3. Strengthen capacities of identified civil society organizations/networks with a focus on women’s groups and frontline government officials, through practical trainings and awareness.

¹⁵ Informed by a mapping of existing structures and institutional mandates.

¹⁶ Note that engagements with youth will seek to link with the initiatives under the PBF Women and Youth project, the PBF Youth Promotion Initiative and the UNV initiative integrating volunteerism into disaster risk management.

	<ol style="list-style-type: none"> 4. Support to create/strengthen a dialogue facilitator pool at the local level from amidst the identified networks and frontline government officials. 5. Support to adapt/design a model and tools which facilitate increased communication at the community level and pilot the early warning model. 6. Strengthen local capacities to monitor the overall process and any resulting changes 7. Identify key lessons learnt on the process of adapting the model <p><u>Outcome 2</u></p> <p><i>Output 2.1:</i></p> <ol style="list-style-type: none"> 1. Support for the generation and dissemination of research on civic and history education effectiveness and conflict sensitivity, including curriculum and textbook content; teacher capacity development and civic education assessment frameworks 2. Support advocacy, awareness raising and sensitization of education stakeholders on the need for curriculum revisions, corresponding assessment systems and innovative pedagogical approaches to promote critical thinking and inquiry based learning <ol style="list-style-type: none"> a. Workshops – communities of practice b. Exchange visits to curriculum departments of countries who have a track record of developing conflict-sensitive textbooks and curriculum content c. Mentorship through consultants 3. Provide technical assistance to relevant Government stakeholders (NIE; MoE; NCOEs; Examinations Department; MoHE) on curriculum reform, teacher development tools and assessment systems on action oriented, practical, inquiry based and conflict sensitive modalities for civic and history education <ol style="list-style-type: none"> a. Mentorship b. Workshops; communities of practice 4. Support the NIE in piloting of innovative civic and history education tools and approaches in selected Districts 5. Design, develop, test and roll-out a module on Peace Education for universities and TVET institutes <p><i>Output 2.2:</i></p> <ol style="list-style-type: none"> 1. Support research on drivers of violence in schools 2. Promote awareness of School Community members and teachers on the need to protect children from abuse, violence and exploitation. 3. Develop teacher development materials for positive disciplining and skills-building to support conflict resolution. 4. Develop school community capacities to protect school children from violent attacks 5. Pilot of model approaches and scale up good practices. <p><i>Output 2.3:</i></p> <ol style="list-style-type: none"> 1. Develop frameworks, guidelines and tools based on the 4 R analytical framework to promote conflict-sensitive Education sector planning and policy making 2. Develop a Monitoring and Evaluation framework for Education for
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Social cohesion</p> <ol style="list-style-type: none"> 3. Support a national research study on civic education in Sri Lanka 4. Support the revision of the ‘National Policy on Education for Social Cohesion and Peace’ and action plans based on research findings 5. Develop a dissemination strategy and establish a network among similar research initiatives in other countries. <p><u>Outcome 3</u></p> <p><i>Output 3.1:</i></p> <ol style="list-style-type: none"> 1. Pilot the establishment of a Provincial Mental Health Action Plan that is built on the National Action Plan to address issues most relevant to the province 2. Establish referral pathways between multiple stakeholders in providing comprehensive psychosocial support to the beneficiaries ensuring the inclusion of vulnerable communities such as FHHs and victims and survivors of gender based and sexual violence. 3. Implement the Suicide Prevention Strategy at the district level <p><i>Output 3.2:</i></p> <ol style="list-style-type: none"> 1. Conduct the National Prevalence Study on Mental Health Disorders as an initial step in assessing the mental health burden of the country through strengthened HR capacity. The study will focus on gender and age disaggregated data to support well informed policy decisions. <p><i>Output 3.3:</i></p> <ol style="list-style-type: none"> 1. Capacity building of Community Support Organizations to address violence in their communities 2. District based multi stakeholder programmes to address violence related to alcohol and substance abuse
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Annex B – PRF Project Results Framework

Country name: Sri Lanka							
Project Effective Dates: April 2017 to September 2019							
Brief Theory of Change: IF authorities committed to peacebuilding and healing develop, through inclusive consultative processes, policies and strategies that provide opportunities and mechanisms for groups involved in and affected by the conflict to interact and share lessons and experiences, AND to jointly participate in rebuilding, reconstruction and rehabilitation efforts between and amongst communities, THEN prospects for creating a society that is tolerant and lives in harmony are greatly enhanced.							
Outcomes	Outputs	Indicators	Means of Verification	2017	2018	2019	Milestones
Outcome Statement 1: Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels..		Output Indicator 1.a: Pilot approach/es formally adopted/incorporated by government and civil society into sustainable local dialogue and early warning mechanisms. Baseline: 0 Target: At least 1	Resolutions, Policy statements Budgetary allocation Staff time allocation Meetings minutes				1
		Outcome Indicator 1b # of incidents responded to/mediated in target locations Baseline n/a Target					
		Outcome Indicator 1c.% of women members in dialogue/early warning platforms Baseline: n/a Target: At least 30%					
		Outcome Indicator 1.d Nationally endorsed	Document/Policy Institutional				

		platforms for reconciliation, linking processes adopted by various government and non-government institutions at national, subnational and local levels created Baseline: 0 Target: At least 1	frameworks/strategies															
	Output 1.1: Key institutions promote peacebuilding and reconciliation at the national and subnational levels in line with the PPP	Output Indicator 1.1.1: # of policies and plans developed or revised by key institutions that are informed by the technical support provided Baseline: 0 Target: TBD	UNDP internal M&E							1	1	1	1					
		Output Indicator 1.1.2: Production of knowledge product/s that describe processes undertaken and key lessons learned together with stakeholder feedback Baseline: 0 Target: TBD								1	1	1	1					
	Output 1.2: Civil society and local	Output Indicator 1.2.1: # of pilot approaches tested	UNDP internal M&E							1	1	1	1					

	authorities pilot and scale up dialogue and early warning mechanisms to address existing and emerging conflicts in targeted locations.	Baseline: 1 Target: TBD																
		Output Indicator 1.2.2: Feedback from participants and key stakeholders on the pilot approaches Baseline: 0 Target: Active feedback and based on which steps will be jointly taken to formalize selected approaches	TBD						1	1	1	1						
Outcome Statement 2: Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities		Indicator 2.a: % of people that feel that people from other ethno-religious communities are trustworthy. Baseline: TBD Target: TBD	Peace building Survey conducted by PBF/RCO															
		Outcome Indicator 2 b: % of schools in the targeted areas implementing school level policy recommendations. [Policy on school peace/bullying, Using co-curricular activities to make civic	School Plans Monitoring reports															

		education more practical]																
		Baseline: TBD Target: TBD																
	Outcome Indicator 2 c : : % reduction of incidents of school violence (corporal punishment, bullying) in target schools and universities	School & university records																
	Output 2.1: Basic and higher education curricula and resource materials are revised and implemented to strengthen the development of competencies related to the conflict resolution, civic engagement, conflict prevention	Output Indicator 2.1.1: Basic education curricula are revised towards a stronger focus on peace and reconciliation, including with attention to how gender norms are portrayed, piloted and rolled out nation-wide.	Document UNICEF internal monitoring reports															
		Baseline: TBC Target: TBC																
		Output Indicator 2.1.2: Module on Peace education developed and	Document monitoring reports															

		<p>rolled-out for higher education</p> <p>Baseline: 0 Target: developed and rolled to all state universities</p>																
	Output 2.2: Principals, teachers and school communities have enhanced capacities to prevent and resolve conflict, and promote civic engagement.	<p>Output Indicator 2.2.1: # of schools undertaking initiatives to address social problems in the targeted areas</p> <p>Baseline: TBD Target: TBD</p>	School and zonal Records															
		<p>Output 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</p> <p>Baseline: 0 Target: TBD</p>	Training evaluation records and Pre & post training self-assessments															
	Output 2.3: Research, monitoring and evaluations inform	<p>Output Indicator 2.3.1 No. of research studies conducted and</p>	NEREC reports Monitoring reports															

	policies and programs towards promoting peace through Education	disseminated Baseline: 0 Target: TBD																	
		Output Indicator 2.3.2: # of policy and regulatory instruments launched for Peace Baseline:2 Target: at least1	Documents MoE/NEC data Monitoring reports																
Outcome Statement 3: Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes		Outcome Indicator 3 a: Degree of change in incidents of resorting to violence in target communities. Baseline: Target:																	
		Outcome Indicator 3 b % of participants (gender disaggregated) who report positive behaviors regarding conflict Baseline: Target:																	
		Outcome Indicator 3c: Incidence of negative coping behaviours in focus Provinces/Districts	National Health Bulletin, MOH Medical Officer of Health (MOH)																

		<ul style="list-style-type: none"> • Deliberate Self-Harm rate – XX • Suicide Rate – XX • Domestic Violence rate – XX • GBV rate – XX • Child Abuse rate – XX <p>(gender disaggregated if available)</p>	Division data												
	Output 3.1 Coordination and coherence among offices within State institutions at central, provincial and district levels in delivering psychosocial services	<p>Output Indicator 3.1.1 Systems in place for monitoring and reviewing cross-referrals</p> <p>Baseline: 0 Target: TBC</p>	Documented multi-stakeholder referral system at the district level.			1	1	1	1	1	1	1		Documenting and agreeing upon referral pathways among multiple stakeholders in MH.	
		<p>Output Indicator 3.1.2 Adoption of a Provincial Mental Health Action Plan</p> <p>Baseline: 0 Target: 2 provinces</p>	Provincial Mental Health Action Plan					1	1	1				<p>Review the National MH Action Plan at the provincial level.</p> <p>Define provincial priorities with multi-stakeholder collaboration.</p> <p>Adoption the priorities by the provincial government</p>	
		<p>Output Indicator 3.1.3 Adoption of a Deliberate</p>	District DSH Prevention Strategy							1	1	1		Multiple stakeholders to analyze district	

		<p>Self-Harm Prevention strategy at district level with attention to the different needs of women and men</p> <p>Baseline: 0 Target: 4 districts</p>													<p>based suicide and self-harm data to understand district based priorities and available resources.</p> <p>Document the district based suicide prevention strategy</p> <p>Gain feedback from WHO regional and HQ counterparts where necessary</p>
	Output 3.2 Research and analysis of primary data inform policies and programs towards promoting mental health	<p>Output Indicator 3.2.1 Availability of National gender disaggregated data on prevalence of Mental Health issues</p> <p>Baseline: 0 Target:</p>	National Mental Health Prevalence Study			1	1	1	1	1	1	1	1	1	<p>Conduct the prevalence survey on Mental Health Issues in the country</p> <p>Data analysis</p> <p>Recommendations of the study published</p>
		<p>Output Indicator 3.3.2 HR Capacity developed to address the data needs</p> <p>Baseline:0.5 Target: at least1, with evidence of sustainability</p>	<p>Improved data management system</p> <p>Allocation and training of dedicated personnel for data management</p>												<p>Assess the existing data collection mechanisms</p> <p>Follow a collaborative approach with stakeholders from the field and technical experts on</p>

