

# Final Evaluation

## Promoting Reconciliation in Sri Lanka

UNDP/UNICEF/WHO

### Evaluation Report

7 May 2021

Institute for Participatory Interaction in Development  
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Dehiwala, Sri Lanka



## Acronyms and Abbreviations

CAN-MH	Consumer Action Network for Mental Health
CBO	Community-based Organisation
CRPO	Child Rights Protection Officer
CSO	Civil Society Organisation
DS	Divisional Secretary
FGD	Focus Group Discussions
GoSL	Government of Sri Lanka
IPDT	Institute for Professional Development
IPID	Institute for Participatory Interaction in Development
KII	Key Informant Interviews
MoE	Ministry of Education
MoH	Ministry of Health
NCEASL	National Christian Evangelical Alliance of Sri Lanka
NCOE	National Colleges of Education
NEREC	National Education Research and Evaluation Centre
NIE	National Institute of Education
NIMH	National Institute of Mental Health
ONUR	Office of National Unity and Reconciliation
PBF	UN Secretary-General's Peacebuilding Fund
PDHS	Provincial Director of Health Services
RDHS	Regional Director of Health Services
RUNO	Recipient United Nations Organizations
SCRM	Secretariat for Coordinating Reconciliation Mechanisms
SLIDA	Sri Lanka Institute of Development Administration
UGC	University Grants Commission
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
USD	US Dollar
WHO	World Health Organisation

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## Executive Summary

**The Project,** *Promoting Reconciliation in Sri Lanka* with USD 1.6 million was funded by the Peacebuilding Fund of the UN and implemented from April, 2017 to August 2019. The Project was extended up to 31 December 2020 with financial closure on 30 September 2020. The Project's peacebuilding efforts are implemented by UNDP, UNICEF and WHO through three Outcomes, viz., (a) Promoting processes for social cohesion and conflict prevention (UNDP), (b) improving education system to support inter-personal and inter-group understanding and interaction (UNICEF), and (c) addressing conflict-related mental health and psychosocial issues (WHO). The Project was implemented at the National level as well as in the Northern, Eastern, Uva, and Central provinces.

**The Evaluation:** The purpose of the evaluation is to provide lessons for future peacebuilding initiatives to the Government counterparts, UN agencies and implementing partners, and the Peacebuilding Fund. The objective of this summative evaluation, carried out between November 2020 to March 2021, is to assess relevance, efficiency, effectiveness, progress towards outcomes, sustainability, gender and conflict sensitivity of the Project as well as the effectiveness of monitoring and evaluation. The evaluation was commissioned by UNICEF. The evaluation methodology consisted of desk review of documents, 90 key informant interviews, 33 Focus Groups Discussions, and a physical assessment of 11 schools for civic education and positive discipline. A questionnaire was administered to 33 beneficiaries to assess the performance of livelihood assistance initiative. Because of COVID-19 pandemic, virtual data collection methods were used in Key Informant Interviews. The evaluation faced several limitations, viz., difficulties with identifying key informants and arranging interviews (Component # 1); delays in obtaining key documents from RUNOs; absence of critical information on project implementation; and extended closure of schools due to COVID-19.

**Relevance:** The Project is well aligned with Government's policies and strategies especially supporting UNHCR Resolution 30/1, and the National Policy on Education for Social Cohesion and Conflict Resolution and Reconciliation. It builds on Articles 28/29 of the Convention of the Rights of the Child of UNESCO framework of Global Citizenship. The psychosocial component addresses the mental health and psychosocial issues in the reconciliation process and in a conflict-related milieu in the overall peace building efforts. The Project is also aligned with the Peacebuilding Priority Plan (PPP) for Sri Lanka.

**Effectiveness:** Overall progress is weak, and targets have not been achieved. Project delivery has suffered from inadequate coordination amongst UN Agencies and connectivity amongst the implementing partners. A common understanding of the 'Project' amongst implementers was not evident at different levels. Absence of a designated 'Project Manager' for overall coordination and timely implementation has affected effectiveness. These delays have been exacerbated by the Easter Sunday attack of 2019 and COVID-19 pandemic. Additionally, the dissolution/disengagement of the relevant Government agencies in 2019/2020 has significantly affected effectiveness.

The Project, however, made adjustments to address critical gaps in government funding for emergency work after the Easter Sunday attack of 2019 and COVID-19 pandemic. With the disengagement of ONUR, funds were utilized for a research study on violence and to provide livelihood support to ex-combatants. The *modus operandi* of implementing this initiative via Government agencies was apt albeit it did not provide the desired outcomes. The Project's approach of implementation through CSOs could have been more effective if the connectivity amongst CSOs was better.

Whilst the Project's design has considered the pathways for peacebuilding, its Theory of Change does not capture the philosophy of UN Joint Programming reflecting the need for integrated responses to the issues. In Project management, programmatic coordination has not been effective. The Project neither prepared annual workplans nor a monitoring and evaluation plan. As a result of weak monitoring, major delays in delivery of outputs do not appear to have drawn the attention of UN agencies.

**Efficiency:** The evaluation did not analyse financial information as output-based expenditures were not available. Yet, there was general indication that the allocations made to work packages were more than adequate; the Project did not assess some deliverables for value-for-money.

**Progress towards Outcomes:** Limited project progress at the output level has hindered the Project's ability to contribute to outcomes. In Component # 1, Project's initiatives at policy level have not proceeded to the level expected with delayed delivery or abandoning outputs due to the closure of the Secretariat for Coordinating Reconciliation Mechanisms and disengagement of Office for National Unity and Reconciliation in 2019/2020. The social cohesion module introduced to Sri Lanka Institute for Development Administration is noteworthy, but its continuation could not be ascertained.

In the education component (# 2), delivery has been affected by the limited level of understanding of the innovative concepts of civic education and positive disciplining amongst CSO partners, and delays and the inability to complete work. The social cohesion work has not been taken up evenly across the schools. The School Development Plans have not factored in the activities promoted by the Project into their planning processes. Monitoring of project work in schools was weak. The E-platform is fully implemented only at one school, because the school has trained staff and enthusiastic parents and students.

In regard to positive discipline, schools lack facilities that are conducive for learning and social and emotional growth. Of the children, 3.2% did not feel safe and protected at school; 4% did not feel protected and safe at home; 10% did not feel that teachers engaged them interactively; 9% did not like to work in groups and in supporting peers; and 21% did not feel they had the ability for tolerance and anger management. The evaluation found that 89% of the parents continue to beat children as the most effective form of discipline; 42% use harsh language; 33% do not establish rules of behaviour and encourage good behaviour; 29% do not have a daily routine or structure at home; and 24% do not demonstrate anger management and self-restraint. The progress could have been better demonstrated if there was a baseline, technically sound common modules with provision for adaptation across the Provinces and sectors of living, and regular review. Work with the University Grants Commission and the National Institute of Education has not been completed.

In Component # 3, the Project supported the preparation of the National Mental Health Policy (2019-2030) and the Action Plans have been approved by the Cabinet of Ministers in December, 2020. The Project's work on mapping mental health and psychosocial services using the IASC 4Ws tool has not been taken to a completion due to lack of access to data. The National Suicide Prevention Strategy, developed with Project's support is yet to be approved. The Project developed a suicide registry and a hospital-based suicide attempt surveillance system for the Ministry of Health, and trained its staff. This is yet to be operationalised. The Project trained 60 volunteers from 11 districts to recognize and support suicide prevention. The Project is continuing its dialogue with the Ministry of Health to complete the tasks initiated under the Project.

The Project supported the Mental Health GIS-based access points and piloted it in Nuwara Eliya and Mannar districts. The Global tool, MH Atlas was introduced to collect data on mental health. The Project trained 250 mental health professionals in early identification and treatment of substance abuse. The *Manohari* Programme, introduced to strengthen psychosocial well-being and improve mental health services through community-based interventions, has been piloted in 12 districts for frontline mental health staff and community leaders. The staff showed positive behavioural changes. The multi-stakeholder alcohol abuse prevention programme also supported communities to acquire coping skills. Following the Easter Sunday attack (2019), the Project trained about 1,500 teachers in the affected areas on Psychosocial First Aid and provided a purpose-built self-help manual in Sinhalese and Tamil. The IASC-MHPSS Reference guide on Basic Psychosocial Skills for COVID-19 Responders was translated into local languages.

**Sustainability:** The evidence for sustainability of project initiatives is limited, as several work packages are yet to be completed. The closure of Secretariat for Coordinating Reconciliation Mechanisms and the disengagement of the Office of National Unity and Reconciliation from the Project have significantly affected sustainability of the peacebuilding component. The sustainability of modules for introducing reconciliation and peacebuilding to new entrants of the Government Administrative Service could not be assessed due to non-availability of information. Sustainability of the work with the University Grants Commission on ragging is uncertain, and UNICEF will continue to support the National Institute of Education on curriculum revisions, expected to come into force in 2023. In the psychosocial component, sustainability of some initiatives cannot be assessed as work has not been taken to a completion. The *Manohari* programme has transcended beyond the trained frontline health staff in some locations but it has not been institutionalised in the Ministry of Health.

Alcohol abuse prevention work is institutionalised in the relevant agencies. The developments in reconciliation in Sri Lanka have somewhat reversed largely due to very divisive election of 2019, Easter Sunday attack of 2019 and the COVID-19 burial issues.

**Cross-cutting considerations on gender and conflict-sensitivity:** In Gender, there are no specific interventions towards achieving Gender indicators except in Component 2. The Project has not maintained gender disaggregated data in Components 1 and 3. The understanding of gender equality programming and monitoring amongst Partners is not to the desired level. There are no documented insights of Project's technical inputs on gender equality and its inclusion in the curricula and modules developed. In Conflict Sensitivity the Project approach included conflict sensitivity analysis and vulnerability assessments. The Project followed conflict analysis as a central and cross-cutting component to promote conflict sensitive practices of the project. There is evidence to ensure that conflict sensitivity is integrated in Project actions.

#### Tabular overview of conclusions and recommendations

Conclusions	Recommendations
Project design and the ToC did not capture joint programming concept	<ul style="list-style-type: none"> <li>• Set in place mechanism for better interaction amongst UN agencies to deliver quality integrated solutions.</li> <li>• Projects of this nature should have a Project Manager.</li> <li>• Analyse the interface between peacebuilding and psychosocial support to ensure complementarity between outcomes.</li> <li>• Develop a knowledge management system to capture lessons from past projects on social cohesion in Sri Lanka.</li> </ul>
Implementation was delayed and the Project under-performed with unfinished work.	<ul style="list-style-type: none"> <li>• Develop an exit strategy for completing unfinished work.</li> <li>• Ensure schools are ready before introducing technology to change teaching and learning processes.</li> <li>• Develop technical manuals for positive discipline.</li> <li>• Provide technical support and capacity to implementing partners to deliver outputs, including gender, conforming to UNICEF standards.</li> <li>• Reassess the appropriateness of small-scale agriculture and animal husbandry ventures for individuals as livelihood support.</li> </ul>
Sustainability of Project interventions uncertain.	<ul style="list-style-type: none"> <li>• Develop a sustainability strategy for phase out and scaling up for education and health components.</li> <li>• Institutionalise <i>Manohari</i> programme within the Ministry of Health.</li> <li>• Document changes in mental health patients resulting from project interventions.</li> <li>• In future, carefully review Projects' 'hosting' Ministry to ensure that it is linked to an established Ministry or a statutory agency.</li> </ul>
Oversight and results-based management were insufficient and contributed to under-performance	<ul style="list-style-type: none"> <li>• Adopt a systematic M&amp;E protocol including work-planning, and results-based monitoring to assess planned vs achieved performance.</li> <li>• Organize regular partner meetings to understand, document, and share learnings from project interventions and joint programming.</li> </ul>

**Lessons Learnt:** There are five programming lessons, viz., (1) Using a bottoms-up approach and capturing the nuances of joint programming in designing projects of this nature, (2) implementation modality of using Government partners and CSOs with better oversight, (3) the success of delivery of civic education and positive discipling is due to the readiness of schools to embrace new methods, (4) need for regular dialogue with Government agencies to ensure proper management of work packages, and (5) success of interlinkages between psychosocial support and peacebuilding was dependent on the commitment of the community health professionals.

# 1. Introduction

Sri Lanka has experienced insurrectionary violence and protracted ethno-political conflict from about 1983 to 2009. The youth led insurrectionary violence in the South of the country from 1987-89 and the separatist violence between Tamil youth led rebel groups and government forces in the North and East of the country killed thousands and inflicted devastating and deeply felt consequences at the human, social, physical, and institutional level. The conflict has created made people less secure. Repeated displacement from the homes, inability to access their own lands for livelihoods, food insecurity, and destruction of infrastructure were evident in the Northern and Eastern Provinces, resulting in vulnerable groups such as women-headed households, families of the disappeared, or former child combatants. The process of reparation and reconciliation has lingering issues with post-traumatic stress disorders within the affected communities and social and political divisions between ethnicities and social groups.

With the end of the conflict in the North and the East in 2009, the Government made significant investments in infrastructure development thus vastly improving the roads, hospitals, administrative buildings, schools, electricity, telecommunication and water supply. Processes of conflict resolution and reconciliation were parallel initiatives to establish a socially cohesive society. The Government established a ministry for rehabilitation and reconciliation in 2015, which provided the institutional framework to work on policies focused on issues of peacebuilding, reconciliation and transitional justice. Concomitantly, two agencies, viz., Secretariat for Coordinating Reconciliation Mechanisms (SCRM) and the Office of National Unity and Reconciliation (ONUR) were established to promote and coordinate transitional justice and reconciliation initiatives. The constitutional crisis of October 2018 which removed the then Prime Minister, temporarily deactivated SCRM; although it was restored with the reappointment of the Prime Minister in early 2019. The change of Government in November 2019, SCRM was again deactivated and finally dissolved in early 2020 as it had not been established under a statute; ONUR became completely dormant and staff moved elsewhere.

In October 2015, the Human Rights Council adopted a resolution titled '*Promoting reconciliation, accountability and human rights in Sri Lanka*'. The resolution supported the commitment of the Government of Sri Lanka to undertake a comprehensive approach for reparation and reconciliation with a nationally owned and victim-centric transitional justice process that addressed the social and political divisions in Sri Lanka. and advanced accountability and reconciliation for all. SCRM was specifically entrusted with the way forward on the Human Rights Council's Resolution.

Consequently, the Peacebuilding Priority Plan (PPP)<sup>1</sup> was prepared by the Government of Sri Lanka and the Peacebuilding Support Office to implement the reconciliation and transitional justice commitments to the people as part of Government's peacebuilding agenda. This Plan was expected to serve as the framework for development partners' support towards peacebuilding.

The Government, in 2017, identified the need for reforms to educational curricula to address issues surrounding peacebuilding and encouraging a more inclusive and pluralist society<sup>2</sup>. The revisions to the curricula were expected to address the need for inclusive policy and practice with equitable representation in decision-making around policy reforms, education

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<sup>1</sup> Sri Lanka Peacebuilding Priority Plan (August 2016); Government of Sri Lanka and United Nations.

<sup>2</sup> <http://www.scrm.gov.lk/documents-reports>

administration and school governance; all groups should benefit from an equitable allocation of education inputs; all groups must feel that their cultures, gender identities, religions and languages are recognized and respected within the education system. Revisions to the civic education curricula and supplementary modules for language was perceived as a means of improving 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.

Additionally, the Government also highlighted two pre-conditions that will contribute towards the educational reforms, 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.

Analysis of the situation on the ground in the conflict-affected areas also highlighted the need for psychosocial support for affected communities. It noted that psychosocial services are of *ad hoc* nature without proper support programmes for follow-up work and feed-back mechanisms. The National Mental Health Policy expired in 2015, and an updated Policy was needed.

Many donor-funded projects have examined some of the issues highlighted in the previous sections. At the time of the design of this Project, there have been four projects implemented in Sri Lanka supported by the UN Secretary-General's Peacebuilding Fund (PBF)<sup>3</sup> at a total value of USD 655,000.

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<sup>3</sup> Table 1 (Mapping of Peacebuilding activities and gaps) – Project Document



## 2. Background

The Peacebuilding Priority Plan (PPP) supports the Government of Sri Lanka to implement the Government's reconciliation and accountability commitments in keeping with the Human Rights principles and standards as part of its peacebuilding agenda. In terms of the agreement signed by the Co-Chairs of the Peacebuilding Board, the UN Resident Representative and the Secretary, Ministry of Foreign Affairs, Sri Lanka are eligible to source funds from the UN Peacebuilding Fund to implement the peacebuilding agenda in Sri Lanka

### 2.1. The Project

The Project, *Promoting Peacebuilding in Sri Lanka*, has identified the following three intervention areas based on the development of PPP and its implementation. Firstly, the Government set in place two Ministries with mandates to promote national integration and reconciliation, and national dialogue across the country. Given the number of stakeholders, it was important to set in place a coherent national architecture for the institutions mandated with peacebuilding, including a regularised platform for dialogue at all levels (Outcome # 1). Secondly, the Report of the Taskforce on Reconciliation Mechanisms recommended changes to educational curricula<sup>4</sup> supporting social cohesion, thus providing the rationale for Outcome # 2. Thirdly, the same Task Force recommended providing psychosocial support<sup>5</sup>, in particular addressing affected youth and young refugees, IDPs and former child soldiers providing the background for Outcome 3.

The Project budget is USD 1.6 million (see Annex 2.1 for details).

The Project contributes to PPP outcome 'Reconciliation' (*Sri Lankan society with peaceful co-existence and a sense of belonging*<sup>6</sup>). The focus of the Project is in line with 2.1 (National Reconciliation), 2.3 (Conflict prevention) and 4.1 (Strengthening essential national state capacity) of PBF Focus areas.

The Project commenced in April 2017 with a duration of 29 months but has been extended up to 31 December 2020 with financial closure on 30 September 2020.

#### **Project Objective and Outcomes**

The Project's Theory of Change (ToC) is reproduced below<sup>7</sup>:

*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 key assumptions of the ToC are the availability of effective consultation processes and opportunities for sharing lessons and experiences together with joint community interaction

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<sup>4</sup> Final Report of the Consultation Taskforce on Reconciliation Mechanisms (Volume I; 17 November 2016) Section 3.7 (Educational Reforms)

<sup>5</sup> *Ibid* Section VII (page 359)

<sup>6</sup> Sri Lanka Peacebuilding Priority Plan (August 2016)

<sup>7</sup> Source: Project Document

to necessary platforms for peace and harmony in the affected communities. The evaluation focussed on these elements to assess the performance of the Project.

The key objective set out in the ToC aligns well with the PPP Outcome on Reconciliation, which relates to the establishment of positive relationships and mutual understanding between and among different groups contributing to peaceful co-existence.

The project aimed 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
- Outcome 2** Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents, and communities
- Outcome 3** Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes

The key outputs and performance indicators are given in Table 2.1. Annex 2.2 gives Outcomes, outputs and key activities.

**Table 2.1 – Outcomes, Outputs and Key Performance Indicators**

Key Outputs	Key Performance Indicators (for Outcomes) <sup>8</sup>
<b>Outcome # 1:</b> Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels	
Key institutions promote peacebuilding and reconciliation at the national and subnational levels in line with the PPP	<ul style="list-style-type: none"> <li>• Pilot approaches tested and ratified by Government and civil society on peacebuilding and conflict prevention</li> <li>• Functional platforms available for reconciliation dialogue, linking processes available by various govt and non-govt institutions at national and sub-national and local level.</li> <li>• Initiatives that promote peacebuilding and reconciliation ratified by the Government</li> </ul>
Civil society and local authorities pilot and scale up dialogue and early warning mechanisms to address existing and emerging conflicts in targeted locations.	<ul style="list-style-type: none"> <li>• Women members in dialogue/early warning platforms</li> <li>• Pilot approaches tested and accepted by the Government and civil society</li> </ul>
Vocational training and livelihood support for ex-combatants <sup>9</sup>	<ul style="list-style-type: none"> <li>• Ex-combatants provided with vocational training for livelihood improvement as a means of re-integration to the society</li> </ul>
<b>Outcome # 2:</b> Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents, and communities	

<sup>8</sup> The information in this Table was excerpted from the Results Framework of the Project (source: Project document) and only indicators contributing towards outcomes are listed.

<sup>9</sup> This output has been introduced mid-way of the Project in place of three other outputs.

Key Outputs	Key Performance Indicators (for Outcomes) <sup>8</sup>
Basic and higher education curricula are revised and implemented to strengthen the development of competencies related to the conflict resolution, civic engagement, conflict prevention	<ul style="list-style-type: none"> <li>Basic education curricula are revised towards a stronger focus on peace and reconciliation, piloted and rolled out nation-wide;</li> <li>Module on Peace education developed (and implemented)</li> </ul>
Principals, teachers and school communities have enhanced capacities to prevent and resolve conflict, and promote civic engagement	<ul style="list-style-type: none"> <li>Schools implementing policy recommendations/ action plans developed to prevent and resolve conflict, promote culture of peace in school, and prevention of bullying/ corporal punishment;</li> </ul>
Research, monitoring and evaluations inform policies and programs towards promoting peace through Education	<ul style="list-style-type: none"> <li>Number of policy and regulatory instruments launched for Peace</li> </ul>
<b>Outcome # 3:</b> Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes	
Coordination and coherence among offices within State institutions at central, provincial and district levels in delivering psychosocial services	<ul style="list-style-type: none"> <li>Adoption of Provincial Mental Health Action Plans by the Government;</li> <li>Adoption of a Deliberate Self-Harm Prevention strategy at district level with attention to the different needs of women and men</li> </ul>
Research and analysis of primary data inform policies and programs towards promoting mental health	<ul style="list-style-type: none"> <li>Incidence of negative coping behaviours in target areas (Deliberate Self-Harm rate; Suicide Rate; Domestic Violence rate; Child Abuse)</li> </ul>
Increased capacity at community-level to promote more peaceful approaches to conflict within and among individuals	<ul style="list-style-type: none"> <li>People reporting positive behaviours regarding conflict</li> </ul>

### Project Implementation Modalities and Locations

Three UN agencies, UNDP, UNICEF and WHO were engaged in implementation of the Project. It is to be noted that the activities envisaged in the Project are in the core programme activities of these agencies as long-term engagements.

The Project implementation modalities are summarised in Table 2.2.

**Table 2.2 – Project Implementation details**

Responsible UN Agency	Implementing Partners	Geographic Spread
UNDP (Outcome # 1)	<ul style="list-style-type: none"> <li>Secretariat for Coordinating Reconciliation Mechanisms (SCRM)</li> <li>National Christian Evangelical Association of Sri Lanka (NCEASL)</li> <li><i>Sirahunani</i></li> <li><i>Prathibha</i> Media Network</li> </ul>	National and Jaffna, Mullaitivu, Kilinochchi, and Matara districts
UNICEF (Outcome #2)	<ul style="list-style-type: none"> <li>Provincial Departments of Education</li> <li>National Institute of Education</li> <li>University Grants Commission</li> </ul>	National; North, East, Uva, and Central provinces

Responsible UN Agency	Implementing Partners	Geographic Spread
	<ul style="list-style-type: none"> <li>Institute for Professional Development (IPDT)</li> <li>Head Start</li> <li>Sri Lanka Red Cross Society, Badulla branch</li> </ul>	
WHO (Outcome # 3)	<ul style="list-style-type: none"> <li>WHO Direct</li> <li>Regional Director of Health</li> <li>Directorate of Mental Health</li> <li>Consumer Action Network for Mental Health</li> </ul>	National and Gampaha, Mannar, Monaragala, Nuwara Eliya

### Key stakeholders

The key stakeholders are listed by their involved component in Table 2.3.

**Table 2.3 – Government and non-Government Stakeholders by Component**

Project Component	Stakeholders	
	Government	Non Government
Component # 1	<ul style="list-style-type: none"> <li>Secretariat for Coordinating Reconciliation Mechanisms (SCRM) [currently dissolved]</li> <li>Office for National Unity &amp; Reconciliation (ONUR) [currently dormant]</li> <li>District and Divisional Secretariats</li> </ul>	<ul style="list-style-type: none"> <li>National Christian Evangelical Alliance of Sri Lanka (NCEASL)</li> <li><i>Sirahunani</i></li> <li><i>Prathibha</i> Media Network</li> </ul>
Component # 2	<ul style="list-style-type: none"> <li>Ministry of Education (MoE)</li> <li>National Institute of Education (NIE)</li> <li>University Grants Commission (UGC)</li> <li>Provincial Department of Education (PDE)</li> <li>Zonal Department of Education (ZDE)</li> </ul>	<ul style="list-style-type: none"> <li>Institute for Professional Development (IPDT) {Northern Province}</li> <li>Head Start</li> <li>Sri Lanka Red Cross Society, Badulla branch</li> </ul>
Component # 3	<ul style="list-style-type: none"> <li>Directorate of Mental Health of the Ministry of Health Nutrition and Indigenous Medicine</li> <li>National Institute of Mental Health (NIMH)</li> <li>Health Education Bureau of the Ministry of</li> <li>Ministry of Women and Child Affairs District Secretariat (DS) in target areas</li> <li>Provincial/Regional Directors of Health Services</li> </ul>	<ul style="list-style-type: none"> <li>Sri Lanka College of Psychiatrists</li> <li>Consumer Action Network for Mental Health</li> <li>Sri Lanka Girl Guides Association</li> <li>Community of Practice for MHPSS</li> <li>Health Promotion Foundation</li> <li>Good Practice Group</li> </ul>

## 2.2. Key Accomplishments of the Project

In the absence of the Project's terminal report, the following narrative reflecting the key achievements of the Project has been prepared.

### Outcome 1

Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels.  
**(UNDP)**

#### Output 1.1

The Project supported the operation of the Secretariat for Coordinating Reconciliation Mechanisms (SCRM), established by a Cabinet decision in late 2016 in the Prime Minister's Office as a sequel to UNHCR resolution to design and implement transitional justice programme. The Project provided staff positions and the key functions undertaken are:

- Capacity development of state/non-state actors;
- Assist in developing a strategy for transitional justice; and
- Assist the Ministry of Foreign Affairs to report on UN resolutions.

SCRM became inactive during the constitutional crisis in 2018 and was finally disbanded in March 2020 without a successor.

The Project also launched the *Ahanna* (=listen) Programme to build awareness on reconciliation on the theme *Development begins with reconciliation*. A mobile unit to showcase the concept visited 44 towns covering Western, Southern, Central, Northern and Uva Provinces, and conducted 10 events as a part of the Enterprise Sri Lanka Programme of the Prime Minister's Office as well as in collaboration with the some District Secretariats.

The Project tried to engage the Provincial Youth Council Officers to sustain the *Ahanna* Programme; however, this was not successful due to polarisation of youth committees based on their ideologies (and opposition to the Prime Minister's Party). Attempts on continuation of this programme at the community level through the Community Policing Committees also came to a standstill halfway.

Phase II of the *Ahanna* Programme, planned to target schools, had to be abandoned early in its life due to change of Government in late 2019. In this short period, it covered 20 schools in Colombo/Avissawella area.

The Project recommended the establishment of District Reconciliation Committees; however, there has been no action from the Government.

The Project developed a communications strategy for the SCRM to enhance their outreach on reconciliation efforts;

The Project provided technical assistance for the establishment of the Office for Reparations<sup>10</sup> in the Ministry of Justice.

The Project introduced social cohesion as the overarching theme and mainstreamed the ideas of peacebuilding / reconciliation to social cohesion through the development of two online

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<sup>10</sup> Established by the Parliament Office for Reparations Act, No. 34 of 2018 (22 October 2018)

courses for the Sri Lanka Institute of Development Administration (SLIDA) to be used for training and awareness building on social cohesion amongst Government officials<sup>11</sup>.

These courses are:

- Foundation Course on Social Cohesion for inductees of the Sri Lanka Administrative Service;
- Elective course on conflict mitigation for mid- to senior public officials.

The Project developed the technical content and rolled out the Foundation Course for about 150 cadets of the Sri Lanka Administrative Service (2019). This has since been converted to a digital course.

The Project also trained 12 staff members of SLIDA as Trainers.

The Project proposed to SLIDA a protocol for monitoring and post assessment of the trainees to ensure updating the course and to adjust it for sustainability. However, the Project has no information on the current situation, and the evaluation was also not able to elicit any information from SLIDA despite repeated attempts both by UNDP and the Evaluation Team.

The Project also carried out the following activities:

- Workshops on Social Media for Transitional Justice and Reconciliation (TJR) (12 workshops) in Ratnapura, Colombo, Galle, Kalutara and Kandy to counter misinformation and to bridge knowledge gaps among media personalities and journalists (2019)
- Media Workshops for Provincial Reporters on ethical and effective reporting of TJR (9 workshops) for building awareness and understanding among media personnel regarding Peace and TJR; countering myths and misinformation regarding these concepts; and provide knowledge on ethical methods of reporting (2019);
- Sensitising Programme on Government Reconciliation agenda for Government Staff conducted in six districts (Anuradhapura, Colombo, Trincomalee, Matara, Kilinochchi and Kandy) to seek the support of government officials (2019);
- Training of Trainers programme focusing on TJR for Community Policing Officers conducted in seven districts with the participation of more than 500 CPC officials (2019);
- Two Military Dialogues Training of Trainers Programmes [12-day programme in 2018; 5-day programme in 2019] on fundamentals of transitional justice conducted for 55 officers from the Police and the Civil Security Department. The training was supported by the Government of Switzerland, and 25 officers attended training in Swaziland and Malaysia. The 12-day programme was supported by International Resource persons.
- Two Military Dialogues Programmes conducted for a cross section of middle grade officers, junior officers and Non-Commissioned Officers of services covering about 80 beneficiaries in each programme.

### Output 1.2

Three CSOs (National Christian Evangelical Alliance of Sri Lanka; Sirahunani, and Prathibha Media Network) partnered UNDP in this output, as outlined below:

- NCEASL developed the *Minor Matters Platform* including a 'Digital Citizenship Toolkit (DCT)' on ethical use of online platforms. The platform, based on the philosophy of freedom on religion/beliefs, addressed safety and security of digital communications, digital rights and responsibilities, and digital activism. DCT was launched in 2018 (following

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<sup>11</sup> Report of the Peacebuilding Advisor, UNDP (15 June 2019)

the religious fundamentalist incidents at Digana) and has reached 20,000 via social media campaigns. It produced 11-module toolkit in Tamil and Sinhalese as the pivotal tool for awareness raising on freedom of religion/belief.

- The Project funded the development of the tool kit; NCEASL leveraged other funding to deliver training to 180 youth; it is awaiting approval of the Ministry of Youth Affairs to be launched with Government blessing;
  - Developed five proposals for on freedom of religion/beliefs as post training activities;
  - Developed comic books (8-14 yr children). These are yet to be approved by the Education Department to be used in schools;
  - It has also conducted photo exhibitions, impressions and videos to convey its theme.
- Prathiba Media Network (PMN) promoted inter-religious and civil society dialogues on social cohesion, transitional justice, and reconciliation in the Southern, Uva, Sabaragamuwa, and Eastern Provinces. It addressed underlying issues such as negative attitudes of the Southern 'Sinhala Buddhist' Communities towards transitional justice, their ignorance on preventive measures for non-occurrence of conflicts and violence, reparation for those who were victimized by circumstance of abuses and damages of internal armed conflicts and the flawed understanding of constructive opportunities for peacebuilding through engagement with the civil society actors and stakeholder institutions.
  - Sirahunani launched the 'Evidence' Project aimed at rebuilding relationship between Muslim and Tamil communities in the North and East of Sri Lanka, using films as the medium to create dialogues. It worked intensely with ethnic and gender mixed Tamil and Muslim youth groups and have trained them, empowered them, and facilitated them to produce six films based on their own experiences, which have been showcased in the North and the East.

#### **Quotes from the Field: Participants of Prathiba Media Workshops**

I participated in a Community Dialogue Media Training programmes conducted by Prathiba Media Network as a youth service officer of the National Youth Service Council (NYSC). The training improved my understanding of transitional justice and reconciliation, and reparation for the victims of war and the conflict affected people. I contributed to both Ruhunu and Wellassa radio stations. With the skills gained, I continue my work as a volunteer trainer for peacebuilding in the radio programmes in my own work. With the experience gained, I do my own productions where I try to demystify the concepts of transitional justice and social cohesion as essential elements of peace building. I have witnessed PMN programmes influencing the youth and the general public to respect the democratic rights of the communities....

##### ***A Participant/Trainer of Community Media Dialogue Programme***

I am an ex-military officer and later started as a community volunteer. I participated in the Community Media Dialogue Training conducted by PMN and contributed to as a leader to prepare and record three community radio programmes. The training changed my negative attitudes convinced me of the importance of transitional justice, social cohesion and reconciliation, and peaceful co-existence of ethnic communities. I worked closely with religious leaders to bring together the Buddhist temple, Christian church, Islamic Mosque and the Hindu Kovils of the estate Tamil Communities to eliminate burning communal and religious hostilities and bring about peaceful co-existence and social cohesion. I am happy that I have been able to bring together Sinhalese villages and Tamil plantation communities. We also realised that both Sinhalese and Tamil communities should learn each other's language; so, we started Tamil classes for Sinhalese children....

##### ***A Participant/Trainer of Community Media Dialogue Programme***

The project was also expected to identify priority issues that require resolution at the local level, initiate dialogue to bridge the trust deficit and build momentum on peacebuilding. These experiences have been used to recommend the establishment of District Reconciliation Committees, which have not materialised.

The Project expected to strengthen capacities of identified CSO networks with a focus on women's groups and frontline government officials, through practical trainings and awareness and support to create and strengthen a dialogue facilitator pool at the local level. There have been no specific interventions targeted on women's groups, and the only work relating to strengthening front-line government officials was the awareness programmes and SLIDA trainings.

The Project planned to (a) support to adapt/design a model and tools which facilitate increased communication at the community level and pilot the early warning model, (b) strengthen local capacities to monitor the overall process and any resulting changes, and (c) identify key lessons learnt on the process of adapting the model. Instead, the Project used part of the funds for a research study on drivers of violence using secondary data by an International Consultant<sup>12</sup>. The remaining funds<sup>13</sup> have been used for an additional output to support ex-combatants with vocational training and financial support to commence livelihood activities.

#### *Livelihood Support to ex-combatants*

About 350 ex-combatants and their family members received support from the Project; this component has been implemented via the Ministry of National Policies and Economic Affairs, Resettlement and Reconciliation, Northern Province Development, Vocational Training and Skills Development and Youth Affairs. However, there is no database of the beneficiaries, and the Project was able to provide a list of only 60 beneficiaries. As was agreed with UNICEF, this sub-component was assessed via individual telephone interviews based on a questionnaire (the findings are in Annex 2.3). Of the 60, only 33 could be contacted as the telephone contacts given were no longer in service or not responded. Beneficiary selection was the responsibility of the District Secretariat. However, documented criteria for beneficiary selection were not available with the Project.

Analysis of data collected from the administration of the questionnaire (Annex 2.3) revealed the following:

- Overall, about 60% were satisfied with the new livelihood. About 15% were not satisfied; these were largely in animal husbandry sector where the animals have died due to disease and floods.
- All respondents stated that if not for Project assistance, they would not have been able to start their new livelihood ventures. In regard to the impacts of the enterprise on household income, 58% indicated modest impact whereas 21% indicated substantial impact. Nine respondents had exposure to some form of vocational training arranged by the security forces. Those respondents were of the view that all trainings received were satisfactory. However, none of them was able to secure employment in the relevant field of training; rather, the Project supported them with alternate livelihoods (*cf.* Table 3 in Annex 2.3).

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<sup>12</sup> Report of this Study was not available to the evaluation team.

<sup>13</sup> Including funds reallocated following the disengagement of ONUR (*Source:* UNDP)



- The Project's support provided supplementary income to the families; however, excepting in two cases, the Project did not follow up with the beneficiaries to ascertain progress with their work. In terms of Project's visibility, none of the respondents was aware that the support was provided by UNDP.

## Outcome 2

Education system supports inter-personal and inter-group understanding and interaction among teachers, students, parents and communities **(UNICEF)**

This section examines the interventions for education for social cohesion strategy and activities. The strategy builds on the ongoing National Policy on Education for Social Cohesion and Conflict Resolution and Reconciliation process which is seen as a vital process for addressing the consequences of protracted internal social and political conflict in Sri Lanka.

There have been several initiatives in the past to introduce social cohesion in education curricula. A review of these studies will provide an overview of successes and failures, which would be useful to understand the contextual factors that contributed to the performance and delivery of positive outcomes<sup>14</sup>.

The study uses a profile structure of the education system, its expectations and salient characteristics that have a bearing on the delivery of an overall school curriculum that promotes social harmony and addresses "interpersonal violence" or bullying in schools. The curriculum in this context is the overall learning system of planned learning activities which consists of content of subjects of study, lists of subjects, and experiences offered to learners within the school<sup>15</sup>. The overall curriculum also specifies the combination of people, materials, facilities and equipment and procedures that interact to achieve eight (8) common national goals and seven (7) basic competencies which have been defined to contribute to Goal # 4 of the Sustainable Development Goals<sup>16</sup>. This framework, which is elaborated in Annex 2.4, serves as a tool not only to analyze the relevance of the interventions of the project but also to understand how the project interventions contribute to the overall school curriculum. The ongoing processes including a national-online consultative process for education reforms in 2023, has impacted the progress of work related to this output.

### Output 2.1

The Project was expected to support the National Institute of Education (NIE) to revise curricula to incorporate transversal skills into Sinhalese and Tamil languages through interactive activities for Grade 6 and revise the civic education curriculum for lower secondary grades.

NIE completed two reports to include transversal skills to the language curriculum; however, it has been decided that all revisions and changes should be part of the ongoing education reforms to fully align with UNESCO's *Global Citizenship Framework*. The general education reforms are expected to be piloted in 2022 and finalized and rolled out by 2023. The NIE is of

<sup>14</sup> E.g., Evaluation of the Education Sector Development Project December 2005 to June 2011.

<sup>15</sup> Sedera, Upali, M, *Reforming Education, The Crisis of Vision*, Universal Publishers, 2000

<sup>16</sup> Sri Lanka, Sustainable Development Goals, 2018, <http://www.statistics.gov.lk/sdg/index.php/sdg/target/4>

the view that transitioning to skills-based education should be mainstreamed across the curriculum rather than isolated curricula revisions. Given the overall education framework adapted for this study (Annex 2.4), it is evident that the overall curriculum and the way it is adapted in the school is of priority.

The Project also planned to support the NIE's Department of Institutional Development to enhance pre-service teacher capacity to deliver the Civic Education content using activity-based teaching approaches. In this regard, following activities have been carried out:

- A desk review of the civic education curriculum of the National Education Colleges, (taught at Sri Pada, Batticaloa and Ruhuna Colleges) using the framework of the "Global Citizenship Education for Social and Emotional Learning"<sup>17</sup> framework of UNESCO targeting students aged 12-14 years of age;
- Developed methodologies for observing classroom practice of lecturers at the colleges and pre-teacher candidates to understand how the curriculum is practiced as a balanced mix of concept and theory and practice and experience. The field observation team comprised NIE staff and lecturers from the Teacher Education Colleges;
- Delivered a field report based on the desk review and observations that found the curriculum in practice was weighted to concept rather than activities and experiences and had not been substantially upgraded to reflect and assess the key skills of the global citizenship framework; and
- The draft revised module that focuses on activities that provide a range of learning experiences is yet to be finalised. The draft curriculum was also validated by a selected group of teachers who have taught the curriculum in schools for over five years. However, the draft module will be subject to further review once the overall curricula for the reforms proposed for 2023 are finalized.

The Project was also expected to develop a platform for teachers to promote civic competencies among students in a meaningful manner by deploying digital tools in the teaching-learning process. The main activities are debates, dramas, presentations, and blogs.

The Project partnered with a private company (Head Start) to establish an E-platform to promote social cohesion in eight (8) schools in the North, East, Central and Uva provinces and 48 teachers were trained to reach 886 students. The company has experience in delivering important educational content across geographic spaces with efficiency and has provided a digital learning environment for students during the recent COVID-19 pandemic. The Project has developed the software and has designed the content for use of interactive learning material for students and teacher guides, and has provided the necessary hardware to schools. Teachers were trained in 2019 but work has been interrupted in 2020 due the COVID-19 pandemic. However, the Project has entered into a contract with this company until June 2021 for follow-up activities.

The following activities are yet to be completed:

- Finalising the revisions to the civic education curriculum and textbooks for general education including training of In-service Instructors, teachers and finalizing teaching guides, and developing monitoring protocols for curriculum implementation;

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<sup>17</sup> Key skills are: empathy, mindfulness, compassion and critical inquiry. UNESCO, MGIEP has designed a 6-module series on global citizenship education, covering issues such as: terrorism, migration, governance, rights and duties, identity and violence. <https://mgiep.unesco.org/global-citizenship>

- Approval and roll out of the Civic Education module for Teacher Education Colleges (TEC), including completion of training of lecturers at TEC, and technically revising the competency assessment tools of the curriculum to ensure the balance between academic knowledge, practice and skill;
- E-learning teacher training, monitoring and follow up to capture learning and for corrective action in the pilot schools; and
- Strategy to promote social cohesion and civic values through language and social sciences subjects.

## Output 2.2

### *Positive Discipline*

The premise for this intervention is that improvement of social and emotional skills reduces bullying and peer victimization, the persistence of which leads to increased levels of physical and mental health problems, low academic achievement, behavioural difficulties and violent behaviour in adulthood. Based on a pilot project on promoting positive classroom management in the Northern Province, the stakeholders in education and UNICEF expanded its interventions to promote conducive and collaborative learning environments in targeted schools in the North, Central and Uva Provinces.

The project activities have been implemented through two CSO partners (IPDT and the Red Cross) and the Provincial Ministries of Education.

In the **Uva Province**, the Red Cross has implemented the project in 55 schools in the Badulla District. As the Red Cross did not have the capacity to implement the project in the Monaragala District, the Provincial MoE has implemented the Project in several schools in the Monaragala District. In Badulla, the Project developed modules in consultation with teachers, school principals, and education and social service officers for training teachers, students and parents. It also carried out orientation workshops for District level officers and the school community, trained a core group of trainers as master trainers from the school community to rationalise costs, and training teachers, school principals and School Attendance Committees (an estimated 800 members, and trained volunteers for follow up and post training assessments). In addition, a sum of LKR 15,000, has been given to each school to establish or upgrade spaces for teachers assigned as school counsellors and a suggestion box for students.

The evaluation finds that this sub-component has been implemented within a span of seven (7) months, starting in 2019 with no time allocation for follow up and review. Consequently, there is no information of a project review or formal documentation of follow up and corrective action. When viewed in the context of the "framework" referred to elsewhere. Integrating and enhancing general skills across the curriculum of schools requires a planning process with school communities including the students, monitoring and reviewing change and assessing outcomes. According to the Red Cross the time allocation for the process of engaging, students of different ages, teachers, parents and school principals was insufficient and in the absence of follow up mechanisms, the outcomes unascertainable.

In the Monaragala District the project has been implemented by the Provincial Ministry in 13 schools from four education divisions. Groups of three resource persons were trained and sent to the District from Badulla to train parents, students, teachers and principals. Of the 52 schools that were planned to benefit, 18 schools had been excluded and the project has come to a

standstill in 2020. There is an interest by the Provincial Council cover the remaining work in schools.

In the **Northern Province** the project reached 150 schools and nearly 4,500 students. The feedback on project activities was positive; the students in both primary and lower secondary grades were trained on inclusive practices in the classroom such as supporting students who fall behind in achievement, and creating a conducive classroom and school environment for all students. The evaluation has assessed the views of both parents and teachers and note that significant changes have taken place in the schools as a result of the interventions. In the absence of effective outcome monitoring the study is unable to validate the information.

In the **Eastern Province** the programme has been implemented in several schools. The Provincial Ministry has prior experience in implementing allied project strategies attributed to UNICEF; the S4D strategy, and the music for social cohesion strategy have provided a conceptual base for the positive discipline strategy. The music for social cohesion project started in 2016 in partnership with 18 schools has been implemented over a period of 30 months. The project has since been extended to five schools each from the 17 educational zones in the province and the Provincial Ministry plans to extend the programme. Discussions with key informants showed that such prior experience in translating the concept of social cohesion to action has given them a technical advantage over others who do not have such prior experiences.

In the **Central Province**, the Provincial Ministry of Education implemented the project in stages. During the first stage in 2018, the Project developed guidelines and a manual for training a core team of trainers that included ISAs and the rolled out the training to school principals, teachers, parents and students in 500 schools in the Nuwara Eliya District. The specific reasons for selecting the Nuwara Eliya District were (a) excessive use of corporal punishment by teachers and school principals which result in prolonged absenteeism of students, (b) low levels of self-discipline of students mainly attributed to lack of structure and guidance from family and community and (c) teachers who travel long distances and work under difficult circumstances lack competencies to institute structure and practice and manage student behaviours without the use of violence.

Project activities have been dormant in 2019 due to inaction by the implementers; in 2020 few attempts have made to share experience and learning between school principals from urban 1AB schools and those from the Nuwara Eliya District. The Provincial Ministry has since revised the manual and plan to implement the project in 20 schools from each of the five education zones in the Nuwara Eliya District.

The Project also planned several other activities, as follows:

- Commissioning a study on the knowledge, attitudes and practices on bullying in schools as an input to future advocacy for a national strategy to combat bullying in schools. UNICEF's study on 'Estimating the Prevalence and Drivers of Bullying in Schools' has been completed and discussions are ongoing with relevant stakeholders on its launch;
- Expanding the Positive Disciplining programme to 675 schools in the North, East, Central, and Uva Provinces;
- Instituting a provincial mechanism to provide oversight and engagement with the school community to promote violence-free schools;

- Develop a synchronized version of the “Positive Discipline Manual” to be used across Provinces.

The evaluation found it difficult to determine the progress of planned activities across the four Provinces as UNICEF did not have data on planned vs actual delivery of outputs. Some CSO partners have data but their reliability could not be confirmed as UNICEF did not have the relevant work-plans. The evaluation found that the COVID-19 pandemic and the change of government strategy have affected the progress of the project. In the absence of a mid-term review of the project or consistent outcome monitoring, the evaluation safely infers that the following activities are overdue/pending:

- Reaching all schools with a planned and integrated process of training, and support for implementation at school level;
- Developing school-based action plans across schools with roles and responsibilities and monitoring mechanisms to capture change;
- Training parents, especially, parents of children of high risk of dropping out of school and other vulnerabilities;
- Capturing learning and developing centralised training modules for different target groups such as parents, children, teachers and principals and standardizing the technical content and modules. The good practices evidenced by the evaluation are mainly based on the interest of the principal and staff rather than on the effectiveness of implementation; and
- Managing implementation effectively across the provinces with centralized core strategies and monitoring.

### Output 2.3

The project planned to support the University Grants Commission to conduct a national study on the *Issues of Ragging and SGBV in Sri Lankan Universities*. The rationale for the study is derived from the fact that “ragging” is now defined as “a form of social violence that is now almost institutionalised” a process which started as an “initiation ritual” characterized by humour and relationship building has evolved into a process of abuse, humiliation, or harassment of new entrants or junior students by selected groups of seniors. Ragging has resulted in death and grievous physical harm to a small number of students. Different forms of sexual harassment and abuse are the most prevalent. Although there is a body of research and documentation<sup>18</sup> of ragging the study was expected to provide an updated data and

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<sup>18</sup> Please see some of the research work:

1. Jayasinghe, C (2010) Ragging in Higher Educational Institutions-Launched at the first ever convention against Ragging, organized by the University Grants Commission in 2010,
2. Gamage, S (2017) Psychological, Sociological, and Political Dimensions of Ragging in Sri Lankan Universities, 2017, Accessed at: <<https://www.researchgate.net/profile/Siri-Gamage/publication/321808559>>
3. Weeramundha, A.J (2008) Socio political impact of student violence and indiscipline in Universities and Tertiary Education Institutions (Funded by the World Bank under the Education Sector Development Project (ESDP) and published by National Education Commission Sri Lanka.
4. Samaranayake, G (2013) Changing University Student Politics in Sri Lanka: From Norm Oriented to Value Orient Student Movements, A Paper presented to the 03<sup>rd</sup> International Symposium at the South Eastern University of Sri Lanka, Proceedings, Vol .2 pp. 22-29.

analysis of the prevalence, nature of "low intensity violence", mechanisms of prevention and responding and the legal and procedural gaps.

It was envisaged that the findings of the study will be an input for the following:

- Support the development of policy guidelines that will create a macro framework to promote violence-free environments, while universities will be expected to propose their own measures at the university-level;
- Support strengthening the monitoring framework around issues of ragging and SGBV and related data management at central and local levels;
- Provide input to pilot the strategies in three selected universities; and
- Develop a module on co-existence and Peace to be incorporated into the orientation package for new university entrants.

This estimated cost of the intervention was LKR 19 million (or approximately USD 110,000), and has been planned to be implemented in two Phases. In Phase I, the Centre for Gender Equality and Equity of the UGC undertook a study on the issues. The draft report, which has been reviewed by UGC authorities, has undergone revisions but is yet to be finalised by UNICEF. The change of management at UGC following the change of Government in 2020 has affected the pace of work. As a result, Phase II of the component, namely developing policy guidelines to create a macro framework to promote violence-free environments, and University level action plans, strengthening monitoring framework around issues of ragging and SGBV and related data management at central and local levels, and the development of a module on co-existence and peace for the new university entrants has not taken off the ground.

A circular has been issued by the UGC in 2019 (No 12/2019) to create a macro framework to promote violence-free environments, University level action plans, strengthening a monitoring framework around issues of ragging and SGBV and related data management at central and local levels.

The module on co-existence and peace for the new university entrants is yet to be fully implemented. The module on social cohesion is in draft version and its utilization is yet to be discussed and finalized.

### **Outcome 3**

Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes **(WHO)**

This component is aimed to ensure that conflict-related mental health and psychosocial issues are addressed to reduce inequalities and promote greater state and civic engagement in the reconciliation processes, and has been implemented at national, provincial, district and community levels.

The evaluation had noted that WHO-MHPSS programme has already inherited a legacy of issues and an experience base in implementing a range of activities to address mental disorders and well-being of individuals and communities in their conflict or disaster affected environments in Sri Lanka. For example, responding to the plight and psychosocial challenges faced by women-headed households created by the internal armed conflict and in the post-

conflict scenario and changes in their lives and the sustainability of their recovery attempts is a case in point. The assessment of outcomes of MHPSS of the current project has been undertaken with due considerations to the inherited issues and the experiences of interventions of WHO implemented through community-based organizations, psychosocial health volunteers, NGO activists in a milieu of changing policy reforms in the field of MHPSS. The evaluation notes that these issues and experiences have factored into the project in order to address psychosocial issues of different target groups and contribute to reconciliation objectives of the Project.

### Output 3.1

#### *National Mental Health Policy and related areas*

The Project supported drafting the National Mental Health Policy of 2019-2030 with the participation of both Government and the Civil Society. The policy is expected to strengthen (a) leadership, legislation, stewardship, research and management functions (b) delivery of comprehensive mental health services, (c) human resources, infrastructure and financing. and (d) empower communities in promoting their mental well-being and reducing stigma and discrimination. The Policy places this work in the centre of the Directorate of Mental Health. The Policy was approved in December 2020.

The Project also supported the preparation of mental health action plans through District Mental Health Fora established with the technical support of the Project. This work is dormant because of COVID-19 pandemic and with health staff otherwise engaged, and there has been no progress.

#### *Mapping Mental Health and Psychosocial Service*

The Project also facilitated mapping of Mental Health and Psychosocial Service (MPSSS) Providers and their service access points in Mannar, Batticaloa and Gampaha district by using the IASC 4Ws tool. The mapping tool captures aspects such as coordination, collaboration, referral systems and accountability mechanisms of diverse partners involved in the provision of mental health and psychosocial support services, and has been applied in a sensitive environment after the Easter Sunday attack of April 2019. It envisaged linking the MHPPS service providers to Mental Health Fora at the district level.

A team of MHPSS practitioners conducted the district level mapping of Mental Health and Psychosocial Service (MPSSS) Providers and their service access points using the tool, IASC IASC 4Ws<sup>19</sup>. The evaluation found that the mapping work was not followed up due to insufficient cooperation from the Government stakeholders in providing data and information, and due to the complexity of the tool with coding and sub-coding, which have to be reviewed in the Sri Lankan context for improving the intelligibility and user-friendliness for consideration for adoption under low resource setting scenario.

#### *Prevention of Suicides*

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<sup>19</sup> Inter-Agency Standing Committee (co-chaired by UNICEF) Who is Where, When, doing What (4Ws) in Mental Health and Psychosocial Support Mapping (IASC-4W tool). See: IASC Reference Group for Mental Health and Psychosocial Support in Emergency Settings. (2012). Who is Where, When, doing What (4Ws) in Mental Health and Psychosocial Support: Manual with Activity Codes (field test-version). Geneva. ISBN: 978-9953-0-2496-7

The Project provided technical support to the Sri Lanka Medical Council for the development of the National Suicide Prevention Strategy recommendations (December, 2019). However, this is yet to be implemented by the Ministry of Health.

The Project supported the development of a suicide registry and a hospital-based suicide attempt surveillance system for the Ministry of Health. For this purpose, it trained a cadre of staff at the National Institute of Mental Health and Neurosciences, India. The Project also obtained expert services from this institute to prepare the national suicide registry and a hospital-based suicide attempt surveillance system, and pilot it in the Gampaha District. Although the activity is complete, it is yet to be operationalised due to non-availability of an instruction manual to ensure systematic and uniform data collection.

The Project, with the assistance of the College of Psychiatrists, trained about 100 media personnel in order to prevent emulation effects of suicides on susceptible persons due to sensational publicity through television and other mass media. The training has enabled the journalists to use more neutral and appropriate language in reporting of suicides. Related to this work, the Project made a local adaptation of the HBO play, *Ever Brilliant Thing* by Duncan Macmillan. This one-off event held in Colombo attracted about 250; yet, there has been no follow-up work by the Ministry of Health.

The Project partnered with the Consumer Action Network for Mental Health Lanka (CAN-MH) to increase community capacity to recognize and support suicide prevention by recognizing the stigma around attempted suicides. A 3-day workshop for 60 volunteers from 11 districts was held in November 2019 with the focus of imparting a rights-based approach and consumer empowerment and the other priority areas of the organization related to suicide prevention. However, there has been no follow-up work by WHO.

#### **Quotes from the Field: Participants of CAN-MH Workshops**

I had been a mental patient for several years and was treated at a Government facility. On recovery, I offered my art and craft skills for designing interior decorations, paintings and making toys and ornamental goods for self-employment for women with similar mental and psychosocial problems. CAN-MH workshops boosted my conceptual understanding of mental health, consumer empowerment, and added meaning to my voluntary work on training mentally affected women. Additionally, I got further opportunities to offer my services for mentally affected women groups in different parts of the country...

***A volunteer from Padukka***

CAN-MH workshops were a turning point in our work as volunteers because we got new knowledge and better skills to work on mental health issues at the community level. Our training has been recognised by the Divisional Secretary and Medical Officers – therefore we can now work with the community with their blessings. We have skills to work on alcohol use, substance abuse, sexual abuses, domestic violence and family disputes which are frequent in our areas. With the skills we have, we work closely with government mental health staff in peripheral hospitals to identify cases of mental illness and attend to counselling or refer severe cases to hospitals for treatment....

***A volunteer from Tangalle***

#### Output 3.2

The main achievements are as follows:

- The Project assisted the review of Sri Lanka National Mental Health Programme by providing the services of WHO's regional and national experts;



- With Project's assistance, a digital platform to support Mental Health GIS-based access points was developed. The system was piloted in Nuwara Eliya and Mannar districts; it has enabled identification of the areas covered by mental health services and the existing service gaps in terms of geographic spread and helped in a fair system of allocating resources;
- The Project continued to support WHO's data collection on mental health by introducing the Global Tool, MH Atlas, which covers areas such as mental health system governance, resources, services availability, mental health promotion and prevention. It supported the training of district focal point officers on the use of the online tool for data entry. The Ministry of Health has appointed a fulltime staff member for data management and monitoring functions.

### Output 3.3

The Project supported several capacity development programmes for CSOs to address violence in their communities<sup>20</sup>.

The Project developed the *Manohari* Programme<sup>21</sup> to address Emotional Behaviours/Mental Health Wellbeing Issues. The purpose of the programme was to strengthen psychosocial well-being and improve mental health services through community-based interventions so that harmful conflicts can be prevented leading to peaceful co-existence of families and communities, provided they are capable of controlling their harmful emotions (such as anger, fear, baseless suspicion and hatred etc.). The programme produced 10 drama therapy training modules as originally agreed with WHO but added another four later in concurrence with WHO. These modules included storytelling, dialogues, role playing and interactive discussions on basic emotional behaviour regulation, coping skills, positive behavioural changes and promoting understanding and non-violent responses in stressful situations.

#### **Quotes from a Drama Therapy Expert/Principal Trainer of *Manohari* Programme**

The *Manohari* training modules are based on the underlying notion that conflicts and violence among individuals as well as communities take place due to the lack of understanding and poor capacity to manage emotions. The training modules attempt to address these emotional behaviours and thereby contribute to establish a peaceful social environment free from conflicts and violence. The important elements are the use of proper communication and getting community members to speak out and share their problems. Storytelling, role playing, dramatizing the narrated stories and visualization etc. have been used to encourage participants to talk. The programme is an innovative way of implementing community-based interventions for people living in conflict-affected areas.....

The 5-day stand-alone training modules covering themes such as managing emotions, anger, jealousy, fear, and destructive peer pressure etc. were delivered through story-telling and interactive group discussion on the key messages conveyed by the story. It was piloted at Mullaitivu, Kilinochchi, Mannar, Vavuniya, Monaragala, Badulla, Gampaha, Hambantota, Kalutara, Kandy, Matara, and Ratnapura for frontline mental health staff/MHPSS workers as well as community leaders. It was expected that the Regional Directorates of Health would continue these programmes, but there is no evidence for such follow-up work. However, many

<sup>20</sup> An inventory of capacity development events was not available for the evaluation.

<sup>21</sup> The Project uses the term 'Manohari Programme', which is a sub-component of Component # 3, and should not be confused with Project-Programme terminology.

of the CSO participants have indicated post-training work to support communities with psychosocial needs to reduce social stigma around mental health and build resilience. This latter programme has targeted communities affected by excessive consumption of alcohol, illegal drug use, medical substance abuse, poverty due to loss of incomes and livelihood avenues as well as affected women and women-headed households.

### **Quotes from the Field: Participants of *Manohari* Programme**

The workshop structure of using role models of different characters by converting stories into a practical drama made a huge change in our ability to control emotions such as anger, fear, hatred etc. I personally realized that if everyone controls his or her emotions, they can always make peaceful decisions and there will be no conflict over different personal or social issues...

#### ***A Community Mental Health Service Officer from Monaragala***

Playing different roles under drama therapy sessions changed my mind-set significantly. I do not present myself as a public health law enforcement officer anymore; rather, I work as a community facilitator in carrying out my health activities. This approach has immensely helped me to work with utmost humanity and positive attitudes during the COVID-19 pandemic....

#### ***A Public Health Inspector in Kandy District***

Participation in the *Manohari* programme has been a turning point in my career. I learned how to control emotions and how to influence others on positive behavioural change. Drama therapy is an innovative experience, and I am convinced that it is one of the best ways to promote positive behavioural change. I now use the skills I gained to treat patients visiting the hospital, and I handle mental health and psychosocial patients very effectively in the villages...

#### ***An Occupational Therapist from Monaragala***

After attending the *Manohari* Training programme, I decided to work as a trainer of mental health especially focusing on the psychosocial issues of girls and boys in the schools. I also targeted teachers to transfer my skills. I conducted 15 workshops covering about 1,000 students and 140 teachers. I then made a presentation to the Zonal Education Office on my experience in applying some of the training modules for changing emotional behaviour of school communities.....

#### ***A Community Psychiatric Nurse from the Uva Province***

Interviews with participants of these activities showed that there have been positive behavioural changes in the participants. Some have indicated disseminating the messages to others. All participants interviewed acknowledged on the need for changing perceptions on harmony.

### ***Responding to Emergency Situations***

The Project trained about 1,500 teachers on Psychosocial First Aid support in areas affected by the Easter Sunday attack in 2019. Similarly, the civil society organizations were supported during the COVID-19 pandemic to address issues such as emotional behaviours, loneliness, fear, and anxiety due to isolations and restriction of mobility following curfews and lockdowns. Towards this end, the Project translated an illustrated self-help manual on stress management into Sinhalese and Tamil and disseminated it through Community of Practice. The Project also translated into local languages IASC-MHPSS Reference guide on Basic Psychosocial Skills for COVID-19 Responders. It also trained about 1,500 frontline health staff in the COVID-19 responses through Inter Agency Standing Committee.

The Project also envisaged supporting the Sri Lanka Girl Guides Association to establish a community-based guiding programme of young women and girls in marginalized and disempowered communities that have no access to formal education. This work started only in October, 2020 targeting 40 Grama Niladhari Divisions in four districts, but the work never got off the ground due to COVID-19 and the closure of the Project at the end of 2020.

#### *Alcohol and Substance Abuse*

The Project also supported the National Authority on Tobacco & Alcohol (NATA) and the MoH in implementing the Multisectoral Alcohol Prevention and Rehabilitation Programme by training nearly 250 mental health professionals in early identification and treatment of substance abuse as well as addressing related issues such as gender-based violence. A component of this activity also focused on developing the capacity of the district mental health unit staff in supporting rehabilitation through specialized therapeutic interventions. Other interventions included establishing a multi-stakeholder coordination committee at the RDHS / DS level with membership from all stakeholders involved including police, excise, health, social services and civil society organization from the district, and supporting the Tobacco Free Village initiative of NATA. About 10 such programmes have been conducted during the Project period, and it has been institutionalised in MoH. Another noteworthy development is that the trained counsellors and psychosocial volunteers are adequately competent<sup>22</sup> to handle some psychosocial cases by themselves by providing counselling and deciding on referring needy cases of alcohol, drugs and substance abuse mental health for treatment at the hospitals.

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<sup>22</sup> As assessed by medical staff in the Provincial Health system.

## 3. The Evaluation

### 3.1. Objectives

The objectives of the final evaluation are to assess the extent to which the project, *Promoting Reconciliation in Sri Lanka*, has; (a) achieved the expected results, (b) is relevant, effective, and efficient, and (c) achieved outcomes, and ensured sustainability of the interventions implemented. To establish the aforementioned analytical considerations the evaluation was expected to analyse the implementation approach adopted, assess the institutional arrangements including project management and operational systems and value for money, and make recommendations for future programmes based on good practices and lessons learned. The evaluation findings will also inform decision-making processes of the project stakeholders, including donors and national partners. It will, as per the norms of UN agencies, fulfil accountability requirements of the donor, and provide the background for any future funding

The Project ended on 31 December 2020; however, as indicated elsewhere, the Project interventions are in the core programmes of the UN agencies and are likely to continue.

#### **Specific Objectives:**

The specific objectives of the final evaluation are:

- Assess the DAC criteria (Relevance, Effectiveness, Efficiency, Progress towards Outcomes, and Sustainability) of interventions implemented and results achieved in line with Theory of Change and the results framework;
- Document the best peacebuilding practices and lessons learnt;
- Assess to what extent the PBF project has made a concrete contribution to reducing conflict factors in Sri Lanka as identified in the conflict analysis;
- Assess whether the project has been implemented through a conflict-sensitive approach;
- Evaluate the project's implementation strategy, institutional arrangements as well as its management and operational systems and value for money, and adjustments, if any, of the implementation strategy for optimal results;
- Provide recommendations for the future, specifically considering the COVID-19 and the new political context.

The main users for this evaluation will be the Government counterparts such as the Ministry of Education, National Institute of Education, Departments of Education in the provinces and zones, University Grants Commission, Ministry of Health, Ministry of Women and Child Affairs, Ministry covering the subjects of peace and reconciliation, UNDP, UNICEF and WHO, and CSO partners implementing the project, Development actors working in the area of Peacebuilding and reconciliation, including the Peace Building Fund.

This evaluation has been commissioned by UNICEF on behalf of the three UN lead agencies of the Project (UNDP, UNICEF and WHO). The Terms of Reference is at Annex 3.1.

## 3.2. Evaluation Principles

The conflict-affected areas have seen significant improvements to infrastructure. However, rebuilding community confidence and introducing lasting peace have been less significant. In the circumstances, the evaluation examined project interventions that have been introduced to address the needs and aspirations of the Government and the target communities from a peacebuilding perspective.

The Human Rights and Gender Equity aspects were assured in the evaluation by adopting the following:

- Review of logframe and project interventions to identify specific action having a bearing on Human Rights and Gender Equity;
- Review of Project's progress reports to identify work packages involving aspects of Human Rights and Gender Equity;
- Availability of gender disaggregated data relating to Project interventions;
- Details of beneficiary participation in project interventions;
- Formulation of KII and FGD Guides and the questionnaire to capture Human Rights and Gender Equity [erspectives.

The evaluation was carried out as an independent in-depth evaluation using participatory approaches whereby all key parties associated with the project were informed and consulted throughout the evaluation. The evaluation team leader liaised with UNICEF's Evaluation Manager on the conduct of the evaluation and methodological issues

### **Ethical standards**

At the time of contracting, the Evaluation Team declared no conflicts of interest.

Ethical norms and principles were followed throughout the evaluation process and in particular during the interviews. The evaluation followed the minimum standards and procedures outlined by UNICEF<sup>23</sup>. The evaluation also followed IPID's child protection policies including an assessment of the Evaluation Team using these policies to ensure that the evaluation team conformed with the approved policies. The evaluation adopted a participatory approach, combining self-reporting with external validations (as situations permit), extensive discussions and feedback loops with the respondents.

Given the engagement with school communities, ethical clearance for the study was obtained from HML IRB<sup>24</sup>. The Provincial Departments of Education, under whose jurisdiction the schools function, were informed by UNICEF of the purpose of the evaluation, and their approvals were obtained for school visits and meetings with the school communities. Special care was taken given the COVID-19 situation, and the relevant Public Health Inspectors were kept informed, and their concurrence obtained. After, formal approval was obtained, the school communities

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<sup>23</sup> UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis (CF/PD/DRP/2015-001) (2015)

<sup>24</sup> Approval - Ethics Review Board findings for: Final Evaluation of the Project, *Promoting Reconciliation in Sri Lanka* (Outcome #2) (HML IRB Review #321ESRI20x) [18 December 2020]

were informed that their participation was voluntary. The parents were informed by the Principal of the school, and the purpose of the proposed visit of the evaluation team.

All meetings started with an explanation on the Project and the purpose of the meeting. They were informed that their participation was voluntary, and that they are free to withdraw at any time. Their written consent was obtained prior to the meeting. The meetings with parents were held an hour before their collection of children from school to that they did not have to make a special trip to school, thereby minimising inconvenience.

Participation of children was voluntary and with the permission of the School Principal and parents. The interviews were held in a classroom in the presence of a teacher but with mutual understanding that the teachers would not interfere with the application of the tool. In the application of the pocket voting tool the facilitator presented a question/analytical consideration to the respondents and the respondents used colour-coded cards (to identify girls and boys) to mark responses or vote for each analytical consideration and level of response (for Likert scales), and deposit those in unmarked envelopes. The tool has been tried and tested by the evaluation team to preclude bias and subjectivity, reduce reservation to express opinions and protect privacy. Children's anonymity was maintained, and the information collected was used to assess the appropriateness of the new curriculum.

Overall, the evaluation used the following protocol:

- obtaining consent from all participants, particularly school children (via Education authorities);
- incorporating child-friendly interview techniques;
- Conducting interviews in the local languages;
- Exercising due diligence when working with CSOs ensuring confidentiality, integrity when dealing with sensitive topics; and
- Adherence to the principles of Do No Harm, impartiality, transparency, inclusivity and participation.

The data and information collected during the evaluation have been stored securely and will be kept confidential. Anonymity of the respondents was maintained throughout<sup>25</sup>.

### **3.3. Scope of the Evaluation**

*Programmatic Scope:* The Project has three (3) Outcome areas ('components'), and the evaluation covered all relevant interventions, especially from a peacebuilding angle. The evaluation noted that some interventions are still in progress.

*Geographic Scope:* Given the current situation with the COVID-19 pandemic, the evaluation was conducted with minimal social contacts. As agreed with UNICEF<sup>26</sup> virtual data collection methods were used as an alternative to face-to-face data collection. The evaluation covered all areas in the country where project activities have been implemented (see Table 2.4). Physical visits were made to Central, Uva, Eastern and Northern Provinces for school due to difficulties with online assessment technologies in the schools.

*Evaluation period:* The evaluation covered the entire project period from April, 2017 to December 2020.

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<sup>25</sup> In the case of ex-combatants, the names were provided by the Project, and the questionnaires contain a code.

<sup>26</sup> Meeting held with UNICEF on 23 September 2020.

### 3.4. Evaluation criteria and questions

This evaluation assessed the project results and evaluated the relevance, efficiency, effectiveness, sustainability of the actions, and progress towards outcomes. Specific evaluation questions are listed in Table 3.1, which is reproduced from the Terms of Reference provided by UNICEF. The evaluation team notes overlaps of questions amongst criteria.

**Table 3.1: Key Questions for DAC Criteria<sup>27</sup>**

Evaluation criteria	Key Evaluation questions
Relevance	<ol style="list-style-type: none"> <li>1. How relevant is the design of the project in reaching its peacebuilding objectives, taking into consideration the outcomes, outputs and the activities proposed at the outset of the project in achieving the specified peacebuilding objectives?</li> <li>2. To what extent were the project interventions relevant to national and local peacebuilding contexts? Did the project take into consideration the local contexts in developing the design intervention/logic?</li> <li>3. What is the validity and the relevance of the Theory of change?</li> <li>4. Was the project relevant to the needs and priorities of the target groups/beneficiaries? Have they been consulted during design, monitoring and implementation of the project?</li> <li>5. To what extent did the PBF project respond to peacebuilding gaps?</li> <li>6. To what extent was the Project able to contribute towards conflict transformation, greater enjoyment of rights and promote institutional reforms through its support to institutional mechanisms in place to promote peace, justice and reconciliation?</li> </ol>
Effectiveness	<ol style="list-style-type: none"> <li>7. To what extent did the output level interventions translate into progress towards outcomes?</li> <li>8. How effectively did the three pillars of the project's intervention work together to achieve common outcomes?</li> <li>9. Were the planned activities consistent with the overall peacebuilding objectives and purpose?</li> <li>10. What were the reasons for the achievement or non-achievement of the planned results? What are the principal factors that influence or influenced achievement or non-achievement of the results?</li> <li>11. How were resources allocated to reduce gender disparities, address gender norms and enable access to services in the targeted communities?</li> <li>12. To what extent the project contributed to greater enjoyment of rights of the target beneficiaries/ groups, and their ability to access remedies and redress?</li> <li>13. To what extent did the project make timely adjustments to its strategy to maintain its relevance and effectiveness? To what extent target beneficiaries were involved in decision-making on those adjustments?</li> <li>14. How has the project adopted to changing socio-political environment during the implementation timeframe? Has the project been able to adapt to changing needs of target beneficiaries/ groups?</li> <li>15. What was the role and contribution of key stakeholders and UN entities towards achieving peacebuilding results? What was the degree of integration of project activities within UN strategic frameworks at country-level and how did it contribute to their implementation?</li> </ol>

<sup>27</sup> Reproduced from the Terms of Reference for the Evaluation.



Evaluation criteria	Key Evaluation questions
	<p>16. What efforts were made within the project to ensure gender equality and women participation across the implemented activities?</p> <p>17. How novel or innovative was the project approach? Can lessons and good practices be drawn to inform similar approaches elsewhere?</p>
Efficiency	<p>18. Have financial and human resources been allocated sufficiently and strategically to achieve project outcomes?</p> <p>19. Were outputs delivered on time? What constraints/delays were encountered during implementation, why and how were these addressed? What has been the impact of COVID-19 on the programme implementation and has there been any need for reprogramming due the emerging evidence on the socio-economic impact of the pandemic?</p> <p>20. To what extent did UN agencies coordination/partnership strategies and practices support the delivery of results?</p> <p>21. To what extent the UN agencies have been able to efficiently mobilize CSOs for creating awareness and understanding of reconciliation among targeted communities and enhance their access to services?</p> <p>22. Was PBF funding used to leverage political windows of opportunity for engagement?</p>
Sustainability	<p>23. What is the degree of sustainability of project benefits? Are the activities and their outcomes likely to continue when external support is withdrawn?</p> <p>24. What systems have been put in place to ensure sustainability of project interventions/outcomes? This includes inter alia capacity building, local ownership at decentralized GoSL levels, resource mobilization and integration of the project's activities into government systems, policies, local plans and stakeholders' projects?</p> <p>25. Are local stakeholders willing and committed to continue working on the issues addressed by the project? How effectively was the project in building national ownership?</p> <p>26. Are local stakeholders able to continue working on the issues addressed by the project? How effectively has the project built necessary capacity?</p> <p>27. To what extent was the project catalytic (financial /programmatic such as for scaling up, increasing convergent programmes, building resilience etc.)?</p> <p>28. What interventions/strategies are to be more widely replicated or adapted and have the potential for scale up?</p>
Progress towards outcomes/ Impacts	<p>29. To what extent did the project achieve its peacebuilding results/ outcome impacts?</p> <p>30. Were there any unexpected results or unintended consequences of the results both positive and negative?</p> <p>31. What evidence is there that the project interventions resulted in improvements in the enjoyment of rights? What has been the contribution of the project to the achievement of these results? Has PBF funding been used to scale-up other peacebuilding work and/or has it helped to create broader platforms for peacebuilding? Conflict-Sensitivity</p> <p>32. Did the project have an explicit approach to conflict-sensitivity?</p> <p>33. Were the UN entities internal capacities adequate for ensuring an ongoing conflict-sensitive approach?</p> <p>34. Was the project responsible for any unintended negative impacts?</p>



## **Gender**

The Evaluation Team formulated specific questions on gender (in addition to key questions 11 and 16 in Table 3.1).

For this purpose, the evaluation used the following definitions:

**Gender:** *refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. ... Gender determines what is expected, allowed and valued in a woman or a man in a given context.*

**Gender equality** *is when people of all genders have equal rights, responsibilities and opportunities. Everyone is affected by gender inequality - women, men, trans and gender diverse people, children and families. ... Gender equality is a human right.*<sup>28</sup>

The evaluation team used the following additional questions for the evaluation of gender perspectives.

- Is gender mentioned in the situation analysis, issue statements and documents produced by the project? Do these documents reflect the inclusion of non-binary gender identities?
- Do the project components identify differences between men and women, and girls and boys and the intersectionality between ethnicity and religion and other non-binary gender identities?
- Is data disaggregated by sex (male and female)?
- Do objectives, outcomes and indicators explicitly address gender inequality? (Has a gender-responsive results framework been utilized to target context-specific gender barriers and bottlenecks?)
- Has the monitoring system generated data that will demonstrate gender-differentiated progress towards planned outcomes?
- Does the programme examine the root causes of gender inequality (social norms, cultural beliefs, values)?

Female evaluation staff were used in assessment of girls' schools.

### **3.5. Evaluation Methodology and Tools**

The evaluation used the theory of change approach to operationalize concepts of social cohesion, gender equality and reconciliation to a cohesive and comprehensive evaluation methodology. The data collection methods and tools to collect data and information from a range of sources and informants was based on this process of operationalization. It paid attention to triangulating the data and information collected before making its assessment. This is essential to ensure an evidence-based and credible evaluation, with robust analytical underpinning.

Data and information needed for the evaluation were drawn from different sources using the following tools:

- Desk Review of documents

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<sup>28</sup> <https://www.un.org/en/global-issues/gender-equality>

- School-level assessments (specifically for Outcome #2)
- Focus Group Discussions (FGD)
- Key Informant Interviews (KII)
- Telephone Interviews using a pre-tested questionnaire (livelihood component of Outcome # 1)

The Evaluation Framework (**Table 3.2**), structured against the standard OECD-DAC criteria agreed for the evaluation, provided the approach and the basis for this evaluation.

The evaluation used a group of experienced researchers for the school assessments. Data collection methods were gender sensitive. Female interviewers/facilitators were engaged with women and girls to increase their participation.

**Table 3.2 – Evaluation Framework**

Key evaluation area	Guiding sub-questions	Means of Measurement	Data Sources
<b>RELEVANCE</b>			
1. The Design of the Project	<ul style="list-style-type: none"> <li>How relevant is the design of the project in reaching its peacebuilding objectives</li> <li>To what extent were the project interventions relevant to national and local peacebuilding contexts?</li> <li>Did the project take into consideration the local contexts in developing the design intervention/logic?</li> <li>What is the validity and the relevance of the Theory of change?</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of reports and other literature</li> </ul>	<ul style="list-style-type: none"> <li>Strategic documents</li> <li>Project reports</li> <li>Government representative interviews</li> <li>Ex-government staff interviews</li> <li>UN and Partner staff and stakeholder interviews</li> </ul>
2. Project's relevance	<ul style="list-style-type: none"> <li>Was the project relevant to the needs and priorities of the target groups? Have they been consulted during design, monitoring and implementation of the project?</li> <li>To what extent did the PBF project respond to peacebuilding gaps?</li> <li>Project's contribution towards conflict transformation, support institutional mechanisms to promote peace, justice and reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>Strategic assessment of Sri Lanka and PPP priorities.</li> <li>Needs assessments and project response</li> </ul>	<ul style="list-style-type: none"> <li>Beneficiary interviews</li> <li>FGD with target groups</li> </ul>
<b>EFFECTIVENESS</b>			
3. Translation of interventions into progress towards outcomes	<ul style="list-style-type: none"> <li>Were the planned activities consistent with the overall peacebuilding objectives and purpose?</li> <li>How effectively did the three pillars of the project's intervention work together to achieve common outcomes?</li> <li>What were the reasons for the achievement or non-achievement of the planned results?</li> <li>How were resources allocated to reduce gender disparities, address gender norms and enable access to services in the targeted communities?</li> <li>To what extent did the project make timely adjustments to its strategy to maintain its relevance and effectiveness?</li> </ul>	<ul style="list-style-type: none"> <li>Performance by component, activity &amp; indicators</li> <li>Stakeholder and participant perceptions on performance</li> <li>Field level assessment of targeting</li> <li>Stakeholder and participant perceptions on targeting</li> <li>Assessment of gender plans</li> <li>Assessment of vocational trainings</li> <li>Performance by component, activity &amp; indicators</li> </ul>	<ul style="list-style-type: none"> <li>Project documents</li> <li>Progress reports &amp; project database</li> <li>Relevant government policies</li> <li>Stakeholder interviews</li> <li>FGDs</li> <li>Questionnaire survey (vocational training)</li> <li>Project documents including annual work-plans</li> </ul>

Key evaluation area	Guiding sub-questions	Means of Measurement	Data Sources
4. Project's adaptation to changing situations	<ul style="list-style-type: none"> <li>To what extent target beneficiaries were involved in decision-making on those adjustments?</li> <li>Has the project been able to adapt to changing needs of target beneficiaries/ groups?</li> <li>How novel or innovative was the project approach? Can lessons and good practices be drawn to inform similar approaches elsewhere?</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder and participant perceptions on performance</li> <li>Field level assessment of targeting</li> <li>Stakeholder and participant perceptions on targeting</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder interviews</li> <li>FGDs</li> </ul>
5. Role of UN Agencies	<ul style="list-style-type: none"> <li>What was the role and contribution of key stakeholders and UN entities towards achieving peacebuilding results?</li> <li>What was the degree of integration of project activities within UN strategic frameworks at country-level and how did it contribute to their implementation?</li> </ul>	<ul style="list-style-type: none"> <li>Performance by component, activity &amp; indicators</li> <li>Stakeholder and participant perceptions on performance</li> </ul>	<ul style="list-style-type: none"> <li>Project documents/reports</li> <li>Meeting notes</li> </ul>
<b>EFFICIENCY</b>			
6. Conversion of resources to results?	<ul style="list-style-type: none"> <li>Have financial and human resources been allocated sufficiently and strategically to achieve project outcomes?</li> <li>Were outputs delivered on time? What constraints/delays were encountered during implementation, why and how were these addressed?</li> <li>What has been the impact of COVID-19 on the programme implementation and has there been any need for reprogramming due the emerging evidence on the socio-economic impact of the pandemic?</li> </ul>	<ul style="list-style-type: none"> <li>Budget allocation and expenditure review</li> <li>Comparison of work-plan and progress reports - Counterfactual analysis</li> <li>Stakeholder and participant perceptions on performance</li> <li>Timeline review</li> </ul>	<ul style="list-style-type: none"> <li>Project financial &amp; workplan records</li> <li>Project staff and stakeholder interviews</li> </ul>
7. Delivery of Results	<ul style="list-style-type: none"> <li>To what extent did UN agencies coordination/partnership strategies and practices support the delivery of results?</li> <li>To what extent the UN agencies have been able to efficiently mobilize CSOs for creating awareness and understanding of reconciliation among targeted communities and enhance their access to services</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of joint work-planning</li> <li>Assessment of CSO work</li> </ul>	<ul style="list-style-type: none"> <li>Project staff and stakeholder interviews</li> </ul>
8. Leveraging other support	<ul style="list-style-type: none"> <li>Was PBF funding used to leverage political windows of opportunity for engagement?</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio assessments</li> </ul>	<ul style="list-style-type: none"> <li>Reports</li> </ul>

Key evaluation area	Guiding sub-questions	Means of Measurement	Data Sources
<b>SUSTAINABILITY</b>			
9. Likelihood of sustaining achieved results after the completion of the project	<ul style="list-style-type: none"> <li>• Are the activities and their outcomes likely to continue when external support is withdrawn?</li> <li>• What systems have been put in place to ensure sustainability of project interventions/outcomes?</li> <li>• Are local stakeholders willing and committed to continue working on the issues addressed by the project? How effectively was the project in building national ownership?</li> <li>• Are local stakeholders able to continue working on the issues addressed by the project? How effectively has the project built necessary capacity?</li> </ul>	<ul style="list-style-type: none"> <li>• Institutional assessment</li> <li>• Stakeholder feedback on sustainability initiatives</li> <li>• Project outcome indicator performance</li> </ul>	<ul style="list-style-type: none"> <li>• Project documents</li> <li>• Stakeholder and participant interviews/FGDs</li> </ul>
10. Scaling up	<ul style="list-style-type: none"> <li>○ To what extent was the project catalytic (financial /programmatic such as for scaling up, increasing convergent programmes, building resilience etc.)?</li> <li>• What interventions/strategies are to be more widely replicated or adapted and have the potential for scale up?</li> </ul>	<ul style="list-style-type: none"> <li>• Application of key analytical considerations; (Relevance, effectiveness in different contexts, supported by clear technical standards, and of low risk.);</li> <li>• Institutional assessment;</li> <li>• Stakeholder feedback on sustainability initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Project documents</li> <li>• Stakeholder and participant interviews/FGDs</li> <li>• Analysis of primary data</li> </ul>
<b>PROGRESS TO OUTCOMES/IMPACTS</b>			
11. Achievement of peacebuilding results/ outcome	<ul style="list-style-type: none"> <li>• Were there any unexpected results or unintended consequences of the results both positive and negative?</li> <li>• What evidence is there that the project interventions resulted in improvements in the enjoyment of rights? What has been the contribution of the project to the achievement of these results and scaling up?</li> <li>• Did the project have an explicit approach to conflict-sensitivity?</li> <li>• Were the UN entities internal capacities adequate for ensuring an ongoing conflict-sensitive approach?</li> <li>• Was the project responsible for any unintended negative impacts?</li> </ul>	<ul style="list-style-type: none"> <li>• Project outcome indicator performance</li> <li>• Strategic analysis of context for contribution to impact</li> </ul>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Staff and stakeholder interviews</li> <li>• FGDs</li> </ul>

## The Study Sample

The study sample for school-level assessments, FGDs, KIIs and telephone interviews is summarised in Table 3.3.

**Table 33 – Summary of the Study Sample**

Component	KII	FGD	School Assessments	Questionnaire Survey
1 (UNDP)	27 Informants	9 FGDs <ul style="list-style-type: none"> <li>• 3 in Manner</li> <li>• 3 in Kilinochchi</li> <li>• 2 in Batticaloa</li> <li>• 1 in Mullaitivu<sup>29</sup></li> </ul>		33 Questionnaires administered (representing 50% of the population)
2 (UNICEF)	27 Informants	20 FGDs <ul style="list-style-type: none"> <li>• 5 in Central Prov.</li> <li>• 4 in Uva Prov.</li> <li>• 5 in Eastern Prov.</li> <li>• 6 in Northern Prov.</li> </ul>	11 Assessments <ul style="list-style-type: none"> <li>• <u>Civic Assessment</u> <ul style="list-style-type: none"> <li>• 3 Schools</li> </ul> </li> <li>• <u>Discipline Assessment</u> <ul style="list-style-type: none"> <li>• 8 Schools</li> </ul> </li> </ul>	
3 (WHO)	21 Informants			
Project Management	6 Informants			

### **Desk Review of documents**

The Project has provided literature relating to the Project, its implementation, and progress (Annex 3.2). In the absence of the Project’s terminal report, a summary of outputs achieved has been prepared by the Evaluator, based on the progress reports made available, and from the information made available to the evaluator at various meetings (See Section 2.2).

### **School-level Assessment [Outcome # 2]**

Given the status of project implementation, school-level assessments were confined to evaluate (a) civic education component, and (b) violence against children (corporal punishment). These assessments were carried out in the schools, using structured guides.

The school level assessment was multi-faceted, and involved consultations with children in a classroom, consultations with parents and teachers, KIIs with School Principals, Trainers for improving student achievements, provincial education authorities, and representatives of NIE.

The schools selected for assessment is given in Table 3.4. School selection took into consideration the type of school (IAB and IC types), gender-mix, ethno-religious diversity, language of teaching and disability and other exclusionary factors.

<sup>29</sup> Online FGD

**Table 3.4 – Sample of Schools selected**

Province	School	Component	
		Civic Education	Disc. & Violence
Central Province	Shanon TV, Hatton (IC)		✓
	Watawala Sinhalese School, Watawala	✓	
	Mahinda Maha Vidyalaya, Kandapola (IAB)		✓
Uva Province	Passara TV, Passara (IC)		✓
	Ella Vidyalaya, Ella (IC)		✓
Eastern Province	Al Hidaya MV – Palamunai (IC)		✓
	Al Munawwara Junior College, Akkaraipattu	✓	
	Gamini Maha Vidyalaya, Ampara (1C)		✓
Northern Province	Sri Nagarajah Vidyalayam, Vavuniya (1C)		✓
	Ramanathapuram East GTMS - Kilinochchi	✓	
	Ramanathan Girls College, Jaffna (IAB)		✓

*Pocket Voting - FGD:* The sample of children was a mixed group of about 20-25 children selected based on the following criteria.

- Age category 11-16 years where civic education module and revised texts have been introduced by the Project;
- Minimum 40% of girls;
- Inclusion of children with one parent or caregiver or without parents and caregivers;
- Inclusion of differently abled children or those with learning difficulties/slow learners, if any'
- Inclusion of children from any other identified discriminated groups (social, cultural and economic)

The Civic Education Component has been implemented in eight (8) schools (two in each Province) and the assessment was undertaken in three schools, using assessment tools. The Project has covered 433 schools with training to address the issue of violence against children. As agreed with UNICEF, eight (8) schools from IAB and IC types were selected for this assessment – two from each Province.

#### **Focus Group Discussions (FGD):**

Thirty-five (35) FGDs were held with school communities in each of the schools visited (one FGD each with Children, and one with Parents) to gather information relating to Outcome # 2.

It was not possible to identify specific project targeted beneficiaries relating to Outcomes 1 and 3 as direct community interactions had been limited by nature of implementation of Project activities without a specific target community. The evaluators conducted nine FGDs with communities in Mannar, Kilinochchi, Mullaitivu, and Batticaloa districts to assess the

general situation with regard to the current reconciliation situation (Outcome # 1) and psychosocial welfare work (Outcome # 3). FGD with the community in Mullaitivu was conducted online. The list of FGDs is at Annex 3.3.

### ***Key Informant Interviews (KII):***

KIIs were conducted using a semi structured interview framework. The list of persons interviewed is in Annex 3.3.

The following interviews, which were originally scheduled, could not held due to reasons indicated:

- Representatives of SLIDA (despite repeated attempts, interviews were not arranged by SLIDA management)
- Trainees from the Sri Lanka Administrative Service who underwent training at SLIDA (contact details of a sample of trainees were not provided by SLIDA)
- Trainees on Military Dialogue (Trainees were not identified by UNDP due to the sensitive nature of the work)

### ***Telephone Interviews***

Telephone interviews using a structured questionnaire were conducted with 33<sup>30</sup> ex-combatants in Kilinochchi and Jaffna districts who have been provided with vocational training and/or livelihood support.

The Questionnaire did not contain any sensitive information but only information related to the 'vocational' training they received, current employment vis-à-vis training received, satisfaction on the training courses, livelihood activities undertaken, and the current income levels.

The questionnaire was administered by a researcher who has experience in remote data collection and working with ex-combatants. The respondents were briefed on the purpose of the questionnaire, and their engagement was purely voluntary. They were also informed that they are free to withdraw at any point during the interview.

### ***COVID-19 Considerations***

The evaluators followed the guidelines provided by the Government of Sri Lanka<sup>31</sup> regarding the precautions to be taken to prevent spread of COVID-19. In essence, face-to-face meetings were reduced as much as possible.

School visits and meeting with school communities were undertaken only with the specific COVID-19 guidelines provided by the Provincial Education authorities, in addition to Ministry of Health guidelines. The Education authorities reviewed situation almost on daily basis. Pandemic situations in the Northern Province and concomitant closure of schools delayed school assessments.

In spite of receiving priori approval, a school in the Central Province could not be visited due to a detection of COVID positive person in the school.

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<sup>30</sup> This represents 50% the entire population who could be contacted.

<sup>31</sup> Circular of the Ministry of Health -DGHS/COVID-19/2020-347 dated 11 January 2021



The study team was equipped with sanitisers, face masks, and face shields during the field visits.

### 3.6. Data Management

Collection of qualitative data from interviews and FGDs was based on guides structured to capture specific information sought for the key evaluation questions. The structured guides ensured that the data/information collected were reliable and valid and that same or similar responses will be gathered if administered under similar conditions. The Survey Team also ensured that the instruments captured what has been intended to capture.

#### *Data Analysis*

Before starting analysis, quality of the data was checked for reliability and validity. Data points relating to answers for key evaluation questions were highlighted, and spot checks between data from different Provinces were made to ensure consistency,

Data from different sources (KII and FGDs) were triangulated to derive trends, situations, and conclusions. This analysis also brought out some of the field limitation relating to project implementation aspects.

Quantitative data collected from the administration of the questionnaire on livelihoods were transferred to excel workbooks for further analysis to identify trends.

#### *Data storage*

Data and information collected are in a repository at IPID and will be protected in accordance with Privacy Acts and Data Protection Laws of Sri Lanka. Anonymity of the respondents and subscribers was maintained. The researchers used anonymous data for their analysis.

### 3.7. Limitations

The evaluation found several limitations for its smooth implementation and timely completion of the tasks. Table 3.5 summarises the constraints, and mitigatory measures taken, as applicable.

**Table 3.5 – Constraints and Mitigatory Measures**

Constraints	Mitigatory Actions
Difficulties with identifying key informants and arranging interviews (Component # 1); in some instances, informants declined to participate; in some others, informants identified by the Project were unable to provide information.	The evaluation team pursued with the informants and requested contacts of alternative informants. In some case, no action was possible.
Delays in obtaining key documents from RUNOs (e.g., work-plans, progress reports and other reports generated by the Project, meeting minutes)	Repeated requests made to RUNOs; some information was not provided at all.

<b>Constraints</b>	<b>Mitigatory Actions</b>
Absence of critical information on project implementation, in particular information on planned vs actual achievements	For example, work-plans and work accomplished were important to assess progress. These were not available; the evaluation team had to rely on Partners for this information, which could not be verified.
Closure of schools due to COVID-19 pandemic. The school assessments could only be started in February, 2020 after the re-opening of school. Further, there was a delay in granting approval for school assessments in the Northern Province, which was completed only on 25 February 2021.	No action taken; evaluation delayed until schools re-opened.
Absence of M&E Plan and periodic monitoring reports	Information sought from Partners.
Absence of a Gender Transformative Programme Framework and documentation of how the Framework was applied to the project.	The consultants developed key evaluation questions on gender transformative programming based on a perusal of UN Definitions and strategy documents.

## 4. Project's Performance

The Project sought to promote social cohesion and conflict mitigation through three components. The evaluation recognizes that the Easter Sunday attack of 2019 and the COVID 19 pandemic of 2020 together with the change of government policy and strategy during 2018-2020 have affected the performance of the project.

### 4.1 Relevance

The Project is aligned to the Peacebuilding Priority Plan of Sri Lanka. It can be inferred that the initiatives planned in the Project are consistent with the overall peacebuilding objectives and purpose. Of particular importance are the activities targeting adolescents and youth (schools and Universities) which seek to establish shared values and norms irrespective of wealth, ethnicity, race, and gender so that society is socially cohesive. It is envisaged that the long-term application of concept and strategy of social cohesion will forge social bonds in civic society, establish responsive democracy, and bring about peace and harmony<sup>32</sup>.

The Project also addresses Sustainable Development Goals 4, 5 and 16.

#### Component #1

The Peacebuilding component is well aligned with the Government's policies and strategies to introduce equity and relief to conflict-affected people, and reduce poverty, as reflected in the Government policy at the time of project preparation<sup>33</sup>. It also directly addresses several recommendations relating to conflict-affected people in the North and Eastern provinces made by the Lessons Learned and Reconciliation Commission (LLRC)<sup>34</sup>. The Project directly addresses the needs of the Government on reconciliation and peacebuilding by providing significant financial and operational support to the Secretariat for Coordinating Reconciliation Mechanisms (SCRM), the then Ministry of Integration and Reconciliation, Ministry of National Coexistence, Dialogue and Official Languages & Ministry of Prison Reforms, Rehabilitation, Resettlement and Hindu Affairs, and the Office for National Unity and Reconciliation (ONUR) leading on reconciliation policy processes<sup>35</sup>.

Of particular importance is the Project's alignment to support Sri Lanka relating to the Human Rights Commission Resolution 30/1. Initiatives with the Office on Missing Persons (OMP) in operationalising the transitional justice mechanism, Office on Reparations on setting groundwork for an enhanced reparations process that draws upon international best practices, and the preliminary work on the establishment of the Truth and Reconciliation Commission are much focussed as contributing towards fulfilling aspirations in the Peacebuilding Priority Plan<sup>36</sup> of the Government of Sri Lanka.

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<sup>32</sup> Key Evaluation Question # 1 & 2 (Table 3.1)

<sup>33</sup> ([http://www.mnpea.gov.lk/web/index.php?option=com\\_content&view=article&id=62:economic-policy-statement-made-by-hon-prime-minister-ranil-wickremesinghe-in-parliament-on-5th-november-2015&catid=20&lang=en](http://www.mnpea.gov.lk/web/index.php?option=com_content&view=article&id=62:economic-policy-statement-made-by-hon-prime-minister-ranil-wickremesinghe-in-parliament-on-5th-november-2015&catid=20&lang=en))

<sup>34</sup> Report of the Commission of Inquiry on Lessons Learnt and Reconciliation, November 2011; Presidential Secretariat; xii+388

<sup>35</sup> Key Evaluation Question # 2 (Table 3.1)

<sup>36</sup> Sri Lanka Peacebuilding Priority Plan (Aug 2016)

## Component # 2

The relevance of the component on education can be viewed from different perspectives. At the national level, the interventions relate to the National Policy on Education for Social Cohesion and Conflict Resolution and Reconciliation and has a relevance to addressing the overall violence that has manifest in Sri Lanka during the last four decades. As conflict resolution is a process determined by the context of the country and has no blueprint, the components of the project are theoretically of high relevance to the operating context.

From a reconciliation and peace building perspective the project also falls within the 3-level pyramid of conflict resolution and peace building models<sup>37</sup> described as a 3-track pyramidal model of: high level negotiation (military and political leadership, level 2 (respected leaders from different ethnicity, academics and humanitarian leaders and level 3 (local leaders, CSOs and community) and all three levels are seen as important for the process. When the project is examined in the context of this model, the overall project design is based on track 2 and 3 (or levels 2 and 3) interventions in conflict resolution and peace building. The level 3 interventions of reaching school children, parents and the school community is strategically effective as it reaches a larger population. However, the impact or desired change expected of reaching a larger population depends on the interfaces with completed outputs of level 2, and it is only when such integrated processes take place that the project becomes relevant. Furthermore, all components leading to the outcomes should have been fully implemented with synergy for the project to be defined as of high relevance to reconciliation models.

The Project also builds on Articles 28 and 29 of the Convention of the Rights of the Child and falls within the aegis of the UNESCO framework of Global Citizenship which recognizes that children need to be socially connected and emotionally stable for societies to be cohesive and governable. By applying the principles and standards of Child Rights, especially the principles of best interests of the child and non-discrimination the project implements a rights-based strategy for social cohesion. Empirically, the rights-based approach means institutional and structural change through planned interventions that build the skills and personality of children for tolerance and respect of all cultures and ethnicities, equality of sexes, and respect for the environment. However, as most of the project outputs are in the process of development the evaluation cannot comment on the relevance and scalability of the project design and strategy<sup>38</sup>.

## Component # 3

The psychosocial component of the Project directly addresses the mental health and psychosocial issues in the reconciliation process and in a conflict-related milieu in the overall peace building efforts of the country. The Project provided technical inputs towards a number of policy and strategy reviews (e.g., National Mental Health Policy; mapping of Mental Health and Psychosocial Service; National Suicide Prevention Strategy; National Mental Health Programme Review)<sup>39</sup>.

The Project's overall support to MHPSS-related issues such as emotional distress, depression, fear psychosis, alcohol and other substance abuse, disruption of family life, sex abuses, gender-based violence and physical disabilities and poverty are relevant and has been prioritised by

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<sup>37</sup> Miall, H, Ramsbotham, O, Woodhouse, T, Contemporary Conflict Resolution (1999) Polity Press, Cambridge

<sup>38</sup> Key evaluation Question # 2 (Table 3.1)

<sup>39</sup> *Ibid.*

the Government. Evidence from the field shows that MHPSS issues of the affected communities are inseparable from the peacebuilding efforts.

The Project's support to affected communities following the Easter Sunday attack of 2019 aimed at peacebuilding between different communities is also acknowledged, and can be regarded as emergency support for a good cause.

Since the cessation of hostilities in 2009, there have been many initiatives towards addressing MPHHS issues. However, the community support mechanisms through voluntary psychosocial welfare at the village level, which has contributed significantly to alleviate the situation in affected families, remains a problem. The stakeholders feel that whilst MHPSS support supplements Government efforts, the Project could have addressed the lingering issue of the sustainability of voluntary psychosocial support schemes at the village level.

The Project also builds on a previous initiative supported by the PBF aimed at reconciliation<sup>40</sup>. Overall, the Project support is consistent with the priorities set by the Government, and funding is considered as a critical gap filling initiative<sup>41</sup>. The livelihood component introduced during the mid-term of the Project is also relevant as providing livelihood support is a part of rehabilitation and resettlement effort of the Government.

### ***Conflict Transformation***<sup>42</sup>

The Project has been designed to contribute to conflict transformation. As is evident from several previous studies, peacebuilding requires multi-level national agreement to achieve sustained peace. Of particular importance is the political 'reforms' and philosophy conducive to peacebuilding. The societal contribution, particularly from the affected communities depends on higher level commitment and reforms. Much has been researched and documented on the need for high level commitment for reconciliation and peacebuilding. The country regularly experiences ethnic and religious polarisation, which have not receded in the recent times. Political authorities, clergy and even intelligentsia have contributed to divisive nationalist forces and xenophobia<sup>43</sup>. The Project did not address this aspect adequately. The relevance of the Project would have been sharper if the focus was on changing the mind-set of political and administrative leaders, which will have a quicker impact on the ground and politically easier to accomplish.

### ***Project Design***

The Project proposed 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. The Project's design has considered the pathways to contribute towards peacebuilding objectives. The outputs and outcomes, if achieved, would have contributed towards peacebuilding approaches<sup>44</sup>.

The Project's design strategy to work through SCRM and ONUR, development partners, UN agencies, Ministries, the State officials both national and Divisions and Districts as well as

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<sup>40</sup> Support to the Sri Lanka PBF Secretariat and Government Secretariat for Coordinating Reconciliation Mechanisms; PBF/IRF-136

<sup>41</sup> Key Evaluation Question # 5 (Table 3.1)

<sup>42</sup> Key Evaluation Question # 6 (Table 3.1)

<sup>43</sup> See for example: Rev. Duleep de Chickera (2019); Water for All: Public Interventions for Social Justice and Stability in Sri Lanka; ISBN # 9789558497227

<sup>44</sup> Key Evaluation Question # 9 (Table 3.1) [categorised in the ToR under effectiveness]

representatives from Government institutions across the country on reconciliation mechanisms is very appropriate as it targeted the key people who either engaged with the victims or the public who could reach out to victims. The Project's work on reaching people through media particularly on Transitional Justice and Reconciliation (TJR) is seen as appropriate.

The Project's Theory of Change (ToC) is as follows:

*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.*

However, the available evidence indicate that the Project carried out work as three discreet Projects with minimal interaction. The ToC did not capture the nuances of joint programming and implementation. The ToC is not explicit in indicating the integrated responses needed in joint programming to achieve the changes sought in the ToC, and did not clearly indicate the pathways for achieving the objectives of the Project<sup>45</sup>.

The relatively slow pace of implementation by the Government agencies is indicative of their limited ownership of project outcomes. If they were a part of the design of the Project, perhaps their involvement in implementation would have been different.

## 4.2 Effectiveness

### **Project Implementation Delays**

The delivery of Results has been affected in a number of ways, primarily due to delays in implementation. Detailed analysis was not possible in the absence of approved annual work-plans, and the reasons for delays, particularly before 2019. These implementation delays have been exacerbated by the Easter Sunday attack of 2019 and COVID-19 pandemic. Easter Sunday attack prevented some field work in several areas of the country whilst COVID-19 related shutdowns also delayed implementation of field work<sup>46</sup>. The delays affected the overall outcomes of the Project, and the target beneficiaries were unable to participate and benefit as expected out of the Project<sup>47</sup>. Specific delays and institutional issues are summarised below:

**Component 1:** The closure of SCRM in March 2020 (but effectively in the 3<sup>rd</sup> Quarter of 2019) and disengagement of ONUR affected work significantly. Placing SCRM in the Prime Minister's Office was expected to be effective in influencing other arms of the Government, but has been unfortunately seen as a politically motivated action. SCRM was largely staffed by UNDP staff, and the constitutional crisis on October 2018 resulting in the removal of the Prime Minister for 52 days forced the UNDP staff being relocated to the UN Compound for 'safety'.

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<sup>45</sup> Key Evaluation Question # 3 (Table 3.1)

<sup>46</sup> Key Evaluation Question # 10 (Table 3.1)

<sup>47</sup> Key Evaluation Question # 12 (Table 3.1)

Component 2: Although the Project design offers innovative concepts and strategies, the delays and the inability to complete work have negated the effectiveness.

Component 3: Much of the work has been delayed. Work is pending partly due to the main partner, Ministry of Health being pre-occupied with the COVID-19 Pandemic. Mapping of Mental Health and Psychosocial Service (MPSSS) in the three districts has also not been completed due to shortcomings in the tool used. The recommendations for a National Suicide Prevention Strategy are also pending with MoH.

### ***Technical aspects of Project Delivery (Component # 2)<sup>48</sup>***

All activities implemented under Component # 2 have cross cutting principles of inclusion and targets all adolescents especially those aged 12-14 years, as per the “global citizenship framework” of UNESCO and draws on key issues such as the lack of equality, quality and equity in education with continued marginalization of children who live in the remote rural and estate sectors. However, the full range of activities planned under the project have not been implemented as evidenced in the delivery of outputs. The Civic Education Curricula for lower secondary grades have not been revised and the acceptance of curricular and training of lecturers at colleges of education is pending. In schools all of the stakeholders have not been trained and there has been limited follow up. When analyzed within the framework of education, it is evident that an integration of all activities is necessary to contribute to the outcomes of the project.

As changes in the way the overall curriculum is integrated and implemented in a school context are as important as the application of subject specific curricula, the project interventions could result as isolated interventions that do not contribute to a holistic curriculum application. This is evident in the way schools have been reached and how they have implemented the project. Some schools have fully understood the concepts and integrated the activities to the curriculum through activities that generate experiential learning across the school while other schools such as in the Monaragala District have received partial training and have uneven understanding of application.

All long-term outcomes in social cohesion entail the implementation of synergistic activities to address the structural causes of political violence in Sri Lanka. There is no evidence that the project has made such an analysis and strategized around what activities fall within the sphere of control of the project (school-based activities), the sphere of influence (outputs with NIE and UGC) and sphere of interests (changes in policy and social norms and values).

### ***Project Management***

The evaluation considered the following project delivery criteria for effective delivery of results:

- Deployment and coordination of technical expertise across the project is flexible and mutually beneficial;
- Matrix exists for accountabilities and responsibilities across the Project;
- Delivery and compliance are mapped and monitored regularly; and
- An organisational culture of integration between the three UN organizations and their partners exists and decisions benefit the whole project.

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<sup>48</sup> Key Evaluation Question # 12 (Table 3.1)

The project delivery model is expected to be collaborative, accountable and flexible.

The overall coordination of the Project is the responsibility of UNICEF, which is also responsible for providing consolidated reports to the donor. In regard to coordination, the Project Proposal sets out the following mechanism:

*"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."<sup>49</sup>*

There was no evidence of the functioning of these working groups. Furthermore, programmatic coordination, aside from collating individual reports from RUNOs, to ensure achievement of the overall objective of the Project was not effective.

The Project did not prepare annual workplans; rather programming appears *ad hoc*. There was no monitoring and evaluation plan. Major delays in implementation of activities do not appear to have drawn the attention of UN agencies. Indeed, some CSO contracts have been issued during the 3<sup>rd</sup> Quarter of 2020, and the CSOs reported their inability to complete work by December, 2020 and were hopeful of contract extension beyond the life of the Project.

The Evaluation Team was not provided with evidence of formal and regular M&E activities at the field level undertaken by UN Agencies and Partners. It is the opinion of the Evaluation Team that if the Project prepared internal annual workplans, the delays observed now could have been averted. Additionally, M&E of field activities has been inadequate. Efficiency and effectiveness of implementation could have been improved with regular M&E action, in particular in the following key areas of work:

- Work on reconciliation dialogues;
- Audio-visuals promoting peacebuilding and reconciliation;
- Curriculum revisions with NIE;
- Work package offered to the UGC;
- National Mental Health policy initiatives.

The Project also envisaged an annual review with all project partners, including representatives from all relevant line Ministries to discuss implementation challenges and constraints. The Evaluation Team was not provided with evidence of holding this annual review<sup>50</sup>. As a result of these shortcomings, translation of project interventions into outcomes has been adversely affected<sup>51</sup>.

### ***Working through Partners and Gaps in Coordination<sup>52</sup>:***

The Project's way of implementing through intermediate partners (CSOs) has enhanced effectiveness. CSOs have provided the much-needed connectivity with the communities. However, Project implementation and its effectiveness have suffered due to inadequate

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<sup>49</sup> Project Proposal; page 24.

<sup>50</sup> The Project's opportunities and constraints have been discussed at 10 PBF Board meetings during the life of the Project (Source: UNDP)

<sup>51</sup> Key Evaluation Question # 7 (Table 3.1)

<sup>52</sup> Key Evaluation Question # 8, # 15 & # 21 (Table 3.1)



coordination amongst UN Agencies and amongst CSOs. Synergies and common understanding of the Project were not evident at different levels.

The Project has implemented activities via several Government agencies, which is an effective mode of implementation provided regular liaison, M&E, and quality assurance are in place. Component # 1 worked primarily through the Prime Minister's Office, but this has not resulted in the desired outcomes due to instability of administrative structures. The livelihood component has been implemented through District Secretariats, but lack of supervision and documentation has affected effectiveness. Both UGC and NIE have not kept the pace of work – resulting in undue delays. Work with the Ministry of Health has also limited effectiveness due to latter's commitments to COVID-19 management

The capacity and level of engagement of CSOs and partners in government (Provincial Ministries) in the different districts varied affecting the quality and timeliness of delivery. For example, in Component # 2, the understanding of the concept of social cohesion in the Eastern Province was technically sound compared to the other Provinces, mainly attributed to prior experiences. There was no horizontal relationship between the CSO and government partners to cross-fertilise their interventions and enrich experiences<sup>53</sup>.

Lack of a leader for the Project (or a designated 'Project Manager') for overall coordination and timely implementation has affected effectiveness. The education component (in the context of peacebuilding and reconciliation) is a case in point; As this component translates the concept of social cohesion to practice it is important to establish technical interfaces between components implemented by the three partners as well as the three sub-components in the education component<sup>54</sup>.

The implementing UN agencies and Partners have a clear role for achieving peacebuilding results. Notwithstanding this commitment, the three agencies in this Project worked in isolation; the evaluation notes a missed opportunity for the agencies and its Partners to act together and share lessons from different facets of the Project, and demonstrate provision of integrated solutions in joint programming<sup>55</sup>. Added to this shortcoming is the fact that some CSOs were not well informed of the overall project objectives and strategies, and worked within their own programmes.

### ***Adjustments to Project Strategy:***

The Project made adjustments during its lifetime, particularly in Components #1 and #3. The funds saved by the disengagement of ONUR from the Project were utilized for a research study on violence and to provide livelihood support to ex-combatants. In Component # 3, provision of psychosocial support was extended to communities needing support after the Easter Sunday attack<sup>56</sup>. However, it is unclear whether the target beneficiaries or partners were involved in effecting these changes.

The Project has provided financial support to several initiatives which have been identified during the life of the Project. These would normally address gaps in government assistance by providing financial support for critical and emergency work (Easter Sunday attack; COVID-19).

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<sup>53</sup> Key Evaluation Question # 21 (Table 3.1)

<sup>54</sup> Key Evaluation Question # 8 (Table 3.1)

<sup>55</sup> Key Evaluation Question # 17, 20 & # 31 (Table 3.1)

<sup>56</sup> Key Evaluation Question # 13 & 14 (Table 3.1)

### **Leveraging other support**

The Project's support to SCRM and ONUR with the former established in the Prime Minister's Office was an opportunity to leverage a political window of opportunity for engagement at the higher level. However, this did not materialise due to the constitutional crisis in 2018 and disbanding SCRM which was unfortunately labelled as a political agency of the then Government<sup>57</sup>.

## **4.3 Efficiency**

The evaluation team did not receive detailed budgets and end-of-the Project expenditures. Therefore, there is no analysis on output-based expenditures. Although budgets were not available for perusal, there was general indication that the allocations made to implementing agencies were more than adequate. Indeed, it would appear that the Project has been very generous with funds, and there has been no assessment of value-for-money of some of the deliverables. As at the end of the Project, some agencies have not spent the money provided to them<sup>58</sup>. There was no evidence of any counter-part funding or accounting, and of any other funds leveraged by the Project.

The evaluation finds that UN Agencies have allocated funds for implementation to the Government agencies and CSOs; however, follow-up with these agencies has been minimal. An example of significant investment is the allocation made to the Ministry for providing livelihood support to about 360 ex-combatants (estimated by the Evaluation Team to be approximately USD 300,000), the results of which have not been reviewed adequately as the responsibility has been devolved with the Ministry/District Secretariats.

Delivery of outputs has been behind schedule as already detailed elsewhere resulting in reduced efficiency<sup>59</sup>.

## **4.4 Progress towards Outcomes**

The Peacebuilding Priority Plan's Outcome # 2 (Reconciliation) is largely focussed on the support to the Secretariat for Coordinating Reconciliation Mechanisms, to wit:

*As a direct complement will be technical support to the institutional structures of Government with a mandate to lead on reconciliation, in particular the Secretariat for Coordinating Reconciliation Mechanisms which, as a relatively new institution, requires support for its core functional areas including multi-stakeholder coordination, communications, monitoring and evaluation, and policy formulation<sup>60</sup>.*

Dur to the closure of SCRM by the Government and abandoning its achievements resulted in the Project not achieving its main outcome<sup>61</sup>.

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<sup>57</sup> Key Evaluation Question # 22 (Table 3.1)

<sup>58</sup> Key Evaluation Question # 18 (Table 3.1)

<sup>59</sup> Key Evaluation Question # 19 (Table 3.1)

<sup>60</sup> Peacebuilding Plan for Sri Lanka (page 19)

<sup>61</sup> Key Evaluation Question # 29 (Table 3.1)

## Component 1 (UNDP)

As indicated in the preamble, the Project's initiatives at policy level have not proceeded to the level expected due to closure of SCRM. Introduction of social cohesion module to the induction course for the new entrants of the Sri Lanka Administrative Service, conducted by SLIDA is noteworthy but its continuation could not be ascertained. The Project provided a communication strategy for SCRM, but this too has become redundant.

Some of outreach work entrusted to CSOs have been incorporated into their own work programmes, and will be conducted when an opportunity arises. The main constraint for CSOs to continue these outreach programmes.

Most livelihood initiatives are likely to continue in a majority of the cases providing supplementary income for the households.

## Component 2 (UNICEF)

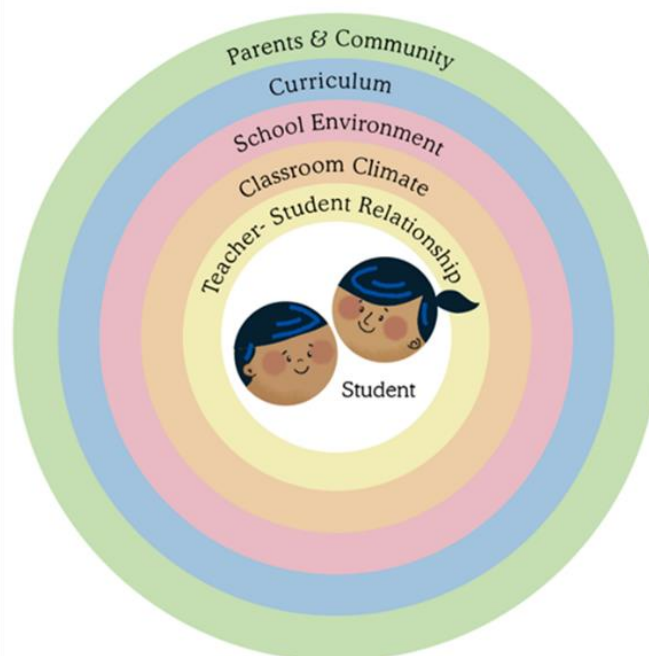
The conceptual framework for analyzing the outcomes of the interventions in Social Cohesion and Violence Free schools is based on the premise that changes need to take place at every level of the educational system. Table 4.1 and Fig 4.1 provide an insight to how the evaluation operationalized the outcomes at the different levels.

**Table 4.1 – Assessment of outcomes**

<b>Level of Analysis</b>	<b>Outcomes Assessed</b>
Child: Outcome indicators of how teachers, parents and the school administrators have created an enabling environment to understand the child as an individual rather than as a generic student.	<ol style="list-style-type: none"><li>1. A profile of the child gives insights to the child and family background of the child;</li><li>2. The Likert scale provides understanding of the communication, stress management, conflict resolution, tolerance, self-awareness, self-control, and group cooperation of students, as well as how changes in the physical and emotional environment of the classroom and school have impacted children.</li></ol>
Teacher-student relationship, application of innovative teaching methods and creation of a classroom environment which enables the practice of social cohesion and interpersonal skills as a set of values and norms of behaviour.	Focus Group Discussions focused on: <ol style="list-style-type: none"><li>1. What changes have taken place in the ability of teachers to: interact with children, willingness to listen, encourage questions, discussion, helping students to think through problems and demonstrate positive communication to build self-esteem and self-confidence;</li><li>2. Application of technology-based teaching methods; and</li><li>3. Changes in the physical and emotional environment of the classroom and school.</li></ol>
School Environment	School Data and Interviews with School Principals to understand how <ol style="list-style-type: none"><li>1. The structure of administration and school infrastructure enable students to learn in new ways and school administrators can encourage teachers in their efforts to connect with children;</li><li>2. School climate in which teachers support each other and students have a voice in decisions regarding their education, builds a sense of school spirit and community;</li><li>3. Providing schools with modern teaching materials and equipment such as computers, videos, overhead projectors, and</li></ol>

Level of Analysis	Outcomes Assessed
	interactive teaching resources to bring schools on par with the changes in the education reforms of 2023.
Involving parents	FGD with parents to understand what changes have taken place in: how children are supervised, disciplined and how parents learn from the school.

**Fig. 4.1 - Conceptual Framework**



**Social Cohesion** (see Annex 4.1 for the complete assessment)

Teachers and the School Principal were consulted to glean outcomes. The implementation of the project is not even across the schools. The Ramanathapuram School has received the equipment recently, and the equipment is not installed as yet. The school continues to use Smart Boards donated by KOICA. The school is waiting for the construction of a separate building to be completed to install the equipment and start the project. The Watawala School too had not used the opportunity effectively as the reception is poor and the school does not have a teacher trained for civic education.

The school development planning process (Table 4.2) shows that all schools have rated the participation of parents, teachers and children in the School Development planning process as high. However, a review of the School Development Plans shows that schools have not factored in the activities promoted by the Project into the planning process as well as the plans. Therefore, there were no monitoring mechanisms in place to monitor the progress of the project in schools, define ownership of the project and add additional activities generated by the project for putting sustainability mechanisms in place. The E-platform is fully implemented only at the Al-Munawara school; the other schools have not factored in the activities related to social cohesion into the SDS process.

**Table 4.2 - School Development Planning process**

Activities and participation	High	Medium	Low	Total
Teachers' participation in SSA process	3 100%	-	-	3 100%
Parents' participation in the process	3 100%	-	-	3 100%
Children's participation in the whole process	3 100%	-	-	3 100%
Old/girls and boys participation	-	3 100%	-	3 100%
Well-wishers participation	-	3 100%	-	3 100%
Donor participation	-	1 33%	2 67%	3 100%

The study assessed how children experience and perceive social and emotional stability as well as their attitudes and behaviours towards children of other religions and ethnicities. The scale was a progressive analysis and data shows that all of the children liked attending school and felt safe and protected in the school. However, 15% of the children said that they do not feel protected and safe at home. The inference from cross tabulating the data was that children who experienced violence at home did not feel safe and protected at home (see Table 4.3).

**Table 4.3-Perceptions, behaviours and attitudes related**

Students (Girls and Boys)	Disagree %	Agree %	Strongly Agree %	Total %
1. I like attending school,	0	4 (10%)	36 (90%)	40 (100%)
2. I feel protected and safe in school,	0	6 (15%)	34 (85%)	40 (100%)
3. I feel protected and safe at home	6 (15%)	19 (47.5%)	15 (37.5%)	40 (100%)
4. My teachers encourage questions and discussion in the classroom and support me for independent and group problem solving,	1 (2.5%)	6 (15%)	33 (82.5%)	40 (100%)
5. My teachers speak to me kindly and encourage me to speak cordially to peers and adults,	0	8 (20%)	32 (80%)	40 (100%)
6. My good behaviour is encouraged, and unacceptable behaviour is discussed with me with suggestions for alternative behaviour, (anger, lack of team work, lack of respect for adults and peers)	0	7 (17.5%)	33 (82.5%)	40 (100%)
7. I use computers for learning and for collective projects with students from other schools,	7 (17.5%)	15 (37.5%)	18 (45%)	40 (100%)
8. I like working in group projects and learning from peers and adults outside the school community,	2 (5%)	8 (20%)	30 (75%)	40 (100%)
9. Students are involved in organizing school events such as sports meets, and we are encouraged to express our ideas and participate in activities,	0	8 (20%)	32 (80%)	40 (100%)
10. My ethnicity, language and religion are important to me	8 (20%)	8 (20%)	24 (60%)	40 (100%)

11. Other languages and religions are equally important, and I learn about other cultures and people living in other parts of the country	0	5 (12.5%)	35 (87.5%)	40 (100%)
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The good practice of the E-platform comes from the Al-Munawwara school that demonstrates how initiative and commitment from the school has contributed to taking the project to another level. Discussions with the teachers and the Principal of the Al-Munawwara school showed that the school had installed the equipment and that they are committed to using the E-platform effectively not only to link with other schools but also to provide students with “learner centred and experiential education”. Some of the key conducive factors were that the: (a) school has qualified teachers to teach civic education, (b) the principal has undergone a 3 day training on social cohesion while serving at a previous school and he was confident that he could facilitate the process as he also had the academic background in conflict resolution and reconciliation processes, (c) the Provincial Ministry of Education of the Eastern Provincial Council was supportive of the project and (d) the parents and students were receptive to innovation and use of technology. Some of the initiatives from the school that have contributed to the good practice are: (1) provision of experiential learning through: annual study tours to places of worship of other religions as the student population was exclusively Tamil speaking and Muslim, and (2) annual gatherings with schools that have children of other ethnicities. The principal attributed the success to having a team of trained teachers who have demonstrated skill in facilitating the entire process.

#### **Quotes from the Field: A Principal**

Yes, we received valuable material from UNICEF such as a smart board, laptops, camera, projector, sound equipment, furniture and Wi-Fi facilities etc. We are grateful to UNICEF as they provided all these materials to our school. The smart board is most important, as teachers use it effectively to teach students with visual presentations and by using videos. The involvement and interest of students is high, and they like to learn in the smart class room. We have a small draw back as we sometimes face difficulty in the network connection and there is a lack of space in the smart classroom but we do not see it as a barrier.....

Regarding parents, their involvement was most visible in the Al-Munawwara School from three aspects. The first was consultation. The SDS was active and the parents stated that teachers consult parents and accept suggestions on how to improve the school environment. The second is discussion and dialogue on issues related to children such as discipline, performance, and achievement. The third was discussion and dialogue between teachers and students regarding performance and achievement and informing parents when parental support is required. Parents are also involved in planning cultural and sports events and there is an attempt to expose both parents and students to other cultures through cultural events, and discussion and dialogue. The other two schools did not demonstrate such good practices<sup>62</sup>.

#### **Positive Discipline** (see Annex 4.2 for the complete assessment)

The analysis for positive discipline focused mainly on the child and his/her changing social environment, and how parents, teachers and school principals interact and support the child.

<sup>62</sup> Access and information from the Watawala Sinhala School was limited due to the restrictions imposed on account of the COVID 19 Pandemic.

The process for planning and the quality of the school development plans were outputs of the Project as all schools were expected to develop action plans to implement the positive discipline project. The participatory process for developing School Development Plans, though rated as high in almost all schools and conformity with SDP standards, is also equally high but the inclusion of positive discipline practices in SDPs is not evident. As defining such activities implies a process of social mobilization and consultation with key stakeholders the schools should have been trained separately for this process. An analysis of the school development plans, and the activities implemented across the schools shows that such comprehensive planning to include positive discipline practices in schools and at home has not taken place across the schools (Table 4.4).

**Table 4.4 - School development Planning process**

Activities and participation	High	Medium	Low	Total
Teachers participation in SSA process	6 75%	2 25%	-	8 100%
Parents participation in the process	2 25%	5 62.5%	1 12.5%	8 100%
Children's participation in the whole process	4 50%	3 37.5%	1 12.5%	8 100%
Old/girls and boys participation	2 25%	2 25%	4 50%	8 100%
Well-wishers participation	3 37.5%	3 37.5%	2 25%	8 100%
Donor participation	1 12.5%	4 50%	3 37.5%	8 100%

An analysis of the facilities of the schools shows that the schools do not have adequate facilities that are conducive for learning and social and emotional growth. This lack of recognition of the importance of providing structure and environment conducive for the development of children especially at primary grades has affected the full implementation of the project (Annex 4.2).

The Likert scale was used to assess the social skills of children especially relations with adults and peers and positive behaviours, as well as emotional development which included the concept of self-control and self-expression (Table 4.5). The most noteworthy of this analysis is that: 3.2% of children did not feel safe and protected at school and another 4% did not feel protected and safe at home, 10% did not feel that teachers engaged them interactively and 9% did not like to work in groups and in supporting peers, 21% did not feel they had the ability for tolerance and anger management. However, it has to be noted that the overall level of skills and abilities as assessed by the students was high and 98% liked attending school which is indicative of the fact that school is a supportive environment. However, in the absence of baseline data it is not possible to attribute the positive trends to the project, especially given that the project has not reached the schools as a modular process that addressed the different levels of change.

**Table 4.5 - Perceptions, Behaviours and Attitudes**

<b>Students (Girls and Boys)</b>	<b>Disagree %</b>	<b>Agree %</b>	<b>Strongly Agree %</b>	<b>Total %</b>
1. I like attending school,	0	2 (1.6%)	123 (98.4%)	125 (100%)
2. I feel protected and safe in school,	4 (3.2%)	7 (5.6%)	114 (91.2%)	125 (100%)
3. I feel protected and safe at home	5 (4%)	10 (8%)	110 (88%)	125 (100%)
4. My teachers encourage questions and discussion in the classroom and support me for independent and group problem solving,	13 (10.4%)	13 (10.4%)	99 (79.2%)	125 (100%)
5. My teachers speak to me kindly and encourage me to speak cordially to peers and adults,	3 (2.4%)	16 (12.8%)	106 (84.8%)	125 (100%)
6. My good behaviour is encouraged, and unacceptable behaviour is discussed with me with suggestions for alternative behaviour, (anger, lack of team work, lack of respect for adults and peers)	5 (4%)	10 (8%)	110 (88%)	125 (100%)
7. I understand differences in abilities, gender and wealth and the importance of equality,	7 (5.6%)	45 (36%)	73 (58.4%)	125 (100%)
8. I like working in group projects, share learning resources and support peers when they need my support to learn,	12 (9.6%)	23 (18.4%)	90 (72%)	125 (100%)
9. I can control my anger and tolerate opinions and attitudes that I do not share,	26 (20.8%)	24 (19.2%)	75 (60%)	125 (100%)
10. I do not use harsh language and criticize or ridicule my peers and siblings destructively,	2 (1.6%)	25 (20%)	98 (78.4%)	125 (100%)
11. I know and understand the norms and accepted practices of behaviour in my school and I respect them,	4 (3.2%)	9 (7.2%)	112 (89.6%)	125 (100%)
12. Other languages and religions are equally important, and I learn about other cultures and people living in other parts of the country,	4 (3.2%)	11 (8.8%)	110 (88%)	125 (100%)

The evaluation also assessed the practices of parents to understand how the project has imparted the knowledge, attitudes and skills related to parenting styles, handling behaviour problems and parenting for children with special needs (Table 4.6). Discussions, especially pertaining to negative effects of physical punishment and positive methods that can be used in disciplining children and adopting good parenting styles shows that 89% of the parents continue to beat children as the most effective form of discipline; 42% use harsh language; 33% do not establish rules of behaviour and encourage good behaviour through praise; 29% do not have a daily routine or structure at home, and supervise children; and 24% do not demonstrate anger management and self-restraint. What is evident from this analysis is that significant changes have not taken place in the way parents discipline children although, there is an absence of baseline data.



**Table 4.6 - Practices of Parents**

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>Total</b>
1. Beating,	0	48 (88.9%)	6 (11.1%)	54 (100%)
2. Shouting and use of harsh language and criticism	0	23 (42.6%)	31 (57.4%)	54 (100%)
3. Depriving the child of food,	0	0	54 (100%)	54 (100%)
4. Locking the child in a room or dark place,	0	0	54 (100%)	54 (100%)
5. Depriving the child of toys or other favourite activities such as watching TV after explaining the reason,	2 (3.7%)	21 (38.9%)	31 (57.4%)	54 (100%)
6. Establishing rules of behaviour at home and enforcing their practice through encouragement and praise of good behaviour,	19 (35.2%)	17 31.5%)	18 33.3%)	54 (100%)
7. Establishing a daily routine, and supervision of: television programmes watched by children, video games and use of computers and other technology.	13 (24.1%)	25 (46.3%)	16 (29.6%)	54 (100%)
8. By acting as a role model (controlling anger, discussing differences of opinion among family members, and others)	12 (22.2%)	29 (53.7%)	13 (24.1%)	54 (100%)

Conclusions from the school assessment are as follows:

- Analysis of information from the three schools shows that only one school had installed the equipment and was using the equipment. This school demonstrated good practices in using technology in the teaching and learning process. The success of this school depended on the preparedness of the school to use technology, change teaching and learning processes, and create a conducive governing and physical environment for the project to gain ground and be “owned” by the school community;
- The evaluation was not able to establish progress towards outcomes (most outputs are under development) on the concept and practice of social cohesion mainly because (i) there was no common understanding of a working definition of social cohesion among the respondents, and (ii) as there was no comprehensive theory of change and outcome mapping to guide the translation of concept to practice by the implementing partners. An overview of the studies and draft modules reiterates that a lack of common understanding has resulted in varied interpretations and a lack of understanding of strategy.
- A sound project monitoring system at the output and immediate outcome level would have given sufficient insights to identify factors that have constrained the project. Discussions with a technical partner indicated that cooperation and coordination from the school community and the Provincial Ministries of Education were a determining factor for the success of the E-platform. The transfer of technology, therefore, should have been accompanied by a process of social mobilization of the school community.

- Social cohesion has been a part of the Education Sector Development Project (December 2005 to June 2011) of the World Bank and other donor agencies for nearly 15 years. These projects have been extended to approximately 10,000 schools. The focus has been on multi-ethnic student and teacher interactions. However, there is very little documentation of the successes and failures of these projects over the last 15 years and the loss of learning and evidence-based project designing is seen as an issue as the concepts and practice of social cohesion is an evolving process.
- The evaluation of the positive discipline component of the project shows that the Project would have been effective if (i) it had a baseline study, (ii) had technically sound common modules with provision for adaptation across the Provinces and sectors of living, (iii) established a process of mobilization and monitoring at school level, and (iv) had a project review.

### Component 3 (WHO)

Much of the policy and strategy development work is unfinished, largely due to the delays of the Ministry of Health. It is imperative that policies and plans are approved by MoH; without achieving this step, it is not possible to assess progress towards outcomes in the policy/strategy arena. The Project is continuing its dialogue with the Ministry internalise the strategy work developed by the Project.

The community-based interventions such as the *Manohari* programme and the Multi-Stakeholder Alcohol Abuse Prevention programmes provided mechanisms to improve community coping skills.

The outreach activities undertaken by CSOs are promising, and show results on the ground. The CSOs are committed to programmes of this nature, but their future efforts will be only if funding is available. The Project has not attempted to institutionalise these outreach work in the MoH and link the CSOs to MoH for continuation of community work.

Overall, the evaluation did not come across any unintended consequences of the results or negative impacts<sup>63</sup>.

## **4.5 Sustainability**

The likelihood of sustaining project activities is examined component-wise<sup>64</sup>.

- Component # 1: The closure of SCRM, which was the main Government partner in this component has significantly affected sustainability of the peacebuilding component. It transpired that most SCRM staff were secondees from UNDP; thus, there are no 'remaining' staff in the Government who have an institutional memory of work that was done. Added to this is that ONUR was shifted to the Ministry of Justice and has been dormant without any staff. The Government, in the run-up to the 46<sup>th</sup> session

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<sup>63</sup> Key Evaluation Question # 30 & 34 (Table 3.1)

<sup>64</sup> Key Evaluation Question # 23, 24, 25 & 26 (Table 3.1)

of the United Nations Human Rights Council in March 2021, is considering reconstituting ONUR<sup>65</sup>.

The Project's technical inputs towards developing a module for introducing reconciliation and peacebuilding to new entrants of the Government Administrative Service resulted in conducting two training sessions. The sustainability of this component could not be assessed due to difficulties of obtaining information from SLIDA.

In the recent times, reconciliation at the community level has had setbacks largely due to very divisive election of 2019, Easter Sunday attack of 2019 and the COVID-19 burial issues. Sustainability can be ensured only with continued advocacy on socio-cultural issues that tend to separate communities and prevent social cohesion. The Project's efforts are unlikely to pan out to a broader field to continue the approach adopted by the Project. The social tensions arising out of ethnic and other differences appear to continue unabated, which is a concern on integration of the different communities.

Some of the awareness programmes and outreach programmes conducted by implementing partners have been incorporated into their own work programmes. All three CSOs, National Christian Evangelical Alliance of Sri Lanka (NCEASL); Sirahunani, and Prathibha Media Network have pledged to continue awareness programmes, albeit with difficulty due to paucity of funds.

The individual livelihood support provided to ex-combatants provide a minimal support at the household level. In most cases, they are at best supplementing family earnings. The most vulnerable are those who received animal husbandry support without adequate extension support.

- Component 2: The UGC has established a process for redress for incidence of SGBV though its circular issued in August 2020, but it was not possible to get an insight on how the UGC plans to implement Phase 2 of the project as there is uncertainty surrounding the future work. The UGC is the apex administrative body but the Universities enjoy academic autonomy as per the Universities Act No. 16 of 1978. Therefore, the draft module on social cohesion has to be revised, finalized, approved, and presented to the Vice Chancellors for mutual agreement on how the module will be integrated to higher education courses delivered by Universities. It is also important to note that the AHEAD Project (<https://ahead.lk/>) implemented with funding from the World Bank has a result area for integrating social and emotional skills to the higher education curriculum. Departments and Faculties have received funding and this work is ongoing. UNICEF should have an understanding of how to interface with such ongoing technical developments so that outputs meet technical standards and are synchronized with structured ongoing activities within the higher education sector.

The NIE has expressed that they would continue with the curriculum revisions initiated with UNICEF, but the final revisions would depend on the revisions planned by the government for general education. A discussion with the Secretary of the State Ministry for Education Reforms indicated that skills for social cohesion would be scanned across the general education curriculum at lower secondary level through a range of experiential learning methods replacing the silos approach to education.

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<sup>65</sup> <https://island.lk/a-new-agenda-for-onur-once-led-by-cbk/> (*The Island* – 8 February 2021)

The E-platform, S4D and the Music for Social Cohesion are innovative strategies that provide students with a range of experiences that fall within the global citizenship framework. Therefore, the evaluation is of the view that the project needs a comprehensive exit strategy, which builds on prior learning which is not evidenced at present. All of the stakeholders expect UNICEF to provide a second phase of funding and the sustainability of the project depends on this phase.

- **Component 3:** WHO has worked towards continuation of project results beyond the project period through key stakeholders and the relevant institutions. The capacities of the frontline health staff and the volunteers have been improved linking civil society partners interested in working together in this direction.

Sustainability of some initiatives cannot be assessed as work has not been taken to a completion (e.g., policy formulations, action plans etc.). The Manohari programme has transcended beyond the trained frontline health staff in some locations where it has been extended to schoolteachers, CRPOs, WDOs etc. who have a mandate for similar work. It is unfortunate that this programme could not be institutionalised in the MoH.

The evaluation notes that there are barriers to mainstreaming programmes into MoH's systems. These include: inadequate resources for 'unbudgeted' activities, inability to deploy competent staff, bureaucratic attitudes towards mental health staff where mental health and the related professionals have not been given the proper professional status through official recognition including registration.

### **Scaling up**

- As many of the key components have not been completed, no comment can be made on scaling up the efforts. However, once the interest of Government agencies such as the NIE, UGC and Ministry of Health is restored, there is likelihood of project interventions being replicated<sup>66</sup>.

Some notable activities that have the potential to be scaled up are (a) use of technology in the teaching and learning process curriculum development for civic education and positive discipline, which can be scaled up to other schools depending on the results, and (b) mental health approaches, once the strategies developed by the Project are accepted by the Ministry of Health.

## **4.6 Cross Cutting Considerations on Gender and Conflict Sensitivity**

This section examines two cross-cutting areas, viz., Gender and Conflict Resolution.

### **Gender<sup>67</sup>**

In keeping with the framework of the Peacebuilding Priority Plan of Sri Lanka, the Project has to implement a strategy to systematically mainstream a gender equality lens to its work. The Project's Gender Marker Score is 2 (*projects that have gender equality as a significant objective*). In Component 2, the curricula revision was expected "*to pay special attention to issues related to gender norms in Sri Lanka and ensure gender equity is promoted and delivered through the*

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<sup>66</sup> Key Evaluation Question # 27 & 28 (Table 3.1)

<sup>67</sup> Key Evaluation Questions 11 and 16 (Table 3.1)

*revised content.*" In Component 3, the Project was also expected to ensure "*psychosocial support to the beneficiaries ensuring the inclusion of vulnerable communities such as FHHs and victims and survivors of gender-based and sexual violence*".

Furthermore, in keeping with the UNICEF Gender Action Plan<sup>68</sup>, it is expected to apply its gender strategies across programmes by ensuring that all research studies have gender disaggregated data and issues, and findings are analysed around the specific needs of both girls and boys. Such evidence-based programming takes into consideration the structural and gender normative behaviours when developing programme strategies and activities.

The information and data gathered were analysed component-wise, as reported below:

#### Component # 1

This component has one indicator explicitly addressing gender inequality (% women members in dialogue/early warning platforms). However, there have been no specific interventions towards achieving this indicator. There have been many awareness programmes and trainings in this component; however, the Project has not maintained gender disaggregated data in terms of these capacity development initiatives.

In the sub-component where ex-combatants were supported with livelihoods, criteria for selection of beneficiaries were not available to determine whether there was gender equality consideration. The evaluation used 33 beneficiaries as its sample for study; this comprised of 20 men and 13 women.

#### Component # 2

Of the three sub-components in this Component, one sub-component (2.1) has a specific issue statement of addressing sexual and gender-based violence in Universities and other higher education institutions. The evaluation did not find explicit gender transformative activities in the other two sub-components, 2.2 and 2.3.

The issues statement of the social cohesion and bullying in schools' component do not have specific reference to gender inequality and social exclusion, especially with reference to those of non-binary gender identities and other excluded groups such as children living with physical disability, children with learning disabilities and children from the "poor social class". However, it is assumed that social cohesion covers all forms of social and economic stratification and differentiation<sup>69</sup>.

The study on ragging and SGBV is expected to develop a strategy by UGC with a specific focus on gender equity. The draft report *Ragging and Sexual and Gender Based Violence in Sri Lankan State Universities*, has a comprehensive desk review of secondary studies of gender dimensions of ragging and SGBV. The report also discusses some of the structural factors for ragging and SGBV at Universities. However, the following observations are made by the Evaluation Team:

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<sup>68</sup> UNICEF Gender Action Plan 2018-2021

<sup>69</sup> Giddens, A, *Sociology*, Blackwell Publishing Limited (2004)

Social stratification- This represents a process whereby different social groups are ranked higher or lower on some form of scale, usually, but not exclusively, in terms of categories such as class, age, gender and ethnicity.

Differentiation- the relative worth (or status) between people. It involves judgments of the relative worth between people, and acknowledges that people are not merely 'different', but that the difference is significant because it's rooted in the nature of their relationship. Inequality comes from forms of difference that have a higher level of social significance (status) than others.

- How discriminatory social values and norms that are derived from ideology and culture are not discussed;
- There is no reference to the experiences of those in the spectrum of sexual orientation and gender identities (SOGI) [lesbian, gay, bisexual, transgender and queer (LGBTQ)];
- The study does not have definitions of the gender concepts and terminology used in the study.

The report on the *Prevalence and Drivers of Bullying\_has\_gender* disaggregated data and discusses some norms and values that are discriminatory but there is no “inclusion lens” applied across the study to understand the experiences of girls and boys based on ethnicity, religion, social and economic classes, and other social differentiations.

Although there is no dedicated human resources for gender, expertise within UNICEF has been utilized for review of project documents and concepts. However, this technical expertise has not been consistently utilised across project implementation and neither are the implementing partners trained on transformative programming. The evaluation team examined this situation at depth and found that transformative programming has suffered due to inadequate understanding of gender equality programming and monitoring amongst Partners. The Partners' performance could have been enhanced if they had a comprehensive understanding of UNICEF's gender perspectives of non-binary gender identities [spectrum of sexual orientation and gender identities and continuum for analyzing projects (from gender discriminatory to gender unaware, gender sensitive, gender responsive and transformative). Such perspectives would enable them to monitor and review projects using the inclusive gender lens and to take affirmative action to address gender unaware projects, and will also empower them to formulate correct analytical questions that will highlight context/culture bound discriminatory norms and practices to make projects gender sensitive.

The evaluation has no documented insights as to how the project has provided technical inputs on gender equality and inclusion to the draft curricula and modules developed by the NIE and the UGC.

### Component # 3

One of the indicators in this component sought to examine gender-wise positive behaviour regarding conflict. The work programme of this component does not have specific interventions targeted at women. There have been a number of interventions addressing mental health issues, but the Project has no gender disaggregated data to carry out an analysis.

The Project initiated an independent study to evaluate the impact on behaviour among beneficiaries, but the study was on hold at the time of evaluation due to difficulties of engaging with the communities due to COVID-19 pandemic.

There are no discernible efforts made within this component to ensure gender equality and women participation across the implemented activities.

### **Conflict Sensitivity<sup>70</sup>**

The Project has been implemented against a background of three decades of internal armed conflict causing considerable loss of lives, extensive damage to infrastructure, displacement and missing people, loss of livelihoods, and permanent woes in the minds of the affected

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<sup>70</sup> Key Evaluation Questions 32 & 33 (Table 3.1)

inclusive of female-headed families. The project approach upheld as its bedrock the principle of diversity and inclusion so that conflict sensitivity analysis, vulnerability and gender assessments have been built into the project cycle through planning and implementation.

In relation to the Project's approach to address conflict sensitivity, the following notes are provided:

- During project implementation phase, the project has followed conflict analysis as a central and cross-cutting component to promote conflict sensitive practices of the project. This was evident in the discussions with implementing agencies as well as with beneficiaries. The approach focussed on understanding the conflict related context of project intervention to avoid negative impacts and maximize positive ones.
- The Project took actions to follow the principle of Do No Harm relating to its interventions and made aware of the actual and potential causes of conflict and violence to its stakeholders.
- Locations for implementing project interventions were selected representing geographical and ethnic diversity so that they were scattered cover conflict affected Northern and Eastern (Tamil and Muslim communities), Southern, Uva, Western (Sinhala, Tamil and Muslim Communities) and Central Provinces (Plantation Tamil Communities). The Project demonstrated its sensitivity by these actions.
- The Project provided clear instructions to the partners to keep away from the conflicting situations created due to ethnicity, religion, caste, sex, age etc. They were asked to play the role of the whistle blowers and keep the Project informed of any conflicting situations in the project area. The project also encouraged partners to serve in inter- ethnic peace committees and work with CBOs for peacebuilding initiatives. The project strictly followed the instructions provided by the government security forces for prevention of conflicts.
- The Project demonstrated its sensitivity during the emergency support it provided following the communal violence in some parts of the country (May 2018) and following the Easter Sunday attack of 2019. In these instances, the Project adopted the principle of neutrality so that it could work with different ethnic and religious groups equally without any discrimination.

## 4.7 Update on Risk Management

The risk management matrix in the Project Proposal was updated, taking into consideration the current situation (Table 4.7).

**Table 4.7 - Update on Risk Management**

<b>Original risk to the achievement of PBF outcomes</b>	<b>Severity of risk identified</b>	<b>Current status</b>
Change in government's overall commitment to reconciliation and peacebuilding in Sri Lanka, following Human Rights Council sessions in March 2017.	High	The momentum of work initiated by the Project could not be sustained owing to the disruption of the structure of the peacebuilding agencies of the Government. Overall, there is an indication of reversal of reconciliation trends.
Lack of political and government commitment from across all relevant institutions to engage with a dialogue platform	High	The situation has not changed, and a proper dialogue platform is not evident.

Limited engagement by frontline officials to engage in community level dialogue initiatives	High	The Project has not been able to secure the commitment of the relevant district level authorities to engage in a community dialogue.
Unexpected structural changes within the ministries owing to upcoming local government election	High	Structural changes have indeed happened following the Presidential and General Elections. The relevant Government structures have been either disbanded or made dormant.
Potential protest within the education system related to proposed changes in curricula of certain subjects	High	The Education Department has accepted the need for changes to curricula, but immediate changes to segments of the curricula will not occur as the Ministry expects a complete overhaul of the curriculum in 2021/22.
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	This risk has not been adequately addressed by the Project; the trained and experienced community (volunteer) workers still face difficulties of maintaining their services owing to lack of resources and employment security.

## 4.8 Overall assessment and Rating

The performance<sup>71</sup> of the Project on a scale of 1 to 4 is summarised as follows:

- **Relevance** of the project: **'Highly Satisfactory' (4)**, as it addresses priorities of the Government, District and local authorities, communities, UN Agencies and its Partners, the Peacebuilding Priority Plan for Sri Lanka, and the UN Peacebuilding Fund.
- **Effectiveness** of the Project: **Less-than-Satisfactory (2)**. Even before the events which set-back progress, implementation of the Project has been delayed particularly in the early stages of the Project. Dissolution of the SCRM by the Government in 2020 also contributed to the delays which, however, has not been captured by a risk analysis and action for mitigation. Less than satisfactory inter-agency coordination, lack of dialogue amongst implementation partners, limited common understanding of the Project by implementing partners, and ineffective monitoring and evaluation have affected this grading.
- **Efficiency** of the Project (Limited assessment): **Less-than-Satisfactory (2)**. The Project expenditures have not been assessed as the relevant information was not available. A number of outputs are yet to be delivered/completed and have not been achieved in a timely manner.
- **Sustainability** of the Project: **Less-than-Satisfactory/Satisfactory (2.5)**. Work in Outcome # 1 cannot be sustained due to no fault of the Project; Outcome # 2 requires further work to consolidate educational outcomes; Outcome # 3 is affected by the inaction of the Ministry of Health. The voluntary mental health care work is struggling to maintain the services, although the community members and implementing partners are willing to provide their support.

<sup>71</sup> Graded on a scale **Highly Satisfactory (4)** [several significant positive factors with no defaults or weaknesses]; **Satisfactory (3)** [positive factors with minor defaults or weaknesses]; **Less than Satisfactory (2)** [moderate to notable defaults or weaknesses]; and **Unsatisfactory (1)** [negative factors with severe defaults or weaknesses]



## 5. Evaluative Conclusions

### 5.1 Conclusions

Whilst the Project's design has considered the pathways for peacebuilding, its Theory of Change does not capture the philosophy of UN Joint Programming reflecting integrated responses to the issues. However, the evaluation noted that the Project carried out work as three discreet Projects (akin to sub-projects) with minimal interaction and coordination. The ToC did not capture the nuances of joint programming and implementation and was not explicit in requiring integrated responses needed in joint programming to achieve the changes sought in the ToC. Ineffective coordination between implementing agencies and delays in delivery.

The Project suffered delays in delivery. Due to lack of a dedicated Project Manager, the pace of implementation suffered with uneven delivery. The situation has been exacerbated due to (a) change of the President of Sri Lanka in November 2019 and the formation of a new Cabinet of Ministers following the Parliamentary Elections in mid-2020, (b) Easter Sunday attack of 2019, and (c) the COVID-19 pandemic since early 2020. The Government counterparts are also responsible for the delays, which is indicative of their limited ownership of project outcomes. As a result, the Project substantially under-performed, and very few targets have been met. Some of the key deliverables have been delayed due to inaction by the relevant Government agencies; some others are delayed due to quality issues.

There is uncertainty on the sustainability of the Project interventions. A redeeming fact is that some of the initiatives are in the core programmes of the relevant UN Agencies, who have a responsibility to complete the unfinished work.

Oversight and results-based management were insufficient and contributed to less-than desired project performance. The implementing UN agencies worked in isolation; the evaluation observed a missed opportunity for the agencies and its Partners to act together in the spirit of Joint Programming. Added to this shortcoming is the fact that some CSOs were not adequately familiar with the project objectives, and worked within their own programmes.

### 5.2 Recommendations

Although the Project ended on 31 December 2020, the Terms of Reference for the evaluation requires recommendations. The recommendations therefore address implementation strategies in any future initiatives of similar nature.

Recommendations relating to (a) Project design/Joint Programming, (b) implementation delays and under-performance, (c) sustainability, and (c) oversight and results-based management are listed below:

#### **(a) Project Design/Joint Programming**

- (i) In developing Joint Programmes of this nature, special attention should be made to formulate the Theory of Change to capture the essential approaches to deliver integrated solutions to issues identified, and the roles of UN Agencies and the Government, so that the Government will 'own' the results. Additionally, mechanisms should be set in place for better interaction amongst UN Agencies, amongst Partners,

and between districts in order to improve delivery and quality, backed by a rigorous monitoring mechanism, to improve delivery (**UNDP/UNICEF/WHO**).

- (ii) The appointment of a 'Project Manager' at the lead agency, who would be responsible and accountable for proper implementation and coordination is recommended in future joint projects (**UNDP/UNICEF/WHO**).
- (iii) Analyse the interfaces between peacebuilding and psychosocial support to ensure that there are strategic and operational complementarity between the outcomes of the three project components; namely peacebuilding, education, and psychosocial support (**UNDP/UNICEF/WHO**).
- (iv) The relevancy of designs in the Education Sector could be enhanced by developing a knowledge management process to capture successes and failures of past projects on social cohesion to understand the contextual factors that contribute to the effectiveness of strategy and delivery of positive outcomes (**UNICEF**).

#### **(b) Implementation Delays and under-performance**

- (v) The Project should develop an exit strategy which should include avenues for completion of unfinished work and phasing out strategies for education and psychosocial components<sup>72</sup> (**UNICEF/UNDP/WHO**).
- (vi) Structured and systemic assessments to understand existing pre-conditions in schools before the transfer of technical and programme knowledge to operational partners at all levels is imperative. Such comprehensive preliminary assessments will give insights of the governing and physical environment to adapt concept and strategy to the operating context and for the development of viable phase-out strategies of positive outcomes of the Project. Related to this, set in place a process of social mobilization of the school community and establish process monitoring to make all stakeholders receptive to the use of technology, new concepts and teaching and learning methodologies (**UNICEF**).
- (vii) Develop technical manuals for the positive discipline component of the Project to ensure that common concepts, technical specifications and standards are practiced across the four Provinces (**UNICEF**).
- (viii) The transfer of technical knowledge and competencies for excellence in programming should be a structured with (i) programme concept notes elucidating how to translate concept to practice, (ii) working definitions, (iii) technical guidelines, (iv) output specifications (quality assurance), and regular technical supervision at least at the pilot stages to the Implementing Partners (both CSO and Government agencies). Related to this, it is recommended that the technical skills of implementing agencies be enhanced by developing and using a modular system based on UNICEF's gender definition to enable them to formulate and implement activities, monitor and review projects using the inclusive gender lens, and to take affirmative action to address gender unaware projects (**UNICEF**).

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<sup>72</sup> The evaluation notes that some of the activities will continue beyond the Project life as they are part of the core programmes of the UN agencies.

- (ix) Given the results of livelihood support for ex-combatants, and considering the vast experience already gathered on small-scale livelihood support, the Project should reassess the appropriateness of small-scale agriculture and animal husbandry ventures for individuals **(UNDP)**.

**(c) Sustainability of Interventions**

- (x) The project should develop a sustainability mechanism for a phase out and scaling up phase, particularly in the Education and Health sectors. It is recommended that the project manager(s) work with the implementing partners and technical experts to capture information on: process, good practices, cost effectiveness and acceptance to develop scalable models especially for pilot projects **(UNICEF/WHO)**.
- (xi) The *Manohari* programme has shown promising results, and the Project should follow-up with MoH to institutionalise this within MoH and expand the programme with other relevant Ministries and agencies. It is also recommended that lessons from this programme be documented for replication **(WHO)**.
- (xii) The changes that have taken place at the community level in the general thinking, conceptual understanding, improvement of self-confidence, deployment of volunteers from the families of mental patients have to be captured and documented as good practices for replication **(WHO)**.
- (xiii) Future projects should carefully choose a gazetted nodal Ministry /Agency as the nodal point and for liaison with the Government to ensure continuity of work as such entities cannot be dissolved without transferring the responsibilities to another formal entity **(UNDP)**.

**(d) Oversight and Results-based Management**

- (xiv) Adopt a more rigorous and systematic M&E protocol that identifies constraints for implementation and delays in implementation, highlights stakeholder concerns and strengthens institutional linkages needed to improve implementation and adopt a more comprehensive output-based reporting at each RUNO which will help in understanding project's progress (in particular planned vs achieved). This could be used to prepare the donor report on outcomes and will serve as a centralized information system **(UNICEF/UNDP/WHO)**.
- (xv) Organize regular meetings of partners to understand, document, and disseminate learnings from different interventions as well as joint programming **(UNICEF/UNDP/WHO)**.

### 5.3 Lessons Learnt

There are **five** key programming lessons from the evaluation.

- (a) *Project Design*: A more realistic bottom-up approach to the design of the Project would have been useful in designing the Project. The ToC should better reflect the philosophy of UN Joint Programming and should contain the view points of both UN agencies and the Government. The evaluation has struggled to find the binding pathway between the three components; the evaluation cannot help but state that the design demonstrates three separate projects brought together for convenience, rather than logically connected. The context, process and sectoral elements articulated in the Project's Theory of Change do

not reflect adequately in the Outputs. Timelines for project implementation should have been followed more rigorously so as to ensure that the interventions can be stabilized and sustained. Regular monitoring of the status of indicators in the Results Framework would have alerted the agencies of the risk of non-delivery of outputs in a timely manner.

- (b) *Implementation Modality:* The Project has used a good approach of using Government Partners and CSOs. Unfortunately, in Component # 1, the main Government Partner has been dissolved without any institutional memory. In Components 2 and 3, the RUNOs used traditional partners including government agencies but did not provide adequate oversight to ensure that work is done as per the required standards. There has been much delay in work relating to the MoH.

The CSOs worked within their own framework and, in general, provided a satisfactory service through their own expertise, commitment, and field presence. This model could have been made more effective by having a closer collaboration and integration as well as sharing of experiences between CSOs both inter and intra districts. Better CSO integration could have been realized with closer collaboration between UN agencies as well as CSO partners.

- (c) *Education component:* The understanding of the concept of social cohesion and gender implications in the Eastern Province is better than in other Provinces mainly due to prior experiences of implementing UNICEF-funded projects. However, this level of understanding is not adequate for a project of this nature that seeks to translate complex concepts and strategy to a practical operational framework. The project has missed an important stage in the project planning process, namely: the operationalization of concepts, mapping of the levels and dimensions of change (child, youth, mothers, fathers, caregivers, teachers, school administrators and opinion leaders) how partners will mobilize communities and process and output monitoring.
- (d) *Working with government agencies:* The Project's results have demonstrated the need for regular dialogue with Government agencies on the implementation of work packages transferred to them to ensure that work is carried out in a timely manner to the expected quality.
- (e) *Mental health and Psychosocial Support:* The Project has re-affirmed the earlier findings in Sri Lanka that mental health, psychosocial support and peacebuilding are inherently interlinked and inseparable. Sustainable peacebuilding cannot happen without integrating the full range of psychosocial factors into the peacebuilding process. The activities have shown that the use of neutral and appropriate language free from racist and religious fundamentalist ideas create a positive climate and constructive dialogues to avoid potential conflicts thereby contributing to peacebuilding.

Engagement of community mental health professionals to address lingering post conflict mental health issues particularly affecting women (female-headed families) youth and children has shown promise. The success shown has enabled similar approaches (e.g., training teachers) to be taken in the aftermath of the Easter Sunday attack to help affected communities.

## Annexes

### Annex 2.1 – Project Budget (USD)

**Table A2.1 – Project budget (by Outcomes) (USD)**

Outcome/Output	Amount	Sub-total
<b>Outcome # 1 - Institutional Structure</b>		600,000
Output 1.1 - Key institutions promote peacebuilding	150,000	
Output 1.2 - Local level institutional arrangements	450,000	
<b>Outcome # 2 - Education for Social Cohesion and Peace</b>		700,000
Output 2.1 - Basic and higher education curricula revision	325,000	
Output 2.2 - Capacity enhancement of school communities	175,000	
Output 2.3 - Research, monitoring & evaluations	200,000	
<b>Outcome # 3 - Psychosocial Support</b>		300,000
Output 3.1 - Coordination of psychosocial services	64,000	
Output 3.2 - Research on promoting mental health	130,000	
Output 3.3 - Increasing community capacity to promote peace	106,000	
<b>TOTAL</b>		<b>1,600,000</b>

**Table A2.2 – Project budget (by UN Categories) (USD)**

Category	UNDP	UNICEF	WHO	Sub-total	% of total
Staff and other personnel	70,000	105,000	45,000	220,000	13.8
Supplies, commodities and materials		10,000	20,000	30,000	1.9
Equipment, vehicles and Furniture			20,000	20,000	1.3
Contractual services	230,000	266,400	128,374	624,774	39.0
Travel	44,800	41,600	17,000	103,400	6.5
Transfers and Grants to counterparts	161,000	190,000		351,000	21.9
General operating and other direct costs	54,947	41,206	50,000	146,153	9.1
<b>Sub-total Project costs</b>	<b>560,747</b>	<b>654,206</b>	<b>280,374</b>	<b>1,495,327</b>	
Indirect support costs	39,253	45,794	19,626	104,673	6.5
<b>TOTAL</b>	<b>600,000</b>	<b>700,000</b>	<b>300,000</b>	<b>1,600,000</b>	<b>100.0</b>

## Annex 2.2 - Outcomes, Outputs and Activities

Outputs	Key Activities
<b>Outcome 1 (UNDP)</b>	
Processes and mechanisms promoting social cohesion and conflict prevention, including through dialogue and early warning, institutionalized at national and sub-national levels	
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 framework, 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
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.
	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
<b>Additional Output</b> (in lieu of activities 1.2.5, 1.2.6 and 1.2.7) Reintegration of Ex-Combatants in the Northern Province	Creating micro-enterprises, and providing education and training, preparing the receiving communities for the return of ex-combatants, dealing with the psychosocial effects of the conflict and meeting the specific needs of different groups men, women, girls and boys, persons with disability
<b>Outcome 2 (UNICEF)</b>	
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, conflict prevention	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 (Workshops – communities of practice; Exchange visits to curriculum departments of countries who have a track record of developing conflict-sensitive textbooks and curriculum content; Mentorship through consultants)

Outputs	Key Activities
	<ol style="list-style-type: none"> <li>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 (Mentorship; Workshops; communities of practice)</li> <li>4. Support the NIE in piloting of innovative civic and history education tools and approaches in selected Districts</li> <li>5. Design, develop, test and roll-out a module on Peace Education for universities and TVET institutes</li> </ol>
<p>Output 2.2 Principals, teachers and school communities have enhanced capacities to prevent and resolve conflict, and promote civic engagement</p>	<ol style="list-style-type: none"> <li>1. Support research on drivers of violence in schools</li> <li>2. Promote awareness of School Community members and teachers on the need to protect children from abuse, violence and exploitation.</li> <li>3. Develop teacher development materials for positive disciplining and skills-building to support conflict resolution.</li> <li>4. Develop school community capacities to protect school children from violent attacks</li> <li>5. Pilot of model approaches and scale up good practices</li> </ol>
<p>Output 2.3 Research, monitoring and evaluations inform policies and programs towards promoting peace through Education</p>	<ol style="list-style-type: none"> <li>1. Develop frameworks, guidelines and tools based on the 4 R analytical framework to promote conflict-sensitive Education sector planning and policy making Any specific deliverables in this?</li> <li>2. Develop a Monitoring and Evaluation framework for Education for Social cohesion (perhaps not done?)</li> <li>3. Support a national research study on civic education in Sri Lanka (Nothing mentioned under accomplishments)</li> <li>4. Support the revision of the 'National Policy on Education for Social Cohesion and Peace' and action plans based on research findings (Nothing mentioned under accomplishments)</li> <li>5. Develop a dissemination strategy and establish a network among similar research initiatives in other countries. (Nothing mentioned under accomplishments)</li> <li>6. Develop frameworks, guidelines and tools based on the 4 R analytical framework to promote conflict-sensitive Education sector planning and policy making Any specific deliverables in this?</li> </ol>
<p><b>Outcome 3 (WHO)</b> Conflict-related mental health issues are addressed to reduce inequalities and promote greater state and civic engagement in reconciliation processes</p>	
<p>Output 3.1 Coordination and coherence among offices within State institutions at central, provincial and district levels in delivering psychosocial services</p>	<ol style="list-style-type: none"> <li>1. Pilot the establishment of a Provincial Mental Health Action Plan that is built on the National Policy to address issues most relevant to the province</li> <li>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</li> <li>3. Implement the Suicide Prevention Strategy at the district level</li> </ol>
<p>Output 3.2 Research and analysis of primary data inform policies and programs towards promoting mental health</p>	<ol style="list-style-type: none"> <li>1. Conduct the National Prevalence Study on Mental Health Disorders</li> <li>2. Support to conduct National Prevalence Study for Mental Health</li> <li>3. 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</li> </ol>
<p>Output 3.3 Increased capacity to promote more peaceful approaches to conflict</p>	<ol style="list-style-type: none"> <li>1. Capacity building of Community Support Organizations to address violence in their communities</li> <li>2. Strengthening consumer and carer network for Mental Health</li> </ol>

## Annex 2.3 – Assessment of Livelihood Support

This component was focused on supporting the ex-combatants with income generation as well as providing social support to enable them to integrate with the society. UNDP supported the Ministry of National Policies and Economic Affairs, Resettlement and Reconciliation, Northern Province Development, Vocational Training and Skills Development and Youth Affairs ('Ministry') to implement the programme via District Secretariats of Jaffna and Kilinochchi districts.

This component was expected to focus on providing services to vulnerable ex-combatants, including women affected by the war and disabled ex-combatants through targeted interventions designed to meet their specific needs.

UNDP undertook a participatory needs assessment with the stakeholders to identify the interventions required. This assessment identified the following needs:

- Assistance towards providing/improving livelihoods;
- Development of skills including soft skills
- Linking ex-combatants with private sector organisations to facilitate employment

The programme undertook to improve vocational skills, noting however that many lacked adequate education, business development skills, and on-the-job training aimed at employment. As per the Report<sup>73</sup> of this activity, approximately 350 ex-combatants and their family members received support from the Project. The technical support provided by UNDP included training in developing business plans, product diversification, improving product quality and forming market linkages.

The evaluation expected to undertake a telephone interview based on a structured questionnaire from 5% of the ex-combatants who received assistance from the Project. However, in spite of repeated requests, the Project was only able to provide a list of 65 ex-combatants who received support from the Project. Lack of basic documentation on the beneficiaries was a major obstacle for the evaluation. It is noted that the Ministry has also raised this short-coming<sup>74</sup>.

The sample for telephone interview had to be selected from four lists provided by UNDP (Table 1).

**Table 1 – Number of beneficiaries with contact details<sup>75</sup>**

Livelihood Support	UNDP List I		UNDP List III		GA LIST		Total
	M	F	M	F	M	F	
Goat rearing	1	4		2	2		9
Cattle rearing		3	6	2	1		12
Poultry		1		4	1		6
Fishing support			2		1		3
Agriculture			3	4			7
Small business	1	4	7	3	6	4	25
Unspecified					3		3
<b>Total</b>	<b>2</b>	<b>12</b>	<b>18</b>	<b>15</b>	<b>14</b>	<b>4</b>	<b>65</b>

<sup>73</sup> Final Report – Reintegration of Ex-Combatants in Sri Lanka – Northern Province (March 2020)

<sup>74</sup> Letter Ref: MRRND&HRA/02/13/UNDP (L.H) Vol 2 dated 24 September 2019

<sup>75</sup> UNDP also provided another list of nine (List II) but without coordinates/contact details.



Of the 65, only 33 could be contacted as the telephone contacts given were no longer in service or did not respond to the calls (Table 2).

**Table 2 – Number of beneficiaries contacted**

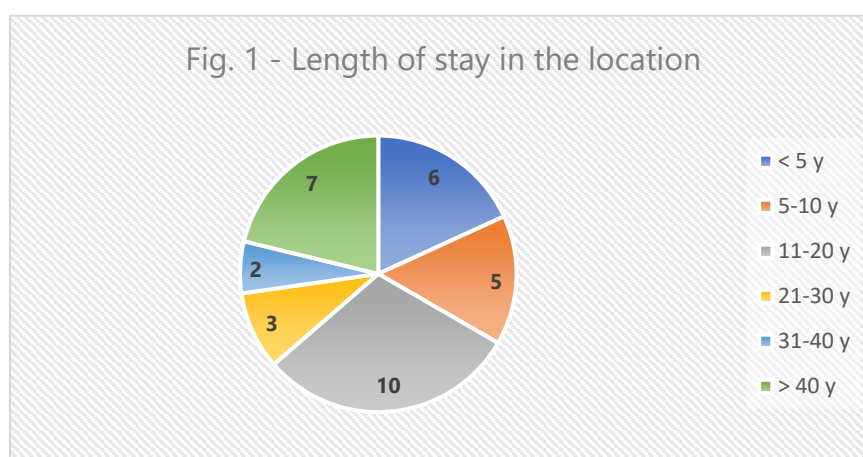
Livelihood Support	Jaffna		Kilinochchi		Sub Total		Total
	M	F	M	F	M	F	
Animal Husbandry	4		2	10	6	10	16
Fishing	1				1		1
Agriculture			3		3		3
Small Business	1		2	1	3	1	4
Skilled work	3		2	1	5	1	6
Tailoring	1	1	1		2	1	3
<b>Total</b>	<b>10</b>	<b>1</b>	<b>10</b>	<b>12</b>	<b>20</b>	<b>13</b>	<b>33</b>

### Beneficiary Selection

Beneficiary selection was the responsibility of the District Secretariat. However, documented criteria for beneficiary selection could not be found. There is one instance where a list of 66 beneficiaries have been identified by a Member of Parliament<sup>76</sup>.

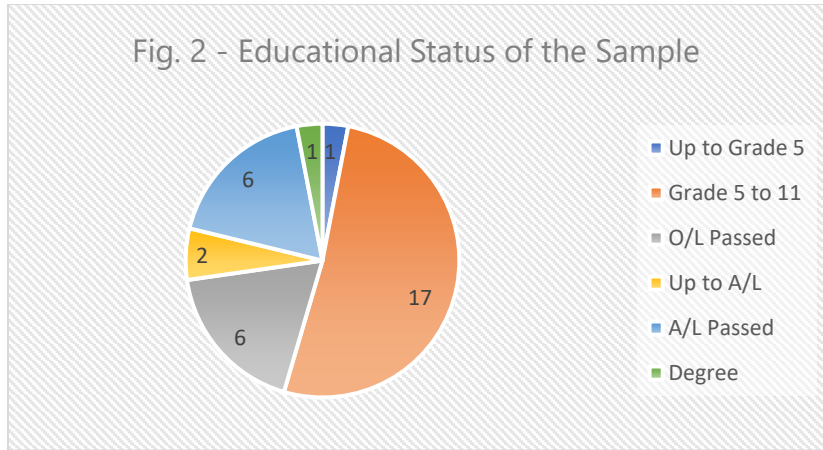
### Demographic information

About 66% of the respondents had been in residence in the same place for over 10 years. Seven persons (21%) had lived over 40 years in the same location (Fig. 1).

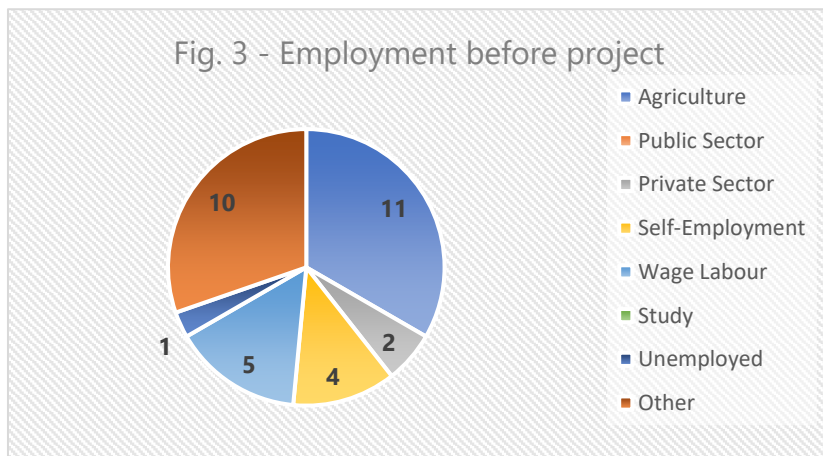


The educational status of the sample is depicted in Fig. 2. There are six who have passed GCE (A/L0 and one graduate amongst the sample.

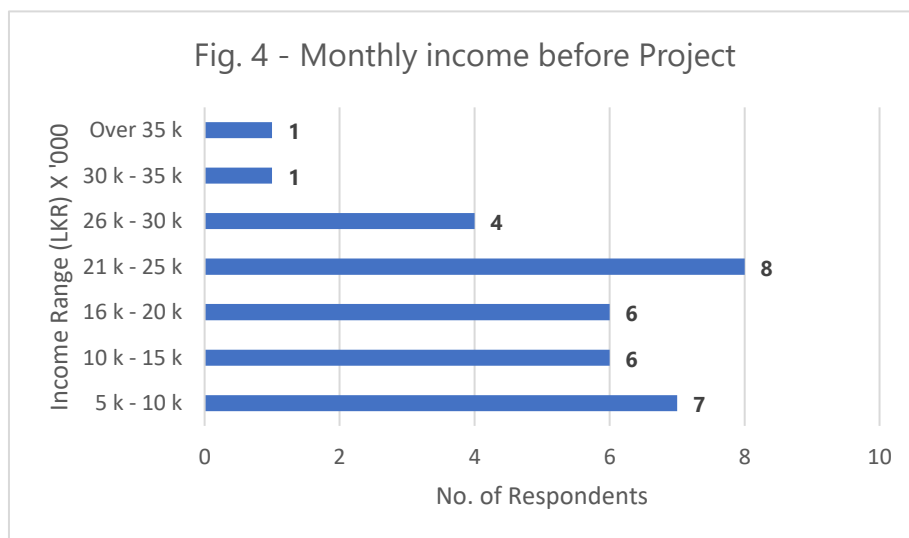
<sup>76</sup> Letter Ref. KN/DPS/D13/Lih/Gen/374 dated 23 January 2019 of the District Secretary, Kilinochchi.



All respondents except one had some form of employment before project interventions (Fig. 3).

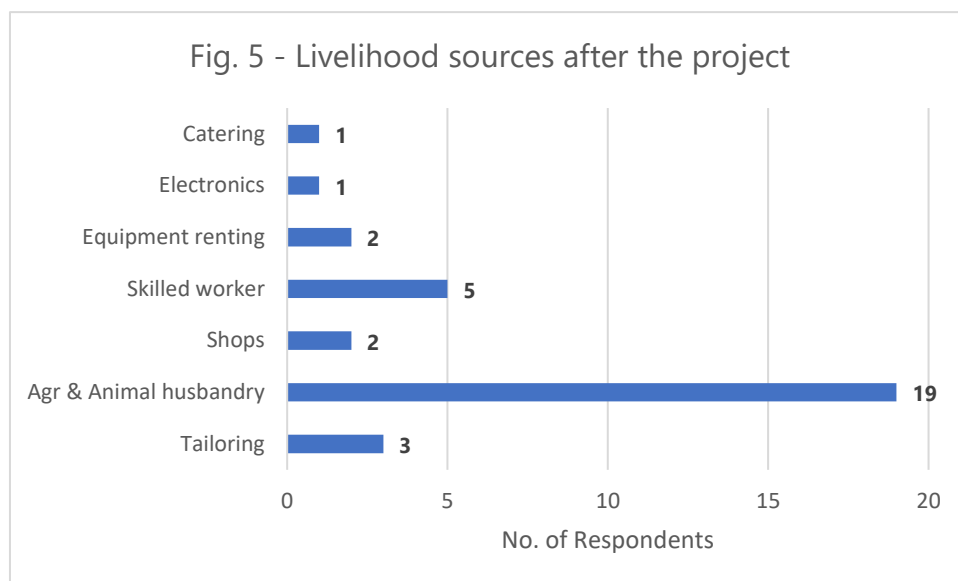


The pre-project monthly income of the sample is in Fig. 4. Nearly 50% earned over LKR 20,000 per month.

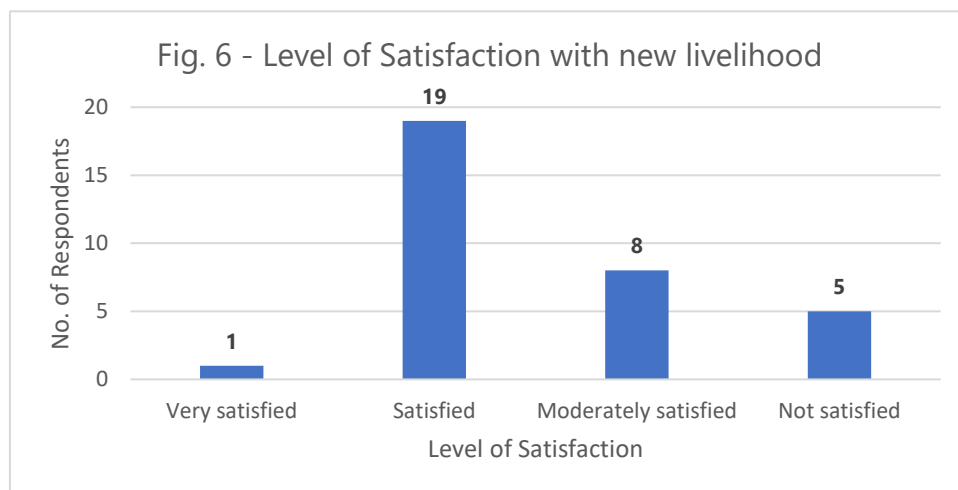


### Assessment of Project Support

The employment status after project interventions is depicted in Fig. 5. Nineteen respondents (58%) were engaged in agriculture and animal husbandry.

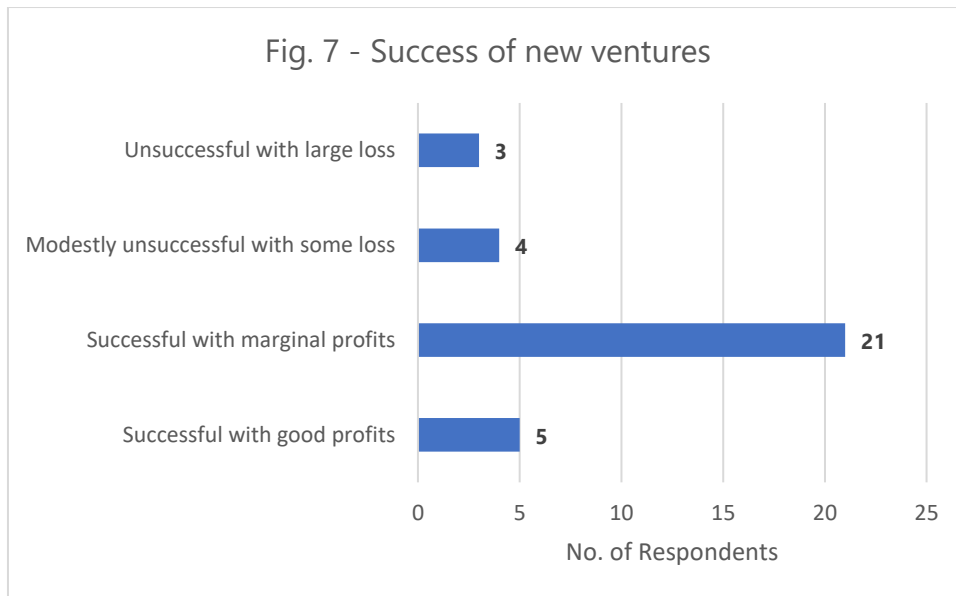


The level of satisfaction with the new livelihood venture is shown in Fig. 6.



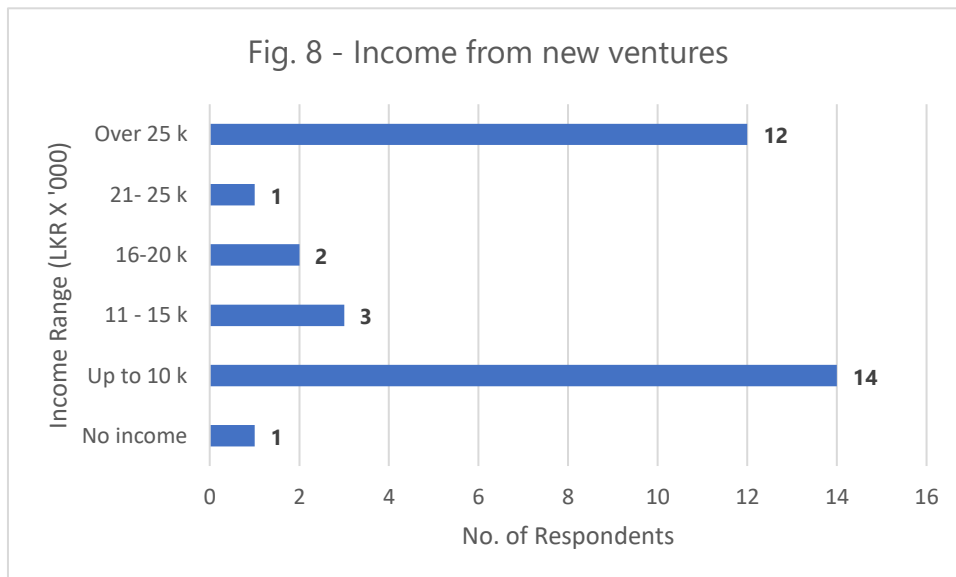
Overall, about 60% were satisfied with the new livelihood. About 15% were not satisfied; these were largely in animal husbandry sector where the animals have died due to disease and floods.

All respondents stated that if not for Project assistance, they would not have been able to start this new livelihood. Fig. 7 shows the respondents perceived success with the new ventures.



Only two ventures are registered businesses; three ventures have employed others as assistants.

Fig. 8 provides an overview of the income received from new ventures. Twelve respondents reported over LKR 25,000/month from the new ventures.



As most new ventures are on agriculture and animal husbandry, income from these was separately analysed (Fig. 9). It would be seen that agriculture and animal husbandry did not significantly contribute to high income levels, compared to the analysis reported in Fig. 8.

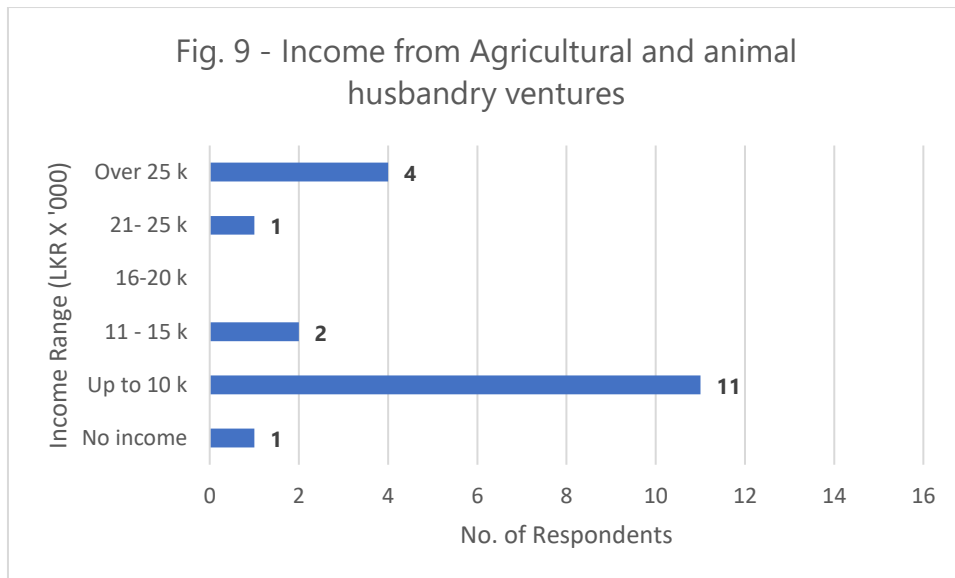
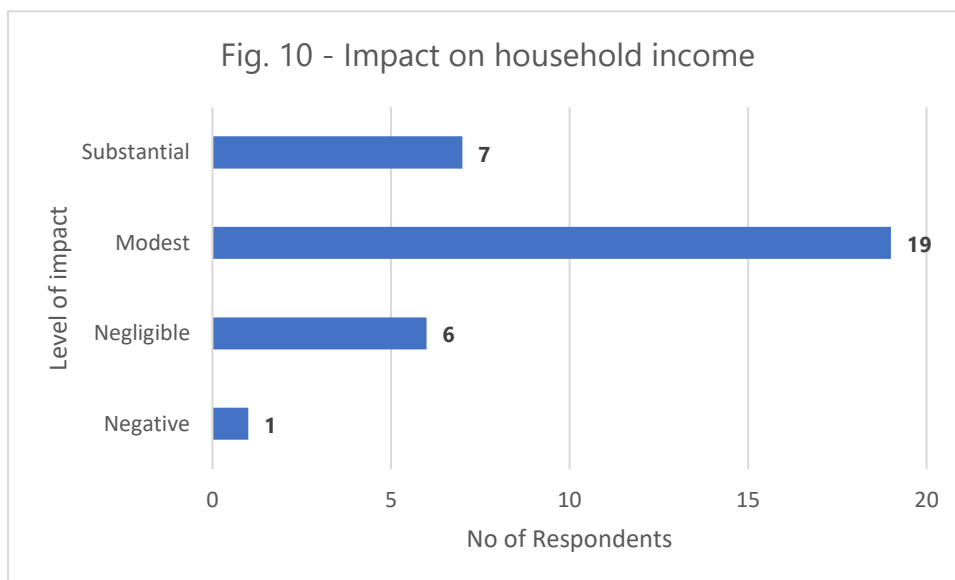
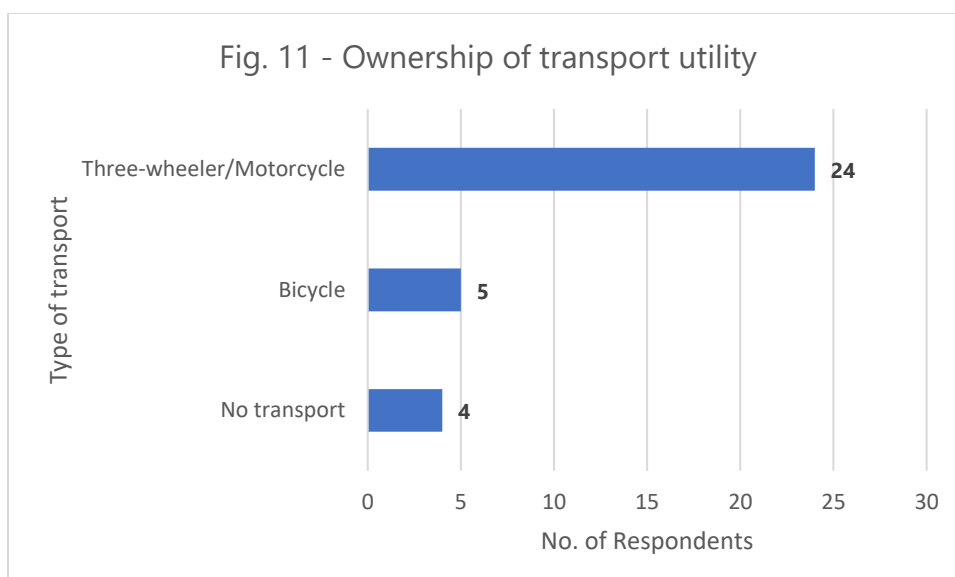


Fig. 10 shows the impact of the enterprise on household income. Of the respondents, 58% indicated modest impact whereas 21% indicated substantial impact.



***Assets as an indication of income***

As shown in Fig. 11, 73% of the respondents owned either a motorcycle or a 3-wheeler, indicating their access to money for upkeep of vehicles.



### Vocational Training

Nine respondents had exposure to some form of vocational training arranged by the security forces when they were in camps. They were unsure whether such training was supported by the Project. The respondents were of the view that all trainings received were satisfactory. However, none of them really made use of that training in a significant way; the Project supported them for other livelihoods. This analysis is presented in Table 3.

**Table 3 – Status of Respondents who received vocational training**

No.	Training received	Current status
1.	Male – received training as an Earth Moving Vehicle Operator	He got opportunities as an earth moving vehicle operator in Colombo but did not take it as he did not want to move away from home. On his request, the Project provided fishing nets, and he is engaged in fishing.
2.	Female – received training in Computer Hardware maintenance	She did not get a job; as she already had a small stationery shop, and she got a photocopy machine from the Project. As the shop is near a school, she has some business, although there was no business during the epidemic.
3.	Male – received training in Masonry	He felt that he was not fit to work as a mason, and the Project provided chicks. He is happy to look after the poultry business.
4.	Female – received training in quality control in a apparel factory	She has a full-time job in an NGO; as per her request, the Project provided goats. However, she cannot find time to look after the goats.
5.	Male – received training in farming in the gardens of the detention centre	Since he was a welder before, he requested and received welding equipment from the Project. Welding is the primary source of income, but he does home-gardening.
6.	Female – in plant training for one year at an apparel factory	The training she received did not equip her to make dresses. She requested and got a cattle shed and cattle. She has now converted the cattle shed into a poultry shed, and rearing chicks.

No.	Training received	Current status
7.	Female – received training in computer Auto CAD	She did not get a job, and the Project provided goats and a shed. She is happy with goat farming.
8.	Male – trained in agriculture	The Project provided 144 plastic chairs which he rents now. However, income during the COVID epidemic was almost none. With his training in agriculture, he started a plant nursery, and is happy with it.
9.	Male – received training in Aluminium Fitting and House Wiring	He has no interest in aluminium fabrication, and started work as a driver for school children. The Project provided a sewing machine for his wife who makes dresses now.

### Other observations

- All respondents appreciated the assistance provided by the Project to support their income generation;
- The Project's support provided supplementary income to the families;
- Excepting in two cases, the Project did not follow up with the beneficiaries to ascertain progress with livelihood work.
- None of the respondents were aware that the support was provided by UNDP.
- Overall, results from the animal husbandry ventures were marginal. A number of beneficiaries lost their animals due to disease, consequent to the recent floods.

## Annex 2.4 - Education Framework

For purposes of analysis the study uses the following framework to facilitate a logical analysis of the activities that were carried out in the context of the schools. The following gives a summary profile of how the education system is structured, its expectations and some of the salient characteristics that have a bearing on the delivery of an overall school curriculum that promotes social harmony and addresses “interpersonal violence” or bullying in schools. The curriculum in this context looks at the overall learning system made up of “planned learning activities which consists of content of subjects of study, lists of subjects, and experiences offered to learners within the school.”<sup>77</sup> The overall curriculum also specifies the combination of people, materials, facilities and equipment and procedures that interact to achieve 8 common national goals and 7 basic competencies which have been defined to contribute to goal 4 of the Sustainable Development Goals.<sup>78</sup> The framework also look at how; inclusion of diversity in ethnicity and religion and disability, gender equality and human rights are mainstreamed across the overall school curriculum. The following analytical framework was developed through an analysis of: (a) secondary studies of the Education System<sup>79</sup> and (b) discussions with a range of education stakeholders mainly; teachers, academics, parents and students over a period of 5 years. The framework serves as an “analytical” tool not only to analyze the relevance of the interventions of the project but also to understand how the project interventions contribute to the overall school curriculum. As ECD is not part of the formal system this important component is not included in the Framework.

**Table 1 - Formal Education Framework**

	<b>Primary Education (Compulsory)</b>	<b>Lower (Junior) Secondary</b>	<b>Senior (Upper) Secondary and Post-Secondary (compulsory to age 16)</b>	<b>Higher Education</b>
<b>Age</b>	5+ to 10+	11+ to 14+ years	15+ to 18+	19+ to 24+
<b>Basic Education Phases, (organized by age)</b>	5 years (Grades 1-5)	4 years (grades 6-9)	Grades 10-11 leading to GCE O/L Grades 12-13 leading to GCE A/L (2 to 3 years)	3 to 5 years depending on the degree programme,
<b>Contact Time</b>	5 hours from grades 1-3 and 6 hours from grades 4-5.	6 hours	6 hours	Depending on the course,
<b>General Education</b>	- first language, second language, English (from Grade 3), mathematics, religion and environment-related activities	<u>Subjects</u> -First Language, -Second Language, -Religion -Mathematics, -Civic Education, -History, -Geography	<u>GCE O/L</u> -First Language, -Second Language, -Mathematics -Religion -Science, -History 3 optional subjects	- Credit Based Modular learning curriculum, - Self Learning, - Informal Learning,

<sup>77</sup> Sedera, Upali, M, Reforming Education, The Crisis of Vision, Universal Publishers, 2000

<sup>78</sup> Sri Lanka, Sustainable Development Goals, 2018, <http://www.statistics.gov.lk/sdg/index.php/sdg/target/4>

<sup>79</sup> Sedera, Upali, M, Education Meeting a Knowledge Economy, 21st Century Expectations, 2019 and World Bank Funded Assessments by National Education Research and Evaluation Center (NEREC): (a) Grade 8 assessments in 2012–2013, 2014–2015, and 2016–2017 and (b) Grade 4 assessments in 2013–2014 and 2015–2016.



	<b>Primary Education (Compulsory)</b>	<b>Lower (Junior) Secondary</b>	<b>Senior (Upper) Secondary and Post-Secondary (compulsory to age 16)</b>	<b>Higher Education</b>
	Number abilities, Language abilities,	-Technology, -Health, -Physical Education -Link Language, -Aesthetic Subjects, -Information Communication and Technology	GCE A/L 4 study streams of: Arts, Science, Commerce and Technology, 3 core subjects in 1 of the study streams and English and General aptitude	
<b>General Skills</b>	-Refined motor skills, -Communication skills, -Psychomotor skills, -Social skills,	-Sports, - Social- Intercultural and cross cultural socialization, - Evaluate and make judgments of interactions of culture, moral and economic activities, - Health skills, - Ability to think critically, take initiative, use digital tools, solve problems and work collaboratively	- Sports - Social Skills - Intercultural and cross cultural socialization - Evaluate and make judgments of interactions of culture, moral and economic activities, - Health Skills, - Ability to think critically, take initiative, use digital tools, solve problems and work collaboratively.	-Sports -Social Skills -Intercultural and cross cultural socialization, - Evaluate and make judgments of interactions of culture, moral and economic activities - Health Skills,
<b>Special Skills</b>		-Music, -Art, -Drama, -Technical skills, -Communication,	-Music, -Art, -Drama, -Life Skills, -Information Communication Technology, -Written and verbal Communication,	-Higher Cognitive Skills, -Socio-emotional skills (currently funded by the AHEAD project of the World Bank)
<b>Accepted social norms and affective qualities</b>	-Sharing and caring -Developing Friendships, -Helping Others, -Respect for Others, -Conflict Management,	- Self Esteem, - Care for Family, Community and Society, - Care for Personal Health, - Responsibility	- Self Esteem, - Care for Family, Community and Society, - Care for Personal Health, - Economic Efficiency, - Efficiency in Performance, - Responsibility	- Self Esteem, - Care for Family, Community and Society, - Care for Personal Health, - Economic Efficiency, - Efficiency in Performance, - Responsibility
<b>Learning Outcomes</b> are assessed through: School Based Assessments (SBA)	-4 broad categories of reading speaking, writing, listening competencies.	-National Education Research and Evaluation Center, (NEREC) assessments of English, Mathematics,	-A comprehensive learning model for the enhancement of student transversal skills across	-Transitioning to Outcome Based Education (OBE) is part of the World Bank funded AHEAD project

	Primary Education (Compulsory)	Lower (Junior) Secondary	Senior (Upper) Secondary and Post-Secondary (compulsory to age 16)	Higher Education
of Essential Learning Competencies.	No of competencies stipulated at- Key stage 1-48, key stage2- 52 key stage 3- 55	and Science for secondary grades, (Grade 8) -Assessment of Civic Education in Sri Lanka 2017, (NEREC) -A learning model for the enhancement of student transversal skills across the curricular are available, but are under revision, - Learning competencies, approaches and assessment tools for teachers to assess students and provide feedback and support not evidenced across schools.	the curricular are not available, - Learning competencies, approaches and assessment tools for teachers to assess students and provide feedback and support not evidenced across schools.	but learning outcomes and assessment tools are yet to be developed.
<b>Other Characteristics</b>	- Focused on Text Books and book knowledge, - Examination oriented, (year 5 scholarship examination) -Structured disciplinary code	- Compartmentalized Subjects, - Focused on Text Books and academic learning rather than experiential learning, - Examination oriented, - Continues to be, between Teacher centered and learner centered based on: subject, number of students in a classroom and how the overall school curriculum is practiced in schools, - Focused on Academic Education over skills and qualities, - Mainly Culture Bound, and cross cultural socialization is based on how well the overall school curriculum is adapted in the school context, -Structured disciplinary code	-Compartmentalized Subjects and study Streams: <i>Science, Commerce, Arts and Technology</i> with limited subject combinations - Focused on Text Books and book knowledge rather than experiential learning,, - Examination Oriented, - Focused on Academic Education over skills and qualities, - Mainly Culture Bound and cross cultural socialization is based on how well the overall school curriculum is adapted, -Limited Exposure to networks such as industry, commerce and society. - Structured disciplinary code	- Study Streams, Faculties, Departments and Compartmentalized Subjects with limited flexibility for courses across faculties and Departments, - Examination Oriented rather than experiential learning,, - Teacher Centered, - Focused on Academic Education over skills and qualities, - Lacks advanced networks with Private and Public Institutions, Industry, and Commerce and society inhibiting the range of experiences,

Although **education is secular** schools are segregated by: gender, language and ethnicity with limited multi-ethnic and multi-language schools as shown by the following data as per the schools census 2019.

Sinhala only schools-6338

Tamil only - 2,989

Sinhala & Tamil - 66

Sinhala & English - 554

Tamil & English -168

Sinhala, Tamil &English - 47

Total - 10,162

-The Universities and other Higher Education Institutions are the only institutions that have no gender and ethnic segregation, but in some faculties especially the Social Sciences, courses are offered in: Sinhala, Tamil and English resulting in a segregation of academic learning time by Ethnicity and Language.

## Annex 3.1 - Terms of Reference

The primary objectives of the evaluation are to:

- Assess the relevance, effectiveness, efficiency, impact and sustainability of interventions implemented and results achieved in line with Theory of Change (ToC) and results framework.
- Document the best peacebuilding practices and lessons learnt
- Assess to what extent the PBF project has made a concrete contribution to reducing conflict factors in Sri Lanka as identified in the conflict analysis.
- Assess whether the project has been implemented through a conflict-sensitive approach.
- Evaluate the project's implementation strategy, institutional arrangements as well as its management and operational systems and value for money.

### *Evaluation Scope*

- Geographic scope:
  - For outcome 1, the interventions have been primarily implemented at a national level, while piloting of campaigns and awareness raising initiatives have been implemented across North, East, South, West and Central provinces. Many of the activities under outcome 2 have been 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. For outcome 3, the geographic focus has been in North, Central and Uva Provinces, particularly in the districts of Mannar, Batticaloa, Nuwara-Eliya and Monaragala.
  - Thematic scope: The evaluation will cover all the three outcome areas mentioned above especially from a peacebuilding angle.
- Period: The evaluation review period will cover the programming period from April 2017 to December 2020.
- Given the current context of COVID, the PBF and UNICEF guidelines for evaluations discourages social contacts for staff or hired consultants. Virtual data collection methods are to be deployed as alternatives for face-to-face data collection. As this is a sensitive project, and given the current political context, it is important that this evaluation can be safely as well as rigorously conducted remotely. An assessment of risk and protection issues need to be taken under with an overall do no harm approach in planning the evaluation, in view of COVID-related issues as well as those pertaining to sensitivities related to the project's topic.
- The evaluation will integrate gender equality and human rights based approaches and be guided by the principles of do no harm, impartiality, transparency, inclusivity and participation.
- Sampling Scope: The evaluation will be limited to the interventions implemented under all three outcomes of the project by UNDP, UNICEF and WHO targeting children, adolescents, youth and adults in the provinces/districts mentioned under 'project location'. Interventions under outcome 1 have been implemented in the Northern Eastern, Western and Southern provinces targeting war widows, youth and

ex-combatants in the war affected areas. Further, capacities of District Planning Officers and CSOs were build. Interventions we also implemented at the national level benefitting civil servants and conflict affected communities across the island. Outcome 2 included interventions both at national and sub-national levels. School level interventions are being implemented in around 600 schools directly reaching education administrators, child-care duty bearers and wider school communities including principals, teachers, students and patents in North, East, Uva and Central provinces. National Level interventions are delivered through the Ministry of Education, National Institute of Education and the University Grants Commission. Under outcome 3, the project targeted community mental health professionals, Public Health Inspectors (PHIs) and civil society stakeholders. In addition, staff of the Mental Health Unit of the District Hospitals and RDHS Offices in Mannar, Nuwara-Eliya and Moneragala districts were reached through the project. The staff the Directorate of Mental Health received capacity development interventions and convened the interventions at national level. Overall, the project evaluation would include 10 Focus Group Discussions (FDGs) and 20 in depth interviews with key Informants. Further, the Sampling methodology to be discussed and agreed with UN agencies during inception stage.



### **Documents Provided by Project Partners**

- Aware rural community people to build Reconciliation through Conflict Transformation; PRATHIBA MEDIA NETWORK (PPT)
- Digital Citizen toolkit (MinorMatters an initiative by the National Christian Evangelical Alliance of Sri Lanka) (march, 2020)
- Digital Citizen Comic Book (MinorMatters an initiative by the National Christian Evangelical Alliance of Sri Lanka) (march, 2020)

### **Documents Sourced by the Evaluation Team**

- De Mel, Nishan & R Venugopal (2016) Peacebuilding Context Assessment (Unknown publisher)
- Sri Lanka's Transitional Justice and Reconciliation Process (PPT); SCRIM (undated)
- Final Report on the Consultation Task Force on Reconciliation (2016)
- IASC Reference Group for Mental Health and Psychosocial Support in Emergency Settings. (2012). Who is Where, When, doing What (4Ws) in Mental Health and Psychosocial Support: Manual with Activity Codes (field test-version). Geneva
- (Draft) Final Report – Reintegration of Ex-Combatants in Sri Lanka – Northern Province (R Nagarajah; 2020)
- Peacebuilding Advisor (Consultant), UNDP Sri Lanka; End of assignment report (Dilrukshi Fonseka) 15 June 2019
- SLIDA Online Course on Social Cohesion for SLAS Inductees – 2019

## Annex 3.3 - List of Focus Group Discussions & Key Informant Interviews

### Focus Group Discussions

#### School communities

School	Children		Parents		Teachers		No. FDGs
	Male	Female	Male	Female	Male	Female	
Shanon TV, Hatton	8	8	2	3	6	9	3
Passara TV, Passra	6	8	3	5	2	4	3
Al- Hidayah Girls MV - Palamunai		18	-	5	-	8	3
AL- Munawara, A pattu	5	5	1	6	5	5	3
Nanagaraja TV- Vavuniya	8	10	-	12	-	6	3
Ramanathnapuram TV - Killinochi	7	8	-	7	1	15	3
Ramanathan Girls collage - Jaffna	7	9	-	5	-	6	3
Mahinda MV, Kandapola	8	5	7	8	2	4	3
Ella Vidyalaya, Ella	7	8	5	9	2	3	3

#### Community FGD

Location	Participation	
	Male	Female
Pappamodai, Mannar	8	10
Pappamodai, Mannar	6	8
Karialei, Mannar	5	6
Thirunagar, Kilinochchi	2	7
Selvanagar, Kilicochchi	5	9
St Patrick, Kilinochchi	4	6
Batticaloa	7	6
Mullaitivu (online)	1	5

### List of Key Informant Interviews

#### Component # 1

Akshina, N (Ms), NCEASL  
 Ashfaque, A M (Mr), Sirahununi  
 Chandapala, M P (Mr), PMN Media Specialist & Key Resource Person  
 David, Ahalya (Ms), Sirahununi  
 Dayaratna, P G (Mr), Participant/Trainer (PMN), Badalkumbura  
 Deerasinghe, S (Mr), Participant/Trainer (PMN), Tangalle  
 Dharmasiri, Ranjith (Mr), Participant/Trainer (PMN), Deniyaya

Eranga, P G Sampath (Mr), Ruhunu FM Radio Listener  
Fernando, Rashi C (Mr), ex SCRM  
Gallage, Saman (Mr), Participant/Trainer (PMN), Elpitiya  
Gunawardana, Kosala P W (Mr), Participant/Trainer (PMN), Sooriyawewa  
Hewamanna, Rathna (Ms), Ruhunu FM Radio Listener  
Ibrahim, Jafir Mohamed (Mr), The Chairperson, Sirahununi  
Imesha, Madushi (Ms), PMN Field Facilitator  
Indrani, P K A (Ms), Participant/Trainer (PMN), Deniyaya  
Jayasekera, Chaminda (Mr), Chief Executive/ Project Coordinator, Prathiba Media Network  
Jayasekera, Hashini (Ms), SLIDA Programme Division  
Liyanarachchi, Hasintha (Mr), Participant/Trainer (PMN) & Media Resource Person, Bandarawela  
Mahir, M (Mr), Project Coordinator/Arts & Culture, GIZ  
Manthrige, Wimala (Ms), Participant/Trainer (PMN), Deniyaya  
Nagarajah, Rajkumar (Mr) (ex UNDP, Livelihood Expert)  
Perera, Viranga (Mr), ex SCRM  
Rajasingham, Vasuk (Ms), Sirahununi & Principal at Special School and an Active member, Jaffna People's Forum for Coexistence  
Ravindran, Yamini (Ms), Director, Legal & Advocacy, NCEASL  
Sivamohan, Sumathy (Prof), Sirahununi & University of Peradeniya  
Wimalagunaratne, Sanjeewa (Mr), ex SCRM Director and Local Activities Coordinator  
Yoganathan, Dayani (Ms), Sirahununi

## **Component # 2**

Amarathung, Simiththa (Dr), National Institute of Education  
Ananda, Champa (Ms), Assistant Director of Education, Uva Province  
Aritharan, S (Mr), Performing Assistant Director of Education, Provincial Department of Education, Eastern Province  
Dela, Hasitha (Mr). Head Start  
Haridharan. N (Mr), Assistant Director, Provincial Department of Education, Trincomalee  
Jayathilaka, M (Mr), Principal, Mahinda Maha Vidyalaya, Kandapola  
Liyanage, Ranjith (Mr), Sri Lanka Red Cross Society, Badulla branch  
Prabakaran, K G (Mr), Principal, Passara Tamil Vidyalaya, Passara  
Prabhakaran (Mr), National Institute of Education  
Premakumara, Priyantha, (Mr), University Grants Commission  
Priyadarshani, K T (Ms), Principal, Ella Vidyalaya, Ella  
Pushpalatha (Ms), ISA, Provincial Department of Education, Badulla  
Ravi, Johnson (Mr), ISA, Provincial Department of Education, Hatton  
Ravindran, S (Mr), Principal, Ramanathapuram East GTMS, Kilinochchi  
Samaraweera, Dharshana (Dr), Deputy Director, General Languages, Social Sciences and Humanities, National Institute of Education  
Sedara, U (Dr), Secretary, Ministry of Education Reform  
Shaheed, S (Mr), Assistant Director of Education (Development), Provincial Department of Education, Eastern Province  
Sheela, Baby (Mrs), Principal, Shanon Tamil Vidyalaya, Hatton  
Sivagnanam, A (Ms), Principal, Ramanathan Girls College, Jaffna



Sivapadhasundaram, Udavakala (Ms), Assistant Manager, Provincial Psychosocial Department, Jaffna  
Thamilalakan, R (Mr), Principal, Sri Nagarajah Vidyalayam, Vavuniya  
Thannikasalam, Ananthasakthy (Ms), Trainer, Institution of Professional Development for Teachers, Jaffna  
Udara, K (Mr), Assistant Director of Education (Aesthetic), Provincial Department of Education, Eastern Province  
Usain, Sahir, S M (Mr), Principal, Al Hidayah Maha Vidyalaya, Palamunai  
Uwaise, M M (Mr), Principal, Al Munawwara Junior College, Akkaraipattu  
Wijewardena. Kumudu (Prof.) University Grants Commission  
Zarudeen, A L M (Mr), Additional Provincial Director of Education, Central Province

### **Component # 3**

Sudarshan, A (Mr), Community Mental Health Professional PSW, Kilinochchi  
Kandiah, Thiviya (Ms), Community Mental Health Professional, Good Practice Group  
Cader, Sabrina (Ms), Community Mental Health Professional, Good Practice Group  
Galappatti, Ananda (Mr), Good Practice Group  
Soundararajah, Dan (Dr), Medical Officer/Mental Health, Eravur (Represented the Regional Director of Health)  
Dabare, Lalith (Mr), CPN Community Mental Health Professional, Uva Province  
Pushpakumara, Anura (Mr), PSW Community Mental Health Professional  
Priyanthika, Harshani (Ms), Occupational Therapist  
Premasiri, Krishan (Dr), MOH, Central Province  
Herath, R M H M K (Mr), Public Health Inspector, Central province  
Gunaratne, Pradeep (Mr), Consultant-Consumer Action Network for Mental Health (CAN-MH)  
Ranasinghe, Ravindra (Dr), Drama therapist, Sri Lanka Drama Therapy Association  
de Silva, Jayamal (Dr), Sri Lanka Health Promotion Foundation  
Rajapaksa, Priyanthi (Ms), Program Manager, Sri Lanka Girl Guides Association  
Herath, Kush (Ms), Asst. Commissioner, -SL Girl Guides Association  
Mahesan, Ganesan (Dr), Consultant, National Institute of Mental Health  
Ranasinghe, Dilani (Ms), Psychosocial Volunteer, Colombo  
Sumana, K H (Ms), Psychosocial Volunteer, Tangalle  
Nilantha, K M D (Mr), Mental Health Social Service Professional, Badulla  
Shantha, E W G (Mr), Mental Health Social Service Professional, Kandy  
Spirithayon, Sinnathamby (Mr), ESCO (Batticaloa) [Indicated that ESCO is not involved in this Project]

### **Project Related Personnel**

de Mel, Sajith (Dr), UNICEF (Evaluation Manager)  
Seneviratne, Priyan (Dr), UNDP  
Sureshkumar, Luxumy (Ms), UNICEF  
Rajapaksa, Sadhani (Ms), WHO  
Hettiarachchi, Tharaka (Mr) (UNDP & ex SCRM)  
Fonseka, Dilrukshi (Ms), Consultant, UNDP

## Annex 4.1 - School Assessment (Social Cohesion)

**General Information:** The evaluation assessed three out of eight schools in which the social cohesion interventions were implemented. The child population of the schools shows that the Watawala School is a smaller school with a low child population compared to the Al-Munawara Junior College which has a higher child population than the other two with significant enrolment of boys than girls [Table A.4.1 (a)].

**Table A.4.1(a) - Student population of the 3 schools**

School	No. of students Primary		No. of students Secondary		Sub-Total		Total
	G	B	G	B	G	B	
Watawala Sinhala School, Watawala	43	71	58	67	101	138	<b>239</b>
Ramanathapuram East GTMS, Kilinochchi	64	75	163	153	227	228	<b>455</b>
Al-Munawwara Junior College, Akkaraipattu	229	329	343	778	572	1107	<b>1,679</b>
<b>Total</b>	336	475	564	998	900	1473	<b>2,373</b>

An analysis of general information that should be displayed at the school have proxy indicator for (1) structure of administration that sets the vision, mission and norms and values that enable teachers and students to connect in a stable social and emotional setting, and (2) creates a school climate in which a sense of school spirit and community is built. Table A4.1 (b) shows that the Al-Munawwara Junior College conforms to all of the standards and the Watawala school emerges as the weakest<sup>80</sup>. The absence of the school catchment area map also indicates that monitoring of enrollment and prolonged absenteeism is not a priority of the school. However, it has to be noted that data collection in this school was limited due to the COVID 19 Pandemic and additional background information was not accessible.

**Table A4.1 (b) - Essential information that needs to be displayed and monitored**

What is displayed	Watawala Sinhala School, Watawala	Ramanathapuram East GTMS, Kilinochchi	Al-Munawwara Junior College, Akkaraipattu	Yes (%)
Vision and Mission statements	YES	YES	YES	100%
Educational goals of Sri Lanka	<b>-No-</b>	YES	YES	67%
School catchment area map	YES	<b>-No-</b>	YES	67%
Child population data	YES	YES	YES	100%
Data on teachers	<b>-No-</b>	YES	YES	67%

<sup>80</sup> Incomplete data collection due to COVID-19 situation

What is displayed	Watawala Sinhala School, Watawala	Ramanathapuram East GTMS, Kilinochchi	Al-Munawwara Junior College, Akkaraipattu	Yes (%)
Results analysis	YES	YES	YES	100%
Management structure	YES	YES	YES	100%
Updated notice board	YES	YES	YES	100%
School Name board	YES	YES	YES	100%
School map with directions	<b>-No-</b>	YES	YES	67%
Ethics and values expected of the students and teachers,	YES	YES	YES	100%
Map of safe locations in the event of a disaster based on the school safety plan,	YES	YES	<b>-No-</b>	67%

The school plant which comprises of the school buildings, water supply facilities, garden and play areas are an important part of the conducive learning environment and the availability of infrastructure and facilities enables students to learn in new ways. Providing a safe and secure learning environment is also an important part of providing experiential learning for students. As the current curriculum is weighted to academic learning the space and facilities for activity based learning is seen as an important part of the overall curriculum. In terms of safety and security; 2 of the schools had a fenced in area that was safe for children, a safe water supply, adequate numbers of toilet for girls and boys and for male and female teachers, nameboard and sign boards and notice boards to display information. The Watawala Sinhala School, has the least facilities which includes a lack of a safe fence, play areas and equipment for children. All 3 schools had audio visual equipment given by the project but the Al-Munawwara school that has the highest number of students, and facilities did not have a computer laboratory but the school did have a smart classroom that accommodates 20 students. The general information also shows that all schools do not use sustainable energy and that facilities across the schools vary [Table A4.2 (c)].

**Table A4.1 (c) - Facilities and Amenities**

Facilities	Watawala Sinhala School, Watawala	Ramanathapuram East GTMS, Kilinochchi	Al-Munawwara Junior College, Akkaraipattu	Yes (%)
Electricity	YES	YES	YES	100%
Bio Gas	<b>-No-</b>	<b>-No-</b>	<b>-No-</b>	0%
Solar Power	<b>-No-</b>	YES	<b>-No-</b>	33%

Protected school ground/open Play area	<b>-No-</b>	YES	YES	67%
Outdoor play equipment (swing/monkey ladder/.... )	<b>-No-</b>	YES	YES	67%
Auditorium	<b>-No-</b>	YES	YES	67%
School Home garden	<b>-No-</b>	YES	YES	67%
Fence	<b>-No-</b>	YES	YES	67%
Gate	YES	YES	YES	100%
Audio visual facilities (multimedia /speakers)	YES	YES	YES	100%
Computer lab	YES	YES	No (smart classroom available)	67%
First aids facilities	YES	YES	YES	100%

**Children:** The evaluation profiled the children who participated in the discussions from the three schools. The data shows that 62% of the students were Tamil speaking students from the Tamil and Muslim communities. The children also had relatively stable families as 85% lived with both parents and 15% with their mothers and 75% had lived in their current locations all their lives. Given that the study covered schools from the Northern and Eastern Provinces that had experienced displacement and resettlement only 25% had resettled. Almost all of them lived in communities of mixed ethnicities mainly Tamil and Muslim and the children from the Watawala School live in communities comprised of Sinhala and Plantation Tamil Communities. Except for 15% of the children, the rest participated in religious instruction commonly known as "Sunday school" conducted by religious institutions and 77% attend extra coaching classes. It is also important to note that 10% of the children reported of frequent disturbances at home due to domestic violence and another 10% reporting of sporadic violence at home [Table A4.1 (d)].

**Table A4.1 (d) - Profiling of children**

Analytical area		Girls %	Boys %	Total %
1. Language spoken at home,	Sinhala	8 (20%)	7 (17.5%)	40 (100%)
	Tamil	12 (30%)	13 (32.5%)	
2. living with	Both parents	17 (42.5%)	17 (42.5%)	40 (100%)
	Mother only	3	3	

Analytical area		Girls %	Boys %	Total %
		(7.5%)	(7.5%)	
	Father only	0	0	
	Care givers	0	0	
3. Total number of family members		126 (46.2%) Average 6.1	147 (53.8%) Ave: 7	273 (100%) Ave: 6.5
4. Lived in the village	All my life	16 (40%)	14 (35%)	40 (100%)
	Resettled recently	4 (10%)	6 (15%)	
5. There are children from other ethnic and religious groups living in my village,	Yes	20 (50%)	17 (42.5%)	40 (100%)
	No	0	3 (7.5%)	
6. Participates in Sunday school or religious instruction other than in school,	Yes	18 (45%)	16 (40%)	40 (100%)
	No	2 (5%)	4 (10%)	
7. Attends extra coaching classes,	Yes	17 (42.5%)	14 (35%)	40 (100%)
	No	3 (7.5%)	6 (15%)	
8. Disturbances (alcoholic father, domestic violence etc.)	Yes- frequent disturbances	2 (5%)	2 (5%)	40 (100%)
	Sporadic disturbances	1 (2.5%)	3 (7.5%)	
	No violence at home	17 (42.5%)	15 (37.5%)	

## Annex 4.2 - School Assessment (Positive Discipline)

The analysis for positive discipline focused mainly on the child and his/her changing social environment, and how parents, teachers and school principals interact and support the child. The student population covered by the positive discipline project is much higher as the project was expected to reach nearly 800 schools and the evaluation had a sample of eight (8) schools. There is also a wide variation between the numbers of students in the schools as the project has covered mainly type 2 and 3 schools (Table A4.2 (a)).

**Table A4.2(a) - Student population**

School	No. Of students Primary		No. Of students Secondary		Total		Total
	G	B	G	B	G	B	
CP/N/Mahinda Maha Vidyalaya, Kandapola	40	51	54	66	94	117	<b>211</b>
CP/Shannon Tamil Maha Vidyalayam, Hatton	182	175	285	231	467	406	<b>873</b>
B/ Ella Vidyalaya	68	70	97	85	165	155	<b>320</b>
UP/B/Passara Tamil MV, Passara	162	155	451	422	613	577	<b>1190</b>
Ramanathan College, Valikkamam (1AB)	113	71	466	0	579	71	<b>650</b>
Sri Nagarajah Vidyalayam, Vavuniya (1C)	162	141	165	185	327	326	<b>653</b>
AM/Gamini Maha Vidyalaya, Ampara (1C)	184	219	461	636	645	855	<b>1500</b>
Km/Al-Hidaya Vidyalayam, Palamunai (1C)	203	186	358	0	561	186	747
<b>Total</b>	<b>1114</b>	<b>1068</b>	<b>2337</b>	<b>1625</b>	<b>3451</b>	<b>2693</b>	<b>6144</b>

Table A4.2(b) on conducive environment for stable social and emotional growth of children shows that schools such as the Passara Maha Vidyalaya and Gamini Maha Vidyalaya have many information gaps. Important information such as the school catchment area map which helps to monitor school enrolment and prolonged absenteeism of students, school values and ethics and school safety plans are not displayed across the schools. The inferences are that the training provided to teachers to implement the positive discipline project did not cover important aspects such as creating a conducive environment for students to imbibe skills and values and set the structure to practice positive discipline.

**Table A4.2(b) - Essential information that needs to be displayed and monitored**

What is displayed	CP/N/Mahinda Maha Vidyalaya, Kandapola	CP/HT/Shannon Tamil Maha Vidyalayam, Hatton	B/ Ella Vidyalaya	UP/B/Passara Tamil MV, Passara	Ramanathan College, Valikkamam (1AB)	Sri Nagarajah Vidyalayam, Vavuniya (1C)	AM/AM/Gamini Maha Vidyalaya, Ampara (1C)	Km/Ak/Al-Hidaya Vidyalayam, Palamunai	Yes (%)
Vision and Mission statements	Yes	Yes	Yes	<b>-No-</b>	Yes	Yes	Yes	Yes	87.5%

What is displayed	CP/N/Mahinda Maha Vidyalaya, Kandapola	CP/HT/Shannon Tamil Maha Vidyalayam, Hattton	B/ Ella Vidyalaya	UP/B/Passara Tamil MV, Passara	Ramanathan College, Valikkamam (1AB)	Sri Nagarajah Vidyalayam, Vavuniya (1C)	AM/AM/Gamini Maha Vidyalaya, Ampara (1C)	Km/Ak/Al-Hidaya Vidyalayam, Palamunai	Yes (%)
Educational goals of Sri Lanka	Yes	Yes	Yes	-No-	-No-	Yes	Yes	Yes	75%
School catchment area map	Yes	Yes	Yes	-No-	-No-	Yes	-No-	Yes	62.5%
Child population data	Yes	Yes	Yes	-No-	Yes	Yes	-No-	Yes	75%
Data on teachers	Yes	Yes	Yes	Yes	Yes	Yes	-No-	Yes	87.5%
Results analysis	Yes	Yes	Yes	Yes	-No-	Yes	-No-	Yes	75%
Management structure	Yes	Yes	Yes	-No-	-No-	Yes	Yes	Yes	75%
Updated notice board	Yes	Yes	Yes	-No-	-No-	Yes	Yes	Yes	75%
School Name board	Yes	Yes	Yes	-No-	Yes	Yes	Yes	Yes	87.5%
School map with directions	-No-	Yes	Yes	-No-	Yes	Yes	Yes	Yes	75%
Ethics and values expected of the students and teachers,	Yes	Yes	Yes	-No-	-No-	Yes	-No-	Yes	62.5%
Map of safe locations in the event of a disaster based on the school safety plan,	-No-	Yes	Yes	-No-	-No-	-No-	-No-	Yes	37.5%

The process for planning and the quality of the school development plans were outputs of the Project as all schools were expected to develop action plans to implement the positive discipline project. The participatory process for developing School Development Plans though rated as high in almost all of the schools and conformity with SDP standards is also equally high the inclusion of positive discipline practices is a different process for which the schools should have been trained. An analysis of the school development plans, and the activities implemented across the schools shows that such comprehensive planning to include positive discipline practices in schools and at home has not taken place across the schools [Table A4.2(c)].

**Table A4.2(c) - School development Planning process**

Activities and participation	High	Medium	Low	Total
Teachers participation in SSA process	6 75%	2 25%	-	8 100%
Parents participation in the process	2 25%	5 62.5%	1 12.5%	8 100%

Children's participation in the whole process	4 50%	3 37.5%	1 12.5%	8 100%
Old/girls and boys participation	2 25%	2 25%	4 50%	8 100%
Well wishers participation	3 37.5%	3 37.5%	2 25%	8 100%
Donor participation	1 12.5%	4 50%	3 37.5%	8 100%

**Table A4.2 (d) - Participation in SDP**

Activity and participation	High	Medium	Low	Total
SSA findings prioritized	3 37.5%	5 62.5%	-	8 100%
Action plan developed	4 50%	4 50%	-	8 100%
Timeframe developed	5 62.5%	3 37.5%	-	8 100%
Roles and responsibilities clearly identified	5 62.5%	3 37.5%	-	8 100%
Monitoring mechanism identified and in placed	4 50%	4 50%	-	8 100%
Resource mobilization plan available	1 12.5%	7 87.5%	-	8 100%

An analysis of the facilities of the schools shows that the schools do not have adequate facilities that are conducive for learning and social and emotional growth. This lack of recognition of the importance of providing structure and environment conducive for the development of children especially at primary grades has affected the full implementation of the project. This was most evident in the Passara Maha Vidyalaya and Gamini Maha Vidyalaya. According, to the staff at the latter the project has not been implemented in this school apart from one visit by an ISA [Table A4.2(e)].

**Table A4.2 (e) - Facilities and Amenities**

Facilities	CP/N/Mahinda Maha Vidyalaya, Kandapola	CP/HT/Shannon Tamil Maha Vidyalayam, Hatton	3.B/ Ella Vidyalaya	UP/B/Passara Tamil MV, Passara	Ramanathan College, Valikkamam (1AB)	Sri Nagarajah Vidyalayam, Vavuniya (1C)	AM/AM/Gamini Maha Vidyalaya, Ampara (1C)	Km/Ak/Al-Hidaya Vidyalayam, Palamunai	Yes (%)
Electricity	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-No-	87.5%
Bio Gas	-No-	-No-	-No-	-No-	-No-	-No-	-No-	Yes	12.5%



Facilities	CP/N/Mahinda Maha Vidyalaya, Kandapola	CP/HT/Shannon Tamil Maha Vidyalayam, Hatton	3. B/ Ella Vidyalaya	UP/B/Passara Tamil MV, Passara	Ramanathan College, Valikkamam (1AB)	Sri Nagarajah Vidyalayam, Vavuniya (1C)	AM/AM/Gamini Maha Vidyalaya, Ampara (1C)	Km/Ak/Al-Hidaya Vidyalayam, Palamunai	Yes (%)
Solar Power	-No-	-No-	-No-	-No-	-No-	-No-	-No-	-No-	0%
Protected school ground/open Play area	-No-	-No-	-No-	Yes	-No-	Yes	-No-	-No-	25%
Outdoor play equipment (swing/monkey ladder/.... )	-No-	-No-	-No-	-No-	-No-	-No-	-No-	Yes	12.5%
Auditorium	-No-	-No-	-No-	-No-	-No-	-No-	-No-	-No-	0%
School Home garden	Yes	-No-	Yes	-No-	-No-	Yes	-No-	-No-	37.5%
Fence	Yes	-No-	Yes	-No-	Yes	Yes	Yes	-No-	62.5%
Gate	Yes	Yes	Yes	-No-	Yes	Yes	Yes	Yes	87.5%
Audio visual facilities (multimedia /speakers)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-No-	87.5%
Computer lab	Yes	-No-	Yes	Yes	Yes	Yes	Yes	Yes	87.5%
First aids facilities	Yes	-No-	Yes	Yes	Yes	Yes	Yes	Yes	87.5%

The student profiles show that children have relatively stable families as 87% live with both parents and 87% have lived in the same location indicating that they have not been displaced and resettled. However, it has to be noted that 19% of the children reported of frequent disturbances and violence in their homes and another 12% of sporadic disturbances in their homes. These aspects of the children's lives have not been sufficiently addressed in the Project as evidenced from the FGDs and discussions with teachers and school principals. It is also evident that the project has not strategized around addressing violence and bullying at multiple levels; namely community, family, school, classroom and at the individual levels. The outcomes at these different levels should have been mapped and the project monitored according to the allied delivery of outputs and outcomes [Table A4.2 (f)].

**Table A4.2 (f) - Profile of children**

Analytical area		Girls %	Boys %	Total %
1. Language spoken at home	Sinhala	25 (20%)	20 (16%)	125 (100%)
	Tamil	48 (38.4%)	32 (25.6%)	
2. living with	Both parents	67 (53.6%)	43 (34.4%)	125

Analytical area		Girls %	Boys %	Total %
	Mother only	6 (4.8%)	7 (5.6%)	(100%)
	Father only	0	0	
	Care givers	0	2 (1.6%)	
3. Number of family members		319 (58.2%)	229 (41.8)	273 (100%)
4. Lived in the village	All my life	62 (49.6%)	47 (37.6%)	125 (100%)
	Resettled recently	11 (8.8%)	5 (4%)	
5. There are children from other ethnic and religious groups living in my village,	Yes	60 (48%)	38 (30.4%)	125 (100%)
	No	13 (10.4%)	14 (11.2%)	
6. Participates in Sunday school or religious instruction other than in school,	Yes	57 (45.6%)	37 (29.6%)	125 (100%)
	No	16 (12.8%)	15 (12%)	
7. Attends extra coaching classes,	Yes	55 (44%)	36 (28.8%)	125 (100%)
	No	18 (14.4%)	16 (12.8%)	
8. Disturbances (alcoholic father, domestic violence etc.)	Yes- frequent disturbances	10 (8%)	14 (11.2%)	125 (100%)
	Sporadic disturbances	9 (7.2%)	6 (4.8%)	
	No violence at home	54 (43.2%)	32 (25.6%)	

## Annex 4.3 - Framework for assessment of sub-strategies

Features to be considered	Implications in practice	Project
Relevance: responds to a clear need or demand	<ul style="list-style-type: none"> <li>It <i>responds to a recognized need or gap</i> in the realization of the rights of children, young people and/or communities</li> </ul>	The project objectives and activities are of high relevance to addressing an issue that affects children at the national level.
	<ul style="list-style-type: none"> <li>Scalability is more likely if an intervention <i>responds to agenda(s) of development actors (including government institutions)</i> in the context(s) in which it is scaled up.</li> </ul>	It is also a nationally recognized issue and fits with national policy and mandate.
Proven effectiveness in different contexts	<ul style="list-style-type: none"> <li>The intervention has been <i>proven</i> to be effective in addressing the needs or violations of the rights of children, young people and/or communities.</li> </ul>	The intervention has not been proven to be effective as yet.
	<ul style="list-style-type: none"> <li>The intervention can be adapted - when necessary - to <i>different</i> social, cultural, economic, political and/or geographical contexts without compromising quality: it has been tested and proven to be effective in these different contexts.</li> </ul>	Adaptation is at an early stage and the process needs to be sustained.
	<ul style="list-style-type: none"> <li>The intervention has been tested with children, families and communities. Their feedback has been taken into account in the development and/or adaptation of the intervention.</li> </ul>	The intervention has not been fully tested with the entire school community including students. It was not clear as to whether the students, teachers and parents have acquired the skills for positive discipline and building social cohesion.
Cost-effectiveness <sup>81</sup> and return on investment	<ul style="list-style-type: none"> <li>The social or economic results generated by the intervention justify the investment made.</li> </ul>	This project has yet to prove that it is cost-effective as, planned Vs actual budgets and unit costs were not shared with the consultants. However, if models are developed with evidence for successful scaling up, unit costs and cost effectiveness models should be developed.
	<ul style="list-style-type: none"> <li>The costs involved in achieving the results compare favourably when compared with other interventions</li> </ul>	
	<ul style="list-style-type: none"> <li>Even if the initial upfront investment in the intervention is high, a good case can be made for cost-effectiveness and lower costs/beneficiary once the intervention is being implemented at scale.</li> </ul>	

<sup>81</sup> The technique compares the relative costs to the outcomes (effects) of two or more courses of action.

Features to be considered	Implications in practice	Project
Comparative advantage	<ul style="list-style-type: none"> <li>The intervention is more attractive and/or beneficial compared to other, existing interventions addressing the same issue.</li> </ul>	<p>The learning from the project has not been captured and documented to be shared with partners and other development organizations working in the education sector. Therefore, a comparative analysis with other approaches is pending.</p> <p>It is also an advantage if the project is placed within the child friendly school framework of the MoE.</p>
Ownership and added value at household and community level	<ul style="list-style-type: none"> <li>Interventions that have tangible added-value at household and/or community level are more likely to be adopted and maintained at a large scale.</li> </ul>	<p>The project has yet to finalize its sustainability mechanisms.</p>
Relative simplicity	<ul style="list-style-type: none"> <li>The less complex the intervention, the more attractive it tends to be to potential adopters.</li> <li>Interventions that clearly articulate the roles and responsibilities of those involved are more likely to be scaled up effectively.</li> <li>Interventions that can be integrated into existing work practices, and that are easy to communicate and to demonstrate are also more likely to be adopted</li> </ul>	<p>The project has yet to develop user friendly modules on adaptation and localization.</p> <p>If this process is done with tools for child and parent participation then the project could be communicated with greater acceptance.</p> <p>A review of the technical modules shows that there is a need for participatory adaptation and localization capturing good practices by UNICEF and its partners.</p>
Clearly defined, supported by clear technical standards	<ul style="list-style-type: none"> <li>The intervention is clearly defined and underpinned by a clear intervention logic</li> <li>It is supported by clear, practical and tested quality standards and guidelines.</li> </ul>	<p>The intervention logic needs to be reviewed with a thorough risk analysis</p> <p>Quality standards are yet to be established. The project also needs to reflect community and child participation and assessment standards of outputs.</p>
Acceptable and manageable risks	<ul style="list-style-type: none"> <li>The risks inherent to the intervention itself are acceptable and can be managed</li> <li>The risks inherent to scaling up (e.g. decreased levels of control by UNICEF itself) are acceptable and can be managed</li> </ul>	<p>There is no risk analysis at present and this an important process that is pending</p>

## Annex 4.4 – Research Ethics Approval Letter

