

PBF June 2025 Project Progress Report



**PEACEBUILDING
FUND** 

PROJECT OVERVIEW

Thank you for taking the time to complete the PBF Progress report. For projects with more than one recipient, please consult among co-recipients prior to filling out the form to ensure collaboration on the responses. If you have any questions or require technical assistance in filling out the form, please send an email to gabriel.velasteguimoya@un.org

Click Next below to start

» Report Submission

Type of report

*

☒ Semi-annual

☐ Annual

☐ Final

☐ Other

Date of submission of report

*

2025-06-15

Name and title of person submitting the report

*

Dennis Momoh - Acting Head of Programming

E-mail of person submitting the report

*

dennis.momoh@crs.org

Name and title of person who approved the report

*

Dennis Momoh - Acting Head of Programming

Have all fund recipients for this project contributed to the report?

*

☒

Yes

☐

No

Did PBF Secretariat or RCO focal point review the report?

*

You should normally ensure that the PBF Secretariat or the PBF focal point have an opportunity to review.

☒

Yes

☐

No

☐

Not Applicable

» Project Information and Geographical Scope

Is this a cross-border project?

*

☐

Yes

☒

No

Please select the geographical region in which the project is implemented

☐

Asia and the Pacific

☐

Central & Southern Africa

☐

East Africa

☐

Europe and Central Asia

☐

Global

☐

Latin America and the Caribbean

☐

Middle East and North Africa

☒

West Africa

Country of project implementation

*

☐

Benin

☐

Burkina Faso

☐

Cote D'Ivoire

☐

Gambia

☐

Ghana

☐

Guinea

☐

Guinea-Bissau

☐

Liberia

☐

Mali

☐

Mauritania

☐

Niger

☐

Nigeria

☐

Senegal

☒

Sierra Leone

☐

Togo

☐

Other, Specify

Project Title

*

- ☐ 00130053: Women4Water&Peace: Promoting civic spaces and empowering women to address water-related disputes and provide access to water in poor communities in Freetown
- ☐ 00132863: Promote the creation of an enabling environment for the conduct of peaceful elections and the strengthening of social cohesion in Sierra Leone
- ☐ 00134257: Empowering Youth Bike Riders as Sustainable Agents of Peace in Sierra Leone
- ☒ 00140111: Youth in Politics and Peacebuilding
- ☐ 00140113: Localization and Working-Together for Peace: Repositioning Women-Focused CSOs for Sustainable Peace in Sierra Leone
- ☐ 00140663: Enhance strategic direction coordination and peacebuilding impact of PBF portfolio in Sierra Leone
- ☐ 00140935: 'Uman Land En Kol At' (Women's Land for Peace): Women Lead Transformative Pathways to Peace Through Natural Resources Management.
- ☐ Other, Specify

Project Start Date (Date of first transfer)

*

2023-03-31

Project End Date

*

2025-06-30

Has this project received an extension?

*

- ☐ YES, Cost Extension
- ☐ YES, No Cost Extension
- ☐ YES, Both Cost and No Cost Extensions
- ☒ NO, No Extensions

Will this project be requesting an extension?

*

- ☐ YES, Cost Extension
- ☐ YES, No Cost Extension
- ☐ YES, Both Cost and No Cost Extensions
- ☒ NO, No Extensions

Will this project be submitting a Fund Transfer Request (FTR) in the next six months?

*

- ☐ Yes
- ☒ No

Is the current project end date within 6 months?

*

- ☐ Yes
- ☒ No

Is funding disbursed either into a national or regional trust fund?

*

- ☐ Yes
- ☒ No

Recipients

Is the convening agency a UN agency or a non UN entity? *

- ☐ UN entity
- ☒ Non-UN Entity

Please select the convening agency recipient

- | | | |
|---|---|---|
| <input type="radio"/> ACTED | <input type="radio"/> Action Aid UK | <input type="radio"/> AAITG (ActionAid the Gambia) |
| <input type="radio"/> AEDE | <input type="radio"/> African Centre for the Constructive Resolution of Disputes (ACCORD) | |
| <input type="radio"/> Agence de Coopération et de Recherche pour le Développement (ACORD) | <input type="radio"/> American Friends Service Committee (AFSC) | |
| <input type="radio"/> Avocats Sans Frontières | <input type="radio"/> Avocats Sans Frontières Belgium | <input type="radio"/> Avocats sans frontières Canada |
| <input type="radio"/> Ayuda en Accion | <input type="radio"/> BIRN - Balkan Investigative Reporting Network | <input type="radio"/> BIOM -Youth Ecological Movemen |
| <input type="radio"/> CARE International UK | <input type="radio"/> Centre d'étude et de coopération internationale (CECI) - BF | <input type="radio"/> Christian Aid Ireland |
| <input type="radio"/> COIPRODEN | <input type="radio"/> Concern Worldwide | <input type="radio"/> Conexion Guatemala |
| <input type="radio"/> COOPI - Cooperazione Internazionale | <input type="radio"/> CORD Burundi | <input type="radio"/> CORDAID |
| <input type="radio"/> Corporacion Sisma Mujer | <input checked="" type="radio"/> CRS - Catholic Relief Services | <input type="radio"/> DanChurchAid |
| <input type="radio"/> EQUITAS | <input type="radio"/> Fund for Congolese Women | <input type="radio"/> Fundacion Estudios Superior (FESU) |
| <input type="radio"/> Fundación Mi Sangre (FMS) | <input type="radio"/> Fundación Nacional para el Desarrollo de Honduras (FUNADEH) | |
| <input type="radio"/> Fundación para la Libertad de Prensa (FLIP) | <input type="radio"/> Geneva Centre for Security Sector Governance (DCAF) | <input type="radio"/> HELVETAS Swiss Intercooperation |
| <input type="radio"/> Humanity & Inclusion (HI) | <input type="radio"/> ICTJ (International Center for Transitional Justice) | <input type="radio"/> Instituto Holandes para Democracia Multipartidaria (NIMD) |
| <input type="radio"/> Integrity Watch | <input type="radio"/> International Alert | <input type="radio"/> International Rescue Committee |
| <input type="radio"/> Interpeace | <input type="radio"/> Kvinna till Kvinna Foundation | <input type="radio"/> Life and Peace Institute (LPI) |
| <input type="radio"/> MDG-EISA - Institut Electoral pour une Démocratie Durable en Afrique (EISA), bureau de Madagascar | <input type="radio"/> Mercy Corps | |
| <input type="radio"/> MLAL - ProgettoMondo | <input type="radio"/> MSIS-TATAO | <input type="radio"/> NIMD (Netherlands Institute for Multiparty Democracy) |
| <input type="radio"/> Norwegian Refugee Council (NRC) | <input type="radio"/> Nile Sustainable Development Organization - NSDO | <input type="radio"/> OIKOS |
| <input type="radio"/> ONG Adkoul - ONG Adkoul | <input type="radio"/> ONG AZHAR | <input type="radio"/> OXFAM |
| <input type="radio"/> Peace Direct | <input type="radio"/> Plan International | <input type="radio"/> PNG UN Country Fund |
| <input type="radio"/> Red de Instituciones por los Derechos de la Niñez | <input type="radio"/> ROI - Roza Otunbayeva Initiati | <input type="radio"/> Saferworld |
| <input type="radio"/> Sampan'Asa Momba ny Fampandrosoana (SAF/FJKM) | <input type="radio"/> Save the Children | <input type="radio"/> Search for Common Ground (SFCG) |
| <input type="radio"/> SIHA (Strategic Initiative for Women in the Horn of Africa) | <input type="radio"/> SismaMujer | <input type="radio"/> SOS Sahel Sudan |
| <input type="radio"/> Stichting Impunity Watch | <input type="radio"/> Tearfund | <input type="radio"/> The Carter Center, Inc. |
| <input type="radio"/> Trocaire | <input type="radio"/> War Child | <input type="radio"/> War Childhood Museum (WCM) |
| <input type="radio"/> World Vision International | <input type="radio"/> World Vision Myanmar | <input type="radio"/> ZOA |

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Are there other recipients for this project?

*

- ☐ No other recipients
- ☐ Yes, other UN recipients only
- ☒ Yes, other non-UN recipients only
- ☐ Yes, both UN and non-UN recipients

Please select other non-UN recipients

- | | | |
|--|--|--|
| <input type="checkbox"/> ACTED | <input type="checkbox"/> Action Aid UK | <input type="checkbox"/> AAITG (ActionAid the Gambia) |
| <input type="checkbox"/> AEDE | <input type="checkbox"/> African Centre for the Constructive Resolution of Disputes (ACCORD) | |
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| <input type="checkbox"/> Corporacion Sisma Mujer | <input type="checkbox"/> CRS - Catholic Relief Services | <input type="checkbox"/> DanChurchAid |
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| <input type="checkbox"/> MDG-EISA - Institut Electoral pour une Démocratie Durable en Afrique (EISA), bureau de Madagascar | <input type="checkbox"/> Mercy Corps | |
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| <input type="checkbox"/> Trocaire | <input type="checkbox"/> War Child | <input type="checkbox"/> War Childhood Museum (WCM) |
| <input type="checkbox"/> World Vision International | <input type="checkbox"/> World Vision Myanmar | <input type="checkbox"/> ZOA |

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Other, Please specify

Other, Please specify

*

Caritas Sierra Leone which constitutes of Caritas Makeni, Caritas Freetown, Caritas Bo, Caritas Kenema, and Caritas National Office

Implementing Partners

To how many implementing partners has the project transferred money **since the project's start** ?

5

To how many implementing partners has the project transferred money **during this calendar period** ?

(for June reports: January-June;

for November reports: January-December (anticipated);

for final reports: full project duration)

5

Please list all of the project's implementing partners and the amounts (in USD) transferred to each, both since the project's start, and specifically during this calendar period

Please select the type of organisation which best describes the type of implementing partner *

- ☐ National youth CSO
- ☐ National women's CSO
- ☐ Other National CSO
- ☐ Subnational youth CSO
- ☐ Subnational women's CSO
- ☐ Other subnational CSO
- ☐ Regional CSO
- ☐ Regional Organisation
- ☐ International NGO
- ☐ Governmental entity
- ☐ National women's and youth CSO
- ☐ Subnational women's and youth CSO
- ☒ Other

Other, Please specify

National Non-Governmental Organisation

What is the name of the Implementing Partner *

Caritas Sierra Leone Makeni

What is the planned total amount (in USD) for the **overall duration of the project** to be disbursed to this implementing partner? *

Please use a dot (.) as decimal separator, instead of a comma (,)

177207.96

What is the total amount (in USD) disbursed to the implementing partner **since the project's start**? *

Please use a dot (.) as decimal separator, instead of a comma (,)

176015.2

What is the total amount (in USD) disbursed to the implementing partner **during this calendar period**? *

Please use a dot (.) as decimal separator, instead of a comma (,)

50016.91

Briefly describe the main activities carried out by the Implementing Partner during this calendar period *

Please limit your response to 1500 characters

The project invested in strengthening existing community structures through training, mentorship, and coordination with other partners. These structures—such as youth councils, women’s groups, and local peace committees—were equipped to lead advocacy and peacebuilding efforts at the grassroots level. Their enhanced capacity has ensured sustainability and local ownership of peace initiatives. A Training of Trainers (ToT) workshop was conducted to build a cadre of youth leaders skilled in civic education and leadership. These trainers are now cascading knowledge to their peers, creating a multiplier effect that extends the project’s reach and impact. Training Youth-Led Groups on Peacebuilding - Youth-led groups received training on peacebuilding methodologies, including education for peace, non-violent communication, and conflict management. These sessions empowered young leaders to take proactive roles in resolving conflicts and promoting harmony within their communities. Graduation Ceremony and Start-Up Package Distribution: To mark the successful completion of various training programs, a graduation ceremony was held for project participants. During the event, start-up packages were distributed to support youth-led initiatives in peacebuilding, civic engagement, and economic empowerment. These packages included materials and resources tailored to the specific needs of each group, enabling them to implement their action plans effectively. Collectively, these activities have significantly contributed to the project’s overarching goals of fostering peace, promoting civic responsibility, and advancing gender equality.

Please list all of the project's implementing partners and the amounts (in USD) transferred to each, both since the project's start, and specifically during this calendar period

Please select the type of organisation which best describes the type of implementing partner *

- ☐ National youth CSO
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- ☐ Other subnational CSO
- ☐ Regional CSO
- ☐ Regional Organisation
- ☐ International NGO
- ☐ Governmental entity
- ☐ National women's and youth CSO
- ☐ Subnational women's and youth CSO
- ☒ Other

Other, Please specify

National Non-Governmental organisation

What is the name of the Implementing Partner *

Caritas Sierra Leone Caritas Bo

<p>What is the planned total amount (in USD) for the overall duration of the project to be disbursed to this implementing partner?</p> <p><i>Please use a dot (.) as decimal separator, instead of a comma (,)</i></p> <p>185225.68</p>	*
<p>What is the total amount (in USD) disbursed to the implementing partner since the project's start?</p> <p><i>Please use a dot (.) as decimal separator, instead of a comma (,)</i></p> <p>184533.31</p>	*
<p>What is the total amount (in USD) disbursed to the implementing partner during this calendar period?</p> <p><i>Please use a dot (.) as decimal separator, instead of a comma (,)</i></p> <p>51244.03</p>	*
<p>Briefly describe the main activities carried out by the Implementing Partner during this calendar period</p> <p><i>Please limit your response to 1500 characters</i></p> <p>Training on Peaceful Masculinity Concepts: Male youth participants were trained on CRS's Peaceful Masculinity concepts, which challenge harmful gender norms and promote positive male engagement in society. Inter-Community Sports Meets to foster unity and social cohesion. Inter-District Youth Learning Conference. Radio Panel Discussions on Conflict Prevention Radio panel discussions were conducted to raise public awareness on conflict prevention and management. Inter-Political Party Football Match to bridge political divides among youth. Eight young women's groups were strengthened through targeted training, mentorship, and resource support. Refresher Training for Peer Educators: Peer educators received refresher training to enhance their facilitation, communication, and mentoring skills. Regional Dialogue sessions involving political party representatives, traditional leaders, and other stakeholders. Radio Discussions on Civic Rights and Responsibilities: A dedicated radio panel discussion focused on civic rights and responsibilities, aiming to educate citizens about their roles in a democratic society. Simulcast Youth Civic Engagement Program to engage youth in conversations about their civic duties and involvement in peacebuilding. Strengthening Community structures through training, mentorship, and coordination with other partners. A Training of Trainers (ToT) workshop to build a cadre of youth leaders skilled in civic education and leadership. Training Youth-Led Groups on peacebuilding methodologies, including education for peace, non-violent communication, and conflict management. Graduation Ceremony and Start-Up Package Distribution</p>	

Please list all of the project's implementing partners and the amounts (in USD) transferred to each, both since the project's start, and specifically during this calendar period

Please select the type of organisation which best describes the type of implementing partner *

- ☐ National youth CSO
- ☐ National women's CSO
- ☐ Other National CSO
- ☐ Subnational youth CSO
- ☐ Subnational women's CSO
- ☐ Other subnational CSO
- ☐ Regional CSO
- ☐ Regional Organisation
- ☐ International NGO
- ☐ Governmental entity
- ☐ National women's and youth CSO
- ☐ Subnational women's and youth CSO
- ☒ Other

Other, Please specify

National Non-Governmental organisation

What is the name of the Implementing Partner *

Caritas Kenema, Sierra Leone

What is the planned total amount (in USD) for the **overall duration of the project** to be disbursed to this implementing partner? *

Please use a dot (.) as decimal separator, instead of a comma (,)

156476

What is the total amount (in USD) disbursed to the implementing partner **since the project's start**? *

Please use a dot (.) as decimal separator, instead of a comma (,)

154989.86

What is the total amount (in USD) disbursed to the implementing partner **during this calendar period**? *

Please use a dot (.) as decimal separator, instead of a comma (,)

50849.78

Briefly describe the main activities carried out by the Implementing Partner during this calendar period *

Please limit your response to 1500 characters

Conducted training for project participants on basic social skills in public speaking, mobilisation, lobbying and advocacy for rural women aspirants. Held awareness-raising meetings on Laws and Policies that Protect Women's Rights. Enrollment of project participants in skills training. Conducted Awareness-raising on the importance of Peace and Youth's involvement in Political Processes. Held training on Journey to Peaceful Masculinity and conducted refresher training for Volunteer Peer Educators in Civic Rights, Leadership and Peace Education. Coordinated the monitoring visit of the United Nations Resident Coordinator and team to the project district. Held Inter-Community and Inter Political Football Match, Supported Monitoring Visit by The National Youth Commission, Held Inter-district Youth Learning Conference, Conducted Inter-Community Sport Meet, Organized handing over ceremony of start-up package to project participants.

Please list all of the project's implementing partners and the amounts (in USD) transferred to each, both since the project's start, and specifically during this calendar period

Please select the type of organisation which best describes the type of implementing partner *

- ☐ National youth CSO
- ☐ National women's CSO
- ☐ Other National CSO
- ☐ Subnational youth CSO
- ☐ Subnational women's CSO
- ☐ Other subnational CSO
- ☐ Regional CSO
- ☐ Regional Organisation
- ☐ International NGO
- ☐ Governmental entity
- ☐ National women's and youth CSO
- ☐ Subnational women's and youth CSO
- ☒ Other

Other, Please specify

National Non-Governmental organisation

What is the name of the Implementing Partner *

Caritas Freetown, Sierra Leone

<p>What is the planned total amount (in USD) for the overall duration of the project to be disbursed to this implementing partner?</p> <p><i>Please use a dot (.) as decimal separator, instead of a comma (,)</i></p> <p>418657.05</p>	*
<p>What is the total amount (in USD) disbursed to the implementing partner since the project's start?</p> <p><i>Please use a dot (.) as decimal separator, instead of a comma (,)</i></p> <p>414919.11</p>	*
<p>What is the total amount (in USD) disbursed to the implementing partner during this calendar period?</p> <p><i>Please use a dot (.) as decimal separator, instead of a comma (,)</i></p> <p>65192.08</p>	*
<p>Briefly describe the main activities carried out by the Implementing Partner during this calendar period</p> <p><i>Please limit your response to 1500 characters</i></p> <p>Commemoration of Africa Youth Day; Training on Good Agronomic Practice (GAP) and Post-Harvest Management in Vegetable, Cereal, Root and Tuber Production for Small-Holder Farmers; Refresher training for Volunteer Peer Educators on Civic Education and Peacebuilding Awareness Approach; Linking young people with opportunities to learn Technical and Entrepreneurship Skills for Livelihood activities; Social Skills Training for Rural Young Women Aspirants; Development of an inclusive community action plan on conflict prevention and management with youths and diverse stakeholders; Training on: Agric Business, financial management and marketing skills and Positive masculinity, advocacy against GBV; Inter-community Sport meet involving 16 communities; Monitoring Visit; Stakeholders' engagement sessions with politicians, paramount chiefs, security apparatuses, National Electoral Commission, Political Party Registration Commission, CSOs, etc.) on meaningful involvement of youths particularly young women in political processes and their protection during and after elections. Strengthen 16 Young Women's Groups in the Western Area Urban and Rural District. Strengthened Existing Structures through Training and Coordination with Partners. Held a Simulcast Radio Panel discussion on Civic Rights and Responsibilities. Collaborated with the Independent Commission for Peace and National Cohesion (ICPNC), to host a one-day Regional Dialogue Session to raise awareness and promote peace and Social Cohesion in Sierra Leone. Held Inter-district Youth Learning Conference. Organised a handover ceremony of the start-up package to the project participants.</p>	

Please list all of the project's implementing partners and the amounts (in USD) transferred to each, both since the project's start, and specifically during this calendar period

Please select the type of organisation which best describes the type of implementing partner *

- ☐ National youth CSO
- ☐ National women's CSO
- ☐ Other National CSO
- ☐ Subnational youth CSO
- ☐ Subnational women's CSO
- ☐ Other subnational CSO
- ☐ Regional CSO
- ☐ Regional Organisation
- ☐ International NGO
- ☐ Governmental entity
- ☐ National women's and youth CSO
- ☐ Subnational women's and youth CSO
- ☒ Other

Other, Please specify

National Non-Governmental organisation

What is the name of the Implementing Partner *

Caritas Sierra Leone National Office

<p>What is the planned total amount (in USD) for the overall duration of the project to be disbursed to this implementing partner?</p> <p><i>Please use a dot (.) as decimal separator, instead of a comma (,)</i></p> <p>91592.56</p>	*
<p>What is the total amount (in USD) disbursed to the implementing partner since the project's start?</p> <p><i>Please use a dot (.) as decimal separator, instead of a comma (,)</i></p> <p>90194.62</p>	*
<p>What is the total amount (in USD) disbursed to the implementing partner during this calendar period?</p> <p><i>Please use a dot (.) as decimal separator, instead of a comma (,)</i></p> <p>9179.29</p>	*
<p>Briefly describe the main activities carried out by the Implementing Partner during this calendar period</p> <p><i>Please limit your response to 1500 characters</i></p> <p>Coordinated and co-facilitated the Training of Trainers (TOT) workshop on peacebuilding methods, social cohesion, and non-violence strategies for all Caritas Sierra Leone partners. Coordinated and co-facilitated with the National Commission for Persons with Disability (NCPD) to conduct regional dialogue sessions with political party structures, traditional and religious leaders, women's groups, youth groups, and organisations of PWDs in all the project districts. Facilitated field-level technical accompaniment support to Civic Education Training-of-trainers workshop on civic education, leadership skills and Peace Building Methods with the National Commission for Civic Education and Democracy (NACCED). Coordinated the project Steering Committee meeting held at the CRS office. Conducted field monitoring visit in project communities in all 5 project districts.</p>	

Financial Reporting

» Delivery by Recipient

Please enter the total amounts in full US dollars allocated to each recipient organization

Please enter the original budget amount, amount transferred to date and estimated expenditure by recipient.

*Please make sure you enter the correct amount. All values should be entered in **US Dollars***

Recipients	Total Project Budget (in full US \$) <i>Please enter the total budget as is in the project document in US Dollars</i>	Transfers to date (in full US \$) <i>Please enter the total amount transferred to each recipient to date in US Dollars</i>	Expenditure to date (in full US \$) <i>Please enter the approximate amount spent to date in US dollars</i>	Implementation rate as a percentage of total budget <i>(calculated automatically)</i>
CRS - Catholic Relief Services	1918.51712	1024390.04	1616544.88	84260.12 %
TOTAL	1918.52	1024390.04	1616544.88	84260%

The approximate implementation rate as percentage of total project budget based on the values entered in the above matrix is **84260%**. Can you confirm that this is correct?

☒ Correct

☐ Incorrect

» Gender-responsive Budgeting

Indicate what **percentage (%)** of the budget contributes to gender equality or women's empowerment (GEWE) as per the project document?

40

The dollar amount of the budget contributing to Gender Equality and Women's Empowerment (GEWE) based on percentage entered above and total project budget is **US \$ 767.41**. Can you confirm that this is correct?

☒ Correct

☐ Incorrect

Amount expended to date on efforts contributing to gender equality or women's empowerment is **US \$ 646617.95**. Is this correct? *

☒ Correct ☐ Incorrect

ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE. *

The templates for the budget are available [here](#)

Copy of pbf_cso_budget_template_annex_d_english_2024-21_59_36.xlsx



Project Markers

Please select the Gender Marker Associated with this project *

- ☐ Score 1 for projects that contribute in some way to gender equality, but not significantly (less than 30% of the total budget for GEWE)
- ☒ Score 2 for projects that have gender equality as a significant objective and allocate between 30 and 79% of the total project budget to GEWE
- ☐ Score 3 for projects that have gender equality as a principal objective and allocate at least 80% of the total project budget to Gender Equality and Women's Empowerment (GEWE)

Please select the Risk Marker Associated with this project *

- ☐ Risk marker 0 = low risk to achieving outcomes
- ☒ Risk marker 1 = medium risk to achieving outcomes
- ☐ Risk marker 2 = high risk to achieving outcomes

Please select the PBF Focus Area associated with this project

*

- ☐ (1.1) Security Sector Reform
- ☐ (1.2) Rule of Law
- ☐ (1.3) Demobilisation, Disarmament and Reintegration
- ☐ (1.4) Political Dialogue
- ☐ (2.1) National reconciliation
- ☐ (2.2) Democratic Governance
- ☒ (2.3) Conflict prevention/management
- ☐ (3.1) Employment
- ☐ (3.2) Equitable access to social services
- ☐ (4.1) Strengthening of essential national state capacity
- ☐ (4.2) Extension of state authority/Local Administration
- ☐ (4.3) Governance of peacebuilding resources (including PBF Secretariats)

Is the project part of one or more PBF priority windows?

*

Select all that apply

- ☐ Gender promotion initiative
- ☒ Youth promotion initiative
- ☐ Transition from UN or regional peacekeeping or special political missions
- ☐ Cross-border or regional project
- ☐ None

Steering Committee and Government engagement

Does the project have an active steering committee/ project board? *

☒

Yes

☐

No

If yes, please indicate how many times the Project Steering Committee has met over the last 6 months?

Please limit your response to 3000 characters

One

Please provide a brief description of any engagement that the project has had with the government over the last 6 months. Please indicate what level of government the project has been engaging with. *

Please limit your response to 3000 characters

The project has an active steering committee, and the committee held its regular meeting in April 2025. Key discussion points were about project progress, challenges, coordination, support to government line ministries, and providing technical input to strengthen the implementation of the project. The project close-out plan was discussed. Before the meeting, a draft agenda was shared with the committee members, and a meeting date was agreed upon with the members. The meeting was initiated by Alhaji Kamara (Programs Manager, Caritas Makeni) with a group prayer led by Rev. Fr. Peter Konteh. The Project Director, Dennis Momoh welcomed the partners, appreciated their support, and emphasised continued collaboration. Partner presentations covered key activities, achievements, challenges, and lessons from Dec 2024 to Mar 2025, followed by questions and answer sessions. The remaining activities were discussed using the implementation plan, which led to the development of a detailed implementation plan. A detailed close-out plan was presented, with timelines and names of people responsible, followed by support needs. Partners agreed to conduct activities at the community and district levels to ensure sustainability. Updates were shared on the donor visit in Bo district, including the UN Resident Coordinator and other members from her Team and IOM officials. The meeting was informed that the outcome of the visit was positive, as the visitors had interactions with project beneficiaries and stakeholders at the Growth Centre Vocational Training Institute and the Tikonko community. Moreover, the information was shared on the Upcoming Donor Visit in Kenema, which was scheduled for April 4, 2025, noting that the visit will include interactions with project participants in the Blama community to assess impact. The meeting ended with agreement on final activities for the project closure, which were extensively discussed and formulated into a project detailed implementation plan (DIP)

PART I: OVERALL PROJECT PROGRESS

NOTES FOR COMPLETING THE REPORT:

- Avoid acronyms and UN jargon, use general /common language.
- Report on what has been achieved in the reporting period, not what the project aims to do.
- Be as concrete as possible. Avoid theoretical, vague or conceptual discourse.
- Ensure the analysis and project progress assessment is gender and age sensitive.

Please rate the implementation status of the following preliminary/preparatory activities

Contracting of partners

*

- ☐ Not Started ☐ Initiated ☐ Partially Completed
- ☒ Completed ☐ Not Applicable

Staff Recruitment

*

- ☐ Not Started ☐ Initiated ☐ Partially Completed
- ☒ Completed ☐ Not Applicable

Collection of baselines

*

- ☐ Not Started ☐ Initiated ☐ Partially Completed
- ☒ Completed ☐ Not Applicable

Identification of beneficiaries

*

- ☐ Not Started ☐ Initiated ☐ Partially Completed
- ☒ Completed ☐ Not Applicable

Provide any additional descriptive information relating to the status of the project, including whether preliminary/preparatory activities have been completed (i.e. contracting of partners, staff recruitment, etc.)

Please limit your response to 3000 characters

All project preliminary/preparatory activities were in the first year of the project

Describe overall progress under each Outcome made during the reporting period (*for June reports: January-June; for November reports: January-December (anticipated); for final reports: full project duration*). Do not list individual activities. If the project is starting to make/has made a difference at the outcome level, provide specific evidence for the progress (quantitative and qualitative) and explain how it impacts the broader political and peacebuilding context.

Is the project on track for the timely completion of outputs as indicated in the workplan?

☒ Yes

☐ No

Project progress summary

Please limit your response to 6000 characters

The project intervention has significantly contributed to fostering a culture of peace, enhancing political engagement among young people, and promoting social cohesion. The project has empowered youth to take active roles in local governance and decision-making processes through targeted training programs, workshops, and community dialogues. This empowerment has led to increased awareness of civic responsibilities and rights among young individuals, thereby reducing instances of violence and conflict within communities. Additionally, the project has facilitated partnerships between youth groups and local authorities, creating a platform for dialogue that addresses grievances and promotes collaborative solutions to community issues. The interventions have strengthened the capacity of youth in the operational districts to serve as agents of change, which is a beacon for sustainable peace and development in their communities.

Capacity Building Workshops: a series of workshops were organized focusing on leadership training, conflict resolution, negotiation skills, and civic education. These workshops aimed to empower participants with knowledge about their rights and responsibilities as citizens. Training such as youth groups on peace building methods (Education for peace, non-violent communication, conflict Management and civic education, Agribusiness development, financial management and marketing skills training, provide agricultural inputs (groundnut seeds and basic farm tools) to youth agricultural cooperatives, Group management strengthening training (Leadership, Advocacy, civic education, lobbying) etc.

Community Engagement Activities: The project facilitated community forums where youth could engage with local leaders and discuss pressing issues affecting their communities. These forums served as platforms for dialogue between youth and decision-makers.

Advocacy and influencing activities: Advocacy campaigns were launched to raise awareness about youth rights and encourage greater participation in local governance. This included social media campaigns, public demonstrations, and partnerships with local NGO, Regional dialogue session with political party structures, traditional and religious leaders, women's groups, youth groups and persons With Disability (PWDs) Organizations, Stakeholder engagement session with politicians, paramount chiefs, security apparatus, National Electoral Commission, Political Party Regulation Commission and Civil Society Organizations to discuss productive and meaningful involvement of youths, particularly young women, Organize awareness-raising sessions through static parades, drama and open space edutainment to preach peace and influence youth participation in political and democratic governance processes etc.

Livelihood support: the project is supporting women and youth with customized skills training, and agricultural input support (seeds, tools and technical knowledge)

Some key project results are;

Increased Political Participation: One major impact has been an increase in the number of young people participating in local governance structures. This includes involvement in councils, committees, and other decision-making bodies where their voices can influence policies that affect their lives.

Enhanced Skills Development: The project has provided training programs focused on leadership skills, advocacy techniques, negotiation strategies, and civic education. This will equip youth with the necessary tools to articulate their needs and advocate for their rights effectively.

Community Cohesion: By engaging youth in peace-building activities, the project has reduced tensions within communities. Initiatives included workshops that promote understanding among diverse groups, thereby fostering social cohesion.

Creation of Networks: The project facilitated networking opportunities among youth leaders across different sectors. This collaboration is leading to collective action on issues affecting their communities and enhances solidarity among young activists.

Policy Influence: As youth become more organized and vocal about their needs, there is potential for influencing local policies that prioritize youth development. This could lead to more inclusive governance practices that consider the perspectives of younger populations.

Youth Economic Empowerment: Successfully delivered training programs in agribusiness development, financial management, and marketing skills to youths and young women. These initiatives have significantly contributed to reducing youth unemployment, enhancing economic self-reliance, and promoting sustainable livelihoods.

Diversified Livelihood Opportunities for Youth: Completion of vocational skills training has enabled young people to access a broader range of livelihood options, equipping them with practical skills for income generation and long-term economic stability.\

Youths as champions of peace and Social Cohesion in communities: Youths now lead their peers to peer educators in fostering social cohesion and resolving local disputes peacefully. This has reduced politically motivated violence and strengthened trust among diverse community members.

Political and cultural barriers: By attempting to tackle political and cultural barriers for youths and young women, gender equality and inclusive development are being

achieved. The community is seen to be unlocking the potential of young women, enabling them to contribute meaningfully to economic growth, political leadership and social transformation. Continued efforts to dismantle these barriers through targeted programs, policy reforms, and cultural shifts are crucial for creating a more equitable future.

Indicate any additional analysis on how Gender Equality and Women's Empowerment and/or Youth Inclusion and Responsiveness has been ensured by the project to date

Please limit your response to 3000 characters

Both young men and women were actively involved in the design and implementation of project activities, ensuring that interventions were relevant and responsive to their needs. The project prioritized gender equality by ensuring that all activities are inclusive and sensitive to the unique challenges faced by young women. This includes making efforts to recruit young women into leadership and peacebuilding training programs and ensuring a balanced gender representation for all activities. Project Activities were designed to be accessible and safe for young women, including considerations for timing, location, and cultural sensitivities. To strengthen the Capacity of young Women, the project ensured that Training modules included components on women's rights, leadership, and advocacy, empowering young women to take active roles in political and peacebuilding processes. To ensure the Economic Empowerment of Young the project provides vocational and entrepreneurial training, particularly in agribusiness and financial literacy, enabling the target female project beneficiaries to become economically independent and influential in their communities. The project ensured inclusion across gender, geographic, and socio-economic lines, with special attention to marginalised youth, including those from rural areas and conflict-affected communities. The Youth participants received training in conflict resolution, civic education, and leadership, equipping them with tools to engage constructively in peacebuilding and governance. The project supported youth and women-led advocacy campaigns aimed at influencing local policies on youth participation and gender equality. These advocacies resulted in youth consultation and involvement in many local decisions and development initiatives in local communities. Youth-focused Dialogues and forums were held at community levels to challenge gender stereotypes and promote inclusive governance, with youth and women leading many of these initiatives. These dialogues resulted in the institution of bylaws on gender-based violence and other forms of domestic violence against women. During project monitoring and reviews, the project tracked the participation and outcomes by gender and age, allowing for continuous learning and adaptation to ensure equitable impact. Furthermore, more inclusive and regular feedback from youth and women participants informed project adjustments, enhancing responsiveness and inclusivity. Youth now lead their peers as peer educators in fostering social cohesion and resolving local disputes peacefully. This has reduced politically motivated violence and strengthened trust among diverse community members. By engaging youth in peace-building activities, the project has/reduced tensions within communities.

Is the project 1+ year in implementation?



Yes



No

FOR PROJECTS 1+ YEAR IN IMPLEMENTATION ONLY:

Is the project demonstrating outcome-level peacebuilding results?

*

Outcome-level peacebuilding results entail results achieved at the societal or structural level, including changed attitudes, behaviours or institutions.

☒ Yes

☐ No

If yes, please provide concrete examples of such peacebuilding results

Please limit your response to 6000 characters

The project recorded a significant increase in civic engagement, with 88% of women in the target district and project communities demonstrating the use of new methods and practices related to civic rights and responsibilities. This positive shift is directly attributed to the project's targeted training and awareness-raising activities, which were designed to enhance the skills, knowledge, and attitudes of youth, including women and persons with disabilities (PWDs)—in civic education. These efforts have led to greater participation and representation in community decision-making processes. A documented case study highlights the impact of this intervention, showcasing how a female participant applied her knowledge during the general elections and embraced her civic responsibilities both as a citizen and a community member. The project successfully mobilized communities, youth, and duty bearers—including faith leaders—to engage in people-to-people peacebuilding and multistakeholder dialogues. These engagements have played a critical role in reducing the risk of violence, fostering resilient relationships, and promoting social cohesion at both district and chiefdom levels. Youth were trained in inter- and intra-community dialogue facilitation, equipping them to lead conversations that bridge divides. Monitoring data indicates that 93% of youth participants, including women, engaged in collective actions aimed at strengthening community bonds and promoting unity. One case study illustrates how a victim of election-related violence chose reconciliation over retaliation, thanks to the peace education received during a post-election review session supported by the project. Women and youth groups, empowered by the project, are now independently organizing community awareness activities. These include door-to-door sensitization campaigns on the importance of peace, football matches where peace messages are shared before kickoff and during halftime, and the distribution of IEC materials promoting social cohesion in schools, Ataya bases, and marketplaces. These grassroots efforts have significantly amplified the reach and impact of peacebuilding messages. There has been a notable shift in community attitudes toward persons with disabilities. Through collaboration with the National Commission for Persons with Disabilities, the project increased awareness of the rights of PWDs and the importance of their inclusion in decision-making processes. In Port Loko District, for example, PWDs now feel welcomed and actively participate in district council meetings, a change attributed to the project's support for dialogue sessions, radio discussions, and public awareness campaigns. The involvement of faith leaders, paralegals, and peace ambassadors has strengthened non-adversarial approaches to conflict resolution. Community members increasingly view these actors as trusted mediators, leading to more peaceful and mutually beneficial outcomes in household and community disputes. The trust built between community members and the peacebuilding structures established by the project has been instrumental in resolving conflicts constructively. The reaction of youth to the June 2023 electoral impasse demonstrated a significant behavioral shift. Rather than resorting to violence, young people engaged in constructive dialogue and peaceful advocacy. This transformation is largely credited to the project's comprehensive civic education efforts, including door-to-door campaigns, peer-to-peer engagements, first-time voter mobilization, radio discussions, dialogue meetings, and inter-political and inter-community football matches. These activities targeted political party youth, leaders, and other key stakeholders, fostering a culture of non-violence and democratic participation. The livelihood support provided to project participants has contributed to a reduction in community grievances and potential sources of unrest. With access to viable economic opportunities, young people are less susceptible to political or economic manipulation. Evidence shows that the economic empowerment resulting from the project's interventions has served as a buffer against exploitation and has encouraged youth to invest in their communities. These livelihood initiatives have not only improved economic conditions but have also addressed the root causes of conflict, thereby promoting a more inclusive and peaceful society. Youth are now independently organizing inter-chiefdom and inter-community sports events to bridge political divides and foster unity. These events have become effective platforms for reconciliation and community building, bringing together individuals from diverse backgrounds to collaborate on shared goals. Recent community meetings in Port Loko, Western Area Rural, Western Area Urban have shown a marked increase in the participation of young women in local governance. Women are no longer passive attendees; they are actively contributing to discussions and influencing decisions. This shift reflects the success of the project's efforts to empower women and promote gender-inclusive leadership at the community level.

If yes, please provide sources or references (including links) as evidence of peacebuilding results, or submit them as additional attachments.

Evidence may be quantitative or qualitative but needs to demonstrate progress against outcome indicators in the project results framework. Sources may include project surveys (such as perception surveys), monitoring reports, government documents, or other knowledge products that have been developed by the project.

File attachment

[Click here to upload file. \(< 10MB\)](#)

PART II: PROJECT RESULTS FRAMEWORK

How many OUTCOMES does this project have *

1 2 **3** 4 5 more than 5.

Please write out the project outcomes as they are in the project results framework found in the project document

Outcome 1:

Enhanced participation and representation of youth (including young women and PWDs) in decision-making processes

Outcome 2:

Youths are capacitated to mitigate conflict and promote social cohesion.

Outcome 3:

Youths including young women and youths with disability engaged in diversified livelihoods.

INDICATOR BASED PERFORMANCE ASSESSMENT

Using the Project Results Framework as per the approved project document or any amendments, provide an update on the achievement of all **outcome** and **output** indicators in the table below.

- Where it has not been possible to collect data on indicators, state this and provide any explanation.
- Provide gender and age disaggregated data. (500 characters max per entry)

» Outcome 1: Enhanced participation and representation of youth (including young women and PWDs) in decision-making processes

OC1	Outcome Indicators	Indicator Baseline	End of Project Indicator Target	Indicator progress for reporting period	Indicator progress since project's start	Reasons for Variance/ Delay (if any)
1.1	Indicator 1.1 % of youths including women and PDWs in decision-making process entities. Disaggregated by male, and female	35	30	0	0	Progress on this indicator is not measured yet. It is scheduled this indicator will be measured at the end of the project life cycle through the endline evaluation survey
1.2	Percentage of young women who have applied targeted improved civic management skills and practices as a result of UNPBF support.	33.9	75%	0	0	This Outcome indicator is planned to be measured through the endline evaluation at the completion of the project life span.

1.3	% of youths including women and PWDs who reported increased access or representation to targeted governance structures as a result of UNPBF support.	13.6	25%	0	0	This Outcome indicator will be measured at the end of the project life cycle through the endline evaluation survey.
1.4						
1.5						
How many outputs does outcome 1 have?						
1 2 3 4 5 <div>more than 5.</div>						
Please list all outputs for outcome 1						
Output 1.1 # of young women trained in civic rights and responsibilities as a result of UNPBF support						
Output 1.2 % of women who demonstrate the use of new methods and practices in civic rights and as a result of UNPBF support.						
Output 1.3 # of Youths trained in civic rights and responsibilities as a result of UNPBF support.						

Output 1.4

% of youth trained who demonstrate the use of new methods and practices in civic rights and responsibilities as a result of UNPBF support.

Output 1.5

: # of PWDs trained in civic rights and responsibilities as a result of UNPBF support.

Other Outputs

If Outcome 1 has more than 5 outputs, please enumerate the remaining outputs here

% of PWDs who demonstrate the use of new methods and practices in civic rights and responsibilities as a result of UNPBF support.

For each output, and using the, project results framework, provide an update on the progress made against all output indicators

» Output 1.1: # of young women trained in civic rights and responsibilities as a result of UNPBF support

1.1	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
1.1.1	# of young women trained in civic rights and responsibilities as a result of UNPBF support	0	6383	321	6391	From inception to date, the project trained 6,391 women on civic rights and responsibilities, which exceeds the total target of 6,383. This is because of more women were identified and were trained

1.1.2	% of women who demonstrate the use of new methods and practices in civic rights and as a result of UNPBF support.	0	75%	08%	96%	During this reporting period, the number of women who demonstrated the use of new methods and practices in civic rights is 6,135, which represents 96% of the women trained.
1.1.3	# of Youths trained in civic rights and responsibilities as a result of UNPBF support.	0	5220	652	6308	The total number of Youths trained in civic rights and responsibilities was 6,308 at the end of the project. However, the project target was 5,220 and 6,308 was achieved, which represents 102%. This is because more youth were reached during the rollout sections at community level.

1.1.4	% of youth trained who demonstrate the use of new methods and practices in civic rights and responsibilities as a result of UNPBF support.	0	75%	22%	75%	For this indicator, the project reached and exceeded the target of 75%. The over achievement came as a result of the project robust approach which included: capacitating young people to take active role national/governance issues at both local and national level through initiative that enable them to acquire the requisite skill and knowledge and bridging the gap between them and duty bearers and local stakeholders through participatory methodologies such as dialogue, peer to peer outreach, and community engagement. Feedback through our assessment demonstrated positive transformation among young people through active engagement issues of citizen interest.
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1.1.5	# of PWDs trained in civic rights and responsibilities as a result of UNPBF support.	0	1160	194	1078	For this indicator, the number of PWDs reach from inception to date is 1,078 which is 93% of the total targeted number of 1,160. The project w.as unable to reach 100% of the targeted 1,160 as a result of some PWDs show less interest in the project as many find it difficult to move and participate in training sessions. Despite the challenge faced with this category of people, the project team used robust strategy to ensure the involvement and participation of PWDs in the project.
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» Output 1.2: % of women who demonstrate the use of new methods and practices in civic rights and as a result of UNPBF support.

1.2	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
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1.2.1	# of duty bearers engagement meetings held as a result of UNPBF support.	0	30	5	35	There is an over achievement with this indicator as 35 engagement meetings were held as compared to 30 targeted number of engagements for the life cycle of the project.
1.2.2	# of duty bearers, youth, women and PWDs engaged as a result of UNPBF support.	0	11854	1167	12988	The total number of duty bearers, youth, women and PWDs engaged is 12,988 which is 110% of the 11,854 targeted for the project. The over achievement was as a result of more duty bearers, youths, women and PWDs were identified and engaged during implementation.
1.2.3						
1.2.4						
1.2.5						

» **Output 1.3: # of Youths trained in civic rights and responsibilities as a result of UNPBF support.**

1.3	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
1.3.1	# of youths including young women and PWDs engaged in decision-making process as a result of UNPBF support.	0	11604	1143	10610	At the end of the project, the activity reports show that a total of 10,610 youths, including women and PWDs, actively participated in the political process, policy dialogue and decision-making process. The overachievement is because of more youths were reached during project implementation and engaged in political process, policy dialogue and decision-making.
1.3.2						
1.3.3						

1.3.4						
1.3.5						

» Output 1.4: % of youth trained who demonstrate the use of new methods and practices in civic rights and responsibilities as a result of UNPBF support.

1.4	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
1.4.1						
1.4.2						
1.4.3						
1.4.4						
1.4.5						

» **Output 1.5: : # of PWDs trained in civic rights and responsibilities as a result of UNPBF support.**

1.5	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
1.5.1						
1.5.2						
1.5.3						
1.5.4						
1.5.5						

» **Outcome 2: Youths are capacitated to mitigate conflict and promote social cohesion.**

OC2	Outcome Indicators	Indicator Baseline	End of Project Indicator Target	Indicator progress for reporting period	Indicator progress since project's start	Reasons for Variance/ Delay (if any)

2.1	% of youths (including women and PWDs) who have demonstrated improved conflict management and social cohesion knowledge and practices as a result of UNPBF support.	Women: TBD	Women:75%	0	0	This indicator will be measured at endline.
		PWDs: TBD	PWDs: 75%	0	0	
		Youths: TBD	Youths: 75%	0	0	
2.2	% of youths including young women and PDWs participating in collective actions as a result of UNPBF support	Women: TBD	Women: 75%	Women 0%	Women 93%	The Project has reached and exceed its target for this indicator. The percent of youths including women who focused on building stronger communities and social cohesion within and across groups has surpassed its end of project target by 18%.
		PWDs: TBD	PWDs: 75%	PWDs: 0%	PWDs: 75%	
		Youths: TBD	Youths: 75%	Youths: 0%	Youths: 93%	
2.3						
2.4						
2.5						

How many outputs does outcome 2 have?

1 2 **3** 4 5 more than 5.

Please list all outputs for outcome 2

Output 2.1

Youths and duty bearers dialogue for improved governance.

Output 2.2

Youths are engaged in promoting social cohesion.

Output 2.3

Youths trained on social cohesion methods and practices

For each output, and using the, project results framework, provide an update on the progress made against all output indicators

» **Output 2.1: Youths and duty bearers dialogue for improved governance.**

2.1	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
.....

2.1.1	# of youths (including women, PWDs) who engaged in dialogue meetings as a result of UNPBF support. Disaggregated by sex (male, female)	0	Youths: 11,604 Women: 6,384 PWDs: 1,160	Youth 545 Women 1,640 PWD: 201	Youth 13,821 Women 7,474 PWDs: 1,015	The number of youths engaged in dialogue meetings is 13, 821 as against the target of 11,604 and the number of women engaged is 7,474 and PWDs 1,015. This clearly shows that the project was able to achieve and exceed the targeted number of youth and women but unable to reach the target for PWDs. The reason for the variance is, there is an established women and youth groups in communities who now mobilised their peers to actively participated in dialogue subincisions organised in their commissions organised in their commission's organised in their commissions organised in their commissions organised in their communities by the Inter-religious council, the National Commission for Persons with Disability, the National Council for Civic Education and Democracy and the Independent Commission for Peace and Social Cohesion.
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						These groups do rollout knowledge gained from these dialogue sessions to their group member and other community youth.
2.1.2	Indicator 2.1.2 # of duty bearers engaged in dialogue meetings with youths as a result of UNPBF support	0	250	112	271	A total of 271 duty bearers were engaged from the start of the project to date as compared to the 250 target of the project. This is because more stakeholders were identified at the district, Chiefdom and community levels and were actively engaged in dialogue meetings.
2.1.3						
2.1.4						
2.1.5						

» Output 2.2: Youths are engaged in promoting social cohesion.

2.2	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
2.2.1	# of Youths (including women and PWDs) trained on intra and inter community dialogue engagement, disaggregated by sex (male, female).	0	11,604	Youth 2,066 Women 1,000 PWDs 250	Youth 15,342 Women 6,834 PWDs 1,064	The project was able to train 15,342 youths in intra and inter community dialogue engagement, which of which 6,834 are women and 1,064 are PWDs.
2.2.2	# of engagement meetings held as a result of UNPBF support.	0	30	5	54	The total number of engagement meeting held is 54 which exceeded the 30 targeted engagement meeting. The excess happens because, more engagement meetings with stakeholders with a focus on raising awareness and orientation to enhance peace and social cohesion was held.

2.2.3	# of youths (including women and PWDs) who participate in social cohesion engagement meetings. Disaggregated by sex (male, female).	0	11604	Youths: 1,209 Male: 678 Female: 531 PWD: 205	Youths: 15,500 Male: 10,044 Female: 5,437 PWD 522	The total number of youths that participated in social cohesion engagement meetings were 15,500 and 10,044 are male and 5,437 are female and 522 are PWDs. Through concerted and intentional efforts of the project team, partners and targeted groups the project overachieved its target for this indicator.
2.2.4						
2.2.5						

» Output 2.3: Youths trained on social cohesion methods and practices

2.3	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>

2.3.1	# of conflict mitigation trainings held for youth (including young women and PWDs) as a result of UNPBF support.	0	10	5	15	A total of 15 conflict mitigation trainings held for youth, young women and PWDs.
2.3.2	# of youths (including women and PWDs trained in conflict management and social cohesion methods and practices as a result of UNPBF support.	0	11604	Youths: 1,755 Male: 955 Women: 600 PWDs:195	Youth 11,604 Male 5,197 Women 6,408 PWD 703	A total of 11,650 youth was trained in conflict management and social cohesion of which 5,197 are male, 6,408 are women and 703 are PWDs.
2.3.3	# of youths (including women and PWDs) trained who score at least at least 80% in a post training test on social cohesion methods and practices, disaggregated by sex (male, female)	0	5,802	Youth 1,725 Male 908 Female 817 PWD 165	Youth 8,280 Male 4,675 Female 3,605 PWD 639	The overachieved it target for this indicator as 8,280 youths scored at least 80% in the post training assessment conducted in on social cohesion methods and practices.
2.3.4						
2.3.5						

» Outcome 3: Youths including young women and youths with disability engaged in diversified livelihoods.

OC3	Outcome Indicators	Indicator Baseline	End of Project Indicator Target	Indicator progress for reporting period	Indicator progress since project's start	Reasons for Variance/ Delay (if any)
3.1	# of youths (including women and PWDs) deployed in internships who applied improved livelihood skills and practices as a result of UNPBF support. Disaggregated by sex (male, female	205	5830	0	5830	The 5,830 youths who completed the training were deployed in internships and were able to apply improved livelihood skills and practices.
3.2	Indicator 3.2: % of participants in UNPBF-supported programs designed to increase access to livelihood skills and income-generating opportunities who are young women.	46%	25%	0	48%	48% of project participants (young women) were supported with programs that have increased access to their livelihood skills and income-generating opportunities.
3.3	% of participants in UNPBF-supported programs designed to increase access to livelihood skills and income-generating opportunities who are youth.	42.7%	75	0	75%	This indicator achieved it target of 75% of project participants (youth) were supported with programs that have increased access to their livelihood skills and income-generating opportunities

3.4	% of participants in UNPBF-supported programs designed to increase access to livelihood skills and income-generating opportunities who are PWDs	0	10%	0	10%	The total project % was achieved.
3.5						
How many outputs does outcome 3 have?						
1 2 3 4 5 more than 5.						
Please list all outputs for outcome 3						
Output 3.1 Youths are trained in entrepreneurship methods and practices (including agribusiness)						
Output 3.2 Youths are linked and deployed in internship and mentorship to acquire alternative livelihood skills.						
Output 3.3 youth are linked to access finance opportunities and mentorship						
For each output, and using the, project results framework, provide an update on the progress made against all output indicators						

» **Output 3.1: Youths are trained in entrepreneurship methods and practices (including agribusiness)**

3.1	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
3.1.1	# of youths including women and PDWs trained in entrepreneurship methods and practices as a result of UNPBF support. Disaggregated by sex (male, female)	0	11604	Male: 1,006 Female 1,868	Male: 4786 Female: 6,489	A total of 11, 275 youths including women and PWDs were trained in entrepreneurship methods and practices. The number of female trained are 6,489 representing 58% and 4,786, are male representing 42% of youth trained across the 5 districts

3.1.2	# of alternative livelihoods identified and supported for youths as a result of UNPBF support. Disaggregated by type of livelihood options	0	10	5	36	The project has achieved and exceed the target of this indicator; this was possible through a livelihood assessment conducted by the project to identify the skill training or livelihood options for participant. Common among these alternative livelihoods identified included, driving, cosmetology, Digital skills/Basic computer, tailoring, catering, carpentry, plumbing, Tourism/Hospitality and farming etc.
3.1.3						
3.1.4						
3.1.5						

» **Output 3.2: Youths are linked and deployed in internship and mentorship to acquire alternative livelihood skills.**

3.2	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
3.2.1	# of internship and mentorship opportunities identified and supported for youths as a result of UNPBF support. Disaggregated by type of internship and mentorship	0	35	60	135	A total of 135 internship and mentorship opportunities were identified and supported for youths. This was done through the need assessment conducted to map out training institutions, master trainers/mentors and mentorship centres and internship opportunities across the five districts.

3.2.2	Indicator 3.2.2: % of youths including women and PWDs deployed in internship and mentorship programs as a result of UNPBF support.	0	1160	250	1160	For this indicator, 100% was achieved as 20% of the youth (Women and PWDs) were trained and deployed in internship programs and 80% of the youths attended mentorship programs. This is because of the limited number of facilities at community level.
3.2.3						
3.2.4						
3.2.5						

» Output 3.3: youth are linked to access finance opportunities and mentorship

3.3	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>

3.3.1	Savings and Internal Lending Committees formed and trained as a result of UNPBF support.	0	48	21	48	A total of 48 Savings and Internal lending committees formed and trained because of UNPBF support.
3.3.2	# of youths including women and PWDs participating in UNPBF-assisted group-based savings, micro-finance, or lending programs including SILC. disaggregated by sex: male and female.	0	1056	Male: 115 Female:421	Male: 326 Female: 730	A total of 1,056 youths including women and PWDs participated in UNPBF-assisted groups-based savings 326 male and 730 female
3.3.3						
3.3.4						
3.3.5						
How many outputs does outcome 4 have? <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>more than 5.</div> </div>						
Please list all outputs for outcome 4 						

PART III: Cross-Cutting Issues

Is the project planning any significant events in the next six months? (eg. national dialogues, youth congresses, film screenings, etc.)

If yes, please state how many, and for each, provide the approximate date of the event and a brief description, including its key objectives, target audience and location (if known)

Events	Event Description	Tentative Date	Location	Target Audience	Event Objectives (900 characters)
Event 1	End of Project evaluation	May – July 2025	All Project districts communities (Bo, Kenema, Makeni, Western Area Urban and Rural	Project participants and stakeholders in the respective project locations	To document and share project results and learnings
Event 2	Project Audit	June– July 2025	Bo, Port Loko, Kenema, Freetown, Western Area Urban and Rural District	Caritas and CRS Offices	To verify and validate project expenditure, ensure that the project resources were judiciously utilised for it intended purpose
Event 3	Project close out meetings	June 2025	Bo, Port Loko, Kenema, Freetown, Western Area Urban and Rural District	Project districts	To ensure that there is a professional project exit in operational districts and communities
Event 4					

Human Impact

This section is about the human impact of the project. Please state key stakeholders (including but not limited to: Civil Society Organizations, Beneficiaries, etc.) of the project, and for each, please briefly describe:

- i. The challenges/problem they faced prior to the project implementation
- ii. The impact of the project in their lives
- iii. Provide, where possible, a quote or testimonial from a representative of each stakeholder group

This is an optional question. You may leave it unanswered if not relevant

Human Impact	Type of stakeholder	What has been the impact of the project on their lives?	Provide, where possible, a quote or testimonial from the stakeholder

1	Adama Sheku - Project Participant. (Female youth)	<p>Adama Sheku, a subsistence farmer from Bo District in southern Sierra Leone, knows what it means to work hard and still fall short. For years, her days began at the crack of dawn, tending to a small plot of land that barely yielded enough to feed her family of six. The farm provided cassava, ground nuts, and sometimes vegetables, but never had enough income to stretch beyond basic survival. Like many women in her position, Adama bore the weight of running the household. Her husband contributed when he could, but the burden of day-to-day life rested mostly on her shoulders. The challenge grew heavier each time a new school term started. Buying books, uniforms, and paying school fees for her children became a struggle that often led to difficult decisions. At times, it meant choosing between meals for the week or keeping the children in school. The farm was all she had, and though she worked tirelessly, her efforts often felt like pouring water into a basket, plenty of energy expended, but with little to show for it.</p> <p>Adama had never considered herself anything beyond being a farmer. Her entire life was built around the seasons, the soil, and a quiet hope that the rain would come on time. But all of that changed one sunny afternoon, when a neighbor passed by her farm and mentioned a meeting happening in town. It was about a project that was recruiting young people for vocational training, practical skills that could lead to employment or entrepreneurship. The initiative was part of the *Youth in Politics and Peacebuilding* project, implemented by Catholic Relief Services (CRS) in partnership with Caritas Bo.</p> <p>Something about the idea sparked Adama's curiosity. She had heard of skills training</p>	<p>"Before, I was always thinking about how to pay the fees or what we would eat at night. Now, I bring food home every day and even earn something. My children are happy, and we're saving to fix our house. Life is changing."</p>
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before but had never considered herself eligible. "I'm not that young," she thought. But something urged her to go. Without waiting to finish her work on the farm, she left her tools behind and made her way into town to attend the meeting.

When she arrived at the meeting, she listened carefully as the facilitators explained the goals of the project—to empower young people with skills in areas like tailoring, catering, auto mechanics, and solar installation. When the time came to choose a training track, Adama's hand shot up for catering. She loved cooking. At home, she was the go-to cook during weddings, funerals, and community events. People often complimented her food, but she had never thought of it as a potential profession.

Soon after registering, Adama was assigned to the Growth Center in Bo town, where she began a three-month training program in catering. From the very first day, she stood out. While others focused only on the curriculum, Adama was driven by more than just attendance; she was determined to master the art of cooking professionally. She arrived early and stayed late. Even after classes ended, she could often be found helping to clean the kitchen, organizing utensils, or asking instructors questions about recipes, measurements, and presentations.

Her instructors noticed. "She was always the last to leave," said one of the trainers at the center. "Her commitment and willingness to learn were exceptional. She wasn't just here to pass the time. She was here to build a future." By the end of the training, the Growth Center had a vacancy for kitchen support staff, and Adama was the first name that came to mind. The management offered her a position, and

without hesitation, she accepted. The job was part-time, from morning until 2 p.m., which allowed her to return to her farm in the afternoon. For the first time in her life, Adama had a stable income and was still able to maintain her identity as a farmer. But the impact of this opportunity went beyond income. With her new job, Adama began bringing home food from the center every day. That small change had a ripple effect on her household. The family no longer needed to cook in the evenings, saving money on firewood, ingredients, and cooking time. With the money saved, Adama and her husband began investing in improvements for their home, starting with zinc sheets to replace their leaking roof.

What seemed like a small act of attending a community meeting had grown into a transformative journey. Adama was no longer just a farmer or a housewife. She had become a professional caterer, a staff member, and a decision-maker in her home.

Even more inspiring was the shift in how her children saw her. "My children are proud of me," Adama said. "They see me working at the center in a uniform, and they tell people, 'That's my mama.' It gives me pride. It gives them hope."

Her story has also inspired others in her community. Several young women who had initially hesitated to enroll in the training program have since registered, citing Adama's example as their motivation. "If Adama can do it, so can we," one said.

For Adama, the journey is far from over. She dreams of opening her small restaurant in Bo one day a place where people can come to enjoy traditional Sierra Leonean dishes made with love and care. She already has a name in mind: *Taste of Mama*. "I want people to eat

and feel like they're home," she said with a smile.

Reflecting on her journey, Adama remains deeply grateful for the opportunity she was given. "I used to think that because I didn't go far in school, I couldn't do anything else," she said. "But this training showed me that learning never stops. I now know I can still grow, I can still earn, and I can still help my family."

Her story is a powerful reminder of what can happen when development programs reach the right people, at the right time, with the right support. In a region where economic opportunities are scarce, especially for women, skills training is more than just an activity; it is a lifeline.

Adama Sheku's transformation is not just about income or employment. It is about dignity, agency, and the right to dream. With a ladle in one hand and a hoe in the other, she is crafting a future that blends resilience with renewal.

2	Ansumana Tarawallie. Project Participant. (Youth)	<p>Through the UNPBF Project, a Former Political Tool is now a Skilled Tailor and Independent Artisan</p> <p>In many parts of Sierra Leone, especially in towns like Blama in Kenema District, youth often find themselves trapped in a cycle of political exploitation and economic stagnation. With few job opportunities, limited access to education, and little hope for the future, young people are frequently manipulated during election seasons, seen not as assets to their communities but as tools for political violence. Ansumana Tarawallie knows this reality all too well. For years, he was one of the many young men whose loyalty to a political party was expressed not through civic participation but through intimidation, confrontation, and violence. "I thought supporting my party meant fighting anyone who didn't agree," Ansumana admits. "When they called me to cause trouble, I went. And after the fight, I would get a small money."</p> <p>At the time, he didn't question the cycle. There were no jobs, no training centers, and no alternatives in sight. Earning a little money here and there, even if it meant disrupting a rally or intimidating opponents, gave him a fleeting sense of importance. Chaos filled the void created by years of feeling overlooked and idle. "It made me feel like I mattered," he reflects. "Like I was doing something that counted."</p> <p>But deep down, Ansumana knew something wasn't right. The pride he felt after a confrontation was short-lived. The money was never enough. And each time a political season ended, he was left with nothing but the same uncertainty and the same poverty. Everything began to change the day a close friend invited him to a community meeting.</p>	<p>#When I finished my first shirt, I couldn't stop looking at it," he says, laughing. "It wasn't perfect, but it was mine. I made it with my hands. That felt better than any money I ever got from causing trouble."</p>
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"There's a new project in town," his friend said. "They're talking about youth, peace, and training. You should come." Skeptical but curious, Ansumana attended. That meeting was part of the Youth in Politics and Peacebuilding project, implemented by Catholic Relief Services (CRS) through its local partner, Caritas Kenema. He arrived expecting more empty promises. Instead, he found something different. The meeting didn't begin with lectures or slogans. It began with conversations. Community members, trainers, and young people like himself were talking, honestly, about the role of youth in politics, the consequences of violence, and how peace and productivity could go hand in hand. They also spoke about skills training in fields like tailoring, catering, and solar installation, opportunities designed to provide not just income, but dignity. For the first time in a long while, Ansumana felt seen. He signed up for the tailoring program, not because he had a passion for sewing, but because he wanted to try something new. "At first, it felt strange," he recalls. "I wasn't used to sitting down and learning quietly. My life was always about action and moving around." But as the days passed, something began to shift. The tailoring training, held at a Peace Wave Tailoring Center, a local vocational center, wasn't just about stitching fabric. It was about focus, creativity, and persistence. Ansumana learned how to measure fabric, cut patterns, operate a sewing machine, and finish garments neatly. He started making shirts and trousers, and eventually, school uniforms. With each new skill, his confidence grew.

What surprised him most was how much he enjoyed the process. "When I finished my first shirt, I couldn't stop looking at it," he says, laughing. "It wasn't perfect, but it was mine. I made it with my hands. That felt better than any money I ever got from causing trouble."

Over time, Ansumana's mindset began to transform. He started waking up early to get to the center. He asked questions. He practiced after class. And slowly, the image he had of himself began to change. He was no longer just a body for hire during elections, he was becoming a craftsman with real, marketable skills.

After completing the training, Ansumana received a startup kit, which included a sewing machine, scissors, thread, and fabric. With this support, he began working from home and offering his services in his community. Word spread quickly. His precision and work ethic set him apart. People began bringing fabric to him for custom-made shirts, dresses, and especially school uniforms. For the first time, Ansumana was earning a steady income—money he could count on, without fear or violence.

"Now, when people call my name, it's to sew something, not to fight," he says proudly. "I've earned their respect differently."

His transformation hasn't gone unnoticed. Older community members now point to Ansumana as an example of what's possible when young people are given meaningful opportunities. Younger boys in his area have started asking about tailoring and skills training, curious about how they can follow in his footsteps. And during the last political season, when the usual calls to disrupt events came around, Ansumana didn't even pick up the phone.

"I'm done with that life," he says firmly.

"Before, I was just waiting for someone to give

me a small money to fight. But now, I don't need that. I use my hands to work and take care of myself. I feel proud when I finish a dress or uniform. I'm no longer a tool for violence. I'm a tailor."

The Youth in Politics and Peacebuilding project aims to create just that—an alternative path for young people like Ansumana. A path where economic empowerment and civic education replace manipulation and violence. A path where youth are not just included in political processes but respected within them.

Ansumana's journey is proof that change is possible. When young people are equipped with the right tools, skills, support, and a sense of purpose, they can become drivers of peace, rather than participants in conflict.

Looking ahead, Ansumana dreams of opening his small tailoring shop in Blama, with apprentices and employees. He wants to teach others what he has learned—not just how to sew, but how to stand tall without being used.

"If we want peace, we have to give young people something to believe in," he says. "This machine changed my life. Not just because I make money, but because I found who I am."

Maria Ines Fatmata Bangura was living with disability but never stopped her from dreaming big. Her passion for desktop publishing and design has always been a driving force in her life. She envisioned herself designing professional materials, flyers, documents, and business cards. Despite her creativity and motivation, the absence of a personal computer meant that her dreams remained unfulfilled. The digital divide, a pervasive issue in many parts of the world, was a significant obstacle for Mariatu. This divide not only limited her access to technology but also hindered her ability to develop the skills necessary for economic empowerment. Recognizing the potential in young individuals like Mariatu, the project enrolled her in a comprehensive business management training program. This training was designed to equip her with the knowledge and skills required to manage a business effectively. The curriculum covered essential topics such as financial management, marketing strategies, customer relations, and business planning. Mariatu's enthusiasm and dedication were evident as she absorbed the information and began to envision how she could apply these skills to her passion for desktop publishing. In addition to business management training, Mariatu was enrolled in a computer skills program. This program was tailored to provide practical, hands-on experience with the technology she needed to excel in desktop publishing. The curriculum included training in graphic design software, document creation, and digital marketing tools. Mariatu's progress was remarkable; her creativity flourished as she learned to translate her ideas into professional designs. The turning point in Mariatu's journey came

when she received her very first personal computer. This single tool unlocked her potential and positioned her for economic independence. With a computer at her disposal, Mariatu could now practice her skills, create designs, and offer her services to the community. The computer was not just a piece of technology; it was a gateway to opportunities that had previously been inaccessible.

With her new skills and personal computer, she has been able to establish herself as a freelance designer. Her services are in demand, and she has built a client base that values her creativity and professionalism. Mariatu's income has increased significantly, providing her with financial stability and the ability to support herself independently.

Moreover, Mariatu's success has had a ripple effect in her community. She has become a role model for other young people, demonstrating that with the right support and resources, it is possible to overcome barriers and achieve one's dreams.

<p>4</p>	<p>22-year-old Salaimatu Haja Jalloh (Youth)</p>	<p>From a Nursing Dream to a Garage Floor: How a Young Lady in Kroobay Found Strength in a New Path</p> <p>22-year-old Salaimatu Haja Jalloh had always aspired to wear a nurse’s uniform, driven by a passion to care for others and make a difference in her community. Despite having the grades, the drive, and the dream, her parents simply couldn’t afford the fees for her nursing education. As her friends went off to university, she stayed behind, grappling with the pain of unfulfilled aspirations. The most painful part for her was hearing her friends talk about assignments, lectures, and exams, constant reminders of the dream that remained elusive. “I would sit quietly, trying not to cry. I didn’t hate them, but I hated being left behind,” she shared. The sense of isolation and frustration was overwhelming, but she refused to let it define her. Determined to stay engaged and productive, she decided to learn a skill that could provide her with a sense of purpose and a pathway to a better future. However, each training center she approached asked for payment she didn’t have. The financial barriers seemed insurmountable, and she found herself stuck once again. The frustration of being unable to pursue her goals was almost enough to make her give up. But deep down, she knew that giving up was not an option. She needed to find a way to break free from the cycle of poverty and create a better life for herself. The Youth in Politics and Peacebuilding project came to her community and was looking for young people, especially at-risk youth, willing to learn trades, even those often dominated by men. Among the options was auto mechanics. It wasn’t nursing, but it was something, and she decided to give it a try.</p>	<p>"I never thought I'd be working under a car or holding a wrench. But now, I enjoy what I do. Even though I couldn't become a nurse, I've found another way to stand on my own,"</p>
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She was placed at the Sierra Leone Road Safety Authority Garage on Kissy Road along with other trainees. On their very first day, the manager looked at them and said, "Welcome, future engineers." That sentence stayed with her. It was the push she needed to embrace this new opportunity with determination and optimism.

The training was rigorous and comprehensive. She learned how to identify and diagnose basic vehicle faults, change oil and filters, work on brake systems, use tools like spanners, jacks, and diagnostic devices, and understand how engines function. The hands-on experience was invaluable, and she quickly adapted to the demands of the job. Day by day, her confidence grew, not just in the garage, but in life.

"I never thought I'd be working under a car or holding a wrench. But now, I enjoy what I do. Even though I couldn't become a nurse, I've found another way to stand on my own," she reflected. The sense of accomplishment she felt from mastering new skills was empowering. She was breaking into spaces once thought only for men, challenging stereotypes and proving that women could excel in any field.

Her journey was not without challenges. The physical demands of the job were tough, and there were moments of doubt and fatigue. But she persevered, driven by the desire to create a better future for herself and her family. Her resilience and determination were inspiring, and she became a role model for other young women in her community.

Today, she's not just fixing parts; she's fixing her future. The skills she has acquired have opened new opportunities for her, providing her with a stable source of income and a sense of independence. She still hopes to go to school

someday, but for now, she's proud of her hands, her strength, and her ability to break into spaces once thought only for men. Looking ahead, she remains hopeful about her future. She dreams of continuing her education and eventually pursuing her passion for nursing. The skills and confidence she has gained through the auto mechanics training have provided her with a solid foundation to build upon. She is determined to keep pushing forward, knowing that every step she takes brings her closer to her goals.

Her journey is a powerful reminder of the importance of providing young people with opportunities to learn and grow. The Youth in Politics and Peacebuilding project has shown that targeted interventions can make a significant difference in the lives of individuals and communities. By investing in skills training and education, we can empower the next generation to break free from the cycle of poverty and create a brighter future.

In addition to the stakeholder specific impact described above, please use this space to describe any additional human impact that the project has had.

Please limit your response to 4000 characters.

UNPBF Support Sparks Margret's Journey to Entrepreneurship, Margret Gamanga is a single mother living in Panuguma, Kenema District. Her life before the intervention of the project was marked by uncertainty and limited opportunities. Living in Panguma, a few miles away from the Kenema District headquarters, a village with limited economic prospects, Margaret struggled to find a stable source of income. As a single mother, Margaret faced additional challenges. The responsibility of raising her children on her own added to the financial strain and made it even more crucial for her to find a sustainable source of income. Margaret's first step towards change came when she joined the Muloma Women's group in Panguma. This group, comprised of women from the village, aimed to support each other through various initiatives and activities. For Margret, being part of this group provided a sense of belonging and community. It was here that she first heard about the Youth in Politics and Peacebuilding project. The Muloma Women's group played a crucial role in Margret's journey. The group provided a platform for women to share their experiences, support each other, and participate in activities that promoted economic empowerment. She was selected as one of the beneficiaries of this project, and her journey towards entrepreneurship began with an invitation to Kenema for training on entrepreneurship. The training in Kenema was a pivotal moment in Margret's life. For the first time, she was exposed to the principles of entrepreneurship and business management. She learned how to create a business plan, manage finances, and market her products effectively. The trainers provided support and guidance, helping Margret build a solid foundation for her entrepreneurial venture. One of the most significant aspects of Margret's journey was the transport refund she received for attending the training in Kenema. This refund, a modest amount, became the seed money for her entrepreneurial venture. Margret decided to use this money to start a chicken business, a decision that would change her life forever. The transport refund, which might seem insignificant to some, was a crucial resource for Margret, enabling her to take the first step towards economic independence.

On her way back to Panguma, Margret experienced a stroke of luck that further facilitated her entrepreneurial journey. One of her relatives offered to bring her back to the village free of charge. This unexpected gesture meant that Margret could save the money she would have spent on transportation and invest it in her new business.

With the transport refund and the money saved from the free ride, Margret started her chicken business. She purchased a few chicken pieces. The initial stages were challenging, but Margret's determination and hard work paid off. She quickly uses the skills generated from the training to sell and attract customers.

Today, Margret's chicken business is thriving. She has grown her business to over Le 5,000, a significant achievement that has provided her with financial stability and independence. Margret's success is not just measured in monetary terms; it is also reflected in the confidence and pride she has gained through her entrepreneurial journey. Her business has become a source of inspiration for other women in Panguma. Margret's success had a profound impact on her family. With the income generated from her chicken business, she is now able to send her children to school. Margret's success has had a ripple effect in her community. As a member of the Muloma Women's group, she has shared her experiences and knowledge with other women, encouraging them to pursue their entrepreneurial ventures. The Youth in Politics and Peacebuilding project has not only empowered Margret but also strengthened the fabric of the community by fostering a culture of entrepreneurship and mutual support. Margret's journey has inspired other women in Panguma to take charge of their lives and seek out opportunities for growth and development. The Muloma Women's group has become a hub of entrepreneurial activity, with members supporting each other and sharing resources to build successful businesses. The project has provided Margret with the skills, resources, and support needed to achieve economic independence

You can also upload upto 3 files in various formats (picture files, powerpoint, pdf, video, etc.) to illustrate the human impact of the project

OPTIONAL

File 1

OPTIONAL

Click here to upload file. (< 10MB)

File 2

OPTIONAL

Click here to upload file. (< 10MB)

File 3

OPTIONAL

Click here to upload file. (< 10MB)

You can also add upto 3 links to online resources which illustrate the human impact of the project

OPTIONAL

Link 1

OPTIONAL

Link 2

OPTIONAL

Link 3

OPTIONAL

Please tick the applicable change based on above narrative.

How we worked:

*

Please select up to 3.

- ☐ Enhanced digitization
- ☒ Innovative ways of working
- ☒ Mobilized additional resources
- ☐ Improved or initiated policy frameworks
- ☒ Strengthened capacities
- ☐ Partnered with with local/grassroots Civil Society Organizations
- ☐ Expanding coalitions & galvanizing political will
- ☐ Strengthened partnerships with IFIs
- ☐ Strengthened partnerships with UN Agencies

Please explain one of the selected options

Please limit your response to 3000 characters.

With funding support from CRS, a comprehensive series of capacity-building trainings were conducted for implementing partners. These included targeted sessions on proposal writing, financial management, safeguarding, communication, and Monitoring, Evaluation, Accountability, and Learning (MEAL). The trainings were designed to enhance partners' technical and operational competencies, ensuring they are better equipped to design, implement, and report on high-quality programs.

In addition to the formal training sessions, CRS provided ongoing technical accompaniment and mentorship to partners. This support focused on strengthening internal systems and processes, particularly in areas such as financial accountability, budget tracking, donor compliance, and narrative and financial reporting. CRS staff worked closely with partner organizations through regular coaching visits, joint reviews, and hands-on support to address gaps and reinforce learning.

The MEAL training component emphasized the development of robust data collection tools, effective indicator tracking, and the use of evidence for adaptive management. Safeguarding sessions helped partners establish or strengthen policies and procedures to protect program participants, especially vulnerable groups, from harm and exploitation.

As a result of these interventions, partners reported increased confidence and capacity in managing donor-funded projects, improved internal controls, and enhanced ability to meet reporting deadlines with quality deliverables. These efforts have contributed to stronger partnerships, improved program quality, and greater accountability to both donors and the communities served.

Please explain one of the selected options

Please limit your response to 3000 characters.

With CRS resources, vehicles were donated to project implementing partners to significantly enhance their project monitoring and field implementation capacity. These vehicles have improved partners' ability to conduct timely field visits, supervise ongoing activities, and provide real-time support to community-based interventions. The increased mobility has also enabled more frequent engagement with beneficiaries, improved data collection and reporting, and strengthened coordination with local stakeholders. By reducing logistical constraints, the vehicles have contributed to more efficient and responsive program delivery, ultimately improving the quality and reach of services provided to target communities.

Please explain one of the selected options

Please limit your response to 3000 characters.

Though not originally outlined in the project proposal, the team proactively introduced quarterly reflection and review meetings as a key adaptive management strategy. These sessions provided a structured platform for implementing partners and project staff to come together to assess progress, celebrate achievements, identify challenges, and extract lessons learned. The meetings also served as a space to collaboratively plan for the upcoming quarter, ensuring that all stakeholders remained aligned and responsive to emerging needs and realities on the ground.

In addition to the quarterly reviews, the project also initiated bi-weekly WhatsApp call meetings with partners. These virtual check-ins created a consistent and accessible channel for sharing real-time updates, discussing implementation bottlenecks, and coordinating upcoming activities. This approach proved especially effective in maintaining momentum and fostering a sense of shared ownership and accountability among partners, particularly in geographically dispersed areas.

Together, these innovations significantly enhanced information flow, strengthened coordination, and deepened collaboration across the project consortium. They also contributed to a more agile and responsive implementation process, enabling the project to adapt quickly to challenges and capitalize on opportunities as they arose. These practices have since been recognized as best practices and are being considered for integration into future project designs.

Who are we working with

*

- ☐ Strengthened partnerships with IFIs
- ☐ Strengthened partnerships between UN Agencies
- ☒ Partnered with local civil society organizations
- ☐ Partnered with local academia
- ☐ Partnered with sub-national entities
- ☐ Partnered with national entities
- ☐ Partnered with local volunteers

Please explain

Please limit your response to 3000 characters

The project strategically partnered with the West Africa Network for Peacebuilding (WANEP) to deliver comprehensive peacebuilding training for Peace Ambassadors. These sessions focused on equipping participants with practical tools and knowledge in peace education, conflict prevention, social cohesion, and non-violent communication. The training emphasized community-based approaches to conflict resolution and empowered Peace Ambassadors to serve as mediators and advocates for harmony within their respective communities. This collaboration significantly strengthened the project's grassroots peacebuilding efforts and contributed to a more resilient and cohesive social fabric.

In addition, the project collaborated with Legal Access Through Women Yearning for Equality Rights and Social Justice (L.A.W.Y.E.R.S) to conduct a nationwide awareness-raising training workshop across all project districts. These workshops focused on existing laws and policies that protect women's rights, as well as the services available to support survivors of gender-based violence. The sessions were designed to demystify legal frameworks, increase legal literacy among women and girls, and promote access to justice. Through this partnership, the project helped bridge the gap between legal protections and community-level awareness, enabling women to better understand and assert their rights.

Furthermore, the project partnered with the Livelihood Development for Human Rights Promotion Organisation to deliver a five-day intensive training on business development and entrepreneurship for women's groups. This training covered key topics such as business planning, financial literacy, market analysis, and income diversification. Participants were guided through the process of developing viable business ideas and were supported in creating action plans to launch or expand their enterprises. This initiative not only enhanced the economic empowerment of women but also contributed to broader peacebuilding goals by addressing economic drivers of conflict and promoting self-reliance.

Together, these partnerships played a critical role in advancing the project's objectives by leveraging specialized expertise, expanding reach, and deepening impact across thematic areas of peacebuilding, legal empowerment, and economic development.

Leave No one Behind

Select all beneficiaries targeted with the PBF resources as evidenced by the narrative

*

Mandatory

- ☐ Unemployed persons
- ☐ Minorities (e.g. race, ethnicity, linguistic, religion, etc.)
- ☐ Indigenous communities
- ☒ Persons with Disabilities
- ☐ Persons affected by violence (including GBV)
- ☒ Women
- ☒ Youth
- ☐ Children
- ☐ Minorities related to sexual orientation and/or gender identity and expression
- ☐ People living in and around border areas
- ☐ Persons affected by natural disasters
- ☐ Persons affected by armed conflicts
- ☐ Internally displaced persons, refugees or migrants

PART IV: Monitoring, Evaluation and Compliance

» Monitoring

Please list key monitoring activities undertaken in the reporting period

Please limit your response to 3000 characters.

The project organized and coordinated the visit of the United Nations Resident Coordinator – Seraphine Wakana, and her team to both Bo and Kenema district project communities during which they interacted with project communities, participants and stakeholders capturing feedback on project activities and impact. Routine Financial Monitoring visits were conducted to partner offices to verify project expenditure against transaction documents and reconcile them with the allocated budget, review financial records, invoices, and receipts. The aim of this is to ensure financial accuracy and compliance. Additionally, training sessions, workshops, and guidance on financial best practices for partner finance staff to enhance their financial management skills and empower them to handle finances effectively. Regular field implementation monitoring visits by the project MEAL Officer to verify the implementation of project activities in the field, collect relevant data to assess progress on project indicators. This ensured adherence to project plans, alignment with project plans, thereby providing real-time insights for decision-making and supporting data-driven adjustments. A quarterly project reflection and learning meeting was held during which we reflected on the successes and challenges of the project, assessing program quality and the effectiveness of our partnership relations, enhance knowledge sharing and learnings. Among other issues discussed, the meeting focused on the close-out as the close-out plan was thoroughly discussed which was translated into an implementation plan. Joint monitoring visit conducted by Caritas Makeni Leadership together with the government (Port Loko District, National Youth Commission, National Commission for Persons with Disability) in two technical vocational institutions. A team from Caritas Makeni, consisting of the Program Manager, MEAL Manager and the Project Coordinator for the UNPBF Project and a government official monitored learning sessions at the St Joseph's Technical Institute and Maria Ines Technical Institute in Lunsar. From 15th to 20th May 2025, Caritas Makeni leadership, in collaboration with officials from the Ministry of Agriculture, Port Loko District Council, Port Loko City Council, the National Youth Commission, and the Disability Commission, conducted a joint monitoring visit to project communities in Port Loko District. A joint monitoring visit, including the leadership of Caritas Bo leadership together with the National Youth Commission and National Commission for Persons with Disability, visited Growth Centre Vocational Institute to monitor the learning progress of the skill training beneficiaries from 17th – 21st February 2025. From March 17 to March 22, 2025, CRS MEAL Technical Advisor conducted a monitoring visit to project communities. The visit was to assess the progress of project implementation and capture feedback from project participants on the quality of project delivery.

Do outcome indicators have baselines?

If only some of the outcome indicators have baselines, select 'yes'



Yes



No

If yes, please provide a brief description. If not, explain why not and when they will be available.

Please limit your response to 3000 characters.

The project outcome indicator has baseline, this baseline was done at the inception of the project through an independent consultant. The project results are measured against the baseline survey report . *

Elaborate on what sources of evidence have been used to report on indicators (and are available upon request) *

Please limit your response to 3000 characters.

The project employed a comprehensive set of monitoring and evaluation tools to track progress, assess learning outcomes, and measure impact. These included: Monitoring Reports, Training and Meeting Attendance Lists, Activity Reports, Pre- and Post-Training Assessments. For all training sessions and stakeholder engagements, pre- and post-training assessments were systematically administered to evaluate participants' baseline knowledge, skills, and competencies, and to measure learning gains following the interventions. In addition, post-training follow-up monitoring assessments were conducted with targeted youth participants and community members. These assessments aimed to evaluate the application of acquired knowledge and skills, monitor behavioural changes, and assess the overall effectiveness and impact of the training activities. This structured approach to monitoring and evaluation ensured data-driven decision-making, continuous learning, and accountability throughout the project lifecycle.

Has the project launched outcome level data collection initiatives? e.g. perception surveys *

Perception survey is a formal collection of information from a randomly selected sample of respondents through their responses to standardized questions. See PBF Guidance Note for more information [link](#)

☒

Yes

☐

No

Please provide a brief description *

Please limit your response to 3000 characters.

The project has hired the service of a consultant to conduct an endline study of the project results or achievement. The consultant will conduct perception survey to get feedback from project participants, stakeholders and partners on the project impact or achievements. The exercise is currently in progress with ongoing data collection. The assessment is expected to be completed by July 2025. The survey is part of the end of project evaluation.

Has the project used or established community feedback mechanisms?

*

Community feedback mechanism, or community-based monitoring, is an organized system for communities of participants to monitor the local effects and impact of an intervention. Ideally, this system empowers the community to express whether their expectations are being met and to provide suggestions to decision-makers for possible (re)focusing. See PBF Guidance Note for more information. [link](#)

☒

Yes

☐

No

Please provide a brief description

*

Please limit your response to 3000 characters.

CRS has a functional community feedback mechanism (535 toll free line) - Feedback, Complain and Response, Mechanism (FCRM) channels in compliance with Donor and CRS MEAL Policies, Procedures (MPP), and good practices. where project participants and community members can share their opinion that relate to the project intervention. This channel is fully utilized by the “Youth in Politics and Peace Building” project as a feedback channel. Based on CRS data protection policy and procedures, the CRS (Call Center Officer) is required to acquire consent from callers before collecting their personal information, feedback, and complaints. The Toll-free number 535 is handled by the CRS Call Center Officer- who receives and categorizes calls (feedback and complaints), and creates, and assigns tickets based on the type of feedback, to the appropriate project manager or Country Representative. Currently, participants and other stakeholders including partners are the primary target and users of the call centre toll-free line. Project participants and stakeholders are making free-of-cost calls to put questions, feedback, complaints, and suggestions about the project. It opens during working days (8 AM to 5 PM Monday through Friday except on Public Holidays) and there is an Interactive Voice Response (IVR) or voicemail system available for non-working days and hours The IVR or voicemail system has prerecorded audio that helps callers navigate through the system and helps make them feel that CRS is responsive to the feedback provided.

» Evaluation

Is the project on track to conduct its evaluation?

*

☒

Yes

☐

No

☐

Not Applicable

Evaluation budget (in USD) included in the project budget:

*

Response required

25000

If project will end in next six months, is your upcoming evaluation on track?

- ☒ Yes
- ☐ No
- ☐ Not Applicable

Please describe the preparations

Please limit your response to 3000 characters.

The Terms of Reference (ToR) for the evaluation were developed, reviewed, and approved by the Peacebuilding Secretariat Coordinator. The opportunity was publicly advertised, and applications were thoroughly assessed and analyzed, resulting in the selection of a qualified consultant. A contract has been signed between CRS and the selected consultant. Recruitment, training, and deployment of data collectors have been successfully completed. The final evaluation report is scheduled to be shared in June 2025.

Contact information	Name	Organization	Job title	Email
Please mention the focal person responsible for sharing the final evaluation report with the PBF:	Jeanne Ella Andrianambinina	Catholic Relief Services (CRS	Country Representative	jeanneella.andrianambinina@crs.org

» Catalytic Effect

Catalytic Effect (financial): Has the project mobilized additional non-PBF financial resources since the project's start?

*

- ☐ Yes
- ☒ No

Catalytic Effect (non-financial): Has the project enabled or created a larger or longer-term peacebuilding change to occur, in addition to the direct project changes? Please refer to PBF Catalytic Effect Guidelines for more information.

*

☒ Yes

☐ No

If yes, please select the relevant option below:

*

☒ Some catalytic effect

☐ Significant catalytic effect

If relevant, please describe how the project has had a (non-financial) catalytic effect, i.e. removed barriers to unblock stalled political, institutional or other peacebuilding processes at different levels in a country, and/or created the conditions to establish new processes to do so

*

Please limit your response to 3000 characters.

If relevant, please describe how the project has had a (non-financial) catalytic effect, i.e. removed barriers to unblock stalled political, institutional or other peacebuilding processes at different levels in a country, and/or created the conditions to establish new processes to do so (3000 characters):

The Peaceful Masculinity Training, implemented by Catholic Relief Services (CRS) under the United Nations Peacebuilding Fund (UNPBF) project, has served as a powerful catalyst for social transformation by addressing deeply rooted gender norms and promoting inclusive peacebuilding processes at multiple levels.

At the household level, the training has led to a significant shift in traditional gender roles. Male participants reported increased engagement in domestic responsibilities such as childcare, household chores, and emotional support, challenging the long-standing perception that these tasks are solely the domain of women. This behavioral shift has fostered healthier family dynamics, improved communication between partners, and encouraged joint decision-making. Importantly, many men have become vocal advocates for the education, economic empowerment, and leadership of their wives and daughters, thereby reinforcing the foundation for gender equality within the home.

At the community level, the ripple effects of the training are evident. Trained male youth have emerged as positive role models, actively challenging harmful gender stereotypes and promoting peaceful coexistence through community dialogues, peer education, and public advocacy. These efforts have contributed to a reported decline in gender-based violence (GBV), as communities become more aware and proactive in addressing such issues. Furthermore, there is a growing acceptance of women in leadership roles, with men increasingly supporting their participation in community governance and decision-making forums.

The training's participatory and reflective methodology has been instrumental in fostering deep, sustained behavioural change. By creating safe spaces for men and boys to explore their identities, question harmful norms, and express vulnerability, the program has nurtured empathy, accountability, and a strong commitment to gender justice. This transformation has not only improved interpersonal relationships but also laid the groundwork for more inclusive and resilient peacebuilding processes.

Overall, Peaceful Masculinity Training has effectively removed social and cultural barriers that previously hindered gender equality and inclusive governance. It has created enabling conditions for new, community-driven peacebuilding initiatives that are more responsive to the needs and rights of both women and youth. This non-financial catalytic effect demonstrates the project's strategic contribution to long-term social cohesion and sustainable peace.

Sustainability

Please describe any steps that have been taken to ensure the sustainability of peacebuilding gains, including any mechanisms, platforms, networks and socio-economic initiatives supported, beyond the duration of the project

Please limit your response to 3000 characters.

To ensure the sustainability of peacebuilding outcomes beyond the project's duration, several strategic steps have been taken, focusing on strengthening local structures, institutional linkages, and socio-economic empowerment as follows:

The project identified and supported existing community-based structures such as Mothers' Clubs, Alternative Community Conflict Resolution Groups, Chiefdom Youth Councils, and Village Development Committees. These platforms were engaged through inclusive and consultative approaches to promote peace, social cohesion, and unity. By linking these structures with project-formed groups, the initiative has fostered a strong foundation for continued community engagement in peacebuilding. Forty young women's groups were formed and registered with district councils, enabling their participation in coordination meetings and access to livelihood opportunities, small grants, and training programs. These groups are now better positioned to collaborate with local institutions such as district youth organizations and chiefdom councils, ensuring their continued relevance and influence.

Structures such as Inter-Religious Councils, University Youth Clubs, and Catholic Youth Organizations were established and trained in conflict resolution. These groups are now equipped with the skills to function independently. Additionally, agricultural support was delivered through the District Ministry of Agriculture, which continues to provide training and technical services, ensuring ongoing support to project communities. Women and youth groups were linked with the Ministry of Youth, the National Youth Commission, and the National Commission for Persons with Disability. These partnerships have created pathways for sustained engagement and support for youth-led initiatives. Notably, groups in Western Area Urban and Rural participated in the "Productive Social Safety Net and Youth Employment (PSSNYE)" pilot, gaining skills to maintain institutional relationships. Collaboration with the National Commission for Persons with Disability has amplified the voices of persons with disabilities (PWDs) in national policy dialogues; a relationship expected to continue post-project. Caritas Sierra Leone, a recognized peacebuilding institution, has mobilized youth and women as peace ambassadors across districts and chiefdoms. These ambassadors are expected to continue promoting social cohesion. Caritas also collaborates with a network of paralegals and inter-religious councils, ensuring ongoing community dispute resolution support. The project's livelihood interventions have provided viable alternatives for youth, reducing their vulnerability to political and economic manipulation. These opportunities have improved economic conditions and contributed to a more inclusive and peaceful society by addressing the root causes of conflict.

Participants received comprehensive business development training, created robust business plans, and launched their enterprises. These efforts have enhanced their credibility with local institutions and diversified their income sources, ensuring the continuation of project objectives beyond its lifespan.

Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations?

Please limit your response to 3000 characters.

The project continues to receive uncoordinated requests from various government ministries, departments, and agencies, often accompanied by proposals and budget requests submitted to CRS for funding. However, the project does not have stand-alone resources allocated to support these additional activities. This situation poses a risk of straining relationships between CRS—and by extension, the PBF project—and key government stakeholders making these requests. It is therefore important to consider, in future project designs, the inclusion of flexible budget lines or contingency funds that could accommodate such unplanned but potentially value-adding requests, provided they align with the project's objectives and outcomes.

Monitoring and Oversight Activities

Please describe any key event related to monitoring and oversight. Please click next if no activities have yet taken place.
Events include Steering Committee meetings, Monitoring visits, Third party monitoring, Community based monitoring, any data collection, Perception or other survey findings, evaluation reports, audit or investigations.

Monitoring and oversight activities	Name of the Event	Summary	Key Findings

Event 1	The Monitoring Visit of the United Nations Resident Coordinator to project communities in Bo and Kenema districts.	<p>To meet with project participants, community and district stakeholders to get feedback from them with a specific focus on successes, challenges and next steps. To get feedback from members of the Civic Education School Clubs and their focal teachers on the ongoing Civic Education plans and activities, and provide technical support on the conduct of the school club activities. To interact with participants at the various vocational skills training centres to discuss progress on their training, challenges and provide feedback to Caritas and the leadership of the training institutions. To visit the project agricultural farms to monitor progress on farming activities and provide recommendations for improvement</p>	<p>The visit provided the opportunity for the Resident Coordinator and her team to get firsthand insights into how the UNPBF project is transforming lives, addressing community needs, and contributing to peacebuilding efforts in Bo districts. The visitors heard the stories and testimonies of people whose lives have been impacted or transformed by the project, It was evident that more Women have benefited from the project, which is a pathway for empowering one of the underrepresented groups, who now feel more confident in speaking up in public and participating in politics. There are many interesting stories and lessons to be documented and shared, but there are also challenges to be considered for the future . Working with local partners promotes subsidiarity and local ownership. The project has laid and supported the foundation for community and district transformation. Women and youth can be agents of change if they are rightly engaged and supported.</p>
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Event 2 <hr/>	In February 2025 a Monitoring visit by the CRS Project Leadership Team <hr/>	<p>Monitoring of project activities was conducted in project communities across the 5-project district. The purpose of the visit was to identify progress made during the implementation of the project and areas for improvement. The specific objectives of the visits were.</p> <p>Engage participants at the various vocational skills training center to discuss progress on their training, challenges and provide feedback to Caritas and the institutions.</p> <p>Visit project farms to check on the progress of the farming activities of the groups</p> <p>Collect program photos, video and other communication materials for proper filing</p> <hr/>	<p>The project participants (women's and youth group are vibrant and ready to continue with their group bases awareness raising activities at community level.</p> <p>Participants who benefited from the skills training are committed to the training process, and they requested start-up kits after graduation. The women and youth groups are working together to carry out awareness-raising sessions in their communities. This approach promotes peer support and networking among the groups.</p> <p>Groups that engaged in agriculture had poor yields because of insufficient rains, especially those that planted groundnut. But the groups had some seeds which they would use during the next planting season.</p> <hr/>
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Event 3

Monitoring visit and participation at the Inter-district youth learning conference by the National Youth Commission in Kenema, Bo, Port Loko, Western Area Urban and Western Area Rural District

In May 2025, the National Youth Commission participated in the inter-district youth learning conference and conducted monitoring visits to project communities in Kenema, Bo, Port Loko, Western Area Urban and Rural Districts. The objectives of the visits were. Facilitating Knowledge Exchange – creating a platform for youth to share best practices in peacebuilding, political engagement, and advocacy strategies. Monitoring Progress – assessing the implementation and impact of the project while raising awareness of the complementary World Bank-funded Productive Social Safety Net and Youth Employment (PSSNYE) project. Strengthening Synergies – linking youth to livelihood opportunities, business grants, and training programs to sustain peacebuilding efforts while driving socio-economic development. Expanding Networks – establishing cross-district coalitions to ensure continuous collaboration and support for youth-led initiatives.

Youth across the project communities demonstrated active involvement in peacebuilding, civic education, and community development activities. Many had taken on leadership roles within youth groups and were facilitating peer-to-peer learning sessions. The monitoring team observed a notable improvement in participants’ understanding of civic rights, responsibilities, and democratic processes. This was attributed to the civic education and peaceful masculinity training conducted under the project. Youth-led structures such as Peace Ambassador groups and community youth councils were found to be functional and actively engaged in local initiatives. These groups had also established linkages with local authorities and were participating in community decision-making forums. There was evidence of behavioral change among youth, particularly in their approach to conflict resolution. Youth were increasingly using dialogue and non-violent communication to address disputes, a shift attributed to the project’s peace education and conflict management training. Many youth groups had initiated their own community outreach activities, including awareness campaigns, sports for peace events, and door-to-door sensitization. This demonstrated a strong sense of ownership and commitment to sustaining project outcomes.

Event 4			
Event 5			
Event 6			
Event 7			
Event 8			
<div>Final Steps</div> <ul style="list-style-type: none">• Please save a PDF copy of the form by clicking on the <i>Printer</i> icon on the top right corner of the page.• A dialogue box will appear: Please select the A4 size and portrait orientation.• Click "prepare" and save the document as a PDF.• (If on first attempt, the generated page is not readable, close the pop up page and go back to the first page of the online form using the "Return to Beginning" option and try to print the PDF version from there)• After printing the PDF version, please submit the report in the last page of the form. You can use the "Go to End" button in the bottom right corner.• In compliance with our reporting requirements, please upload the PDF version of the report as well as your <i>financial report in excel format</i> on the MPTF-O Gateway. <p><i>If you encounter any difficulty in filling the form or generating the print-out for MPTFO gateway, please contact Gabriel Velastegui</i> gabriel.velasteguimoya@un.org</p>			
Thank You. You have finished the report. Please Click on the SUBMIT button below. When the report is submitted, a confirmation note will appear on a yellow banner on top of the page. This can take a few seconds.			

