

PBF November 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 *

2025-11-14

Name and title of person submitting the report *

Zerina Mandžo-Čolić, Joint Project Coordinator

E-mail of person submitting the report *

zerina.mandzo-colic@undp.org

Name and title of person who approved the report *

Aida Laković-Hošo, Effective Governance Sector Lead

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 *

- ☐ Albania
 ☒ Bosnia and Herzegovina
 ☐ Kosovo (As per UNSCR 1244)
☐ Kyrgyzstan
 ☐ Moldova
 ☐ Montenegro
☐ North Macedonia
 ☐ Serbia
 ☐ Tajikistan
☐ Uzbekistan
 ☐ Other, Specify

Other, please specify



Project Title *

- ☐ 00134115: Sustaining peace and social cohesion in Bosnia and Herzegovina through enhanced inter-municipal and inter-entirety cooperation on local services (SPSC)
☐ 00140352: Women lead the way towards peace and security in Bosnia and Herzegovina
☐ 00140395: Support to a PBF Secretariat in Bosnia and Herzegovina to enhance strategic direction coordination and peacebuilding impact
☒ 00140558: A more Equitable Society: Promoting Social Cohesion and Diversity in Bosnia and Herzegovina (Dialogue for Future 3 – DFF3)
☐ 00140815: PEACESTORY: Empowering Creative Peacebuilders & Educators
☐ 00140937: Building long lasting peace in BiH: Investment in the future
☐ Other, Specify

Write the 8 digit MPTFO number and Project Title exactly as it appears in the Project Document *

EXAMPLE: 00118938: Community-based prevention of violence and social cohesion using innovation for young people in displaced and host communities

Please select the geographical region(s) in which the project is implemented *

If the project you are looking for does not appear in the following question, please make sure that you have selected the correct regions. A limited number of cross border projects span multiple geographic regions. For example, a cross border project between Niger and Chad spans both West Africa and Central & Southern Africa

- | | | |
|-------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Asia and the Pacific | <input type="checkbox"/> Central & Southern Africa | <input type="checkbox"/> East Africa |
| <input type="checkbox"/> Europe and Central Asia | <input type="checkbox"/> Global | <input type="checkbox"/> Latin America and the Caribbean |
| <input type="checkbox"/> Middle East and North Africa | <input type="checkbox"/> West Africa | |

Please select the title of the project for which you are submitting the report *

Write the 8 digit MPTFO numbers and Project Title exactly as it appears in the Project Document *

EXAMPLE: 00129699/700: Supporting Cross-Border Cooperation for Increased Community Resilience and Social Cohesion in The Gambia and Senegal

Please select the countries where this project is being implemented



Other, Please specify *

Project Start Date (Date of first transfer) *

2024-01-23

Project End Date *

2027-01-17

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

If so, around which month do you expect to submit the request? *

- | | | |
|-------------------------------|--------------------------------|---------------------------------|
| <input type="radio"/> January | <input type="radio"/> February | <input type="radio"/> March |
| <input type="radio"/> April | <input type="radio"/> May | <input type="radio"/> June |
| <input type="radio"/> July | <input type="radio"/> August | <input type="radio"/> September |
| <input type="radio"/> October | <input type="radio"/> November | <input type="radio"/> December |

Is the current project end date within 6 months? *

- ☐ Yes
- ☒ No

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

- ☐ Yes
- ☒ No

If yes, please select which *

- ☐ National Trust Fund
- ☐ Regional Trust Fund



Recipients

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

- ☒ UN entity
- ☐ Non-UN Entity

Please select the convening agency recipient *

- ☒ UNDP: United Nations Development Programme ☐ IOM: International Organization for Migration
- ☐ UNICEF: United Nations Children's Fund
- ☐ OHCHR: Office of the United Nations High Commissioner for Human Rights
- ☐ UNWOMEN: United Nations Entity for Gender Equality and the Empowerment of Women
- ☐ UNHCR: United Nations High Commissioner for Refugees ☐ UNFPA: United Nations Population Fund
- ☐ FAO: Food and Agriculture Organization ☐ WFP: World Food Programme
- ☐ UNHABITAT: United Nations Human Settlements Programme
- ☐ UNESCO: United Nations Educational, Scientific and Cultural Organization
- ☐ UNEP: United Nations Environment Programme ☐ ILO: International Labour Organization
- ☐ WHO: World Health Organization ☐ PAHO/WHO
- ☐ UNCDF: United Nations Capital Development Fund ☐ UNODC: United Nations Office on Drugs and Crime
- ☐ UNOPS: United Nations Office for Project Services
- ☐ UNIDO: United Nations Industrial Development Organization ☐ ITC: International Trade Centre
- ☐ UNDPO ☐ Other, Specify

Other, Please specify *

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 UN recipients *

Select all that apply

- ☐ UNDP: United Nations Development Programme ☐ IOM: International Organization for Migration
- ☒ UNICEF: United Nations Children's Fund
- ☐ OHCHR: Office of the United Nations High Commissioner for Human Rights
- ☐ UNWOMEN: United Nations Entity for Gender Equality and the Empowerment of Women
- ☐ UNHCR: United Nations High Commissioner for Refugees ☐ UNFPA: United Nations Population Fund
- ☐ FAO: Food and Agriculture Organization ☐ WFP: World Food Programme
- ☐ UNHABITAT: United Nations Human Settlements Programme
- ☒ UNESCO: United Nations Educational, Scientific and Cultural Organization
- ☐ UNEP: United Nations Environment Programme ☐ ILO: International Labour Organization
- ☐ WHO: World Health Organization ☐ PAHO/WHO
- ☐ UNCDF: United Nations Capital Development Fund ☐ UNODC: United Nations Office on Drugs and Crime
- ☐ UNOPS: United Nations Office for Project Services
- ☐ UNIDO: United Nations Industrial Development Organization ☐ ITC: International Trade Centre
- ☐ UN Department of Peace Operations ☐ Other, Specify

Other, Please specify *



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



Other, Please specify

*

Implementing Partners

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

7

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)*

7



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

What is the name of the Implementing Partner *

Nešto više

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 (,)

58536.82

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 (,)

36048.49

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 (,)

36048.49

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

Please limit your response to 1500 characters

CSO "Nešto Više" is leading the Youth Futures/Leadership Fellowship, empowering 26 youth (20F, 6M, aged 18–25) from 10 DFF3 partner LGs through a comprehensive educational program. Participants were selected via a public call based on community engagement, activism experience, and motivation, with applications reviewed by a committee from DFF3 and CSO "Nešto Više." The training program is envisaged to equip youth with skills needed to implement projects and voluntary activities in their respective local community (such as Community Activism, Volunteering and Peacebuilding, Community Needs Identification, Communication Skills, and Project Cycle Management). Each pair of participants organizes one local volunteer action with mentorship support, while all participants jointly implement one large-scale action. Activities run from February 14, 2025, to August 13, 2026, fostering practical skills community engagement, and youth-led peacebuilding.



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

What is the name of the Implementing Partner *

HO Genesis

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 (,)

105932.34

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 (,)

18714.88

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 (,)

18714.88

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

Please limit your response to 1500 characters

Genesis Project, implementing partner for the Community of Schools, will deliver a multi-layered program across 10 LGs. The programme aims to strengthen inter-community cohesion, enhance adolescent participation, and build the capacities of both educators and students.

Teacher Capacity Building (CBT): 20 teachers (2 per high school) will undergo training in participatory pedagogy, inclusive classrooms, conflict-sensitive education, and the UPSHIFT methodology. These trainings will equip the educators to lead cross-community dialogue and support student-led initiatives. The first training module of CBT for Teachers will take place in Banja Luka, on 19th and 20th November.

Student Empowerment: 50 students (5 per high school) will participate in co-training with teachers, focusing on critical thinking, project management, and civic engagement. The students will form a peer group to engage an additional 250–300 adolescents in community-based initiatives.

Inter-School Exchanges: Student-teacher teams will design and implement projects aligned with DFF3 themes. Each school will be paired with a partner school for reciprocal visits to share methodologies, review progress, and build lasting partnerships. Approach for linking schools: connects two local governments with different ethnic backgrounds, pairing schools from these areas for joint activities to strengthen collaboration and trust.

The Genesis project will apply its proven UPSHIFT methodology to provide customized training content, facilitation tools, and impact evaluation.



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

Educational Institution

What is the name of the Implementing Partner *

Faculty of Philosophy, University of Sarajevo

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 (,)

86086

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 (,)

25826



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 (,)

25826

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

Please limit your response to 1500 characters

The Peace Education Curriculum Project, developed by the Peace Education Hub at the University of Sarajevo – Faculty of Philosophy, aims to promote a culture of peace through formal education in BiH. The implementing partner will design an integrative peace education curriculum for all educational levels, from pre-primary to higher education. The curriculum will be grounded in values education and peacebuilding pedagogies, including a Competencies Framework for both teachers and learners. It will address key themes such as intercultural learning, nonviolent conflict transformation, identity, critical thinking, and environmental sustainability. The curriculum will offer practical teaching modules aligned with existing educational frameworks, along with an online professional development platform to share successful teaching practices. Targeted teacher training will be delivered in 10 schools, supported by expert mentorship and peer learning. The initiative will further develop the Peace Hub's digital resource repository and strengthen the University's role as a regional and international center for peace pedagogy.



4

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

What is the name of the Implementing Partner *

Obala Art Center Sarajevo

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 (,)

48354.94

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 (,)

14402.70

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 (,)

14402.70

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

Please limit your response to 1500 characters

The Implementing Partner successfully carried out the “Watch. Think. Act. – Youth for Human Rights”. The tailored programme combined film, dialogue, and education to promote intercultural understanding, human rights, and youth civic engagement. The initiative featured 12 film screenings and 8 educational sessions led by filmmakers, human rights advocates, and academics, curated specifically for youth. Eighteen participants (around 70% women) from nine localities across BiH were selected to ensure ethnic and geographical diversity, inclusion, and gender balance. Interactive workshops, discussions, and cultural visits fostered critical thinking, empathy, and social responsibility. Communication and visibility materials were produced and disseminated through the Sarajevo Film Festival and UN channels to ensure broad outreach. The programme also facilitated peer learning and networking, enabling youth from different communities to connect, exchange experiences, and strengthen intercultural dialogue.



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

What is the name of the Implementing Partner *

East West Center

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 (,)

15000

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 (,)

15000

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 (,)

15000

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

Please limit your response to 1500 characters

The implementing partner successfully realized the theatrical production “Tebe ljubi duša moja / My Soul Loves You, Your Lips Honey Comb Drip,” directed by Haris Pašović and produced in collaboration with East West Center Sarajevo, Chamber Theatre 55, National Theatre Sarajevo, and Sarajevo War Theatre. The process was carefully managed, involving joint artistic, technical, and organizational efforts that engaged actors, musicians, and production teams from multiple institutions. The performance, premiered in June, combined theatre, music, and visual arts to explore themes of love, human connection, and shared social experience. Beyond its artistic merit, the production contributed to strengthening cooperation among cultural institutions, building cross-disciplinary competencies, and promoting intercultural dialogue. It also encouraged empathy and inclusion by using theatre as a platform for meaningful public engagement and reflection on cultural diversity and social cohesion, with over 10 performances in 2025, each accommodating up to 160 attendees.



6

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

Cultural Institution

What is the name of the Implementing Partner *

Museum of Contemporary Arts of RS

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 (,)

54709.10

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 (,)

0

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 (,)

0

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

Please limit your response to 1500 characters

The initiative will engage 6th–9th grade students from the diverse project communities in a deeper, innovative exploration of cultural heritage through school-based programs and a multi-day residential “Ambassadors of Culture” program, fostering understanding of diversity, cultural values, and belonging, while promoting dialogue, mutual respect, and the foundations for long-term peacebuilding in their communities.



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

What is the name of the Implementing Partner *

Local Democracy Agency Mostar – LDA MOSTAR

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 (,)

72190.03

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 (,)

5017.92

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 (,)

5017.92

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

Please limit your response to 1500 characters

Under the Community of Volunteers initiative, 95 young people from 10 local governments have been mobilized to take part in creative, youth-led volunteer and civic actions that promote inclusion, dialogue, and community engagement. Through training, mentorship, and storytelling, the programme fosters empathy, leadership, and social cohesion, empowering young people to actively contribute to building peaceful and inclusive communities across Bosnia and Herzegovina.

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**

For cross-border projects, group the amounts by agency, even if different country offices are involved. You will have the opportunity to share a more detailed budget in the next section.

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>	Implementati on rate as a percentage of total budget (calculated automatically)
UNDP: United Nations Development Programme	1529060	764530	653937.14	42.77%

	*	*	*	%
UNICEF: United Nations Children's Fund	985470	492735	244154.81	24.78%
UNESCO: United Nations Educational, Scientific and Cultural Organization	985470	492735	424196.09	43.05%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%



	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
TOTAL	3500000	1750000	1322288.04	37.78%



The approximate implementation rate as percentage of total project budget based on the values entered in the above matrix is **37.78%**. Can you confirm that this is correct? *

☒ Correct ☐ Incorrect

If it is incorrect, please enter the approximate implementation rate as a % *

» Gender-responsive Budgeting

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

36.97

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 \$ 1293950**. Can you confirm that this is correct? *

☐ Correct ☒ Incorrect

If it is incorrect, please enter the *budget amount* allocated to GEWE in US Dollars *

1293993

Amount expended to date on efforts contributing to gender equality or women's empowerment is **US \$ 488849.89**. Is this correct? *

☒ Correct ☐ Incorrect

If it is incorrect, please enter the *expenditure to date* on GEWE in US dollars *

ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE. *

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

DFF3 financial report_reporting Nov. 2025_final-15_47_15.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

The DFF3 project operates under the strategic oversight of an active Project Steering Committee, co-chaired by the United Nations Resident Coordinator in Bosnia and Herzegovina and a representative of the Ministry of Civil Affairs of Bosnia and Herzegovina. The Committee comprises representatives of the Presidency of Bosnia and Herzegovina—including all three cabinets and advisors to the Presidency members—as well as UNDP, UNESCO, and UNICEF.

The second DFF3 Steering Committee convened in September 2025, reaffirming its strategic oversight role and ensuring continued alignment of project activities with national priorities and the broader peacebuilding agenda in Bosnia and Herzegovina (BiH). The Committee provided a platform to review project progress from September 2024 to September 2025 and to discuss key results, reinforcing the DFF3 project's role as a model for linking national-level decision-making with local-level implementation. Members recognized the project's contribution to strengthening inclusive dialogue mechanisms, empowering youth, and fostering trust and cooperation across diverse communities. The Committee also reviewed and formally endorsed the progress overview for the past year, as well as the Annual Work Plan (AWP) for 2026, both of which were unanimously approved by all members.

Members stressed the importance of deepening engagement with local communities through field visits and municipality-level meetings to strengthen governance-beneficiary links, consolidate achievements, and observe impact firsthand. They also highlighted the need to enhance communication and public visibility, proposing that the next Steering Committee meeting take place at a DFF3 partner location. The Committee reaffirmed DFF3 as the results-driven initiative that advances social cohesion, inclusive participation, and youth empowerment, embedding its approaches in education, culture, and youth policies while sustaining collaboration with government institutions to build resilient and inclusive communities across BiH.

Additionally, during the reporting period, the DFF3 Steering Committee conducted two email correspondence sessions in line with its Terms of Reference, which allow written approval of project documents. The first session (May 2025) approved the public call for CSOs and institutions, including all supporting materials and youth community-based project proposals. The second communication took place under the Small Grants Facility (August 2025), where the Committee approved 14 selected projects and received accompanying documentation, including minutes of evaluation, analysis of the public call, evaluation matrix, and an overview of the approved initiatives.

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 engagement with local governments was anchored in two structured meetings in February and October 2025 with DFF3 Local Dialogue Platform (LDP) coordinators from 10 partner local governments (LGs), who include expert advisors, deputies, and associates engaged in youth matters, child protection, education, sports, culture, local economic and rural development, cooperation with NGOs, and international organizations, etc. These meetings provided a platform for joint reflection on project activities, assessment of the LDPs, and identification of key community challenges. Government participants actively contributed to discussions on strengthening the practical value and sustainability of LDPs, mapping priority areas for intervention, and co-designing strategies to embed project initiatives into routine municipal processes. The meetings featured interactive exercises, discussions, and presentations that helped coordinators assess the effectiveness of DFF3 interventions in promoting trust, interethnic cooperation, and youth leadership. Sessions on sustainability and systemic contribution enabled government actors to explore how DFF3 could be integrated into municipal frameworks through financial, operational, and institutional measures. Coordinators shared feedback on challenges, proposed mechanisms for institutionalizing citizen and youth engagement, and highlighted the need for capacity building to ensure long-term ownership of DFF3 principles. These discussions reinforced participatory governance, positioning government actors as active partners in planning and implementation.



At the state level, the project maintained close coordination with the Presidency of BiH, relevant ministries and key stakeholders, ensuring that lessons learned from municipal engagement informed broader policy dialogue. These include the “II International Conference – Mostar 2025 Dialogue for the Future: Cultural Heritage as a Tool for Diplomacy” held on 20 May 2025 organized by Ministry of Foreign Affairs of BiH and co-organized by DFF3, and the regional conference ‘Climate Change – Challenges for Future Prosperity’, organized on 20 August 2025 at the Parliamentary Assembly of Bosnia and Herzegovina in cooperation with the Green Club. High-level representatives were consulted on systemic approaches to scaling and sustaining project results, aligning local interventions with national peacebuilding and social cohesion objectives. This dual-level engagement—municipal and national—ensures strategic coherence and reinforces institutional ownership of project results.

Furthermore, the project submitted requests for engagement of relevant ministries of education in selected partner LGs to proceed with the planned activities in schools throughout the country. All approvals from five cantonal ministries of education in the Federation of BiH were obtained, while approval from the Ministry of Education and Culture of Republika Srpska remains pending.

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

During the reporting period (January-December 2025), the DFF3 became fully positioned to deliver measurable, sustainable results that strengthen trust, cooperation, and social cohesion across BiH.

At the local level, the project's collaboration with 10 partner municipalities was further extended through the DFF3 Small Grants Facility (SGF), which reached an additional 12 localities. The 14 funded projects under the SGF broadly focus on youth engagement and volunteering, culture and arts for social cohesion, and environmental education and human rights advocacy. Collectively, they aim to empower young people, women, and marginalized groups through dialogue, creative expression, intercultural exchange, and civic participation, while fostering trust, inclusion, and sustainable community development across BiH. One of the key criteria of the SGF was to connect ethnically homogeneous local communities that would not otherwise engage with each other, thereby fostering cooperation, trust, and joint action across community lines. Through this mechanism, the project significantly expanded its reach and deepened its peacebuilding impact within local communities. In parallel, contracts with civil society, educational, and cultural partners were concluded to ensure transparent, inclusive, and participatory implementation of activities.

As part of its efforts to promote dialogue and strengthen international academic cooperation, the DFF3 project for the second consecutive year hosted 25 professors and students from George Mason University (USA) and South Korean universities. Pursuing degrees in peacebuilding and related fields, the students visited BiH and Croatia to study post-conflict societies. DFF3 organized an interactive workshop on peacebuilding in BiH, providing insights into local approaches, challenges, and opportunities for sustaining peace. The visit deepened international cooperation, enriched academic understanding, and strengthened long-term partnerships between global universities and local peace actors—affirming DFF3's commitment to inclusive learning and cross-border collaboration as foundations of sustainable peace.

LDPs have been established or revitalized in all partner municipalities, providing structured mechanisms for inclusive dialogue and co-creation of community-based solutions. These platforms have already generated 12 youth-led initiatives promoting social cohesion and addressing local challenges, including a total of 809 young women and men involved (433F and 376M).

Administrative, financial, and monitoring systems are fully operational, and the Project Steering Committee, co-chaired by the UN Resident Coordinator and the Ministry of Civil Affairs of BiH, continues to guide strategic decision-making. Analytical work and community needs mapping have been completed to inform upcoming phases, while cross-sectoral initiatives in peace education, youth leadership, and volunteerism have been launched.

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

If no, please provide an explanation

Please limit your response to 6000 characters

*



Project progress summary

Please limit your response to 6000 characters

Local Dialogue Platforms (LDPs) have become transformative spaces for dialogue and collective action. The first LDP meeting in March 2025, with 106 participants (39 M, 67 F), marked a milestone in embedding participatory governance and rebuilding trust. Through targeted mentorship and coordination meetings, LDP coordinators strengthened leadership and sustainability planning, ensuring LDPs evolve into self-sustaining mechanisms integrated in municipal frameworks—driving ongoing cooperation, inclusion, and locally led peacebuilding beyond the project’s duration.

At the II International Conference – Mostar 2025 “Dialogue for the Future: Cultural Heritage as a Tool for Diplomacy,” around 50 youth participated alongside senior representatives from the Ministry of Civil Affairs, the Federal Ministry of Education and Science, and the Chairman of the Mostar City Council. The project conceptualized and facilitated the UN–Youth Panel, creating a structured space for dialogue between youth and institutions on their role in preserving and promoting cultural heritage. The Mostar Youth Statement, outcome of the Conference, positions youth as custodians of cultural heritage and promoters of cross-border education, advancing peace, cooperation, and social cohesion for future engagement.

DFF3 also contributed to the Conference “Climate Change – Challenges for Future Prosperity,” organized with the Green Club of the BiH Parliamentary Assembly, demonstrating its cross-sectoral approach linking youth empowerment and environmental sustainability. A youth panel brought together parliamentarians, activists, and civil society, showing how dialogue with youth fosters inclusive, effective environmental policies. Panel conclusions will guide future DFF3 initiatives and policy work.

Over 70 applications received through the Small Grants Facility (SGF) demonstrated strong community engagement, with 14 projects selected to address LDP-identified priorities, incorporating peacebuilding to strengthen dialogue and social cohesion. The SGF engaged 22 LGs, expanding beyond the initial 10 LGs and fostering new relationships across ethnic and social divides. DFF3 will continue mentoring grantees to enhance peacebuilding results, link initiatives to institutional frameworks, and scale successful models of community dialogue across BiH.

Through mechanisms such as the Youth Innovation Challenge, Youth Leadership Academy and Youth Community Initiatives, young people strengthened their skills in innovation and community engagement, built trust across communities, and promoted inclusive participation. These efforts resulted in 11 youth-led projects funded under the Innovation Challenge and 12 community initiatives that fostered collaboration, environmental action, and local peacebuilding, while 17 participants of the Youth Leadership Academy enhanced their capacities in dialogue and civic engagement.

More than 2,500 teachers were reached through research conducted across BiH between December 2024 and April 2025, on teacher communities of practice in BiH and the region. Building on these findings, DFF3 is developing a concept to connect educators for knowledge exchange and innovative practices. Civic-education materials integrating peace-pedagogy are also in development, strengthening professional networks and embedding peacebuilding and active citizenship in everyday teaching.

The Community of Schools and Community of Volunteers initiatives advanced youth, teacher, and student participation. Twelve teachers from six high schools in the Federation of BiH began capacity-building training to foster dialogue, inclusion and shared values, while NGO representatives in Republika Srpska temporarily replaced participants pending ministry approval. The Community of Volunteers mobilized 95 youth across all partner LGs, building skills in peacebuilding, civic engagement, and leadership. Together, these initiatives create a sustainable network of empowered youth and educators, connecting schools and communities, reinforcing collaboration, and ensuring long-term DFF3 outcomes.

18 youth from diverse ethnic backgrounds and different communities across BiH participated in the DFF3 programme “Watch. Think. Act. – Youth for Human Rights”, implemented in partnership with OHCHR, and hosted by the Sarajevo Film Festival (SFF). Participatory workshops and artistic platforms created an inclusive space for learning, dialogue, and action. Participants reported strengthened empathy, critical thinking, and civic awareness.



Online meetings and in-person networking activities are planned as follow-up to further sustain engagement and collaboration among participants.

The play Tebe ljubi duša moja explored “interethnic marriages” in BiH, giving youth a chance to engage with theatre on diversity, interethnic understanding, empathy, and social responsibility. It strengthened local cultural institutions’ capacity for inclusive youth programmes and amplified societal impact. As part of Kamerni teatar 55’s regular programme, the play ensures ongoing engagement with young audiences and continued promotion of social dialogue, inclusion, and peacebuilding through the arts.

The project advanced an Integrative Peace Education Curriculum with a competencies framework for teachers and students across all education levels in BiH. A June workshop with 32 educators (28F, 4M), organized by the Peace Education Hub of the University of Sarajevo, co-developed competencies covering intercultural learning, diversity, identity, nonviolent communication, trauma-informed facilitation, and critical thinking. Draft frameworks, currently under review, set shared pedagogical standards, paving the way for curriculum reform, teacher training, and institutionalization of peace education. The initiative aims to foster a culture of peace, intercultural dialogue, and critical thinking, positioning the University of Sarajevo as a regional leader in peace pedagogies.

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

The project has advanced gender equality and women’s empowerment (GEWE), and youth inclusion through a comprehensive gender- and youth-sensitive mapping conducted from January to March 2025. The analysis identified 444 relevant initiatives and projects, 18 academic actors, 68 non-traditional actors operating outside formal institutional frameworks (particularly in culture, education, and civic engagement), and over 180 national and international organizations relevant to the Youth, Peace and Security (YPS) agenda. Findings informed strategic, locally tailored interventions across all partner LGs. Among 26 highlighted community leaders and change-makers, 20 are women with proven impact in trust-building and inclusive development.

Moreover, the research conducted within the BiH Community of Practice included a total of 2,551 teachers. Among them, 2,023 (79%) were women and 522 (20%) were men. Notably, 224 of the respondents were under the age of 30, representing a group of young teachers at the beginning of their professional careers. As research provides a strong foundation for understanding the teaching community in BiH, through DFF3 activities, teachers, particularly young women, have the opportunity to further develop their professional pathways.

GEWE will be integrated across all DFF3 activities, ensuring that women actively shape peacebuilding and community development processes. One of the examples is the project supported through the Small Grants Facility, “Bridges of Trust”, jointly implemented by the Women’s Associations Podrinja (Vlasenica) and Cerska (Milići). The initiative will engage over 160 women and girls from different ethnic and social backgrounds, using education, creative arts, and shared cultural heritage as tools for dialogue and reconciliation. Women who previously had limited interaction will collaborate through workshops, exhibitions, and public events, jointly promoting local heritage and participating in municipal forums. This approach will create inclusive spaces, strengthen women’s leadership, and transform them into key drivers of trust and sustainable peace at the local level.

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

While the project is still not in the phase where it can fully evidence its impact at the societal or structural level, several activities have demonstrated contributions toward peacebuilding outcomes, particularly in strengthening social cohesion, inclusive civic engagement, and institutional collaboration across the country.

1. Strengthening local dialogue and collaboration across divided communities

Through the establishment or revitalization of LDPs in all 10 partner LGs, the project institutionalized inclusive mechanisms for dialogue between local authorities, youth, CSOs, educational and cultural institutions. With more than 100 participants engaged in the initial cycle, these platforms are fostering community cooperation and consensus-building on local priorities related to social cohesion and trust building.

2. Building trust and cooperation through joint community actions

The Small Grants Facility, Youth Engagement Initiatives, and Youth Innovation Challenge have promoted inter-ethnic collaboration and social connectedness through joint community initiatives. Out of more than 190 applicants and partners, 14 projects were awarded, involving 22 organizations and multiple ethnic and cultural groups. Additionally, 12 youth engagement initiatives and 11 youth innovations were selected. These initiatives have fostered new partnerships between local actors and contributed to changing attitudes around cooperation and diversity, particularly among young people and communities. The project will focus on monitoring their peacebuilding impact in the upcoming period.

3. Empowering young leaders as peacebuilders and community actors

Through the Youth Futures/Leadership Fellowship and Community of Volunteers, more than 100 young people are strengthening their skills in peacebuilding, volunteerism and civic activism. The cooperation between structured leadership training and hands-on volunteer projects will not only empower youth individually but also shift local perceptions of youth as passive beneficiaries toward recognition of them as proactive community change agents. Youth are now being meaningfully engaged in discussions and consultations through LDPs.

4. Advancing intercultural learning and peace education

At the institutional level, the project is making progress toward embedding peace education and intercultural learning into formal education systems. At this stage, educators across BiH are finalizing a Peace Education Curriculum with a Competency Framework for teachers and students at all levels of education in BiH. This will serve as the foundation for the integration of intercultural learning into school curricula. The engagement of over 2,500 teachers through the Community of Practice has created a professional network committed to civic values, dialogue, and non-violent communication in education, which represents an important step toward systemic transformation in peace pedagogy.

5. Promoting cultural dialogue and respect for diversity

Cultural components such as the theatre play "Tebe ljubi duša moja/My Soul Loves You, Your Lips Honey Comb Drip", by a prominent BiH and internationally awarded director, have contributed to fostering empathy and respect for diversity, with a focus on interethnic and intergenerational understanding. By linking cultural expression to peacebuilding narratives, the project has strengthened local cultural institutions' capacity to promote the message of peace.

6. Promoting the value of peace and enabling institutional dialogue through culture and environment

Two thematic dialogue platforms enabled multi-level dialogue between youth, CSOs representatives, policy makers, and high-level decision makers in the country. The cultural thematic platform produced the Mostar 2025 Joint Youth Statement, which recognized the wider role of youth in safeguarding heritage as custodians of the future and active contributors to its protection and promotion. The environmental thematic platform emphasized the role of CSOs while also incorporating LDP priorities and concerns, encouraging youth to take an active role in dealing with the identified issues at different levels. Both platforms positioned youth as legitimate contributors to policy discussions on peace, thereby reinforcing institutional responsiveness and accountability.



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

3. Overview of Project, Small Grant Facilities-16_2_59.pdf



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:

*

Young men and women are empowered to deliver socially responsible initiatives and promote positive and inclusive narratives contributing to social cohesion

Outcome 2:

*

Government institutions at state, entity and local levels have improved mechanisms to respond to youth-led and youth-centred priorities contributing to increased diversity/trust-building

Outcome 3:

*

Outcome 4:

*

Outcome 5:

*

Outcome 6:

*

Outcome 7:

*

Outcome 8:

*

Additional Outcomes

*

If the project has more than 8 outcomes, please enumerate the remaining outcomes here

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: Young men and women are empowered to deliver socially responsible initiatives and promote positive and inclusive narratives contributing to social cohesion**

O C 1	Outcome Indicator s	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	Number of young women and men participating in community-level initiatives that promote dialogue, social cohesion and appreciation of diversity (UNSDCF indicator 5.d).	25,000. F: 51% (2023)	34,700 (7,200 new; F: 51%; 15-30 yrs); (Project contributes to the UNSDCF overall target for this indicator)	381	381	Timeline for achieving the outcome indicator is end of the project.



1. 2	Extent to which young women and men believe that their engagement and views can influence public decision-making processes, measured along a 5-point scale: 1. Not at all 2. Very little 3. Some 4. A lot 5. A great deal (→SDGs 16.7.2)	2 (2019)	3 (2026)	0	0	Timeline for achieving the outcome indicator is end of the project. The project has commenced collecting baseline perceptions through ongoing activities, and these insights will be fully analyzed and reported upon completion, providing a clear basis for measuring changes over time and assessing the effectiveness of project interventions
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1. 3	Change in perception level of young people who, over time, express trust in individuals from different ethnic backgrounds or demonstrate a belief in the positive impact of diversity on their community, measured along a 5-point scale: 1. Not at all 2. Very little 3. Some 4. A lot 5. A great deal	TBD (end of 2025)	Two-point increase (2026)	0	0	Timeline for achieving the outcome indicator is end of the project. The project has commenced collecting baseline perceptions through ongoing activities, and these insights will be fully analyzed and reported upon completion, providing a clear basis for measuring changes over time and assessing the effectiveness of project interventions
1. 4						
1. 5						

How many outputs does outcome 1 have?

12345more than 5.

Please list all outputs for outcome 1

Output 1.1
Enhanced capacities of young women and men to voice their needs and participate in identifying priority areas through local dialogue



<div>Output 1.2</div> <div>Young women and men engaged in trust-building cross-community and inter-entity initiatives</div>
<div>Output 1.3</div> <div>Amplify positive stories and progressive voices to reduce community division</div>
<div>Output 1.4</div>
<div>Output 1.5</div>
<div>Other Outputs</div> <div>If Outcome 1 has more than 5 outputs, please enumerate the remaining outputs here</div>



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

» **Output 1.1: Enhanced capacities of young women and men to voice their needs and participate in identifying priority areas through local dialogue**

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	Number of Local Dialogue Platforms established and functioning, offering space and opportunities to young women and men to build capacities for effective engagement in dialogue, collaboration and delivery of good quality initiatives.	26 (26 - MAKERS 13+ ReLOaD 13) 2023	36 (10 new)	36	36	Achieved



1. 1. 2	Number of young women and men who benefited directly from social cohesion actions identified through local dialogue platforms and implemented through project support.	8,175 (ReLOaD1) 2023	8,475 (300 new, F: 50%)	69	69	Activities are currently in progress. Timeframe for achieving the indicators end of 2026
1. 1. 3						
1. 1. 4						
1. 1. 5						



» **Output 1.2: Young women and men engaged in trust-building cross-community and inter-entity initiatives**

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>
1. 2. 1	Number of gender-responsive conflict sensitive initiatives in place, with UN support promoting trust building, intercultural dialogue, equality and respect for diversity within and across communities. (Contribution to UNSDCF Output 5.1.a indicator).	86 (2023)	116 (30 new)	0	0	Preparatory activities are currently in progress. Expected timeframe is end of 2025- beginning and throughout 2026



1. 2. 2	Number of individuals (youth, women and men) benefitting from SGF' awarded initiatives promoting trust building, intercultural dialogue, equality and respect for diversity within and across communities.	44,863 (DFF1, DFF 2, Reg DFF)	50,263 (5,400 new, F: 50%)	0	0	Implementation of some projects awarded under the SGF began only in September, while the implementation of several others is expected to start by the end of 2025. Therefore, the exact number of beneficiaries has not yet been recorded.
1. 2. 3	Extent to which young women and men (15-30) have increased their skills in leadership, civic engagement and trust building (sex segregated data). Likert's scale (1-5; 1-low, 5-high).	TBD through perception survey (2025)	1,5 increment	0	0	The indicator is planned to be achieved by the end of 2026
1. 2. 4						
1. 2. 5						



» Output 1.3: Amplify positive stories and progressive voices to reduce community division

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	Number of women and men outreached through communication campaign promoting shared values and positive messaging.	10,200 (2014-2021)	15,000 online outreach (4,800 new, F 50%)	105,858 (95,658 new, 66% F)	105,858 (95,658 new, 66% F)	Completed and overachieved.
1. 3. 2						
1. 3. 3						
1. 3. 4						
1. 3. 5						



» Output 1.4:

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:

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: Government institutions at state, entity and local levels have improved mechanisms to respond to youth-led and youth-centred priorities contributing to increased diversity/trust-building

O C 2	Outcome Indicator s	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	Extent to which policy recommendations have been introduced by relevant government institutions at different levels reflecting the diverse youth and gender-sensitive perspectives voiced through LDPs (measured along a 5-point scale: 1. Not at all 2. Very little 3. Some 4. A lot 5. A great deal)	2 (2023)	3 (2026)	2	2	Ongoing. Two vertical DPs, one youth centered policy document.



2. 2	Young men and women’s attitudes on fairness of public decision making and legitimacy of public institutions (measured along a 5-point scale: 1. Not at all 2. Very low 3. Some 4. A lot 5. A great deal) (→SDGs 16.7.2).	(2021) 2. Very low F: 50%	(2026) 4. A lot	0	0	Timeline for achieving the outcome indicator is end of the project. The project has commenced collecting baseline perceptions through ongoing activities, and these insights will be fully analyzed and reported upon completion, providing a clear basis for measuring changes over time and assessing the effectiveness of project interventions
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2. 3	Extent to which formal education in Bosnia and Herzegovina fosters inclusive learning environment by systematically integrating the content of cultural diversity and active citizenship in learning programmes and enriching the existing curricula with additional content and standardization of extracurricular activities around diversity, equity, and inclusion (measured along a 5-point scale: 1. Not at all 2. Very low 3. Some 4. A lot 5. A great deal).	(2023) 2. Very low	(2026) 3. Some	0	0	Timeline for achieving the outcome indicator is end of the project. The project has commenced collecting baseline perceptions through ongoing activities, and these insights will be fully analyzed and reported upon completion, providing a clear basis for measuring changes over time and assessing the effectiveness of project interventions
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

Vertical dialogue between decision makers and young women and men facilitated enabling institutional responsiveness to trust-building priorities

Output 2.2

Improved capacities and accountability of institutions for inclusive quality education and promotion of respect for diversity

Output 2.3

Output 2.4

Output 2.5

Other Outputs

If Outcome 2 has more than 5 outputs, please enumerate the remaining outputs here



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

» **Output 2.1: Vertical dialogue between decision makers and young women and men facilitated enabling institutional responsiveness to trust-building priorities**

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	Number of decision makers and young women and men actively engaged in thematically focused and inclusive dialogue platforms for joint problem solutions in the areas of education, culture and environment.	900 (2014-2021)	1,200 (300 new, F 50% participation)	1226 (326 new, 136F/190M)	1226 (326 new, 136F/190M)	Achieved
2. 1. 2						
2. 1. 3						



2. 1. 4						
2. 1. 5						



» **Output 2.2: Improved capacities and accountability of institutions for inclusive quality education and promotion of respect for diversity**

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	Number of educational institutions in Bosnia and Herzegovina successfully integrating innovative content promoting appreciation of cultural diversity and active citizenship into their curricula.	0 (2023)	40	0	0	While activities are in progress, this end result will be possible to report towards the end of the project implementation



2. 2. 2	Cultural Hub established and functioning, a space for dialogue and citizen engagement contributing to intercultural understanding and trust.	No (2023)	Yes	0	0	The implementation of the project will commence in 2026. This complex initiative required extensive preparation by the local authorities of the City of Mostar, including the compilation of all necessary documentation and obtaining official approvals.
2. 2. 3	Number of teachers who have integrated active citizenship and cultural diversity principles into at least one lesson plan.	0 (2023)	140 (F: 70%)	0	0	While activities are in progress, this end result will be possible to report towards the end of the project implementation
2. 2. 4						
2. 2. 5						



» Output 2.3:

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						
2. 3. 2						
2. 3. 3						
2. 3. 4						
2. 3. 5						



» Output 2.4:

2. 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>
2. 4. 1						
2. 4. 2						
2. 4. 3						
2. 4. 4						
2. 4. 5						



» Output 2.5:

2. 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>
2. 5. 1						
2. 5. 2						
2. 5. 3						
2. 5. 4						
2. 5. 5						



» Outcome 3:

O C 3	Outcome Indicator s	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						
3. 2						
3. 3						
3. 4						
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

Output 3.2

Output 3.3

Output 3.4

Output 3.5

Other Outputs

If Outcome 3 has more than 5 outputs, please enumerate the remaining outputs here



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

» Output 3.1:

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						
3.1.2						
3.1.3						
3.1.4						
3.1.5						



» Output 3.2:

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						
3. 2. 2						
3. 2. 3						
3. 2. 4						
3. 2. 5						



» Output 3.3:

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						
3. 3. 2						
3. 3. 3						
3. 3. 4						
3. 3. 5						



» Output 3.4:

3. 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>
3. 4. 1						
3. 4. 2						
3. 4. 3						
3. 4. 4						
3. 4. 5						



» Output 3.5:

3. 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>
3. 5. 1						
3. 5. 2						
3. 5. 3						
3. 5. 4						
3. 5. 5						



» Outcome 4:

O C 4	Outcome Indicator s	Indicator Baseline	End of Project Indicator Target	Indicator progress for reporting period	Indicator progress since project's start	Reasons for Variance/ Delay (if any)
4. 1						
4. 2						
4. 3						
4. 4						
4. 5						



How many outputs does outcome 4 have?

12345more than 5.

Please list all outputs for outcome 4

Output 4.1

Output 4.2

Output 4.3
Output 4.4
Output 4.5
Other Outputs <i>If Outcome 4 has more than 5 outputs, please enumerate the remaining outputs here</i>



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

» Output 4.1:

4. 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>
4.1.1						
4.1.2						
4.1.3						
4.1.4						
4.1.5						



» Output 4.2:

4. 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>
4. 2. 1						
4. 2. 2						
4. 2. 3						
4. 2. 4						
4. 2. 5						



» Output 4.3:

4. 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>
4. 3. 1						
4. 3. 2						
4. 3. 3						
4. 3. 4						
4. 3. 5						



» Output 4.4:

4. 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>
4. 4. 1						
4. 4. 2						
4. 4. 3						
4. 4. 4						
4. 4. 5						



» Output 4.5:

4. 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>
4. 5. 1						
4. 5. 2						
4. 5. 3						
4. 5. 4						
4. 5. 5						
If the project has more than 4 outcomes, use this space to describe progress on progress on indicators for the remaining outcomes						



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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	Residency “Ambassadors of Culture”	April 2026	Banja Luka	Pupils from 10 project locations	To bring together youth from ethnically diverse partner communities in a residential program at the Museum of Contemporary Art of the Republika Srpska to foster connection, exchange, and collaboration in exploring cultural identity and shared values. The program aims to promote dialogue, creativity, and collective action through experiential learning, digital presentation of outcomes, and cross-sector cooperation between the museum and education sectors at local and entity levels.



Event 2	Peace Education verification workshop	27 November 2025	Sarajevo	Approx. 40 educational experts, representatives of the educational institutions and authorities	A verification workshop will follow to review and validate the draft competencies framework with a wider group of education stakeholders. The workshop will provide an opportunity to consolidate feedback from educators, experts, and institutional representatives, ensuring the framework's relevance, coherence, and applicability across education levels in BiH. This participatory process will mark a key step toward finalizing the Integrative Peace Education Curriculum and advancing its institutional adoption and implementation.
Event 3	"Chasing a dream", film screening sessions	November and December 2025	Tuzla, Doboj, Gornji Vakuf-Uskoplje, Sarajevo	Approximately 30 audience per location (youth, CSOs, educators, local authorities)	The activity aims to promote intercultural understanding and mutual respect through the power of film and storytelling, celebrating universal values of empathy, solidarity, and cooperation. By organizing public screenings accompanied by post-screening discussions and Q&A sessions with the director, the programme actively engages local youth and community members, fostering dialogue, reflection, and a deeper appreciation of diverse perspectives.
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	Marija Raspudić, Young musician/ artist; intern at Herzegovina Museum, Mostar	<p>The Mostar 2025 – Dialogue for the Future conference made a lasting impression by meaningfully including young people not only as participants, but as equal contributors in shaping important discussions. For many of them, this was a rare and powerful opportunity — to speak on panels, share their views, and sit alongside high-level officials in spaces where youth voices are too often missing.</p> <p>This inclusive approach sent a clear message: that young people’s perspectives are vital, valued, and necessary for building a better future. Being part of such a prominent and influential forum allowed them to step into decision-making spaces — and to be heard.</p> <p>For youth across Bosnia and Herzegovina, this conference was more than just an event. It was a platform to amplify their hopes, concerns, and ideas. It was a recognition of their role as active agents of peacebuilding, cultural heritage preservation, and social development. Above all, it served as a reminder that when given the chance, young people rise to the moment — ready to lead, engage, and build a future rooted in dialogue, diversity, and shared values.</p>	<p>„Participating in the youth panel “The Role of Youth in Preserving Cultural Heritage” at the Mostar 2025 – Dialogue for the Future conference was a special honour and privilege for me. It also felt like recognition of my dedication, effort, and work in preserving the cultural heritage of my homeland, Bosnia and Herzegovina, through traditional music — recognition that it is being seen, valued, and appreciated.</p> <p>For me, this is proof that young people in Bosnian-Herzegovinian society have a voice that resonates far and wide. It is also an encouragement to continue along the path I have chosen as a young person — to look toward the future through the prism of the rich and diverse cultural tapestry that defines my beautiful country and my hometown of Mostar.</p> <p>Taking part in this conference and panel, which marked the 20th anniversary of the inscription of the Old Bridge on the UNESCO World Heritage List, symbolizes hope for a future that will be built by young people — the true builders and keepers of bridges (mostari) in the city of bridges, Mostar. Every bridge, and especially the Old Bridge, which for centuries has connected shores and people, is more than just stone; it is a symbol of the universal values of a global society and a progressive world — values that I believe every young person, and above all every true lover of their city, every Mostarian, carries within them.”</p>
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2	Cultural partner, Theatrical director, Haris Pasovic	<p>The DFF3 enabled the realization of the theatrical production “Tebe ljubi duša moja”, which combines music, movement, and storytelling to explore themes of love, resilience, and the human spirit in multicultural environment. The production allowed the director and creative team to address socially relevant issues such as intercultural understanding, empathy, and social cohesion through a meaningful artistic process. The collaborative coproduction with East West Center Sarajevo, Kamerni teatar 55, National Theatre Sarajevo, and SARTR strengthened cross-institutional cooperation, built cross-disciplinary competencies, and provided a platform for young actors from the region, including Serbia, thereby enhancing regional dialogue. DFF3’s support also allowed for inclusion of young talent and fostered dialogue across communities, contributing to the director’s goal of using theatre to engage with societal realities and to reflect on new perspectives for post-conflict coexistence. The process reinforced the importance of theatre as a space for authentic expression, reflection, and transformative engagement, highlighting its role in shaping empathetic, socially responsible citizens.</p>	<p>“The direct inspiration for writing the play comes from a true story in my family. When my colleagues at Kamerni teatar 55 invited me to create this production, I realized that as artists from the former Yugoslavia, we have not done enough to build a happier future for our countries and citizens. Thirty years after the war, society has not significantly progressed; themes from the war era are still relevant. Through this play, the audience sees the life of young people who love each other regardless of nationality or religion and witnesses the pressures their families face. Theatre becomes a transformative space for reflection: audience members ask themselves, ‘Would I have interfered if my child wanted to marry someone from another faith?’ This quiet reflection fosters empathy, challenges prejudices, and reinforces social cohesion. Theatre, at its best, allows young people to connect with authentic human stories, explore societal challenges, and imagine a more inclusive future.”</p>
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3	Haris Vukojevic, student, Gornji Vakuf-Uskoplje, participant at the "Watch. Think. Act. – Youth for Human Rights"	DFF3 created an inclusive platform that brought together young men and women from diverse ethnic backgrounds and communities across BiH through the programme "Watch. Think. Act. – Youth for Human Rights", implemented in partnership with OHCHR and hosted by the SFF. Participatory workshops and artistic activities provided a safe space for learning, dialogue, and meaningful action. The experience had a tangible impact on participants by boosting their confidence, strengthening their sense of agency, and motivating them to engage more actively in their communities. Participants also reported enhanced empathy, critical thinking, and civic awareness. Online meetings and in-person networking activities are planned as follow-up to further sustain engagement and collaboration among participants.	"The biggest challenge of this event was trying to capture all the great statements and thoughts coming from the entire group of young people who were there. The workshop opened a discourse on topics we do not talk about enough on a broader level, and especially not within our local communities. I realized even more how and in what way art is the best form of social engagement for any individual and/or group, while at the same time being something accessible to everyone. The topics that emerged were difficult and demanding, but also absolutely necessary, because we do not want to sweep anything under the rug, and we want to talk openly about very painful issues. You could feel that willingness for change, the energy of young people full of enthusiasm and, above all, full of ideas for the future. The connections I made through these workshops are certainly something I will cherish and nurture. Everyone present was so different, yet we were united by one thing. I think this society needs more of that, and maybe we will be the ones who build it."
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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.

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.

The project's continued digital transformation has produced tangible results in strengthening accessibility, participation, and data-driven decision-making across all components. By embedding innovative digital tools into its peacebuilding and youth engagement processes, the project has enhanced efficiency, transparency, and inclusivity—ultimately contributing to more sustainable and scalable results.

The Youth Innovation Challenge, implemented through the Open Innovation Platform developed by UNDP CO, represents a breakthrough in mobilizing youth-led innovation. Through www.otvoreneinovacije.ba young innovators across BiH can now submit, refine, and promote their ideas in a transparent and collaborative online environment. The platform has already strengthened peer learning and cross-community collaboration, creating a pipeline of youth-driven solutions to local challenges. It serves not only as a digital submission tool but as a nationwide incubator for civic innovation, empowering young people to turn creative concepts into actionable community impact.

In parallel, the Youth Community Initiatives voting process was fully digitalized, using a Google-based system that increased participation rates and ensured equitable access across all 10 partner local governments. This approach significantly broadened outreach, engaging over 2000 young citizens, centralizing data collection, and ensuring transparent and verifiable decision-making. The process established a precedent for digital civic participation models in local governance, demonstrating how technology can bridge divides and enhance citizen engagement.

Digitalization has also transformed the project's monitoring and perception analysis. The online Perception Survey—a key monitoring instrument—captures public attitudes, interethnic trust, and perceptions of cooperation across diverse communities. Administered through a secure digital platform, it enables real-time data collection, greater anonymity, and stronger analytical precision. The results feed directly into adaptive programming, ensuring interventions are responsive to real community needs and evolving social dynamics.

Building on this, the project team applies AI-assisted analytical models to interpret open-ended survey responses and identify hidden patterns and sentiment shifts across demographic and geographic lines. This approach allows for deeper insight into community perceptions and social cohesion trends, helping to uncover subtle indicators of progress or tension that might otherwise remain invisible in traditional survey analysis.

Please explain one of the selected options

Please limit your response to 3000 characters.

DFF3 partnered with UNICEF offices in Serbia, Montenegro, and North Macedonia to jointly research existing Communities of Practice (CoPs) in the region. Each participating country provided its own funding for local consultants, while the initiative is being consolidated into a single regional study led by UNICEF Innocenti – Global Office of Research and Foresight.

This collaboration represents a major step toward fostering regional dialogue, cross-country learning, and evidence-based policymaking. By integrating findings from four Western Balkan countries into one comprehensive study, the initiative is not only strengthening regional cooperation but also building a robust knowledge base that will inform future policies and interventions aimed at reducing social divisions, enhancing cohesion, and promoting collective problem-solving.

Prior to this research, there was no structured data or documented model of CoPs in the region. While several countries had attempted to introduce elements of collaborative professional learning, they lacked empirical evidence on their scope, functioning, and impact. Through this initiative, DFF3 and its partners have created the first regional evidence base on CoPs, setting the stage for more coordinated and informed action across education systems.

The research also catalyzed cross-border exchange among educators, allowing teachers from Bosnia and Herzegovina, Serbia, Montenegro, and North Macedonia to share experiences, challenges, and innovative teaching practices. This exchange is laying the groundwork for a regional digital platform that will facilitate continuous dialogue, peer learning, and professional collaboration among educators.

Ultimately, the initiative contributes to the creation of an evidence-based, regionally connected Community of Practice model, reinforcing peacebuilding through mutual understanding, joint learning, and regional solidarity. By anchoring this process in data and shared experience, the project is helping to shape more resilient, inclusive, and collaborative education systems across the Western Balkans.



Please explain one of the selected options

Please limit your response to 3000 characters.

DFF3 partnered with CSO Nešto Više for the implementation of the Youth Futures / Leadership Fellowship—a structured learning programme designed to equip young people across Bosnia and Herzegovina with skills in leadership, volunteerism, activism, and civic engagement. By fostering these competencies, the initiative directly addresses key drivers of conflict and division, including youth disenfranchisement, social marginalization, and intergenerational mistrust. The programme empowers participants to become proactive community leaders and peace advocates, capable of initiating and managing youth-led actions that promote social cohesion and civic participation.

In parallel, project collaborates with CSO Genesis Project on the Community of Schools initiative within the DFF3 framework. Genesis will implement a multi-layered intervention targeting ten partner communities across Bosnia and Herzegovina, fully aligned with DFF3 objectives. The programme's core activities focus on strengthening inter-community cohesion, enhancing adolescent participation, and building the capacities of teachers and students through inclusive, dialogue-based education approaches.

Under the Community of Volunteers initiative, DFF3 partnered with Local Democracy Agency Mostar and mobilized 95 young people from 10 local governments to take part in trainings and creative, youth-led volunteer and civic actions that promote inclusion, dialogue, and community engagement.

The project strategically partners with leading local and regional cultural platforms to maximize the impact of its youth engagement initiatives. Through CSO Obala Art Centar, the project connected with the Sarajevo Film Festival, the largest cultural platform in the region, leveraging its reach, expertise, and creative infrastructure to successfully produce the “Watch. Think. Act. - youth for Human Rights” programme, engaging youth in meaningful dialogue on human rights and social cohesion. In parallel, this partnership supported the “Teen Arena” competition, providing opportunities for young people to create short films on environmental protection and sustainable practices. This partnership combines creative networks to foster cross-community collaboration, strengthen youth agency, and advance measurable peacebuilding and cultural outcomes.

Together, these partnerships advance DFF3's mission of fostering youth leadership, interethnic understanding, and inclusive education systems, ensuring that young people and educators alike become active contributors to peacebuilding and social transformation in their communities.



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 continues to enhance inter-agency collaboration and coherence within the UN peacebuilding portfolio in BiH, promoting a more integrated, strategic, and sustainable approach to sustaining peace. Through alignment with complementary PBF-funded initiatives, DFF3 strengthens joint learning, coherent messaging, and shared community engagement in Teslić, Mostar, Stolac, and Tuzla. Building on these synergies, DFF3 initiated structured collaboration with the International Organization for Migration (IOM), an agency with experience in community engagement and local governance strengthening. Recognizing the complementarity between IOM's community mobilization mechanisms and DFF3's Local Dialogue Platforms (LDPs), both teams will work on developing a harmonized, system-wide model for community engagement within the PBF portfolio. This joint approach aims to ensure consistency in methodology, expand the reach of community-based interventions, and institutionalize participatory mechanisms across municipalities. Given the proven sustainability and integration of LDPs in local governance frameworks, DFF3 will assume the lead role in operationalizing this unified model.

One of the project's key modalities for engaging civil society organizations (CSOs) is the Small Grants Fund (SGF). The SGF is designed to support locally-led initiatives that actively promote trust-building, intercultural dialogue, equality, and respect for diversity within and between communities. Through this mechanism, CSOs are empowered to identify local challenges, design context-specific interventions, and implement activities that directly contribute to peacebuilding objectives. The SGF not only strengthens the capacity of local organizations but also fosters inclusive participation, encourages innovation, and ensures that community priorities are integrated into project outcomes. By leveraging the knowledge, networks, and credibility of CSOs, the project maximizes its reach, relevance, and sustainable impact at the grassroots level. Some of these partner CSOs are NANSSEN Dialogue Center, PRONI, and Mostar Rock school.

The project has partnered with the Faculty of Philosophy, University of Sarajevo, establishing a strong foundation for impactful and sustainable interventions by leveraging academic expertise, research capacity, and professional networks. This collaboration will support capacity-building activities for primary and secondary school teachers in project locations, ensuring that cultural elements are strategically and systematically integrated into formal education.

Through the provision of innovative teaching tools and the enhancement of teachers' skills and competencies, the partnership aims to enrich classroom learning experiences, promote inclusive pedagogical practices, and foster a culture of understanding and respect among students. By combining academic knowledge with practical implementation, this collaboration strengthens the project's long-term contribution to social cohesion, youth empowerment, and peacebuilding in local communities.

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.

During the reporting period, DFF3 strengthened its monitoring and evaluation (M&E) framework to enhance tracking of progress, outcomes, and impact. The existing M&E kit was refined to meet evolving project needs, and a comprehensive questionnaire was developed for all beneficiary groups. Administered at baseline and project conclusion, it captures changes in attitudes, including interethnic trust and collaboration, providing critical insights to tailor activities to local contexts and maximize relevance and impact.

To deepen the analysis, DFF3 developed a method to examine underlying meanings in perception data. Using innovative digital models, the team can test for hidden patterns or sentiments, enabling more nuanced understanding of community attitudes and improving the design of targeted interventions.

In parallel, the results framework was revised and expanded, with annual targets added to previously undefined indicators. This allows for precise year-on-year monitoring, supporting accountability, strategic alignment, and adaptive management throughout the project lifecycle.

The monitoring system integrates practical tools such as the Project Results Monitoring Platform, Survey Questionnaire and Responses Repository, Annual Work Plan, Grant Facility Monitoring Tool, Risk Log, and Financial Monitoring Tool. Together, these mechanisms ensure systematic tracking of outputs and outcomes, while generating actionable data to inform decision-making, strengthen project effectiveness, and sustain peacebuilding gains across partner LGs.

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.

Outcome indicators have established baselines, except for Outcome 1 Indicator 3, which will be determined through the project's baseline perception survey. Some outcome indicators are indicators from the UNSDCF (Outcome indicator 1), and this JP contributes to its overall results. Outcome indicator 2 has its baseline from the DFF 2 end line perception survey. Outcome indicator 3 measures change in perception so the baseline will be determined with the entry survey with all JP participants. Outcome indicator 4 baseline is taken from the PBF strategic results framework. Outcome 2 indicator 1 has a baseline from the previous DFF phase. Indicator 2 is an SDG 16.7.2. indicator with a baseline from 2021. Indicator 3 has a baseline established through existing UNICEF and UNESCO programming.

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.

Entry (baseline) perceptions surveys with the participants and LDP coordinators, participants' list of different events, mayors' decisions for establishing LDPs, Photos, etc.

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.

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.

In 2025, the project utilized its established community feedback mechanisms to ensure continuous learning, accountability, and responsiveness to local priorities. Through Local Dialogue Platforms (LDPs)—designed as ongoing feedback and dialogue mechanisms—community input will be systematically collected, analyzed, and used to inform decision-making and adaptive management. A Validation Workshop was organized in May 2025 and gathered multiple stakeholders to review and validate data collected through the Community of Practice (CoP). The workshop served to jointly prioritize future interventions, ensuring that actions remain evidence-based and contextually relevant. Another key component will be the Digital Platform for Teachers, an interactive online space enabling teachers and school staff to exchange experiences, share challenges, recommendations, and practical resources. The platform will act as a continuous learning hub and feedback channel, fostering peer-to-peer learning and surfacing insights from the grassroots level. At the local level, feedback will also be collected through implementing CSO partners, engaging directly with schools, teachers, youth participants, volunteers, cultural workers, and broader community members to identify what elements of the interventions are most effective and which require adjustment. To complement these mechanisms, the project conducts entry (baseline) and exit (endline) surveys across all key beneficiary groups. These surveys identify local challenges, assess levels of knowledge and participation in different processes, and capture community perceptions at the outset. Upon completion of activities, the same tools will be used to measure perception shifts, knowledge gains, and changes in engagement levels, providing evidence of the project's contribution to social cohesion and peacebuilding. Throughout implementation, multiple feedback collection cycles will be piloted to refine approaches and ensure that insights gathered genuinely reflect community priorities. This structured feedback will serve as a strategic compass, guiding future interventions and ensuring that project support remains closely aligned with community needs and peacebuilding objectives.

» 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

60000

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.

Contact information	Name	Organization	Job title	Email
Please mention the focal person responsible for sharing the final evaluation report with the PBF:	Zerina Mandžo-Čolić	UNDP	Joint UN Project Coordinator	zerina.mandzo-colic@undp.org

» Catalytic Effect

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

☒ Yes

☐ No

How many funders has the project received additional non-PBF funding from **since the project started**? *

3

1

If yes, please indicate name of all funding agencies and respective amounts of additional non-PBF funding support that has been leveraged by the project **since it started**, as well as specifically **during this reporting period**

Please enter each funding agent and their contributions separately



Name of Funder *

UNICEF Serbia

Amount mobilized since project's start (USD) *

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

20000

Amount mobilized during reporting period (USD) *

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

20000

2

If yes, please indicate name of all funding agencies and respective amounts of additional non-PBF funding support that has been leveraged by the project **since it started**, as well as specifically **during this reporting period**

Please enter each funding agent and their contributions separately

Name of Funder *

UNICEF Montenegro

Amount mobilized since project's start (USD) *

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

20000

Amount mobilized during reporting period (USD) *

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

20000

If yes, please indicate name of all funding agencies and respective amounts of additional non-PBF funding support that has been leveraged by the project **since it started**, as well as specifically **during this reporting period**

Please enter each funding agent and their contributions separately

Name of Funder

UNICEF North Macedonia



Amount mobilized since project's start (USD) *

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

20000

Amount mobilized during reporting period (USD) *

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

20000

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.

The collaboration with OHCHR during the "Watch. Think. Act. – Youth for Human Rights", leveraging their expertise and human rights mandate, served as a catalytic effect, reinforcing the programme's human rights dimension and ensuring that youth engagement through film and dialogue translated into stronger advocacy, inclusion, and action for equality across communities in BiH.

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.

Local Dialogue Platforms (LDPs) have been either established or reviewed in all ten partner LGs, serving as institutionalized mechanisms for citizen participation in local decision-making processes. Each platform has been formally endorsed through official mayoral decisions, clearly defining the mandate and responsibilities of LDP members. This formalization represents a significant step toward embedding participatory governance and inclusive dialogue within local administrative structures.

In LGs with prior DFF experience, such as Dobo and Mostar, existing LDPs were revitalized and expanded to include new members, ensuring continuity of the model while enhancing inclusiveness and diversity. By building on previous achievements, the project secured institutional memory and maintained the trust established through earlier DFF cycles.

To further strengthen long-term sustainability, the project organized a dedicated session on sustainability and systemic approaches as part of the LDP coordinators' meeting. This session fostered reflection on how peacebuilding mechanisms—such as LDPs, the Community of Schools, and the Community of Volunteers—can be interconnected through a systems-based approach, ensuring synergy among local actors, schools, and youth groups. The discussion also identified pathways for integrating LDP methodologies into local development strategies and institutional plans.

Through consistent engagement, regular meetings, intercultural dialogue, and cross-municipal networking among LDPs, the project promotes a culture of meaningful participation and demonstrates the tangible value of citizen-led dialogue in shaping local priorities. By fostering peer learning and knowledge exchange, DFF3 cultivates stronger civic ownership and activism, helping institutionalize peacebuilding practices and embed citizen-driven development beyond the project's lifecycle.

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.

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	Communication with Steering Committee (SC) members	Regular communication with SC members ensures effective oversight and strategic guidance of project implementation, facilitating alignment with planned timelines, quality standards, and strategic objectives. This ongoing dialogue allows for timely identification of potential challenges, promotes proactive decision-making, and reinforces a shared sense of ownership among key stakeholders.	Steering Committee members were actively engaged, providing strategic guidance, feedback, and support that helped align activities with project priorities. Regular communication through emails, virtual meetings, and in-person consultations ensured timely information sharing, facilitated collaborative decision-making, and reinforced transparency and accountability. Their sustained involvement demonstrated commitment to the project's objectives and contributed to the overall effectiveness and credibility of DFF3.
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Event 2	Risk Analysis	<p>The project has reviewed its key risks for 2025, including potential political sensitivities, challenges in engaging youth and marginalized groups, and resource limitations. Appropriate mitigation measures have been identified to ensure the continuity, effectiveness, and inclusivity of project activities.</p>	<p>During the 2025 risk review, no new risks were identified beyond challenges related to collaboration with the partner local government in Bosanska Krupa. Observed issues include low community engagement and limited interest in various project activities, such as community engagement initiatives, public call, the Innovation Challenge, etc.</p> <p>To better understand these challenges, two meetings were organized with the local coordinator and municipal administration, including the Mayor. One key finding was that the appointed municipal staff members nominated as DFF contact point lack experience and sufficient capacities.</p> <p>As a mitigation measure, the project team has increased its direct involvement in local activities, ensuring continuity and effectiveness of project interventions.</p> <p>The project team also remains sensitive to the broader political context in 2025, particularly developments in Republika Srpska, which may influence local dynamics and stakeholder engagement.</p>
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Event 3	M&E framework – PBF reporting on a quarterly basis	Project submitted to PBF Secretariat three quarterly M&E reviews (March, June, and September 2025) with all outlined activities.	N/A
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Event 4	Perception Surveys and Community-Based Monitoring	<p>The project uses perception surveys and community-based monitoring to understand how project interventions influence communities and individuals. Surveys are conducted before and after each intervention to capture potential changes in participants' attitudes, trust, and perceptions of inclusion and cooperation. This allows the project to detect both direct and subtle shifts in thinking resulting from its activities. In addition to standard indicator tracking, the project team analyzes responses to identify hidden patterns and trends that may not be evident through surface-level reading, providing deeper insight into behavioral and perceptual change. These findings ensure learning, accountability, and adaptive project management based on real community feedback.</p>	<p>These baseline perceptions reflect only the activities implemented so far, and a comprehensive baseline covering all project interventions will be established by the end of the year.</p> <p>Participants show moderate confidence in their ability to influence public decisions. Some feel their engagement can “somewhat” affect governance, while fewer express strong confidence.</p> <p>Young people report moderate levels of trust and cooperation across different ethnic groups. While there is a generally positive attitude toward diversity, many respondents indicate that everyday interactions and collaborative initiatives are limited or inconsistent, suggesting that practical opportunities for cross-community engagement could be strengthened. Baseline findings suggest that youth engagement and social cohesion exist but are fragile, highlighting the need for continued support through participatory platforms and inclusive initiatives.</p> <p>Participants perceive that schools and universities contribute positively to inter-ethnic trust and collaboration. Structured educational activities, open classroom discussions, and youth programs are recognized as important channels for fostering mutual understanding, although</p>
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			<p>their reach and impact vary across communities.</p> <p>Youth indicate that media has a mixed effect on inter-ethnic relations. While some see media as a tool for promoting understanding and positive narratives, others note that biased or divisive reporting can undermine trust and cooperation among young people.</p> <p>The baseline findings show that inter-ethnic trust and cooperation are moderate but not fully consolidated. Educational institutions are viewed as constructive actors, whereas media influence is ambivalent. These results highlight the need for targeted interventions that increase cross-community interactions, constructive media engagement, and inclusive educational initiatives to strengthen social cohesion among youth.</p>
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Event 5	Observation of LDPs	<p>The aim was to assess the quality and depth of engagement of participants in the LDPs and to identify real-time factors that enable or constrain their participation.</p> <p>The observation was carried out with a focus on capturing key aspects of meaningful participation.</p>	<p>LDPs served not only as forums for discussion but also as collaborative spaces where different community actors jointly planned and shaped future activities. By bringing together representatives of local institutions, civil society organizations, youth groups, and informal community leaders, the platforms created an inclusive environment in which participants felt heard, respected, and valued. The shared planning process encouraged participants to reflect on common priorities and to co-design actions that could generate a tangible cohesion effect—strengthening relationships among diverse groups while also contributing to individual empowerment and community-wide benefits. Participants were highly engaged, particularly when discussions focused on issues directly relevant to their local context. With adequate support, guidance, and facilitation, the LDPs have the potential to evolve into sustainable, community-driven platforms that continuously foster cooperation, strengthen social cohesion, and enable joint initiatives that benefit both the broader community and the individual actors involved.</p>
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Event 6	Monitoring of Academic work on Peace Education Curriculum	<p>The activity focused on developing an Integrative Peace Education Curriculum with a competencies framework for teachers and students at all education levels in BiH. Through a workshop held in June with 32 educators (28F, 4M), key competencies on intercultural learning, diversity, identity, nonviolent communication, trauma-informed facilitation, and critical thinking were co-developed. The draft frameworks, now under review, aim to establish common pedagogical standards and support future curriculum reform, teacher training, and the institutionalization of peace education.</p>	<p>The process effectively engaged educators in co-developing competencies through quality teamwork and strong collaboration, ensuring the framework reflects practical classroom needs and diverse educational contexts in BiH. The identified competencies cover key dimensions of peace education, including intercultural learning, diversity, identity, nonviolent communication, trauma-informed facilitation, and critical thinking, providing a holistic foundation for future teaching and learning. The development of draft frameworks represents an important step toward establishing shared pedagogical standards and integrating peace education into formal education systems, while ongoing review and validation will further strengthen their quality and applicability before full implementation. The project’s monitoring of this process confirmed active participation, effective collaboration, and steady progress toward the planned outcomes.</p>
Event 7			
Event 8			



Final Steps

- Please save a PDF copy of the form by clicking on the *Printer* 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 *financial report in excel format* to the MPTF-O Gateway.**

If you encounter any difficulty in filling the form or generating the print-out for MPTFO Gateway, please contact Gabriel Velastegui gabriel.velasteguimoya@un.org



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