

PBF June 2026 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.velastegui@un.org

Click Next below to start

» Report Submission

Type of report *

- Semi-annual
 Annual
 Final
 Other

Date of submission of report *

2026-06-15

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
- Europe and Central Asia
- Middle East and North Africa
- Central & Southern Africa
- Global
- West Africa
- East Africa
- Latin America and the Caribbean

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-entity 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
- 00141431: Partnerships for equality - No to hate speech and divisive narratives in Bosnia and Herzegovina
- 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

- Asia and the Pacific
- Europe and Central Asia
- Middle East and North Africa
- Central & Southern Africa
- Global
- West Africa
- East Africa
- Latin America and the Caribbean

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? *

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- 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

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



Other, Please specify

*

Implementing Partners

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

8

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)

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

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 (,)

58534.82

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 (,)

53366.69

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 (,)

17483.76

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

Please limit your response to 1500 characters

Throughout the reporting period, CSO Nešto više continued to provide mentoring support to 26 youth leaders during the development of concept notes and, subsequently, the preparation of full project proposals submitted under the DFF3 public call for small grants dedicated specifically to youth leader's initiatives. The proposed projects were designed to address identified community needs while actively engaging young people in the implementation of activities and local development processes. The average size of the project is 2500 USD.

This initiative represents a continuation of efforts aimed at strengthening the capacities of youth leaders in identifying community priorities, developing project ideas, and preparing quality project proposals. The learning-by-doing approach has proven to be particularly effective, as it enables young people to apply newly acquired knowledge in practice and gain valuable hands-on experience throughout the project development process.

Following the evaluation of submitted applications, the DFF3 Project Board approved all eight project proposals. Project implementation is scheduled to commence in July 2026, providing youth leaders with an opportunity to put their ideas into action and contribute to positive change within their communities.



2

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 *

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- 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 (,)

92719.43

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 (,)

53924.01

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

Please limit your response to 1500 characters

Genesis maintained cooperation across 8 paired schools and 2 CSOs in 10 local governments through structured online exchanges, resulting in the co-development and implementation of 10 student-led projects focused on youth participation, mental health, public spaces, and skills development (2 launched in April and 8 in May 2026). A total of 51 trained student leaders (30F, 21M) remained actively engaged, supported by 20 mentors, with outreach reaching 272 students cumulatively.

A significant development during the reporting period was the formal approval of project implementation by the Ministry of Education and Culture of Republika Srpska (RS), enabling the full roll-out of activities across entities, particularly in RS, in line with the original project design.

Community engagement was strengthened through 18 stakeholders engaged during the period (33 cumulatively), including municipal authorities, CSOs, private sector actors, and media representatives supporting implementation. The Community of Schools culminated in a three-day final event (8–10 June 2026), bringing together 70 participants, including students, teachers, community representatives, and education authorities from RS and the Federation of BiH. The event showcased project results and lessons learned, while fostering dialogue on achievements, recognition of student initiatives, and future steps. It also featured an interactive Youth Talk session between 47 DFF students (26F, 21M) from 9 LGs across BiH and the UNICEF Representative.



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- 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 - Peace Education Hub

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 (,)

68269.11

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 (,)

17814.89

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

Please limit your response to 1500 characters

The Partner made substantial progress in developing the Peace Education Curriculum Project led by the Peace Education Hub. Core components of an integrative peace education curriculum have been developed for pre-primary, primary, secondary, and higher education levels, incorporating values-based education and peacebuilding pedagogies with a focus on intercultural learning, nonviolent conflict transformation, identity, critical thinking, inclusion, and environmental sustainability.

A Competencies Framework for teachers and learners has been drafted, together with practical teaching modules aligned with existing education frameworks in Bosnia and Herzegovina. Significant progress has also been achieved in developing an online professional development platform and expanding the Peace Hub's digital resource repository through the collection, systematization, and preparation of materials for publication and dissemination. Coordination meetings and consultations with academic experts, education practitioners, and relevant stakeholders ensured quality assurance and contextual relevance of the curriculum and related materials. Preparatory activities for teacher trainings in 10 schools in project locations have been completed, including workshop methodologies, mentoring approaches, and peer-learning components.

Remaining activities relate primarily to the implementation of teacher training workshops and the finalization and publication of the digital repository and online platform.



4

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- Subnational women's and youth CSO
- Other

Other, Please specify

Citizens' and Artists' Association

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 (,)

48354.94

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 (,)

48352.94

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 delivered the “Watch. Think. Act. – Youth for Human Rights” programme in August 2025. The initiative combined film, dialogue, and education to promote intercultural understanding, human rights, social cohesion, and youth civic engagement. It included 12 film screenings and 8 educational sessions led by filmmakers, human rights advocates, and academics. Eighteen participants (85% women) from across BiH were selected to ensure diversity, inclusion, and gender balance. Through workshops, moderated discussions, and cultural visits, participants strengthened critical thinking, empathy, intercultural dialogue, and democratic participation skills. The programme also fostered peer learning and networking, enabling youth from different communities to connect, exchange experiences, and build mutual understanding and trust.

As a direct outcome, participants entered a follow-up phase as youth advocates, building on the knowledge and skills gained through the programme. To support this transition, the project organized a Public Advocacy Campaign residency in June 2026, equipping participants with additional skills and tools for civic engagement and advocacy. The residency also reinforced connections among participants and encouraged future collaboration. The results of these advocacy efforts are expected to emerge in the coming period through youth-led initiatives and continued engagement at the local level.



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- Subnational women's and youth CSO
- Other



Other, Please specify

Culture CSO

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 2025, combined theatre, music, and visual arts to explore themes of love, human connection, and shared social experience. At its core, the play follows a mixed-ethnicity love story, using personal narratives to reflect on identity, coexistence, reconciliation, and the enduring power of human connection across societal divides. 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. The play continues to be performed in Kamerni teatar 55 throughout 2026, with approximately two performances per month, demonstrating the sustained public interest and long-term cultural impact of the production.



6

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- National youth CSO
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- Regional CSO
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- 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 *

Museum of Contemporary Arts of Republika Srpska

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 (,)

43767.28

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 (,)

10941.82

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 continued the implementation of the initiative “Museums in Motion: Cultural Heritage in the Hands of Youth,” engaging 167 pupils from diverse communities across BiH in structured, heritage-based educational activities aimed at strengthening intercultural dialogue, inclusion, and peacebuilding. Pupils participated in school-based workshops implemented with teachers, museum professionals, artists, and cultural heritage experts. Cultural heritage was used as a core educational tool for experiential learning on identity, diversity, and shared values, enabling students to jointly interpret heritage materials and reflect on cultural diversity, thereby strengthening mutual understanding through creative engagement.

The school-based process informed the preparation of the residential programme “Ambassadors of Culture,” held in Banja Luka in June, which brought together 43 participants, including students, teachers, curators, and cultural heritage experts. The programme provided an immersive learning environment where mixed groups collaboratively explored cultural heritage through workshops, field visits, museum engagement, and artistic practices, further strengthening intercultural dialogue and cooperation. It concluded with the development of joint youth outputs, including a collective “Message of the Residence,” reflecting participants’ perspectives on cultural diversity, coexistence, and the role of heritage in fostering social cohesion.



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- 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 (,)

23540.66

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 (,)

18522.75

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 finalized the phases of Community of Volunteers field visits and community engagement activities across all 10 DFF local communities, mobilizing a core group of 98 young volunteers (56F, 42M).

Through structured field research, including surveys, interviews, mapping exercises, and community consultations, volunteers engaged with at least 50 citizens per community to identify local needs and priorities.

Across the participating communities, 16 volunteer initiatives were identified and are currently being further developed. Key issues addressed include youth participation, inclusion of persons with disabilities, public safety, lack of youth spaces, infrastructure barriers and broader community challenges.

Building these findings, volunteers are now finalizing 16 community-based initiatives aimed at responding to identified priorities. In the next phase, they will present their findings, proposed solutions, and recommendations through Local Dialogue Platforms (LDPs), seeking validation and engagement from local stakeholders, institutions, and community members.

Continuous efforts were made to ensure diversity and inclusion within volunteer groups, particularly in mixed communities, by promoting participation of young people from different ethnic backgrounds within the same local groups.



8

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

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- Governmental entity
- National women's and youth CSO
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- Other

Other, Please specify

What is the name of the Implementing Partner *

COI Step by Step

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 (,)

235242.09

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 (,)

92684.34

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 (,)

92683.34

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

Please limit your response to 1500 characters

The Community of Practice of Teachers continued to serve as a strong platform for collaboration, peer learning, and sustainability, bringing together 46 teachers(35 F and 11 M) from Republika Srpska and the Federation of BiH engaged in developing and piloting peace pedagogy approaches in schools. To date, 249 lesson plans across 22 subjects have been developed.

A total of 90 lesson plans were reviewed and verified by mentor professors from the Department of Pedagogy at the Faculty of Philosophy, University of Sarajevo, and piloted by 45 teachers through two classes each. Student feedback was highly positive, confirming the relevance and applicability of the approaches in classrooms.

In addition, 47 InSchool platform promotion workshops were organized, engaging 644 teachers and 234 students from pedagogical and teacher-training faculties. Teachers highlighted the importance of integrating peace pedagogy into everyday teaching through dialogue, empathy, active listening, critical thinking, cooperation, and safe learning environments.

The partner further strengthened the Community of Practice through regular communication, social media outreach, and weekly InTopics campaigns promoting the experiences of 46 teachers advancing peacebuilding values in schools and communities. Overall, 346 curriculum-aligned lesson plans will be developed, digitalized, and made available through the InSchool platform connecting educators 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>	Implementation rate as a percentage of total budget (calculated automatically)
UNDP: United Nations Development Programme	* 1529060	* 1529060	* 872735.59	57.08%
	*	*	*	%
UNICEF: United Nations Children's Fund	* 985470	* 985470	* 509707.45	51.72%

UNESCO: United Nations Educational, Scientific and Cultural Organization	* 985470	* 985443	* 467677.24	47.46%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%



	*	*	*	%
	*	*	*	%
TOTAL	3500000	3499973	1850120.28	52.86%



The approximate implementation rate as percentage of total project budget based on the values entered in the above matrix is **52.86%**. 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 \$ 683989.47**. Is this correct?

Correct Incorrect

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

616855.94

ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE. *

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

DFF3 financial overview report_Jan 2024-Jun 2026_final-23_9_43.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

Over the last six months, the Project Steering Committee has not held formal in-person meetings; however, regular decision-making and approvals were ensured through structured email correspondence and consultations among Steering Committee members.

During this period, four key rounds of Steering Committee communication took place via email, including: (1) approval of the Public Call for Youth Leaders – Youth Fellowship Activity and Youth Innovation Challenge; (2) review and endorsement of the finalized Small Grants Facility (SGF) Guidelines under the DFF3 project; (3) endorsement of the proposed portfolio of initiatives under the Innovation Challenge and Leadership Academy; and (4) approval of the SGF selection results, including 14 recommended projects with a total value of approximately USD 148,000.00



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

LDPs continued enabling diverse actors to jointly identify shared challenges, exchange perspectives, and co-develop practical solutions, directly contributing to trust-building, social cohesion, and community-level peacebuilding. LGs were involved as institutional counterparts in ensuring logistical support, participation in relevant processes, and linkage between community stakeholders and municipal-level structures. In addition, engagement with LGs contributed to strengthening ownership of dialogue processes and improving coordination between local authorities and civil society actors in the implementation of project activities. Capacity-building sessions were delivered for 10 DFF3 LDP coordinators, alongside six from the SCORE, UNDP project. Joint workshops focused on facilitation skills, inclusive engagement, and participatory approaches to peacebuilding, while community mobilisation workshops supported mapping of local needs and joint problem-solving. These processes informed Small Grants Facility interventions, ensuring initiatives are grounded in community priorities and developed through multi-actor collaboration. Overall, the approach strengthened LDPs as practical spaces for dialogue and cooperation while enhancing coordinators' capacity to facilitate inclusive processes.

Additionally, the approval from the Ministry of Education and Culture of Republika Srpska (RS) for the implementation of DFF3 education and culture components was received. This followed a prolonged period in which formal approval was pending, partly due to institutional and political uncertainty in RS following the constitutional crisis and subsequent elections in late 2025, which affected administrative decision-making processes. Implementing agencies maintained engagement with relevant counterparts throughout this period, while technical dialogue and participation of interested schools and educators continued where possible. This complemented existing approvals from five cantonal Ministries of Education and Culture in the Federation of BiH (FBIH). As a result, all relevant authorities across both entities formally endorsed key project activities under the Community of Schools and Arts Education components, enabling uninterrupted implementation in RS and streamlined cooperation with participating schools. These activities bring together participants from different ethnic backgrounds across BiH through joint educational, youth, and arts-based approaches, enabling continuation and strengthening coordination across DFF3 components.



Preparations for the Third Mostar International "Dialogue for the Future" Platform, planned for June 2026, were finalized during the reporting period. The Ministry of Foreign Affairs of BiH decided to postpone the event to a later date, citing the current political context and the forthcoming election period in BiH. The conference will be rescheduled once conditions are considered more conducive to achieving its intended objectives.

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
- Completed
- Initiated
- Not Applicable
- Partially Completed

Staff Recruitment *

- Not Started
- Completed
- Initiated
- Not Applicable
- Partially Completed

Collection of baselines *

- Not Started
- Completed
- Initiated
- Not Applicable
- Partially Completed

Identification of beneficiaries *

- Not Started
- Completed
- Initiated
- Not Applicable
- Partially Completed



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

Please limit your response to 3000 characters

All preliminary and preparatory activities were completed in the earlier phases of the project. This includes the contracting of partners, recruitment of staff, completion of baseline data collection, and identification of beneficiaries across all project components. These foundational processes were finalized in line with the approved project design and provided the basis for full project implementation, which is currently in its final year. As the project approaches completion, preparations for the final evaluation have also commenced. The recruitment process for both a national and an international evaluation expert is currently underway, with two Terms of Reference (ToRs) publicly advertised.

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

The January–June 2026 period demonstrates a shift towards tangible peacebuilding and trust-building outcomes at the local level. There is increasing evidence of improved cross-community relations, reflected in greater willingness of actors from different ethnic backgrounds to engage, cooperate, and jointly develop initiatives in previously divided or socially distant contexts, pointing to reduced social distance, strengthened interpersonal and institutional trust, and the gradual normalization of cross-community collaboration.

The DFF3 project continued implementing structured processes aimed at connecting CSOs, educational and cultural institutions, sports associations, and other local stakeholders. These processes created opportunities for dialogue, cooperation, and trust-building among individuals and groups from different ethnic backgrounds, often with limited previous engagement across communities. Through joint trainings, peer-learning exchanges, and community organizing workshops, local DFF3 coordinators from different municipalities, many of which are largely ethnically homogeneous, met, exchanged experiences, and established new collaborative relationships beyond their immediate contexts. At the community level, dialogue platforms enabled interaction among citizens around shared priorities, contributing to reduced social distance and strengthened trust. In Milići, for example, a Bosniak woman participated in a municipal dialogue process and entered the municipal building for the first time in this context. Similar dynamics were observed in Stolac, where the project created opportunities for engagement among individuals who would not normally interact with local institutions or across community lines.

Findings emerging from these processes directly informed the design of initiatives later supported through the SGF, ensuring they were grounded in community-identified needs and participatory dialogue. The 2026 SGF maintained a strong focus on peacebuilding, social cohesion, and trust-building, attracting 39 applications from CSOs and institutions across 10 partner LGs. The 14 selected projects demonstrated strong community ownership and partnership-based approaches, bringing together 42 CSOs and local actors, including in municipalities with a history of limited cross-community cooperation. Particularly noteworthy is the emergence of joint proposals in LGs that remain deeply divided (e.g., Gornji Vakuf-Uskoplje and Stolac), where such cooperation had previously been rare. This reflects the cumulative impact of sustained engagement, facilitation, and relationship-building, and provides evidence of growing trust.

The project also demonstrates strong results in youth engagement and participatory learning processes. 15 projects led by youth leaders and innovators were selected within the Innovation Challenge and Youth Leadership Academy, aimed at promoting peacebuilding, strengthening mutual trust, and enhancing social cohesion in local communities. The projects are based on the real needs of communities and, through their planned interventions, aim to improve cooperation among different social groups, strengthen the active participation of young people, and promote solidarity, mutual understanding, and a culture of collective action. Projects are set to begin by end of June. An additional follow-up activity included a Youth Lab residency in Sarajevo, gathering participants from various DFF3 activities to jointly work on public advocacy campaigning, with tangible outputs still to emerge.

Museums and cultural institutions played an important complementary role throughout the implementation period as trusted community actors and neutral spaces for dialogue and learning. Two museums from Banja Luka and Sarajevo engaged 167 pupils and 20 teachers in heritage-based activities, including school workshops, a residency programme, and a youth-curated exhibition promoting BiH cultural diversity, fostering intercultural learning and social cohesion.

The implementation also demonstrated strong results in using theatre-based and drama pedagogy methodologies to actively engage young people in exploring gender equality, human rights, social cohesion, and environmental responsibility, leading to increased awareness, empathy, and critical reflection among participants. Through participatory theatre processes and collective performance development, two theatre productions were developed: the first engaged 23 young people from diverse ethnic backgrounds in exploring gender equality and human rights through a collective creative process, while the second involved 67 diverse youth in an environmental-themed production accompanied by workshops promoting ecological awareness and inter-community cooperation.

Moreover, schools from both entities in BiH, together with their students, teachers and youth workers strengthened

cross-community cooperation by engaging around 1,290 young people in jointly designed initiatives that improved trust, inclusion and peer learning within their communities.

Teachers from RS and the FBiH collaboratively developed 249 lesson plans based on dialogue, participation and critical thinking, with 45 out of 46 piloting these approaches directly in their classrooms, supporting more interactive, inclusive teaching and the development of students' life skills beyond subject knowledge. Young volunteers translated community needs into action by co-creating 16 local volunteer initiatives, engaging at least 50 citizens per location (500 in total) through interviews and consultations, and turning identified challenges into practical, community-based solutions.

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 DFF3 project ensured gender equality and youth inclusion through practical implementation measures and the introduction of Gender-Responsive Project Implementation Guidelines for SGF partners. The guidelines require DFF3-funded initiatives to integrate gender-responsiveness as a cross-cutting principle, focusing on meaningful participation, equitable voice, and inclusion of women, men, girls, and boys in project activities. The approach supports partners to address how social norms and power dynamics influence participation and decision-making, and to move beyond numerical participation towards more active engagement and leadership of underrepresented groups. Practical measures include inclusive facilitation, balanced representation, rotation of roles, and gender-sensitive communication. Capacity strengthening and continuous guidance from the DFF3 team have supported local partners to apply these principles within existing project activities without requiring redesign, ensuring contextual relevance and feasibility. Across components, youth are actively engaged not only as participants but also as contributors and decision-makers in local initiatives, strengthening their role in community dialogue, action, and peacebuilding processes. Overall, the project promotes more inclusive participation and gradually strengthens gender-responsive and youth-inclusive practices as an integral part of community-based peacebuilding and social cohesion work.



Within the broader Joint Programme, the small grant Youth Theatre Tuzla contributes to GEWE by integrating gender equality as a cross-cutting theme in all implemented activities. The project uses drama pedagogy as a practical tool to challenge gender stereotypes and encourage critical reflection among youth on socially constructed roles of girls and boys. Through workshops and performance development, young participants jointly explore themes such as unequal expectations in upbringing, communication barriers between genders, and the influence of social norms on behaviour. The methodology ensures that both female and male participants actively engage in dialogue and role exchange, fostering mutual understanding and respect. While participation has been predominantly female, the project applies inclusive outreach measures to encourage greater male involvement, addressing existing imbalances in cultural participation patterns. In this way, the small grant strengthens the Joint Programme's GEWE results by promoting gender-sensitive attitudes, inclusive participation, and behavioural reflection among youth in both entities (FBiH and RS), namely cities Tuzla, Doboje, and Mostar.

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

One of the key results is the development, led by the University of Sarajevo – Peace Education Hub, of an integrative Peace Education Competency Framework covering from preschool to higher education. The framework defines shared learning outcomes, teacher competencies, and pedagogical approaches that embed peacebuilding values across all education levels, contributing to institutional change and curriculum alignment. Through inclusive and interdisciplinary working groups of 25 experts and educators from universities, schools, and education institutions across BiH, the project has strengthened cross-sector collaboration and established a sustained platform for cooperation on peace education.

Building on this, CEI Step by Step supported the integration of peace education principles into classroom practice. Teachers from RS and the FBiH jointly developed 249 lesson plans promoting dialogue, critical thinking, participation and non-violent communication, with 45 of 46 teachers piloting these approaches in classrooms across subjects, including social sciences, languages, religious education, civic education, and physical education. This reflects a shift from traditional teaching methods towards more inclusive and participatory learning environments that encourage constructive engagement with diversity.

These developments reflect a shift from isolated initiatives towards a more coordinated, system-based approach to peace education. There is early evidence of behavioural change among educators, who increasingly perceive their role as facilitators of dialogue, inclusion, and critical engagement rather than knowledge transmission. This is contributing to more participatory and inclusive classroom environments where students are encouraged to express diverse views and engage in collaborative learning.

Together, these efforts are strengthening shared ownership of peace education and contributing to more inclusive and socially cohesive educational practices.

The project is demonstrating outcome-level changes in community participation and trust-building through the LDP process. Local coordinators across partner communities report increased willingness of citizens to engage in dialogue, consultations and joint community initiatives, including among groups that previously had limited interaction due to conflict legacies and social divisions. Evidence suggests that participation barriers are gradually decreasing and confidence in collective problem-solving mechanisms is increasing. In one municipality, a Bosniak woman entered the municipal administration building for the first time in nearly 30 years to participate in a dialogue and project development process. Across several communities, citizens increasingly approach local coordinators with ideas for joint initiatives and requests for support. These developments indicate growing trust in local dialogue mechanisms and greater willingness to engage across community lines, contributing to stronger social cohesion and more inclusive local governance processes.

Youth participation and engagement have demonstrated a clear shift from consultative involvement towards more meaningful participation and active engagement across education and community structures. Through the Community of Schools forum, the project brought together students, teachers, representatives of the Ministry of Education and Culture of RS, five cantonal ministries of education in the FBiH, and local authorities. In this setting, 51 young people presented and discussed initiatives implemented through the programme, shared priorities emerging from their schools and communities, and directly engaged with decision-makers. This interaction enabled young people to move beyond symbolic participation, allowing them to actively contribute to discussions on education policies, community engagement, and social cohesion.

Similar changes are evident through the engagement of Leadership Academy graduates in LDPs. Youth participants, equipped with strengthened skills in leadership, communication, and participatory decision-making, have increasingly taken on active roles in identifying community priorities and contributing to dialogue processes. This reflects a growing recognition of youth not only as beneficiaries, but as contributors to local governance and community development processes.

This trajectory has been further consolidated through the DFF3 Youth Lab residency, which brought together young people from across BiH previously engaged in different project components. The Youth Lab strengthened their capacities in public advocacy campaigning, civic engagement, and project development, while also supporting peer exchange and networking. Importantly, it reinforced their role as active agents of change capable of shaping public narratives and initiating community-based actions that promote social cohesion.

The project is contributing to measurable improvements in intergroup relations and cooperation in communities



affected by long-standing divisions. A notable example is observed through the SGF in Gornji Vakuf-Uskoplje and Stolac, where civil society actors from different ethnic communities historically operated separately and rarely collaborated on common initiatives. During the reporting period, organizations from different groups jointly developed and submitted project proposals, working together around shared community priorities and peacebuilding objectives. This represents a significant shift from parallel engagement towards collaborative action and joint problem-solving. The change is the result of sustained investment in dialogue, facilitation, mentoring and relationship-building over multiple years. Beyond the projects themselves, these emerging partnerships demonstrate increased trust, strengthened social capital and greater willingness among local actors to cooperate across ethnic and social divides—key indicators of progress towards sustainable peacebuilding and social cohesion outcomes.

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

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



File attachment

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

PART II: PROJECT RESULTS FRAMEWORK

How many OUTCOMES does this project have *

- 1 2 3 4 5 more than 5.

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

Outcome 1: *

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)	3547	3928	Timeline for achieving the outcome indicator is end of the project. (2027)



<p>1. 2</p>	<p>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)</p>	<p>2 (2019)</p>	<p>3 (2026)</p>	<p>3.16</p>	<p>3.16</p>	<p>Note: earlier baselines were derived from state-level general population surveys in BiH, while the 2025 data reflects a targeted sample of DFF3 participants and stakeholders from the 10 partner LGs; as these datasets are methodologically different, the 2025 findings cannot be directly compared to previous baselines or used as formal values, but instead serve as a context-specific reference point to inform adaptive programming and decision-making until a comparable endline perception survey is conducted in October 2026[</p>
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<p>1. 3</p>	<p>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</p>	<p>TBD (end of 2025)</p>	<p>Two-point increase (2026)</p>	<p>3.53</p>	<p>0</p>	<p>For selected indicators where baseline values are marked as TBD, it should be noted that earlier baselines were derived from state-level general population surveys in Bosnia and Herzegovina, while the 2025 data reflects a targeted sample of DFF3 participants and stakeholders from the 10 partner local government units; as these datasets are methodologically different, the 2025 findings cannot be directly compared to previous baselines or used as formal baseline values, but instead serve as a context-specific reference point to inform adaptive programming and decision-making until a comparable endline perception survey is conducted in October 2026[</p>
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1. 4						
1. 5						

How many outputs does outcome 1 have?

1 2 **3** 4 5 more 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

Output 1.2

Young women and men engaged in trust-building cross-community and inter-entity initiatives

Output 1.3

Amplify positive stories and progressive voices to reduce community division

Output 1.4

Output 1.5

Other Outputs

If Outcome 1 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 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



<p>1. 1. 2</p>	<p>Number of young women and men who benefited directly from social cohesion actions identified through local dialogue platforms and implemented through project support.</p>	<p>8,175 (ReLOaD1) 2023</p>	<p>8,475 (300 new, F: 50%)</p>	<p>206</p>	<p>137</p>	<p>Activities are currently in progress. Timeframe for achieving the indicators end of 2026</p>
<p>1. 1. 3</p>						
<p>1. 1. 4</p>						
<p>1. 1. 5</p>						



» **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)	30	14	In progress



<p>1. 2. 2</p>	<p>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.</p>	<p>44,863 (DFF1, DFF 2, Reg DFF)</p>	<p>50,263 (5,400 new, F: 50%)</p>	<p>926</p>	<p>2354</p>	<p>Implementation of the second SGF-awarded projects will last until the end of 2026. Therefore, the exact number of beneficiaries has not yet been recorded.</p>
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<p>1. 2. 3</p>	<p>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).</p>	<p>TBD through perception survey (2025)</p>	<p>1,5 increment</p>	<p>3.71</p>	<p>0</p>	<p>For selected indicators where baseline values are marked as TBD, it should be noted that earlier baselines were derived from state-level general population surveys in Bosnia and Herzegovina, while the 2025 data reflects a targeted sample of DFF3 participants and stakeholders from the 10 partner local government units; as these datasets are methodologically different, the 2025 findings cannot be directly compared to previous baselines or used as formal baseline values, but instead serve as a context-specific reference point to inform adaptive programming and decision-making until a comparable endline perception survey is conducted in October 2026.</p>
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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%)	135,000 (124,800 new, Women are majority across all age groups)	240,858 (220,458 new, Women are majority across all age groups)	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)	2 (2023)	3 (2026)	3	3	Ongoing. Three vertical DPs. At least one more DP planned.



<p>2. 2</p>	<p>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).</p>	<p>(2021) 2. Very low F: 50%</p>	<p>(2026) 4. A lot</p>	<p>2.45</p>	<p>0</p>	<p>Note: earlier baselines were derived from state-level general population surveys in BiH, while the 2025 data reflects a targeted sample of DFF3 participants and stakeholders from the 10 partner LGs; as these datasets are methodologically different, the 2025 findings cannot be directly compared to previous baselines or used as formal values, but instead serve as a context-specific reference point to inform adaptive programming and decision-making until a comparable endline perception survey is conducted in October 2026[</p>
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<p>2. 3</p>	<p>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).</p>	<p>(2023) 2. Very low</p>	<p>(2026) 3. Some</p>	<p>2.5</p>	<p>0</p>	<p>Note: earlier baselines were derived from state-level general population surveys in BiH, while the 2025 data reflects a targeted sample of DFF3 participants and stakeholders from the 10 partner LGs; as these datasets are methodologically different, the 2025 findings cannot be directly compared to previous baselines or used as formal values, but instead serve as a context-specific reference point to inform adaptive programming and decision-making until a comparable endline perception survey is conducted in October 2026[NU]</p>
<p>2. 4</p>						



2. 5						
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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	67	67	Target surpassed



<p>2. 2. 2</p>	<p>Cultural Hub established and functioning, a space for dialogue and citizen engagement contributing to intercultural understanding and trust.</p>	<p>No (2023)</p>	<p>Yes</p>	<p>Yes</p>	<p>0</p>	<p>The implementation of the project commenced in 2026. This complex initiative has required extensive preparatory work in close collaboration with the City of Mostar, including the compilation of all necessary documentation and obtaining official approvals. In parallel, additional resources are being mobilized to ensure the full implementation of the activity and to strengthen its overall quality and impact.</p>
<p>2. 2. 3</p>	<p>Number of teachers who have integrated active citizenship and cultural diversity principles into at least one lesson plan.</p>	<p>0 (2023)</p>	<p>140 (F: 70%)</p>	<p>98</p>	<p>98</p>	<p>While activities are in progress, this end result will be possible to report towards the end of the project implementation</p>
<p>2. 2. 4</p>						



2. 2. 5						
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» **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?

1 2 3 4 5 more 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

If Outcome 4 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 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						
<p>If the project has more than 4 outcomes, use this space to describe progress on progress on indicators for the remaining outcomes *</p>						



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	DFF3 Vertical Dialogue Platform on Education - "Learning through Dialogue and Cooperation" will convene a high-level, structured multi-stakeholder dialogue in Sarajevo bringing together institutional representatives (state and entity-level Ministries of Education, cantonal ministries, and Ministry of Civil Affairs BiH), education practitioners, civil society actors, and youth representatives. The platform will provide a structured space to reflect on the role of education in strengthening trust, dialogue, and social cohesion in BiH. The event will include two thematic panels focusing on (i) future priorities for education systems to foster dialogue and inclusion, and (ii) lessons learned and results from DFF implementation, with strong emphasis on youth engagement and institutional reflection.	UN Peacebuilding Week, June 2026	The Parliamentary Assembly of Bosnia and Herzegovina	Ministries of Education (entity, cantonal), Ministry of Civil Affairs of BiH, education professionals, teachers, students, civil society organizations, youth representatives, UN partners, PBF Member states Ambassadors, DFF stakeholders	To facilitate structured high-level dialogue on the role of education in peacebuilding and social cohesion in Bosnia and Herzegovina; to present key DFF lessons learned; to showcase good practices in education for dialogue and trust-building; to strengthen institutional and multi-stakeholder collaboration between education authorities, practitioners and youth; and to identify forward-looking priorities and practical pathways for integrating already designed and prepared lesson plans on peace education.



<p>Event 2</p>	<p>Building on the broader DFF3 engagement processes, including LDPs, community activities, and other participatory interventions, the project will organize three thematic advocacy workshops in the areas of culture, education , and environment . Each workshop will bring together approximately 20 participants (3 x 20), selected based on their engagement across DFF3 activities and their demonstrated advocacy potential, including youth, civil society actors, and local stakeholders. The workshops will serve to consolidate key issues, challenges, and priorities identified through various DFF3 implementation processes, including dialogue sessions, community initiatives, and stakeholder consultations. Based on these inputs, participants will jointly develop structured, evidence-informed Advocacy Action Plans for each thematic area, defining key priorities, proposed actions, responsible actors, and follow-up mechanisms. These plans are designed to guide sustained advocacy efforts beyond the project period, ensuring continuity of engagement and enabling local actors to further advance identified priorities through relevant institutional and policy channels.</p>	<p>July – October 2026</p>	<p>UN House, Sarajevo</p>	<p>Youth representatives, civil society organizations, participants from DFF3 dialogue platforms and activities, local community actors, and individuals with demonstrated advocacy and civic engagement potential across project interventions</p>	<p>To synthesize priorities emerging from multiple DFF3 engagement processes (including dialogue platforms and community-level activities) into structured thematic advocacy agendas; to strengthen the capacity of selected stakeholders for evidence-based advocacy and policy engagement; to develop three thematic Advocacy Action Plans (culture, education, environment) with clear priorities, responsibilities, and implementation pathways; and to ensure sustainability of dialogue outcomes by linking community-generated priorities with institutional and policy-level advocacy processes beyond the duration of DFF3.</p>
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<p>Event 3</p>	<p>Arts Education Round Table</p>	<p>September 2026</p>	<p>Banja Luka</p>	<p>Education authorities, teachers, cultural workers</p>	<p>The objective of the round table is to present and reflect on the results of the “Museums in Motion: Cultural Heritage in the Hands of Youth” initiative, which engaged 167 pupils and 20 teachers from 10 schools in heritage-based learning activities promoting dialogue and cultural diversity in BiH. The discussion will bring together education stakeholders, museum professionals and teachers to assess the role of cultural heritage as a learning tool in arts education for fostering mutual understanding and peacebuilding. It will consolidate key lessons learned from school-based workshops and explore how participatory, heritage-based approaches can be further integrated into formal and non-formal education systems. The event will also identify practical recommendations for scaling these approaches and strengthening their contribution to social cohesion through arts and cultural education.</p>
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Event 4	LG Coordinators meeting	October/November 2026	DD	LG coordinators and deputy coordinators in DFF3 partner LGs	The purpose of this meeting is to facilitate the exchange of experiences and lessons learned following the implementation of the two SGF cycles, while also discussing future plans for strengthening the capacities of local coordinators in facilitating LDPs and enhancing their long-term sustainability and impact.
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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	Berina Amidžić, DFF3 Youth Leader	Through the DFF3 Leadership Academy and innovation challenge, Berina Amidžić strengthened her leadership, public speaking, and project development skills, enabling her to mobilize her community around Stolac’s shared cultural heritage. In a deeply segregated and divided town, her initiative created a rare opportunity for more than 120 people from different ethnic communities to come together, interact, and learn about the Badanj Cave as a shared cultural landmark. By creating a safe and inclusive space focused on common heritage rather than ethnic differences, the activity contributed to peacebuilding, trust-building, and social cohesion within the community. The initiative not only enabled first-time encounters between participants who would not normally interact, but also helped shift perceptions and reduce social distance, as many participants had not previously attended an activity with members of the other community. This strengthened mutual understanding and demonstrated how youth-led initiatives can actively contribute to rebuilding trust in divided contexts through positive shared experiences.	“The project helped me realize that young people can create meaningful change in their communities. Through the visit to Badanj, I saw that people are willing to come together when they are given a space to connect around something they all share.”
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2	Dajana Marić, Local Dialogue Platform Coordinator in Doboj	Through the DFF3-supported Local Dialogue Platform in Doboj, Dajana Marić strengthened her role as a facilitator of dialogue between citizens and local institutions. Her engagement in coordinating regular dialogue sessions enabled her to develop advanced facilitation, mediation, and community engagement skills, while also positioning her as a trusted bridge between diverse stakeholders, including Roma community representatives, schools, civil society organizations, religious communities, and the municipal administration. As a result of the platform’s work, she directly witnessed and contributed to a shift from sporadic, formal communication to continuous, trust-based collaboration, where citizens coming from different ethnic backgrounds increasingly approach institutions with ideas, concerns, and initiative. She also played a central role in supporting the translation of dialogue outcomes into concrete community initiatives, including infrastructure and social inclusion projects benefiting vulnerable groups. This experience strengthened her professional credibility and deepened her commitment to inclusive, participatory local governance and trust-building-oriented community work.	“The biggest change is trust. People now have an open space to present their ideas and concerns. They do not connect only through the project; they continue their cooperation even after the meetings. People are now happy to respond and are eager to participate.”
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<p>3</p>	<p>Isidora Živković, Museum of Contemporary Art of Republika Srpska, DFF3 Implementing partner</p>	<p>The project improved access of children and young people from smaller and less accessible communities in BiH to cultural institutions and strengthened interaction between youth and cultural professionals through a field-based outreach model. It also contributed to building cooperation between two major cultural institutions — the Museum of Contemporary Art of Republika Srpska based in Banja Luka and the National Museum of Bosnia and Herzegovina from Sarajevo — through joint implementation of activities with schools across different parts of the country. Prior to the project, young people had limited opportunities to engage directly with museums or cultural professionals, and cultural institutions were largely perceived as distant and inaccessible. Through outreach workshops and creative activities, curators and museum staff worked directly with students in local communities, creating a more open and participatory learning environment. Young participants gradually moved from initial hesitation towards more active engagement, interaction, and curiosity about cultural heritage and contemporary art. A key added dimension of the project was the residency programme, which brought together the most engaged young participants from diverse communities in BiH. The programme fostered meaningful interaction and collaboration among youth from different geographic, social, and cultural backgrounds, who might not otherwise have structured</p>	<p>“At the beginning, students were somewhat reserved because they were not used to this kind of open and informal way of working with museum professionals, and there was a noticeable social distance between them. However, over time they became much more open, actively participated in workshops and discussions, and showed genuine interest in working directly with museum staff and learning about diverse cultural heritage.”</p>
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opportunities for exchange. Participants travelled to Banja Luka, where they worked together in joint workshops and creative processes. Through this experience, participants developed new connections, strengthened communication, and collaborated on shared creative outputs, contributing to increased openness and reduced social distance. Overall, the project helped make cultural institutions more accessible to young people while also creating structured spaces for cross-community interaction through both institutional cooperation and youth engagement.



<p>4</p>	<p>Boris Petrović, Teacher, Banja Luka, RS</p>	<p>The project has contributed to a profound shift in the way teaching and learning are understood and practiced in the classroom, particularly through the integration of peace education principles. The most significant impact is visible in the transformation of the teacher's approach from a content-centred model to a child-centred, emotionally aware pedagogical practice.</p> <p>Teaching has become more focused on relationships, emotional safety, and trust as prerequisites for learning. The teacher now actively recognises that children do not learn only through content delivery, but through their emotional experience in the classroom. As a result, the classroom environment has become more inclusive, supportive, and responsive to individual needs.</p> <p>New methods, such as using drawing and visual expression, have enabled the teacher to better understand children's emotional states, including those who may not express their feelings verbally. This has strengthened the ability to respond appropriately to children's needs in real time.</p> <p>The impact is particularly significant for vulnerable children, including those coming from safe houses and other sensitive backgrounds, for whom the school has become a more stable, predictable, and emotionally safe space.</p> <p>In addition, the introduction of dialogue-based learning (e.g., through storytelling and fables) and positive reinforcement</p>	<p>"I realized that peace education is much more than the absence of conflict or war. It is something we live every day in the classroom, in the way we relate to children and in the way they feel while learning.</p> <p>For me, the biggest change was understanding that learning is not only about delivering lessons, but about creating an environment where every child feels safe, accepted, and emotionally supported. I used to focus mainly on whether children made mistakes or not but now I see mistakes as a natural part of learning.</p> <p>Through simple changes in my practice, like focusing on positive examples instead of errors and using drawing to understand how children feel, I started to see completely different reactions from students. They became more open, more confident, and less afraid of making mistakes.</p> <p>One of the most important insights for me was that some children carry experiences that are not visible in the classroom. When I started paying attention to their emotional expressions, I could better understand what they need and how to support them.</p> <p>This approach changed not only my teaching, but also my understanding of what education should be."</p>
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practices has contributed to reduced fear of mistakes and increased student confidence, engagement, and willingness to participate.

Overall, the project has contributed to a more humane, inclusive, and emotionally responsive educational environment.

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

MSC Boris Petrovic, Teacher, Banja Luka-23_46_40.pdf



File 2

OPTIONAL

MSC Story 2 – Personal Growth and Community Mobilization Through Shared Heritage in Stolac-23_46_52.pdf



File 3

OPTIONAL

Dajana, LDP Coordinator, MSC-23_47_3.pdf



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.

As part of the “30 Years of Peace in BiH” UN campaign, the Vozi Mir social media initiative, the project supported visits to schools and communities across BiH to document stories of teachers and school representatives who promote dialogue, inclusion, and diversity in their everyday work. Through informal conversations, the initiative explored whether and how schools teach about peace, dialogue and coexistence, while educators shared practical examples of how they address local realities, encourage critical thinking and create more participatory learning environments. The idea and storytelling approach came directly from two youth members of the UN Youth Advisory Board - one from RS and one from the FBiH - who, with DFF3, spun off of the second serial and presented educators as important actors in strengthening dialogue, trust, and connection between communities. Building on previous Vozi Mir episodes focused on youth perspectives and local communities, this edition highlighted the role of schools and teachers in shaping more inclusive and socially connected environments for young people.

Please explain one of the selected options

Please limit your response to 3000 characters.

The work of teachers through the Community of Practice is particularly innovative, not only in the classroom content itself, but the way learning is organized - students are no longer passive recipients of information, but active participants engaged through dialogue, group work, simulations, reflection, problem-solving and connecting lessons with real-life situations. Teaching is increasingly used as a space for developing empathy, critical thinking, cooperation, non-violent communication, and responsibility towards the community, rather than focusing solely on the acquisition of facts and theoretical knowledge.

Please explain one of the selected options

Please limit your response to 3000 characters.

The above-mentioned innovative approach directly strengthened the capacities of teachers by moving beyond traditional teaching models towards methodologies that reflect contemporary global education trends and 21st-century skills development. Through collaborative lesson design, piloting, digital exchange, and participatory teaching methods, teachers are strengthening competencies related to facilitation, communication, critical thinking, digital learning, student participation, and inclusive classroom management. In this way, peace education is not approached as an additional topic, but as a practical teaching approach aligned with current educational transformations and the increasing importance of digital and interactive learning environments.

At the same time, the involvement of 244 pedagogy and teacher-training students through the InSchool platform and related outreach activities creates an important long-term multiplier effect. By being directly exposed to practical classroom examples, piloted lesson plans, and innovative teaching methodologies already applied in schools, future teachers gain an early understanding of how education can be organized in more participatory, inclusive, and student-centred ways. This helps build a new generation of educators who enter the profession with stronger capacities to replicate, adapt, and further develop modern approaches to teaching, dialogue, and learning from the very beginning of their professional practice.



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 established strong synergies with another UNDP-implemented initiative of related scope “Bridges of Trust: Improving Social Cohesion and Resilience in Bosnia and Herzegovina” (SCORE) by the end of 2025, funded by the Government of Denmark. The SCORE project focuses on strengthening social cohesion and developing mechanisms for meaningful citizen participation in decision-making processes. In this regard, it was agreed that SCORE would build upon the already established LDPs operational in DFF3 locations, thereby avoiding the creation of parallel mechanisms. Importantly, during the organization of capacity-building trainings for LDP coordinators in partner local self-governments, the DFF3 project extended participation to SCORE coordinators from an additional six municipalities, facilitating the transfer of knowledge and practical experience. This approach significantly contributed to the expansion, scalability, and replication potential of DFF3 interventions, further amplifying their impact across a wider set of local communities.

The project has partnered with local civil society organizations, in particular through a Small Grants Facility that enabled strong engagement with local CSOs. These partnerships supported a range of initiatives addressing gender norms, youth engagement, and civic activism, aligned with the project’s thematic areas of culture, education, and environment. Through these activities, CSOs played a key role in reaching communities at the local level, fostering participation, and advancing social cohesion and awareness among young people.

The project is being implemented in close partnership with academia, with the Peace Education Hub at the University of Sarajevo – Faculty of Philosophy serving as the lead academic partner and principal knowledge institution supporting the development of the Peace Education Curriculum Project: Promoting a Culture of Peace through Formal Education. The collaboration brings together university professors, researchers, education experts, pedagogues, and practitioners with extensive experience in peacebuilding, intercultural dialogue, inclusive education, and curriculum development in Bosnia and Herzegovina.



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.

Key monitoring activities undertaken during the reporting period included several complementary monitoring and learning components under the DFF3 project. A 2025 perception indicator analysis was conducted, combining quantitative survey data and qualitative responses from youth participants and grant recipients, assessing key indicators related to civic participation, inter-ethnic trust, institutional legitimacy, and self-assessed competencies. Outcome Harvesting through Most Significant Change – MSC interviews were applied as a structured qualitative monitoring method to identify and verify observable changes in behaviours, relationships, and practices resulting from project interventions, particularly in relation to social cohesion, youth engagement, and trust-building at community level.

In parallel, regular monitoring of implementing partners was carried out through ongoing communication, review of activity progress, and follow-up on delivery of planned results, ensuring alignment with project objectives and timely implementation. Continuous field monitoring was also conducted through engagement with Local Dialogue Platforms in 7 partner municipalities, including site visits, coordination meetings, and direct discussions with partners and beneficiaries to track progress and emerging challenges.

In addition, two focus group discussions and field visits in Dobož were organized in the context of the independent global evaluation of the UN Peacebuilding Fund (PBF), providing additional qualitative insights into project relevance, outcomes, and sustainability.

DFF3 also integrated U-Report (BiH) as a digital, youth-centred monitoring and feedback tool to capture real-time perceptions of young people on issues related to social cohesion, inclusion, participation, and inter-community relations. As part of the International Day of Living Together in Peace (16 May), a targeted U-Report poll was conducted focusing on youth interactions with people from different backgrounds, perceptions of the role of schools in promoting mutual understanding and respect, and views on youth participation in positive social change processes. The poll reached over 200 respondents, with additional users engaging with the content. The collected responses provided rapid insight into youth perceptions and were used to inform ongoing programming, communication, and youth engagement activities under DFF3.

These combined monitoring activities ensured systematic evidence collection, triangulation of data sources, and adaptive management throughout implementation.

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 under the DFF3 results framework have established baselines, with the majority of indicators drawing on existing sources within the UN system and previous phases of the programme. Some baselines are derived from the UNSDCF framework (Outcome 1 Indicator 1), ensuring alignment with broader UN results structures. Outcome 1 Indicator 2 builds on previously established reference values from the DFF2 endline perception survey, while Outcome 1 Indicator 3 is based on a newly established baseline generated through the 2025 perception indicator analysis conducted under DFF3. Outcome 1 Indicator 4 uses baseline values from the PBF Strategic Results Framework. Within Outcome 2, Indicator 1 is based on baseline data from the previous DFF phase, ensuring continuity of measurement across programme cycles. Outcome 2 Indicator 2, aligned with SDG 16.7.2, uses a baseline established in 2021. Outcome 2 Indicator 3 draws on baseline values derived from existing UNICEF and UNESCO programming in relevant thematic areas.

*

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.

Perception survey, reports, signature lists, 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.

DFF3 has established a structured Community Feedback Process as its overarching approach to continuous community feedback, adaptive programming, and real-time adjustment of activities based on participant and stakeholder inputs. This process serves as an integrated system for regularly capturing, analysing, and responding to feedback from target groups, ensuring that project activities remain relevant, responsive, and aligned with community needs. Within this framework, multiple complementary feedback modalities are applied. First, the project systematically collects and analyses participant and partner feedback through regular activity monitoring, workshop evaluations, and implementing partner reports. This ongoing feedback loop allows the team to continuously assess the quality, relevance, and effectiveness of interventions and make timely adjustments where needed. Second, DFF3 has integrated U-Report (BiH) as a digital, youth-centred feedback mechanism to capture real-time perceptions of young people on issues related to social cohesion, inclusion, participation, and inter-community relations. For example, on the International [NU33.1][BA33.2]Day of Living Together in Peace (16 May), a targeted U-Report poll was conducted exploring youth interactions with people from different backgrounds, perceptions of school contributions to mutual understanding, and views on participation in positive social change. The survey reached over 200 respondents, while additional users engaged partially with the content. These insights are used to inform ongoing programming, communication, and youth engagement strategies. Third, the project has established LDPs as a core participatory feedback and governance mechanism. Unlike conventional feedback tools, LDPs function as structured multi-stakeholder spaces where citizens, youth, civil society organizations, and local authorities jointly identify priorities, discuss local challenges, and co-develop solutions. Feedback generated through these platforms is not only collected but systematically translated into action through small-scale community initiatives or structured proposals under the DFF3 Small Grants Facility. This ensures a direct link between community input and resource allocation, strengthening accountability, trust, and responsiveness at the local level. Together, these components form an integrated Community Feedback Process that enables continuous two-way communication between communities and the project. The system supports adaptive management by ensuring that community perspectives directly inform the refinement of activities, while also strengthening participatory governance and trust-building objectives of DFF3.



» 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

59998

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 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 or grants has the project received additional non-PBF funding from **since the project started?** *

3

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 *

Alba d.o.o. Zenica, Multiteh Inženjering d.o.o. Zenica, PI National Theatre Tuzla

Amount mobilized since project's start (USD) *

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

1250.00

Amount mobilized during reporting period (USD) *

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

1248

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

Kingdom of Denmark, SCORE Project UNDP BiH



Amount mobilized since project's start (USD) *

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

1271.61

Amount mobilized during reporting period (USD) *

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

1271.61

3

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

Municipality Milici

Amount mobilized since project's start (USD) *

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

892.26

Amount mobilized during reporting period (USD) *

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

893.26

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 project also benefited from formal approval by the Ministry of Education and Culture of RS for the implementation of activities in four participating schools (one primary and three secondary schools). This facilitated access to schools, supported the engagement of youth and teachers in project activities, and enabled the smooth implementation of project interventions. It also provided additional encouragement and legitimacy for teachers to continue supporting students in the design and implementation of local community initiatives.



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.

The project has taken important steps to ensure the sustainability of peacebuilding gains by creating foundations for the long-term institutionalization of peace education in BiH. Through the development of the Integrative Peace Education Competency Framework, led by the University of Sarajevo – Faculty of Philosophy Peace Education Hub, the initiative advanced peace education from isolated activities toward a coordinated, system-based approach embedded within the education sector. The participatory process of defining shared learning outcomes, teacher competencies, and practical classroom methodologies strengthened institutional ownership and created lasting mechanisms for promoting intercultural dialogue, critical thinking, inclusion, and peacebuilding values across different education levels. The initiative also reinforced collaboration networks among universities, schools, pedagogical institutes, and education professionals, providing a platform for continued exchange and joint action beyond the project duration. As a key sustainability outcome, the Faculty applied for the establishment the first UNESCO Chair in Education for Peace and Intercultural Dialogue in the region, which would serve as a long-term platform for research, teacher training, policy dialogue, and regional cooperation in peace education.

Moreover, this sustainability dimension was further reinforced through the community of practices (teachers), where jointly developed lesson plans and classroom methodologies are being systematized and made available through the digital InSchool platform as a shared educational resource for continued use and adaptation in teaching practice. Through 47 promotional and informational workshops, the platform additionally mobilized 644 teachers and 244 students from teacher-training and pedagogical faculties, expanding the network of educators exposed to peace pedagogy approaches and interactive teaching methodologies. The planned upload of 345 developed lesson units to the platform is expected to further strengthen peer learning, accessibility of resources and continued application of peace education approaches beyond the project duration.

Within the SGF framework, one of the DFF3 grantees, through the implementation of its project, successfully established the Youth Green Council as a platform for engaging young people in local green initiatives and strengthening cooperation among CSOs and local communities. A series of coordination and consultative meetings were held to define the Council's structure, objectives, and future activities. The Council brings together 15 CSO from 10 DFF3 partner LGs and Sarajevo. In addition, operational guidelines and internal working procedures were developed to support the Council's effective functioning and long-term sustainability.



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

Please limit your response to 3000 characters.

The project remains on track and is currently in its peak implementation phase. Implementation has generated new opportunities and identified capacity needs among local stakeholders that are important for the sustainability of results. Strong engagement with local partners has led to increased demand for continued support, particularly in areas where DFF3 has developed recognised expertise.

Four local governments have formally expressed interest in receiving project support for the development of Youth Strategies. These strategies will serve as long-term frameworks for planning, implementation, and monitoring of youth policies and services and require inclusive participatory processes involving local authorities, youth, civil society organisations, schools, the private sector, and other relevant actors. The project is well placed to support these processes and ensure that youth policy development is grounded in local needs and expands opportunities for young people.

At community level, experience with LDPs has shown strong potential for strengthening cooperation and trust. However, sustainability depends on continued development of facilitation and coordination capacities among local actors. In response to requests from LDP coordinators, the project has provided additional capacity-building and community mobilisation support, with further engagement needed to embed participatory dialogue practices in local structures.



Similarly, implementation of the Small Grants Facility and Innovation Challenge has highlighted capacity gaps among civil society organisations in designing and delivering social cohesion initiatives. This reinforces the need for continued mentoring and technical support to strengthen organisational capacities and sustain peacebuilding outcomes beyond the project lifecycle.

An additional consideration for the final phase relates to institutional continuity and ownership of results. Continued coordination with key institutional counterparts, including members of the Project Steering Committee from the Presidency of Bosnia and Herzegovina and the Ministry of Civil Affairs of Bosnia and Herzegovina, remains essential to ensure validation of sustainability outputs and smooth project closure. Given the proximity of the end-line to the upcoming electoral cycle, there is a risk of delays in institutional confirmations and nominations, which may affect final validation processes.

Overall, the emerging priorities underline the importance of continued investment in local capacities, institutional ownership, and community-led processes to ensure that the relationships, practices, and structures developed through DFF3 are sustained beyond the project period and continue contributing to social cohesion, inclusive participation, and resilient communities.

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
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<p>Event 1</p>	<p>M&E Perception Indicator Analysis 2025</p>	<p>This analysis presents the 2025 perception measurement under DFF3 in Bosnia and Herzegovina, combining quantitative Likert-scale survey data and qualitative insights from youth participants and grant recipients. It assesses changes in youth perceptions on civic participation, inter-ethnic trust, institutional legitimacy, and civic competencies. The findings establish updated baselines and assess progress against 2026 targets, providing an evidence base for programming adjustments in 2026.</p>	<p>(1) Youth civic self-efficacy (3.16) exceeded the 2026 target, indicating strengthened belief among youth that they can influence public decision-making. (2) Inter-ethnic trust remains moderately positive (3.53 baseline) but not yet strong or transformative, indicating need for deeper, sustained cross-community engagement to shift perceptions beyond the midpoint. (3) Trust in fairness and legitimacy of public institutions remains critically low (2.45) and is the main systemic bottleneck for social cohesion outcomes. (4) Youth demonstrate strong collaboration and critical thinking skills, but significant gaps remain in project/proposal writing and applied advocacy. (5) Media narratives are perceived as the weakest contributor to trust-building, reinforcing the need for targeted media literacy and narrative change interventions. (Recommendations) Strengthen structured and recurring youth-institution dialogue with clear feedback loops and visible institutional responses. Shift from awareness-raising to outcome-linked participation where youth input leads to tangible decisions or community actions. Prioritise hands-on capacity building in project/proposal writing and applied advocacy through practical, real-call-based exercises.</p>
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Event 2

Social Cohesion in Bosnia and Herzegovina: Key Trends Based on SCORE BiH 2025 (with Comparative Insights from SCORE BiH 2020)

The SCORE BiH 2025 study provides an evidence-based assessment of social cohesion across BiH, analysing five key dimensions: intergroup harmony, inclusive belonging, constructive citizenship, support for institutions, and sense of progress. The findings indicate that social cohesion in BiH remains moderate, characterised by functional everyday coexistence but accompanied by widespread pessimism regarding the country's broader socio-political and economic trajectory. The findings of the study were actively used within the DFF3 project to inform context analysis and guide programming. DFF3 participated in consultative meetings and public presentations of the SCORE results, ensuring alignment with the latest evidence. In addition, joint partner municipalities—including Mostar, Stolac, Dobož, and Teslić—had the opportunity to review and discuss the results, strengthening local ownership and understanding of key challenges. This represents an important synergy and added value for the project, enabling targeted interventions based on reliable data.

Mostar and Stolac identified as priority locations: The report highlights Mostar and Stolac as areas where intergroup grievances and tensions are more visible, indicating the need for strengthened trust-building and reconciliation efforts beyond basic coexistence. Functional coexistence but limited trust across all locations: Across BiH—including the four municipalities—intergroup relations are generally stable in everyday life, with low social distance and anxiety. However, intergroup trust remains comparatively weak, indicating that coexistence does not automatically translate into deeper reconciliation. Strong local cooperation potential (relevant for Dobož and Teslić): Community cooperation is relatively high, suggesting strong local social capital. In municipalities such as Dobož and Teslić, this represents an opportunity to build on existing collaboration and strengthen constructive civic participation. Untapped civic engagement across all four municipalities: While willingness to contribute to community life is increasing, civic awareness and structured participation opportunities remain limited. This gap highlights the need to support mechanisms for citizen engagement at the local level.



			<p>Widespread pessimism about future (all locations): A key cross-cutting finding is the strong perception of instability and lack of progress, which affects all municipalities. This pessimism risks undermining trust, participation, and long-term social cohesion if not addressed.</p>
<p>Event 3</p>	<p>Independent Global Evaluation of the UN Peacebuilding Fund (PBF) Strategy 2020–2024 (extended to 2026)</p>	<p>This activity was part of the independent global evaluation of the UN Peacebuilding Fund (PBF) Strategy 2020–2024, with Bosnia and Herzegovina selected as one of five case studies. An external evaluator conducted a field mission in BiH from 11–15 May 2026, including a series of interviews, focus group discussions, and field visits with key partners, implementing organizations, and beneficiaries of PBF-funded projects. Within the DFF3 context, two focus groups were organized with project participants and partners, alongside a field visit to Doboje and meetings with local stakeholders, including municipal actors and implementing partners. The discussions focused on project relevance, community-level changes, trust-building, dialogue processes, institutional cooperation, and sustainability of results.</p>	<p>Two focus groups were conducted with DFF3 participants and partners, alongside a field visit to Doboje and meetings with local stakeholders and implementing partners in the field. The evaluator engaged in discussions with participants and partners on project relevance, community dynamics, trust-building, and local cooperation processes. The full analysis and consolidated findings of the evaluation are not yet available at this stage and will be presented in the final evaluation report.</p>



Event 4	U-REPORT - https://bih.ureport.in/	<p>In addition to regular activity monitoring, participant feedback, workshop evaluations, reports from implementing partners, and documentation of developed lesson plans and community initiatives, the project utilized the U-Report platform in Bosnia and Herzegovina as a digital, youth-centred feedback mechanism. U-Report is a UNICEF-supported tool used to collect rapid, real-time perspectives from young people on social issues, participation, education, and community cohesion. On the occasion of the International Day of Living Together in Peace (16 May), a targeted perception survey was implemented to capture youth views on dialogue, inclusion, trust, participation, and the role of education in fostering social cohesion.</p>	<p>The survey generated responses from over 200 young people, with approximately 200 additional users viewing but not participating in the poll. At the time of implementation, the U-Report platform in Bosnia and Herzegovina had around 2,890 registered users. Findings indicated that young people are actively engaged and willing to contribute their views on issues related to peaceful coexistence, diversity, trust-building, and civic participation. The results also highlighted the importance of schools and education systems in promoting mutual understanding and inclusion. Overall, the exercise demonstrated strong youth engagement through accessible digital platforms and provided actionable insights to inform DFF3 programming, communication efforts, advocacy activities, and youth engagement strategies.</p>
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Event 5	DFF3 Weekly Team Monitoring and Coordination Meetings	<p>The DFF3 team holds regular weekly internal monitoring and coordination meetings to review ongoing implementation progress, assess activity delivery against workplans, and discuss operational updates from the field. These meetings serve as a structured internal oversight mechanism to ensure timely identification of challenges, alignment across partners, and adaptive management of activities in line with project objectives.</p>	<p>Key implementation updates from field activities and partners are systematically reviewed, enabling early identification of risks, delays, or emerging issues. The weekly meetings also ensure strong coordination across the joint project team, allowing all team members to remain informed about ongoing activities, responsibilities, and progress. This facilitates alignment, avoids duplication, and strengthens synergies across components. In cases where activities require additional input or problem-solving, these meetings also serve as a space to identify relevant thematic priorities and jointly organize follow-up workshops or brainstorming sessions, with all three agencies contributing to their design and implementation. As a result, the meetings support continuous adaptive management, improved coherence in implementation, and more efficient and responsive delivery in line with project objectives.</p>
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<p>Event 6</p>	<p>M&E Training by Swiss Peace Foundation</p>	<p>The DFF3 team participated in a two-day capacity-building training delivered by experts from Swiss Peace Foundation, a Swiss institute specializing in practice-oriented peace research, for UN agencies and civil society partners implementing projects under the UN Secretary-General's Peacebuilding Fund in Bosnia and Herzegovina.</p>	<p>The training was delivered in an open and constructive atmosphere that encouraged meaningful exchange of knowledge, experiences, and practical approaches to peacebuilding. It further strengthened teams' capacities to design and implement initiatives that promote trust, social cohesion, and sustainable peace outcomes across the country. The DFF3 team particularly appreciated the practical focus and peer learning elements of the programme, while also identifying opportunities for further improvement, including the need for more tailored thematic sessions, deeper exploration of context-specific challenges, and additional time for interactive group work and applied exercises.</p>
<p>Event 7</p>	<p>DFF3 Steering Committee Coordination</p>	<p>Steering Committee coordination was conducted through structured online consultations and email-based approvals ensuring continuous decision-making and oversight of project implementation.</p>	<p>Four rounds of Steering Committee decisions were completed via email, including approval of the Youth Fellowship public call, endorsement of the Small Grants Facility guidelines, validation of the Innovation Challenge and Leadership Academy portfolio, and approval of SGF selection results (14 projects worth approx. USD 148,000). Two formal Steering Committee meetings are planned for the current year to strengthen coordination and strategic oversight.</p>



<p>Event 8</p>	<p>Development of ToRs for the Final Evaluation</p>	<p>Preparation of Terms of Reference for the final independent evaluation of the DFF3 project, defining scope, methodology, roles of international and national evaluators, and key deliverables.</p>	<p>Defined comprehensive evaluation scope and methodology for DFF3 final evaluation, including OECD DAC criteria and PBF peacebuilding-specific dimensions. Established mixed-methods approach with contribution analysis, perception survey, and triangulation of qualitative and quantitative data. Integrated strong focus on youth, gender equality, inclusion, conflict sensitivity, and SDG16, with clear framework for assessing outcomes, institutional change, and catalytic effects.</p>
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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

Thank You. You have finished the report. Please Click on the SUBMIT button below. When the report is submitted, a confirmation note will appear on a yellow banner on top of the page. This can take a few seconds.