

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.velasteguimoya@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 *

Lucy Monteiro, Education Specialist, UNICEF Guinea-Bissau

E-mail of person submitting the report *

lvieirasilvamonteiro@unicef.org

Name and title of person who approved the report *

Sandra Martins, Deputy Representative, UNICEF Guinea-Bissau

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

*

☒ Yes

☐ No

Did PBF Secretariat or RCO focal point review the report?

*

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

☒ Yes

☐ No

☐ Not Applicable

» Project Information and Geographical Scope

Is this a cross-border project?

*

☐ Yes ☒ No

Please select the geographical region in which the project is implemented

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

Country of project implementation *

- | | | |
|--|------------------------------------|-------------------------------------|
| ☐ Benin | ☐ Burkina Faso | ☐ Cote D'Ivoire |
| ☐ Gambia | ☐ Ghana | ☐ Guinea |
| ☒ Guinea-Bissau | ☐ Liberia | ☐ Mali |
| ☐ Mauritania | ☐ Niger | ☐ Nigeria |
| ☐ Senegal | ☐ Sierra Leone | ☐ Togo |
| ☐ Other, Specify | | |

Other, please specify *

.....

Project Title

*

- ☐ 00130107: Creating safe and empowering public spaces with women to mitigate climate-security risks and sustain peace in Guinea-Bissau
- ☐ 00129698: Enhancing the human rights protection system in Guinea-Bissau
- ☐ 00129743: Inclusive Peaceful Land Management in OIO, CACHEU and BIOMBO regions
- ☐ 00119912: Political Stabilization and Reform through Confidence Building and Inclusive Dialogue
- ☐ 00119443: Secretariat Project: Support to project coordination and monitoring of the United Nations Peacebuilding Fund (PBF) Projects in Guinea-Bissau
- ☐ 00119444: Strengthening the justice and security sector response to drug trafficking and transnational organized crime to reduce insecurity in Guinea-Bissau
- ☐ 00134097: Prevention of Natural Resources Conflicts related to Pastoralism and Transhumance in Bafata and Gabu Regions
- ☐ 00140008: Strengthening social cohesion through promoting inclusive and effective public health sector governance, management, and administration
- ☐ 00140108: Inclusive policies and institutions for a peaceful society: strengthening the social fabric and fostering youth meaningful participation in decision-making in Guinea Bissau
- ☐ 00140581: Peaceful Natural Resources Management in the Koliba-Corubal Basin
- ☒ 00141181: Strengthening social cohesion in Guinea-Bissau by aligning and integrating religious schools with the national education system
- ☐ 00141497: National Anti-Corruption Strategy: Building an effective culture of transparency and integrity in Guinea-Bissau
- ☐ 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 | ☐ Central & Southern Africa | ☐ East Africa |
| ☐ Europe and Central Asia | ☐ Global | ☐ Latin America and the Caribbean |
| ☐ Middle East and North Africa | ☐ West Africa | |

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

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

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

Please select the countries where this project is being implemented *

Other, Please specify *

Project Start Date (Date of first transfer) *

2025-06-20

Project End Date *

2028-06-11

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** ?

0

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)

0

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)

[illegible]

	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
	*	*	*	%
TOTAL	2500000	875000	325953.39	13.04%

The approximate implementation rate as percentage of total project budget based on the values entered in the above matrix is **13.04%**. 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? *

35.44

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 \$ 886000**. Can you confirm that this is correct? *

☐ Correct ☒ Incorrect

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

886021

Amount expended to date on efforts contributing to gender equality or women's empowerment is **US \$ 115517.88**. Is this correct? *

☒ Correct ☐ Incorrect

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

ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE. *

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

2.Strengthening_social_cohesion_Expenditure_Report2_June_2026_FINAL_15.06.2026-17_32_58.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

Following the November 2025 military coup and the subsequent post-electoral transition, no meeting of the Joint Steering Committee (JSC) was convened during the reporting period (January–June 2026), including the meeting initially planned for December 2025. The coup represented the principal external constraint, limiting Government engagement at technical level.

The political transition resulted in significant institutional restructuring and repeated changes in ministerial leadership. Since the last JSC meeting held in June 2025, the position of Minister of Education, Higher Education and Scientific Investigation (MENESIC), who serves as Chair of the JSC, has undergone three leadership changes, with the most recent appointment taking place on 20 May 2026. This high turnover has affected institutional continuity and limited the feasibility of convening a Steering Committee meeting capable of ensuring consistent strategic guidance and decision-making.

In addition, in line with United Nations RCO guidance following the transition, engagement with the de facto authorities has been limited to the technical level and not extended to political-level engagement until the 2nd quarter of 2026. This operational parameter has further constrained the ability to undertake the high-level consultations typically required to convene the JSC and ensure effective governance dialogue.

In light of these circumstances, priority will be given to strengthening the project's institutional anchoring under the current leadership. As a next step, the project team will conduct a comprehensive briefing for the newly appointed Minister of Education on the project's objectives, progress to date, and governance arrangements. This engagement will also support the identification, in close consultation with the Minister, of an appropriate timeline for convening the next JSC meeting and restoring regular governance mechanisms.

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

Despite challenges affecting the regular convening of the JSC, the project maintained strong and continuous engagement with the Government through reinforced technical coordination mechanisms. In line with recommendations from the inaugural JSC meeting, a Joint Technical Coordination Committee (JTCC) was formally established in January 2026, with clear Terms of Reference guiding its operationalization and ensuring effective operational oversight.

The composition of the JTCC reflects strong technical and institutional anchoring within Government systems while ensuring participation of key partners. The Committee includes technical representatives from the Ministry of Education, Higher Education and Scientific Investigation (MENESIC), notably relevant General Directorates, alongside specialized staff from UNICEF and UNESCO.

General Directors from the Ministry of Education play a central role in the JTCC, ensuring technical expertise, operational decision-making authority, and effective interinstitutional coordination. This composition makes the Committee not only representative but also action-oriented, capable of driving implementation and addressing bottlenecks in a timely manner.

The JTCC serves as the main platform for interinstitutional technical coordination, translating the JSC's strategic orientations into concrete plans, tools, and implementation processes. Its overarching objective is to support coherent, harmonized, and efficient delivery of activities while promoting technical quality, inclusion, and alignment across implementing partners.

During the reporting period, three JTCC meetings were convened three times (January, February and April 2026), providing a structured forum for dialogue between the Government and the project team. These meetings enabled effective review of implementation progress, identification of operational challenges, and development of practical solutions. As a result, the project's work plan and implementation strategy were jointly revised and refined to better respond to evolving contextual realities and operational priorities, strengthening ownership, coordination, and overall responsiveness.

The establishment and operationalization of the JTCC significantly strengthened the project's technical engagement with the Government, ensuring continuity in coordination and decision-making mitigating delays at the strategic level, and sustaining implementation momentum in a complex and evolving institutional context.

PART I: OVERALL PROJECT PROGRESS

NOTES FOR COMPLETING THE REPORT:

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

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

Contracting of partners

*

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

Staff Recruitment

*

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

Collection of baselines

*

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

Identification of beneficiaries

*

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

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

Please limit your response to 3000 characters

During the reporting period, although the process was time-intensive, progress was made in identifying implementing partners capable of meeting due-diligence requirements and aligning with UNICEF and UN partnership standards. The partnership with Interpeace was successfully finalized following a structured and rigorous due diligence and negotiation process. This included standard verification procedures under UNICEF protocols, particularly in relation to Protection from Sexual Exploitation and Abuse (PSEA), as well as detailed alignment on budgetary and implementation modalities. While the process required additional time due to the complexity of internal systems and compliance requirements, it ultimately resulted in a robust partnership agreement. This collaboration will contribute to the delivery of Outputs 1, 2, and 3 between June 2026 and November 2027, including a national assessment of religious schools, inclusive consultations with communities and religious leaders, and the development of a national integration framework. The implementation will be jointly anchored by the Ministry of Education, UNICEF, and UNESCO, ensuring strong institutional ownership and alignment with national priorities.

In parallel, efforts made by UNESCO to engage national partners also progressed. An initial collaboration pathway with the National Institute for Studies and Research (INEP) under the Ministry of Education was explored; however, it was not possible to finalize this arrangement due to operational constraints. As an alternative, a competitive call for proposals was launched in May 2026, ensuring an open and transparent process for identifying qualified national partners. This process led to the selection of a national organization to conduct a focused situation analysis on talibé children, including parental attitudes and practices related to Qur'anic centres in Guinea-Bissau. The contracting process is currently underway and is expected to be completed by the end of June 2026.

Procurement activities were successfully completed to strengthen Ministry of Education implementation capacity. Six motorcycles and twenty tablets were procured to enhance field-level monitoring and coordination. Due to local market constraints, the procurement of one vehicle required an international shipment process from Gibraltar and is expected to be completed by September 2026. All equipment will be formally handed over to the Ministry of Education through a single consolidated ceremony, reinforcing institutional ownership.

Collaboration with other initiatives was also actively strengthened during the reporting period. Exchanges with the EU-funded IMPACT-GB project team supported the establishment of a strong collaborative relationship and the identification of strategic synergies to enhance the protection of talibé children. This emerging partnership is expected to yield significant dividends in the next phases of the project by reinforcing complementarity, improving coordination, and ensuring greater coherence and collective impact across interventions.

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

The project has experienced delays in the timely delivery of outputs against the initial work plan, primarily due to longer-than-anticipated processes related to the formalization of key partnerships. In particular, the establishment of strategic partnerships, most notably with Interpeace, required extensive time to navigate administrative procedures, align institutional requirements, and agreement on the proposed budget and implementation arrangements. This had directly affected the implementation of Output 1, that was designed as a fundamental and decisive prerequisite for the entire project, as it aims to establish the national database required to inform policy dialogue, community engagement, and the development of integration frameworks under subsequent outputs.

Despite the delays, key milestones were achieved, enabling governance and implementation readiness to be strengthened:

- A structured governance framework was established through the formal validation of the Joint Technical Coordination Committee (JTCC) ToR and the 2026 annual coordination calendar in April 2026, providing clear guidance for coordination and oversight mechanisms;
- The JTCC was operationalized, and anchored within the Technical Secretariat of the Ministry of Education, reinforcing national ownership, technical leadership and inter-institutional coordination ;
- A Year 1 detailed implementation plan was developed and continuously refined with regular reviews and updates conducted during JTCC meetings to ensure alignment with evolving priorities and implementation context;
- ToR and technical specifications for the situation analysis and studies was finalised, now ready for immediate operationalization through strategic partnerships.
- Critical procurement processes were advanced including the acquisition of motorcycles and tablets, strengthening field-level implementation capacity, with remaining procurement steps progressing toward completion.

Taken together, these developments indicate that the project is ready for accelerated implementation, with core systems, partnerships, and tools in place. The focus now shifts to full operational roll-out, which is expected to enable timely delivery of outputs in the upcoming implementation phase in line with the revised sequencing of activities.

To ensure momentum is maintained and implementation remains results-oriented, the project has adopted an adaptive and accelerated delivery approach. A revised operational work plan has been developed through the Joint Technical Coordination Committee (JTCC), in close coordination with the Ministry of Education, with a clear focus on completing Output 1 within an accelerated timeframe and unlocking subsequent outputs.

Under this revised sequencing, the project is expected to return to a full implementation trajectory by early 2027 through the following key milestones:

Concretely, the project will return to an “on track” trajectory by early 2027 through:

- Launch of nationwide consultations across all regions in July 2026, ensuring inclusive stakeholder engagement and national coverage;
- Completion of quantitative and qualitative data collection by September 2026, delivering the core evidence base for analysis;
- Dissemination of findings and validation processes by December 2026, ensuring national ownership of results;
- Immediate transition to framework development and policy dialogue in early 2027, enabling the design of integration models and subsequent implementation phases.

With key partnerships now formalized and preparatory processes completed, the project is fully positioned to accelerate delivery of Output 1, which will in turn unlock the full implementation of downstream outputs and ensure achievement of the project's intended results.

Project progress summary

Please limit your response to 6000 characters

The project remains in a preparatory yet progressively operational phase, with core institutional, technical, and operational foundations firmly established. These include strengthened partner engagement and the establishment of essential operational mechanisms. Nevertheless, delays in the formalization of strategic partnerships have affected the timely delivery of planned outputs.

Despite these challenges, implementation has been sustained through robust technical coordination, particularly through effective collaboration between MENESIC, UNICEF, UNESCO and IIEP, particularly through the operationalization of the Joint Technical Coordination Committee. Through regular meetings, the Committee has played a critical role in maintaining implementation momentum by refining the project work plan and adapting the implementation strategy to evolving contextual realities. Tangible operational progress has also been achieved, notably through the completion of procurement of key equipment (motorcycles and tablets) and the development of core implementation, communication, and monitoring frameworks, which are essential to support implementation and results tracking.

While the formalization of some strategic partnerships required additional time to ensure full alignment with due diligence and institutional requirements, this process has contributed to the establishment of strong and reliable collaboration arrangements that will underpin delivery in the next phase. Overall, with coordination mechanisms fully functional and core operational systems in place, the project is now well positioned to transition into an accelerated implementation phase and to deliver results more effectively across all outputs

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 partnership with Interpeace, is grounded in a gender-responsive and socially inclusive implementation approach. This includes the deliberate incorporation of gender considerations into all phases of the work, from data collection design to community engagement and validation processes. The approach goes beyond numerical representation to focus on meaningful participation of women, girls, and youth in consultations, surveys, and dialogue platforms, ensuring that their perspectives actively inform the evidence base.

Operationally, the project will apply gender-balanced participation targets across field activities, while also ensuring methodological flexibility to adapt to contextual and socio-cultural constraints. To strengthen inclusivity in practice, female facilitators, researchers, and enumerators will be actively engaged in data collection and community engagement processes. This is intended to reduce barriers to participation, particularly in conservative or sensitive settings, and to enhance the quality and reliability of gender-disaggregated qualitative data. Where required, safe and dedicated spaces will be established to enable women and girls to participate freely and safely in discussions on sensitive topics. Guidance for this purpose will be integrated into the data collection protocol.

Building on the 2024 rapid gender analysis made during Global Partnership for Education (GPE) System Transformation Grant (STG) programme development process, the intervention will further examine barriers affecting girls' access and retention in education, including social norms, household dynamics, and risks such as early marriage and exclusion from decision-making. Findings will inform key outputs, including analytical reports and recommendations, while ensuring women's meaningful participation in validation and policy dialogue processes. Gender-related results will be systematically tracked throughout implementation to ensure that gender considerations are effectively reflected in outcomes.

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

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: *

By 2027, the Government of Guinea-Bissau and stakeholders have increased capacity and commitment to promote safer, more inclusive learning environments in religious schools, and to install a common set of values, knowledge, and skills, contributing to increased social cohesion, a strengthened social contract, and positive

Outcome 2: *

Outcome 3: *

Outcome 4:	*
Outcome 5:	*
Outcome 6:	*
Outcome 7:	*
Outcome 8:	*
Additional Outcomes <i>If the project has more than 8 outcomes, please enumerate the remaining outcomes here</i>	*

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: By 2027, the Government of Guinea-Bissau and stakeholders have increased capacity and commitment to promote safer, more inclusive learning environments in religious schools, and to install a common set of values, knowledge, and skills, contributing to increased social cohesion, a strengthened social contract, and positive

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	Percentage of Ministry of Education officials and religious school leaders who express commitment to integrate religious education into the public system (including peace education), disaggregated by age, gender and type of stakeholder	TBD	75%	0%	0%	The completion of the situational analysis that is intended to inform the baseline values is behind schedule. Preliminary results will be available by end of December 2026.
1. 2	Percentage of girls and boys enrolled in religious schools who perceive the classroom and school environment as a safe space where they feel able and encouraged to learn and participate, disaggregated by age	TBD	75% (for both male and female and primary and secondary school aged students)	0%	0%	The completion of the situational analysis that is intended to inform the baseline values is behind schedule. Preliminary results will be available by end of December 2026.

1. 3	Percentage of children who have a positive perception of different ethnic groups and religious communities, disaggregated by age and gender	TBD	90%	0%	0%	The completion of the situational analysis that is intended to inform the baseline values is behind schedule. Preliminary results will be available by end of December 2026.
1. 4	Percentage of children experiencing or witnessing violence at school level, disaggregated by type of violence, gender, and age	TBD	<25%	0%	0%	The completion of the situational analysis that is intended to inform the baseline values is behind schedule. Preliminary results will be available by end of December 2026.
1. 5	Percentage of children demonstrating gender-equitable attitudes in schools, disaggregated by age and gender	TBD	75%	0%	0%	The completion of the situational analysis that is intended to inform the baseline values is behind schedule. Preliminary results will be available by end of December 2026.

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

Qualitative and quantitative data on religious schools and Qur'anic centres, including religious leaders, teachers' and parents' perceptions of public and religious education, are generated and used to inform community dialogue and the integration framework

Output 1.2

Based on the results of Output 1.1, a comprehensive framework for the integration of religious schools into the national education system is developed

Output 1.3

The Ministry of Education curriculum is adapted to foster peacebuilding and social cohesion in religious and confessional schools.

Output 1.4

The piloting process strengthens knowledge and understanding regarding the extent to which components of the integration framework and peacebuilding curriculum are relevant, equitable, sustainable, efficient and effectively contribute to social cohesion

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: Qualitative and quantitative data on religious schools and Qur’anic centres, including religious leaders, teachers’ and parents’ perceptions of public and religious education, are generated and used to inform community dialogue and the integration framework**

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	Percentage of education stakeholders (MENESIC, CSOs, religious school leaders and teachers, parents) with increased knowledge of private religious educational institutions, including these institutions’ alignment with national education goals and their role in contributing to social cohesion, disaggregated by age, gender and stakeholder type.	0%	50%	0%	0%	Will be informed based on the results of the studies dissemination and national dialogues.

1. 1. 2	Percentage of parents and community members with increases in knowledge and positive attitudes regarding how quality education can contribute to peacebuilding and social cohesion, disaggregated by age and gender.	0%	50%	0%	0%	Will be informed based on the results of the studies dissemination and national dialogues.
1. 1. 3						
1. 1. 4						
1. 1. 5						

» **Output 1.2: Based on the results of Output 1.1, a comprehensive framework for the integration of religious schools into the national education system is developed**

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	Existence of a framework and its operationalization strategy for the integration of religious schools into the national education system.	No	Yes - Framework for the integration of religious schools into the national education system is developed and approved by the Conselho Diretivo in the Ministry of Education.	No	No progress	The development work on the framework is planned to take place from quarter 1 of 2027.

1. 2. 2	Percentage of stakeholders (MENESIC staff, parents, religious leaders, religious school directors and teachers, CSO members, students and youth) who feel that they were meaningfully engaged and adequately consulted in the development of the framework (disaggregated by gender, age, and stakeholder type).	0%	90%	0%	No progress	The development work on the framework is planned to take place from quarter 1 of 2027.
1. 2. 3	Percentage of stakeholders who feel that the proposed framework appropriately addresses their concerns and interests (disaggregated by gender, age, and stakeholder type).	0%	60%	0%	No progress	The development work on the framework is planned to take place from quarter 1 of 2027.
1. 2. 4						
1. 2. 5						

» **Output 1.3: The Ministry of Education curriculum is adapted to foster peacebuilding and social cohesion in religious and confessional schools.**

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	Existence of reviewed curriculum, teaching and learning materials on education for peace and social cohesion.	National curriculum exists	Harmonized curriculum contents and Contextualized teaching and learning materials	National curriculum exist	No progress	The curriculum review is planned to during year 2 of the project, from 2026-Q3 onwards.
1. 3. 2	Percentage of teachers with adequate peacebuilding pedagogical content knowledge and practices in pilot schools, disaggregated by gender, school type and grade.	TBD	80%	0%	0%	The curriculum review is planned to during year 2 of the programme, from 2026-Q3 onwards.
1. 3. 3						
1. 3. 4						

1. 3. 5						
.....						

» **Output 1.4: The piloting process strengthens knowledge and understanding regarding the extent to which components of the integration framework and peacebuilding curriculum are relevant, equitable, sustainable, efficient and effectively contribute to social cohesion**

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	Percentage of 12 targeted pilot schools (including informal Qur'anic centres) successfully adopting the minimum standards as per the proposed framework (harmonized curricular programme adapted, including peacebuilding education; improved pedagogical practices; regular oversight by school inspectors; safer/healthier learning environments; school free of all forms of violence).	0%	75%	0%	No progress.	The pilot will start from year 2 (second half) as soon as the integration framework, curriculum and others piloting tools will be made available.

1. 4. 2	Existence of operationalization strategy included costed scale-up strategy.	No (instead of 0 has mentioned by mistake in the programme document).	Yes (instead of "Costed operationalization strategy implemented, including the establishment of a representative committee to follow-up on action points" - as mentioned by mistake in the Programme Document.	No	No progress	To be considered in Year 3 of the programme.
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:

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

How many outputs does outcome 2 have?

1

2

3

4

5

more than 5.

Please list all outputs for outcome 2

Output 2.1

Output 2.2

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:

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

» Output 2.2:

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

» Output 2.3:

2. 3	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
2. 3. 1						
2. 3. 2						
2. 3. 3						
2. 3. 4						
2. 3. 5						

» Output 2.4:

2. 4	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
2. 4. 1						
2. 4. 2						
2. 4. 3						
2. 4. 4						
2. 4. 5						

» Output 2.5:

2. 5	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
2. 5. 1						
2. 5. 2						
2. 5. 3						
2. 5. 4						
2. 5. 5						

» Outcome 3:

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

How many outputs does outcome 3 have?

1 2 3 4 5 more than 5.

Please list all outputs for outcome 3

Output 3.1

Output 3.2

Output 3.3

Output 3.4

Output 3.5

Other Outputs

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

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

» **Output 3.1:**

3. 1	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
3. 1. 1						
3. 1. 2						
3. 1. 3						
3. 1. 4						
3. 1. 5						

» Output 3.2:

3. 2	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
3. 2. 1						
3. 2. 2						
3. 2. 3						
3. 2. 4						
3. 2. 5						

» Output 3.3:

3. 3	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
3. 3. 1						
3. 3. 2						
3. 3. 3						
3. 3. 4						
3. 3. 5						

» Output 3.4:

3. 4	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
3. 4. 1						
3. 4. 2						
3. 4. 3						
3. 4. 4						
3. 4. 5						

» Output 3.5:

3.5	Output Indicators <i>Describe the indicator</i>	Indicator Baseline <i>State the baseline value of the indicator</i>	End of Project Indicator Target <i>State the target value of the indicator at the end of the project</i>	Indicator progress for reporting period <i>State the current value of the indicator for the reporting period</i>	Indicator progress since project's start <i>State the current cumulative value of the indicator since the start of the project</i>	Reasons for Variance/ Delay (if any) <i>Explain why the indicator is off track or has changed, where relevant</i>
3.5.1						
3.5.2						
3.5.3						
3.5.4						
3.5.5						

» Outcome 4:

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

How many outputs does outcome 4 have?

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						
If the project has more than 4 outcomes, use this space to describe progress on progress on indicators for the remaining outcomes						

*

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	2 Project Joint Steering Committee (JSC) meetings	September 2026 and December 2026	Bissau	JSC members	Coordination of the implementation.
Event 2	5 Project Joint Technical Coordination Committee meetings	June 30, 2026 July 28, 2026 August 25, 2026 September 29, 2026 October 27, 2026	Bissau	Ministry of Education, UNICEF and UNESCO project teams	To support planning, implementation and reporting processes
Event 3	Handover ceremony of equipment's in support of the project monitoring and evaluation processes (car, motorcycles and tablets)	September 2026	Bissau	Ministry of Education	Handover ceremony of equipment's in support of the project monitoring and evaluation processes (car, motorcycles and tablets)
Event 4					

Human Impact

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

- i. The challenges/problem they faced prior to the project implementation
 - ii. The impact of the project in their lives
 - iii. Provide, where possible, a quote or testimonial from a representative of each stakeholder group
- This is an optional question. You may leave it unanswered if not relevant*

Human Impact	Type of stakeholder	What has been the impact of the project on their lives?	Provide, where possible, a quote or testimonial from the stakeholder
1			
2			
3			
4			

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

Please limit your response to 4000 characters.

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

OPTIONAL

File 1

OPTIONAL

Click here to upload file. (< 10MB)

File 2

OPTIONAL

Click here to upload file. (< 10MB)

File 3

OPTIONAL

Click here to upload file. (< 10MB)

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

OPTIONAL

Link 1

OPTIONAL

Link 2

OPTIONAL

Link 3

OPTIONAL

Please tick the applicable change based on above narrative.

How we worked:

*

Please select up to 3.

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

Please explain one of the selected options

Please limit your response to 3000 characters.

The project is strengthening national education institutional capacities, enabling the design and application of robust frameworks supporting social cohesion.

Please explain one of the selected options

Please limit your response to 3000 characters.

Please explain one of the selected options

Please limit your response to 3000 characters.

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 implementation is supported by strategic partnership with Government institutions and CSOs.

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.

None

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.

Baseline values for the outcome indicators have not yet been established, as the baseline surveys are incorporated into the broader situation analysis. As a result, the establishment of outcome baseline values is pending the completion of this comprehensive assessment. The partnership agreement with Interpeace has now been finalized, paving the way for their support to the situation analysis, which will provide a robust evidence base for the programme. The results of these studies are expected to be available by the end of 2026. They will inform community dialogue processes and guide the development of the integration framework in alignment with subsequent programme interventions

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.

N/A

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.

The project embeds community feedback mechanisms within a comprehensive Accountability to Affected Populations (AAP) approach, ensuring that stakeholders can continuously inform and influence the intervention. Because the baseline survey is integrated into a broader situation analysis, feedback channels are established from the outset through participatory and inclusive methods that place community perspectives at the center of evidence generation and decision-making. Interpeace and Voz di Paz, with UNICEF's technical guidance and coordination from the Ministry of Education and UNESCO, lead structured consultations across the country. These include regional dialogues, surveys, and interviews with parents, students, teachers, religious leaders, and community actors. Such mechanisms create regular and accessible opportunities for stakeholders to express their views, identify concerns, and shape the direction of the project based on lived experiences. A multi-stakeholder Steering Committee serves as a formal feedback and accountability platform. Composed of government representatives, religious education networks, civil society, and implementing partners, it reviews findings, validates results, and ensures that community inputs are reflected in decision-making. This structure strengthens transparency, promotes shared ownership, and directly connects grassroots perspectives with national policy processes. Throughout implementation, feedback is continuously collected and used through iterative validation processes. Preliminary findings from the situation analysis are shared in workshops and dialogue sessions, where participants can review, challenge, and refine conclusions and recommendations. This ensures that the intervention remains responsive and grounded in community realities. To further support accessibility and transparency, the project applies a diversified communication strategy. Findings and updates are disseminated through public presentations, reports, audiovisual materials, online platforms, and radio programmes. Particular attention is given to reaching populations with limited access to formal channels, while conflict-sensitive communication, supported by trained radio journalists, encourages inclusive and constructive public debate. Finally, feedback mechanisms are institutionalized within the national dialogue process for developing the Integration Framework. Community consultations organized by Interpeace and Voz di Paz allow stakeholders to review and improve the framework proposed by UNESCO. Inputs are systematically consolidated and incorporated into the final document, ensuring that community voices directly shape policy outcomes. Through these interconnected mechanisms (consultations, validation workshops, governance structures, and inclusive communication) the project ensures continuous, structured, and meaningful community feedback, reinforcing accountability, trust, and sustainability.

» 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

65000

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:

» 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?** *

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.

Sustainability

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

Please limit your response to 3000 characters.

To ensure the sustainability of peacebuilding beyond the programme period, the project has been deliberately designed to strengthen national ownership, institutionalization of coordination mechanisms, and embedded stakeholder participation from the outset.

From the planning stage, the Ministry of Education (MENESIC) has been placed at the center of implementation through high-level consultations that aligned programme objectives with national priorities and strengthened institutional ownership. This engagement has been further consolidated through the establishment of a Joint Technical Coordination Committee (JTCC), following recommendations from the inaugural Joint Steering Committee (JSC). Guided by clear Terms of Reference, the JTCC serves as the main operational platform for interinstitutional coordination, translating strategic guidance into concrete plans, tools, and implementation processes.

The JTCC brings together key technical representatives from MENESIC, including relevant General Directors, alongside UNICEF and UNESCO specialists. Meeting regularly, it oversees planning, progress monitoring, coordination of field activities, and harmonization of methodologies. During implementation, the JTCC provided a structured forum for reviewing progress, addressing operational challenges, and jointly refining work plans and strategies. This strengthened technical ownership, improved responsiveness to evolving needs, and sustained implementation momentum in a complex context.

At the strategic level, the JSC complements these efforts by ensuring inclusive governance and oversight. Comprising representatives from government, religious communities, civil society, and development partners, it promotes transparency, shared ownership, and participatory decision-making, supported by clearly defined roles and responsibilities.

In parallel, the project leverages existing platforms such as UNICEF's Accountability to Affected Populations (AAP) approach and U-Report to strengthen community engagement and feedback. Overall, sustainability is pursued not as a standalone component, but as a structural feature of the programme architecture. By embedding leadership within MENESIC, institutionalizing coordination through the JTCC, ensuring inclusive oversight via the JSC, and leveraging existing accountability systems, the project is building durable national systems capable of sustaining results, learning, and adaptation beyond the programme period.

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.

No

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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Event 1	Project Joint Technical Coordination meetings	During the reporting period, three meetings of the JTCC were organised, on January, February and April	The project has made progress in establishing coordination mechanisms and government engagement, while facing delays in core technical outputs. Government ownership has been consistently reinforced, with MENESIC actively engaged through its Technical Secretariat and sectoral directorates. This engagement has strengthened institutional anchoring and positioned the Ministry as the lead actor in implementation. The creation and validation of the Joint Technical Coordination Committee (JTCC) is a major achievement. It is now fully operational, with clear Terms of Reference and a regular meeting schedule, serving as the main platform for coordination, joint planning, and decision-making between the Government and partners. The committee has enabled adaptive management of the project. Regular meetings have allowed systematic monitoring of progress, identification of challenges, and timely adjustment of work plans and implementation strategies, improving responsiveness in a complex and evolving context. However, implementation progress remains uneven. While coordination, planning, and staffing have
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			advanced well, key technical activities, particularly the situation analysis and related studies, have experienced delays. These are mainly due to partner selection processes, administrative constraints, and external factors such as political changes and financial regulations. Risk management has therefore become a central focus, with stakeholders actively identifying mitigation measures and adapting implementation approaches to address operational and contextual challenges.
Event 2			
Event 3			
Event 4			
Event 5			
Event 6			
Event 7			
Event 8			

Final Steps

- Please save a PDF copy of the form by clicking on the *Printer* icon on the top right corner of the page.
- A dialogue box will appear: Please select the A4 size and portrait orientation.
- Click "prepare" and save the document as a PDF.
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