

# Agulhas

## Applied Knowledge

# Dialogue for the Future 2

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*Final Evaluation*

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## Acronyms

BAM	Bosnia and Herzegovina Convertible Mark
BiH	Bosnia and Herzegovina
DFF	Dialogue for the Future
DFF 2	“A More Equitable Society: Promoting Social Cohesion and Diversity in BiH (Dialogue for the Future II)”
DPA	Dayton Peace Agreement
EU	European Union
EYOF	European Youth Olympics Festival
FBiH	Federation of Bosnia and Herzegovina
LDP	Local Dialogue Platform
MOU	Memorandum of Understanding
NGO	Non-government organisation
RS	Republika Srpska
SDG	Sustainable Development Goal
SEE	South East Europe
SGF	Small Grant Facility
ToC	Theory of change
TOR	Terms of Reference
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

## Executive summary

This is a final evaluation of the joint project, “A More Equitable Society: Promoting Social Cohesion and Diversity in BiH (Dialogue for the Future II)” (DFF 2). The project was under the auspices of the BiH Presidency and funded with a \$2 million grant from the UN Secretary-General’s Peacebuilding Fund. It was managed jointly by three UN agencies, UNICEF, UNDP and UNESCO, and ran from January 2018 to December 2019. A predecessor project (DFF 1) had been implemented between 2014 and 2016. The DFF 2 joint project sought to promote dialogue and joint problem-solving among different groups in Bosnia and Herzegovina (BiH) at local and state levels, in order to promote collaboration, trust and social cohesion. It had a strong focus on working with young people, women’s organisations and marginalised groups. It consisted of four main components:

1. Capacity building for civil society representatives
2. Establishing dialogue platforms in 28 municipalities and at the BiH level
3. A small grants facility for projects that promoted social cohesion
4. A public information campaign and other media-related activities.

The BiH Presidency was integral to both the design of the project and its governance arrangements. The three Presidents set the strategic direction of the project through a DFF 2 Joint Project Board and the project design sought to link up local communities and the Presidency around social cohesion issues. Unfortunately, their participation in some of the project’s flagship activities was curtailed by a political crisis that lasted for 13 months from the October 2018 election. The UN Project Team was nonetheless able to proceed with the majority of planned activities.

The evaluation finds that the project was highly relevant to the challenges facing BiH, and in particular to the circumstances of a post-war generation that has grown up with entrenched ethnic divisions. The design sought to build linkages and cooperation across groups through dialogue on social cohesion. It was closely aligned to the priorities of the BiH authorities, as reflected in various policies and strategies, and had strong links to the Sustainable Development Goals (particularly SDG16 on ‘peaceful and inclusive societies’) and the UN Development Assistance Framework for BiH. It was responsive to the needs of its target groups, who were closely involved in the implementation of project activities. However, social inclusion proved to be a broad objective that was difficult to communicate to stakeholders. With such a wide goal, the project became difficult to distinguish from other participatory local development initiatives, and its causal link to ethnic reconciliation was not always clear. A narrower focus might have resulted in a stronger project design.

The project delivered an ambitious work programme efficiently, making good use of its resources. The joint project modality proved a strength, allowing the project to draw on the capacities and experience of three UN agencies. However, not all the project’s component activities were well integrated with each other, which undermined some of the strengths of the project’s original design.

In its results framework, the project set itself an ambitious set of outcome targets, including population-level changes in attitudes and behaviours. Some of these were not realistic, given the time and resources available. The evaluation nonetheless found a good range of results at the activity level. The project successfully built a network of local dialogue platforms at the municipal level, bringing together young people, women's organisations and municipal authorities to identify local priorities for social cohesion. Care was taken to mainstream gender equality throughout the project by including equal numbers of boys and girls, men and women across the components. The project provided small grants for 24 initiatives, successfully identifying change agents at the community level and enabling them to implement a range of innovative social cohesion activities. Among many good examples, the evaluation was impressed by efforts by an association of female police officers in Republika Srpska to improve police understanding of the Roma community, and efforts in East Sarajevo and Goražde to help hearing-impaired people access municipal services. Together, the small grants benefited 23,400 participants, including 55% women and 15% people with disabilities. The project supported Radio Kameleon to conduct a campaign to promote gender inequality, including by amending the laws of political parties and promoting the representation of women on the boards of public companies.

The project also implemented a range of activities on education, including bringing together students, parents, teachers and education officials into dialogue platforms on improving learning outcomes. The project worked with relevant ministries to improve learning metrics and developed a code of ethics to promote tolerance within schools. There were a range of activities around the protection of cultural heritage, including collaborations with the museums in Banja Luka and Sarajevo. The project also developed a flagship communications initiative that engaged young people in developing a rap song on the theme of avoiding intolerant language online. The song has received over 117,000 views on social media and continues to be performed on radio.

Overall, the project made a positive contribution to building intergroup cooperation. However, its results are only partially institutionalised and are unlikely to be sustainable without further support. The project has put in place some good foundations for future peacebuilding activities. However, there are elements of the theory of change that should be reconsidered, in light of the experience with DFF 2, before embarking on a new iteration of the project.

The evaluation offers a number of recommendations for the UN's future peacebuilding work:

1. Building on the most effective parts of DFF 2, the UN should consider narrowing the focus of its future peacebuilding work to the objective of promoting tolerance and respect for diversity within the education systems of BiH.
2. The UN should use its convening power to bring together development partners interested in peacebuilding to share lessons and approaches, including through dissemination of learning and practical tools from DFF 2.
3. The UN should explore the possibility of establishing a standing grant-making fund for community-based peacebuilding projects, with a view to attracting funding from other donors and foundations.



If the UN decides to proceed with another iteration of Dialogue for the Future, the evaluation makes the following recommendations for the project design:

4. In a future iteration of DFF 2, the UN should invest more time into developing its theory of change and use it actively to support a flexible and adaptive approach to managing the project.
5. The design and governance arrangements for a new iteration of DFF should include engagement with a wider set of BiH stakeholders, rather than just the Presidency, in order to manage political risk and provide more entry points into the policy making process at different levels.
6. A future iteration of DFF should be designed so that its component activities are mutually reinforcing and contribute to common results. It should be managed and delivered as an integrated portfolio, rather than as separate activities.
7. A future project should develop a clear and consistent narrative about its scope and objectives that can be clearly communicated to partners and stakeholders, and use its public information campaigns to support its dialogue platforms.
8. A future project design should include skilled external facilitation of dialogue platforms.
9. A future project design should identify ways to support local communities with finding ways to implement their priorities.
10. A future project should consider establishing fewer local dialogue platforms, with each platform covering groups of related municipalities.
11. A future project should incorporate a more structured approach to policy advocacy around priorities identified through the dialogue platforms.
12. A future project design should incorporate a strategy for ensuring sustainability, including mobilising funds from other sources, from the outset of the project.

## 1. Introduction

This final evaluation of “A More Equitable Society: Promoting Social Cohesion and Diversity in BiH (Dialogue for the Future II)” (DFF 2) is commissioned by UNICEF. The project was managed jointly by UNICEF, UNDP and UNESCO, with a budget of US\$2 million from the Peacebuilding Fund, under the auspices of the Presidency of Bosnia and Herzegovina. It was implemented across the territory of Bosnia and Herzegovina (BiH), with a focus on 28 partner municipalities. One was eventually unable to participate, leaving 27 municipalities. The 18-month project was granted a 6-month no-cost extension and ran from 1 January 2018 to 31 December 2019. DFF 2 builds upon the original DFF that was implemented from 2014-2016.

The evaluation team is Alida Vracic (team leader), Dr Marcus Cox (evaluation expert) and Aida Vezic (local expert). The evaluation was undertaken over a three-month period, beginning with an inception visit to UN offices in Sarajevo in January 2020 and with six days of field work in February 2020. The Terms of Reference are included in Annex 1. An Inception Report was approved at the end of the design phase, which included a theory of change developed during inception at a workshop of project stakeholders and some agreed revisions to the evaluation questions (see Table 3).

### 1.1 Context of Bosnia and Herzegovina

#### Overview

DFF 2 was implemented 23 years after the Dayton Peace Agreement, which concluded hostilities and established the post-war constitutional architecture. Over the period since the peace agreement, BiH has stabilised into a divided polity, with territorial organisation and constitutional structures that reflect the ethnic divisions created by the conflict. In the first decade following the peace agreement, a large-scale international reconstruction programme, international military and police contingents and an assertive civilian peace mission facilitated the return of significant numbers of refugees and displaced persons into locations in which they are now part of an ethnic minority group. In most local contexts, ethnic communities continue to live in largely separate communities. They are educated in parallel education systems (sometimes in the form of ‘two schools under one roof’, despite rulings by state-level courts that such arrangements are discriminatory<sup>1</sup>), and learn different historical and political narratives through school curricula. The dominant political parties represent predominantly monoethnic constituencies and much of the media – both new and traditional – is divided along ethnic lines. As a result, there are widespread concerns that the post-war generation has grown up in a polarized environment and is vulnerable to mobilisation along ethno-nationalist lines.<sup>2</sup>

The post-war system of governance is complex and inefficient. It is structured as a two-layer federal system, with limited central government functions at the state level and some

<sup>1</sup> OSCE, “Two Schools Under One Roof: The Most Visible Example of Discrimination in Education in Bosnia and Herzegovina”, 2018, [link](#).

<sup>2</sup> Public Opinion in Kosovo\*, Serbia, Bosnia and Herzegovina, and North Macedonia, International Republican Institute’s Center for Insights in Survey Research, available at [link](#). \* References to Kosovo shall be understood to be in the context of the UN Security Council resolution 1244 (1999).

duplication of functions. At state level, politicians are elected by largely mono-ethnic constituencies and have little incentive to collaborate with representatives of other groups.<sup>3</sup> Governing institutions at state level and within the Federation of BiH are frequently deadlocked and offer limited leadership on substantive policy challenges.<sup>4</sup> The country faces frequent political crises, particularly around election periods.

Much of the pre-war industrial economy did not revive after the conflict and, following an initial economic boost connected to international reconstruction funding, the country has faced long-term economic stagnation. The official unemployment rate is 18.4%,<sup>5</sup> but unemployment is over 50% in some localities – include some of the DFF2DFF 2 partner municipalities.<sup>6</sup> This contributes to high rates of emigration and a growing problem of depopulation, particularly among rural communities<sup>7</sup>. BiH's fertility rate has fallen to 1.26 children per woman, one of the lowest in the world. As a result, the population is projected to decline from 3.53 million today to 3.06 million by 2050.<sup>8</sup> According to the latest [Balkan Public Barometer](#), 34% of young people would consider leaving the country to work abroad. An online poll conducted by the DFF 2 project found that, of nearly 4,000 participants, 57% of young people would consider emigration.<sup>9</sup> Although the accuracy of the data is unclear, it is estimated that around 186,000 people have left BiH since 2013, including 30,000 in 2019 alone.<sup>10</sup>

Levels of public trust in government and participation by citizens in general – and young people, women and minority groups in particular – in formulating public policy is relatively low – although this is common among the Western Balkans countries.<sup>11</sup> Only 10.4% of young people think that the BiH authorities and leading political parties have the will and capacity to engage in constructive politics and social dialogue.<sup>12</sup>

A UNDP study found that structural barriers to political participation of women in BiH are widespread, reinforced by a range of gender inequalities in wider society.<sup>13</sup> A 2015 assessment of gender wage disparities by the World Bank concluded that “social values in BiH remain conservative with most men and women expressing traditional perceptions of gender roles.”<sup>14</sup> Women make up 45% of the unemployed population, but 62% of the ‘inactive labour force,’ since many are housewives or unpaid family workers. Women are also 68% of those registered as employed in family business without a regular wage. The EU report on the country's readiness to begin negotiations on EU accession noted an absence of effective implementation

<sup>3</sup> Banovic, Barreiro, Gavrric, *The Political System of Bosnia and Herzegovina. Institutions - Actors – Processes*, 2013, [link](#).

<sup>4</sup> Brigit Bahtic-Kunrath, “Of veto players and entity-voting: institutional gridlock in the Bosnian reform process” 2011, [link](#).

<sup>5</sup> Statistics Agency of Bosnia and Herzegovina, [link](#).

<sup>6</sup> Republika Srpska Institute of Statistics, *Cities and Municipalities of Republika Srpska*, 2019, [link](#); Statistics Agency of Bosnia and Herzegovina, *Bilten Statistički Podaci Brčko Distrikta BiH*, 2018, [link](#).

<sup>7</sup> Alida Vracic, *The Way Back: Brain Drain and Prosperity in the Western Balkans*, European Council on Foreign Relations, 2018, [link](#).

<sup>8</sup> Tim Judah “Bosnia powerless to halt demographic decline”, Reporting Democracy, BIRN, 2019, [link](#).

<sup>9</sup> U-Report, [link](#).

<sup>10</sup> Admir Muslimovic, “Auf Wiedersehen: German Schools Profit From Bosnia's Emigration Fever”, BIRN, 2019.

<sup>11</sup> Friedrich Ebert Stiftung, Jusic, Lavric, Tomanovic, “Youth study southeast Europe 2018/2019”, [link](#).

<sup>12</sup> Prism Research, “Socio-economic Perceptions of Young People in Bosnia and Herzegovina”, UNDP, EU, 2017, [link](#).

<sup>13</sup> UNDP, “Baseline Study on Barriers To Political Participation Of Women in Bosnia And Herzegovina”, [link](#).

<sup>14</sup> World Bank & BiH Agency for Statistics, *Bosnia and Herzegovina: Gender Disparities in Endowments, Access to Economic Opportunities and Agency*, May 2015, [link](#); Tea Hadziristic, “Is Bosnia the worst place in Europe to be a woman?”, *Open Democracy*, 5 December 2016, [link](#).

of legislation to prevent gender-based violence, and the need for a more integrated approach to promoting the social inclusion of the Roma population.<sup>15</sup>

For a decade after the peace agreement, BiH was dominated by a large and intrusive international presence, which supervised the conduct of politics and had a disciplining effect on local political elites. Over time, however, international engagement has become less unified and resolute. While EU accession may offer a long-term resolution to the country's political challenges, progress has been frustratingly slow. While BiH formally applied for EU membership on 15 February 2016, it has not yet been granted official candidate status. Political disputes within the BiH state institutions present barriers to EU accession.

### **Operating environment for DFF 2**

DFF 2 is one of many international projects in the post-war period that have sought to promote inter-ethnic dialogue and social cohesion. It built on a predecessor project ("Dialogue for the Future: The Promotion of Co-existence and Diversity in Bosnia and Herzegovina") that ran from July 2014 to July 2016. Other projects active over the same time period include:

- **Pro-Future** (USAID; First phase: 2013-2017; \$4.8 million; Second phase 2017-2023: a reconciliation initiative active in 70+ municipalities, promoting public forums and dialogues
- **Regional Youth Cooperation Office for the Western Balkans** (€2 million per for three years): a regional initiative of six Western Balkans government to promote reconciliation across the region
- **Strengthening Inter-Religious Dialogue in BiH** (US Bureau of Conflict and Stabilization Operations; 2017-2019; \$450,000)
- **UN Joint Programme on 'Seeking Care, Support and Justice for Survivors of Conflict-Related Sexual Violence in BiH'** (UK and Canadian governments; 2014-2018; \$2.7 million): support for survivors of sexual violence during the conflict
- UNDP project on local communities '**Mjesne zajednica**' (Swedish and Swiss governments; 2015-2019; \$8.3 million): promotes community participation in municipal decision-making
- **UNDP Regional Programme on Local Democracy in the Western Balkans 'ReLOAD'** (EU and others; 2017-2020; \$10.7 million): regional project to empower civil society to be active in public policy.
- **Quality Education for All**, implemented by Council of Europe under the joint European Union / Council of Europe Horizontal Facility for Western Balkans and Turkey II, aims to foster a quality education for all by promoting inclusion and solutions to address discrimination in the education system
- The EU-funded **Local Integrated Development Project (LIR)**, implemented by UNDP in BiH, is being implemented in 21 cities and municipalities across Bosnia and Herzegovina and includes activities that promote community participation in local development planning.

<sup>15</sup> Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions 2018 Communication on EU Enlargement Policy, [link](#).

- **ROMACTED, “Promoting good governance and Roma empowerment at local level”**, is a Joint Programme between the European Union and the Council of Europe aiming to strengthen political will and support local development through capacity-building of local authorities and effective participation of Roma citizens in local plans and projects. It aims to empower Roma citizens on the individual and community level; improve and expand the institutions' commitment, capacities, knowledge and skills in working for Roma inclusion.
- The **Hate Monitor** is a monthly visualization of the OSCE Mission's hate crimes monitoring data. It presents the latest data on all known bias-motivated incidents and responses to these incidents by the justice sector, local authorities, and civil society throughout Bosnia and Herzegovina
- Council of Europe (CoE) runs a regional **support to inclusion project**. The main objective is enhancement of social inclusion and social cohesion in the region, through promotion of inclusive education and training (in accordance with the obligations of the beneficiary of the project in the process of pre-admission to the European Union, and in accordance with the standards of the Council of Europe).

The DFF 2 approach is distinctive in a number of respects. It is the only peacebuilding project under the auspices of the BiH Presidency, which is itself of considerable political significance. It seeks to build links between marginalised groups, local authorities and the country's most senior political leaders. The LDP's activity plans were distinct from other local dialogue forums in that the groups were discussing problems a wide range of issues not directly linked to local governance, including the quality of education, youth emigration, trust in government and employment, with a view to delivering messages from local communities to higher levels of government. However, the design also has elements in common with other projects. There were various initiatives promoting local dialogue forums over the same period, including some that were active in DFF 2 partner municipalities. This means that care needs to be taken in assessing the extent to which the project contributed to observed changes, given its proximity to other projects with similar aims and methods.

The period in which the project was implemented was marked by political crisis in BiH. For 13 months following general elections in October 2018, the tripartite BiH Presidency became deadlocked over a complex political disagreement. As a result, the appointment of a new state-level government (Council of Ministers) was not approved until December 2019. During the intervening period, the members of the Presidency did not participate in the project to the extent planned, and were unable to attend some of the project's flagship events, although they continued to be represented in the DFF 2 Joint Project Board via their advisers.

## 1.2 Object of the evaluation

“A More Equitable Society: Promoting Social Cohesion and Diversity in BiH (Dialogue for the Future II)” (DFF 2) is a \$2 million, 18-month project (later extended to 24 months) that aimed to promote dialogue and joint problem-solving among different groups at the local and state-level in Bosnia and Herzegovina, in order to promote collaboration, trust and social cohesion. It ran from 1 January 2018 to 31 December 2019. It built on a predecessor project (“Dialogue for the Future: The Promotion of Co-existence and Diversity in Bosnia and Herzegovina”) that ran from

July 2014 to July 2016, also with a \$2 million budget – although there was a lengthy gap between the two.

Both projects were funded by the UN Secretary-General’s Peacebuilding Fund – a financial instrument administered from UN headquarters in New York that supports interventions in countries or situations at risk of conflict. DFF 2 falls under ‘dialogue and coexistence’ – one of the four priority areas of the PBF.<sup>16</sup> The funds came from the Immediate Response Facility (IRF) window, which is designed to support short-term peacebuilding initiatives led by local stakeholders. While BiH is not a typical country for IRF in view of the time that has passed since the peace agreement, it was supported in light of international concerns that unresolved peacebuilding issues posed a threat to the stability of BiH and the region. IRF interventions aim to respond to immediate needs in line with the PBF’s comparative advantage and are limited to \$3 million in active projects at any one time, as well as a limit of 18 months in project duration.<sup>17</sup> As its primary sponsor, the BiH Presidency was represented on the DFF 2 Joint Project Board and had overall responsibility for the strategic direction of the project.

DFF 2 aimed to bring together citizens from different groups and local authorities into a series of dialogue platforms, at both local and state levels, to identify common problems and develop common solutions. This was intended to promote inter-group collaboration and build trust among constitutional ethnic groups. The BiH Presidency was not just the formal counterpart and partner for the project, but also a key element of the theory of change. The hope was that common challenges identified through local dialogue platforms would be discussed at BiH-level events hosted by the three members of Presidency, enabling the Presidency to directly engage with citizens. The Project Document states: “DFF is the only peacebuilding initiative that enables people from all of BiH’s constituent groups, and others, to directly engage their Presidency”.<sup>18</sup> As it transpired, the Presidency’s involvement in the dialogue process was curtailed by wider political challenges, with the result that this element in the theory of change was not fully tested.

### Results chain

In the project’s results framework, the two expected outcomes were:

1. Increased interaction and collaboration between different groups at the local level (within and between municipalities); and
2. Increased interaction and dialogue between different groups at the BiH level.

The indicators and outputs associated with each outcome in the project’s results framework are summarised in Table 1. The primary method of monitoring progress against the two outcomes was baseline and endline surveys gauging changes of perception among citizens in DFF 2 partner municipalities.

PBF encourages joint programmes implemented by two or more UN agencies. DFF 2 was therefore developed jointly by three agencies, UNICEF, UNDP and UNESCO. The three agencies

<sup>16</sup> UN, *Secretary-General Peacebuilding Fund (PBF): Strategic Plan 2017-2019*, undated, [link](#).

<sup>17</sup> UN, *Secretary-General’s Peacebuilding Fund (PBF) Guidelines on PBF funds application and programming*, 2018.

<sup>18</sup> United Nations Peacebuilding Support Office/Peacebuilding Fund, “Project Document: A more equitable society: promoting social cohesion and diversity in BiH (Dialogue for the Future II)”, undated, p. 14.

established a joint Project Team, which worked closely with the Peace and Development Unit in the UN Resident Coordinator's Office. A DFF 2 Joint Project Board was formed to oversee the project, consisting of advisers to each of the three members of the BiH Presidency and senior representatives from the UN, namely the Resident Coordinator and the heads of the participating UN agencies.

As the sponsor of the project, and through its role on the DFF 2 Joint Project Board, the Presidency took a number of important decisions that influenced the design and implementation of the project. For example, it took an early to decision to expand the number of local dialogue platforms from the 6-9 anticipated in the Project Document to 28 municipalities grouped in 9 clusters (Sarajevo broader area/East Sarajevo; Tuzla; Mostar; Central Bosnia (Vitez, Busovaca, Kiseljak, Kresevo); Travnik, Novi Travnik, Bugojno; Bijeljina; Banja Luka; Dobojski/Dobojski East, Usora and Tesanj; Trebinje; Brcko). One partner municipality was unable to participate, leaving 27 actively involved in the project. This meant that, from the perspective of the UN Project Team, some of the key design parameters – including the role of the Presidency itself in the project – were beyond their control. When the participation of the Presidency in the project was curtailed by a long-running political crisis, the UN partners proposed that the project develop relationships with other levels of government. The Presidency disagreed with this proposal. For our purposes, decisions made by the Presidency through the DFF 2 Joint Project Board are treated as part of the subject matter of the evaluation.

**Table 1: DFF 2 Outcomes, outputs and outcome indicators**

Outcomes and outputs	Outcome indicators
<p><b>1: Increased interaction and collaboration between different groups at the local level (within and between municipalities)</b></p> <p><i>Associated outputs</i></p> <p>1.1 Local communities lead local assessments on common problems and priority issues of concern</p> <p>1.2 Social cohesion <i>at the local level</i>, enhanced through establishment of local dialogue platforms/peacebuilding mechanisms</p>	<p>1a. Percentage of local leaders and community representatives, including youth leaders, indicate increased collaboration between different groups</p> <p>1b: Increased level of collaboration between youth from different groups; as well as between youth and local leaders</p> <p>1c: Percentage of target groups report increased interaction between members of community and their local representatives</p> <p>1d: Percentage of target groups report increased trust between members of community and their local representatives</p>
<p><b>2: Increased interaction and dialogue between different groups at the BiH level</b></p> <p><i>Associated outputs</i></p> <p>2.1 Youth leaders from BiH are capacitated to become conveners and peacebuilders</p> <p>2.2 Dialogue between relevant authorities and institutions, and citizens, facilitated at BiH level</p> <p>2.3 BiH leadership and youth leaders connect to leaders in the neighbouring countries</p>	<p>2a: Programme partners and beneficiaries indicate increased interaction between the Presidency, local authorities and youth</p> <p>2b: Number of provocative/negative statements in the mainstream media about the 'other' groups during elections period</p>

The project consisted of a complex workplan of activities, organised broadly into four areas:

1. **Capacity building** for civil society representatives on dialogue, advocacy and other topics related to social cohesion
2. The establishment of **dialogue platforms** in 27 locations<sup>19</sup> and at the BiH-level
3. A **small-grants facility** that provided grants to government institutions, non-governmental organisation (NGOs) and individuals on a matching funds basis to support projects that promote dialogue, cooperation and social cohesion
4. A **public information campaign** and other activities with traditional and social media.

The Project Document anticipated that small grants would be provided to support initiatives selected by local dialogue platforms. It stated:

“Small grants will be allocated for the groups to undertake small-scale activities and initiatives that promote peacebuilding. The scope and types of activities that will be eligible for the grants will be identified through the local assessments and prioritisation exercises... The small grants are important to empower youth to take concrete action to initiate positive change in their communities, and to assure them that the programme is not just another ‘talk-shop’.”<sup>20</sup>

As it transpired, the project opted to run the small grants facility in parallel to the local dialogue platforms, funding similar themes but not directly supporting initiatives emerging from the local dialogues.

### **Theory of change**

The Project Design document summarised the project’s theory of change in a single sentence:

“**If** sustained dialogue and joint problem solving is supported between different groups and mechanisms for local peacebuilding are established, **then** collaboration and trust between groups is enhanced and social cohesion promoted, **because** different groups will identify common goals and realize positive change can only be achieved through collaboration and harnessing the strength of diversity.”

As this formulation was too simple to encompass the complexity of the project’s results chain, the evaluation team held a theory of change workshop with the Project Team and UN senior management during the inception visit, to articulate a more complete version. This is summarised in the diagram in Annex 2, alongside some of the underlying assumptions.

The theory of change posits that:

1. The three main project activities (small grants, dialogue platforms and media campaigns), combined with capacity-building activities and supported by the partnership with the BiH Presidency, will lead to:

<sup>19</sup> The municipalities of Sarajevo Centar, Ilidza, Novi Grad, Novo Sarajevo, Stari Grad Sarajevo, Istocna Ilidza, Istocno Novo Sarajevo, Pale, Sokolac, Trnovo, Tuzla, Mostar, Bugojno, Busovaca, Kiseljak, Kresevo, Novi Travnik, Travnik, Vitez, Bijeljina, Banja Luka, Dobojski Istok, Tesanj, Usora, Dobojski and Trebinje, plus the District of Brcko.

<sup>20</sup> United Nations Peacebuilding Support Office/Peacebuilding Fund, “Project Document: A more equitable society: promoting social cohesion and diversity in BiH (Dialogue for the Future II)”, undated, p. 18.



2. A set of outputs, including new change agents and initiatives on social cohesion, inclusive local dialogues, new media narratives, and dialogue between young people and the Presidency.

These will in turn lead to a set of intermediate outcomes, including:

- Institutionalised dialogue structures
- Demonstration of the value of inter-group dialogue
- New public policies on social cohesion
- An alternative to the dominant media narrative
- Political leaders become more engaged in social issues.

The final outcomes (from the Project Document) are defined as increases in

- Collaboration among different groups and at different levels in BiH society. In particular, this takes the form of joint problem-solving on challenges that are common across ethnic and other social divisions.
- Increased trust – among ethnic and social groups, and between communities and elected leaders at various levels.
- Increased social cohesion. This includes tolerance of difference and acceptance of the value of diversity. This objective encompasses both reduction in ethnic divisions and reduction in the marginalisation of other social groups, such as people with disabilities and Roma.

A key element in the project's theory of change is that reducing division among the major ethnic groups and reducing the marginalisation of other social groups are closely related objectives that can be pursued jointly by the project.

### ***Rights-based approach and leaving no one behind***

While the Project Document makes no specific reference to the human rights-based approach or the 'leave no one behind' principle, the design is in fact strongly aligned to both. One of the intended outcomes of the project is increased "social cohesion". The term is not defined in the Project Document but is used to refer to the inclusion of potentially marginalised groups, such as young people, women, people with disabilities and Roma. The inclusion of these groups was a selection criterion for the small grants and is also mandated for other project activities. The project sought to empower its target groups to understand and advocate for their rights, through capacity building and grant-financed initiatives. It sought to enable structured dialogue between right-holders and duty-bearers, by linking its target groups with primary duty-bearers (especially municipalities authorities) and secondary duty-bearers (including schools and universities).

### ***Key stakeholders***

This was a complex project with a wide range of stakeholders. Their roles are summarised below.

**Table 2: DFF 2 stakeholders**

Stakeholders	Role in the project
UN Secretary-General's Peacebuilding Fund – Immediate Response Facility (IRF)	Donor. The basic parameters for the project, including its size and duration, were determined by IRF's rules.
BiH Presidency	Sponsor and main BiH partner for the project. Represented on the DFF 2 Joint Project Board through the three presidential advisers, with authority over the strategic direction of the project. Intended participant in key project activities, particularly the BiH-level dialogue platforms.
UNICEF, UNESCO and UNDP	Three UN implementing agencies for the joint project. They formed a joint Project Team and management decisions were taken by consensus across the group.
UN Resident Coordinator and the Peace and Development Unit	Key UN stakeholders, point of contact with the BiH Presidency and political advisors to the project.
CSO partners	Four CSO partners – the Centar za promociju civilnog društva (CPCD), Vive Žene, Genesis project and Omladinski kulturni centar (OKC) – were selected by competitive tender to support implementation of the project.
28 partner municipalities	28 municipalities (including the District of Brcko) were initially chosen by the DFF 2 Joint Project Board, but one (Istocni Stari Grad) did not proceed. All 28 Mayors signed letters of cooperation with the DFF 2 joint project and each nominated a Municipal Coordinator to liaise with the project and provide in-kind contributions (staff time and facilities for meetings).  Participants in local dialogue platforms were also important stakeholders, contributing time and energy to the project.
Educational institutions	The project worked with a number of stakeholders in the educational sector (primary and secondary schools, universities, local education officials and policy makers at cantonal and entity level).
Small grant recipients	The project awarded small grants to 21 grantees (1 municipality, 4 public institutions, 16 CSOs and 2 individuals through a competitive process. Grantees were invited to participate in the BiH level dialogue platform.

## 2. Purpose, scope and methodology

### 2.1 Purpose

A final evaluation is one of the requirements set by PBF and was duly commissioned by UNICEF as Convening Agency of the joint project. According to the evaluation TORs, the primary purpose of the evaluation is to assess the relevance, efficiency, effectiveness, sustainability and impact of

the Project, against the Project Document and Results Framework. In particular, the project should:

- 1) Assess the project's contribution to the planned results, and identify also if there were any unintended programme results
- 2) Identify lessons learned
- 3) Make strategic and forward-looking recommendations to further support social cohesion and diversity in BiH.

The intended users of the evaluation are the DFF 2 Joint Project Board, the Project Team and the PBF. It is also anticipated that the evaluation will be widely shared with other parties interested in peacebuilding in BiH. It is intended that the recommendations will inform decision-making on future peacebuilding initiatives, whether by the UN or other parties. The UN is implementing a parallel peacebuilding project at the regional level, involving BiH, Serbia and Montenegro, which can draw on lessons from the evaluation, and is also giving active consideration to options for continuing key initiatives from DFF 2 in the future.

## 2.2 Scope

The TORs specify that the evaluation should cover all aspects of the project, including not just final results against the results framework, but also planning and implementation. It covers the full range of project activities from inception through to completion. It also covers the full geographical reach of the programme.

However, time and budget constraints mean that key aspects of the project have been reviewed on a sample basis, with the fieldwork allocated so as to be broadly proportionate to the level of expenditure on each project component. The team conducted fieldwork in 6 of the 27 project localities. We also selected 9 of 24 small grants for more detailed review (with a light-touch, desk-based review of the remaining grants). A number of project activities anticipated in the workplan were not implemented, owing to timing constraints or political obstacles. While these are not included in the evaluation, we give due consideration to how well the project adapted to obstacles of this kind.

This scope of the evaluation was sufficient for us to test the validity of results reported by the project on a sample basis; to undertake a qualitative assessment of key causal propositions in the project's theory of change; and to collect key stakeholder feedback on the likelihood of activities being sustained beyond the closure of the project.

## 2.3 Evaluation criteria and questions

The evaluation uses the standard OECD/DAC criteria of relevance, efficiency, effectiveness, impact and sustainability. The evaluation questions are set out in Table 3. An original set of questions from the TOR (see Annex 1) were modified during the inception phase for better alignment with the results framework and the theory of change. The number of questions was rationalised, but all the key issues and lines of enquiry from the TORs were retained. A full

evaluation framework is set out in Annex 4. The evaluation is informed by the United Nations Evaluation Group *Norms and Standards for Evaluation*.<sup>21</sup>

**Table 3: Evaluation criteria and questions**

Evaluation criteria	Evaluation questions
<p><b>Relevance:</b> The extent to which the objectives address the real problems and the needs of its target groups, country priorities, associated policies and donor priorities.</p>	<ul style="list-style-type: none"> <li>▪ Was the design of the project appropriate for achieving its expected results?</li> <li>▪ How well did the project respond to the needs of its target groups and beneficiaries?</li> <li>▪ How aligned were the project’s activities and objectives with government policies and priorities?</li> <li>▪ How aligned was the project to the goals of the UN Development Assistance Framework and the priorities of its funder?</li> </ul>
<p><b>Efficiency:</b> Were inputs utilized or transformed into outputs in the most optimal or cost-efficient way? Could the same results be produced by utilizing fewer resources?</p>	<ul style="list-style-type: none"> <li>▪ How well did project coordination, management and financing arrangements support efficient delivery and ownership by project stakeholders?</li> <li>▪ To what extent were activities implemented as scheduled and with the planned financial resources?</li> <li>▪ How well has the project collaborated with NGOs as implementing partners?</li> <li>▪ To what extent did the target population and participants taken an active role in implementing the project?</li> <li>▪ How well did the project adapt to changes in context and lessons learned?</li> </ul>
<p><b>Effectiveness:</b> Extent to which the objectives of the development intervention have been achieved or are expected to be achieved, bearing in mind their relative importance. How well the project’s results have contributed to the achievement of the objectives?</p>	<ul style="list-style-type: none"> <li>▪ To what extent have the project’s outputs and outcomes been achieved?</li> <li>▪ To what extent has the theory of change underlying the project proved valid?</li> <li>▪ How well have cross-cutting objectives, including empowerment of young people, women, people with disabilities and other vulnerable groups, been advanced?</li> <li>▪ Have there been unintended positive or negative results?</li> </ul>
<p><b>Impact:</b> Extent to which the objectives of the development intervention have been achieved or are expected to be achieved, bearing in mind their relative importance. How well the project’s results have contributed to the achievement of the objectives?</p>	<ul style="list-style-type: none"> <li>▪ How well has the project contributed to cooperation, trust and social cohesion in BiH?</li> <li>▪ How well has the project contributed to building foundations for future peacebuilding in BiH?</li> </ul>
<p><b>Sustainability:</b> Probability of the benefits of the project continuing in the long term.</p>	<ul style="list-style-type: none"> <li>▪ To what extent have initiatives supported by the project continued beyond the period of direct financial support?</li> <li>▪ Was the scale and duration of the project conducive to sustainable results?</li> <li>▪ To what extent has the project built partnerships and networks that contribute to long-term peacebuilding?</li> <li>▪ How well has the project developed an approach and delivery model that can be replicated?</li> </ul>

<sup>21</sup> United Nations Evaluation Group, (2016). *Norms and Standards for Evaluation*. New York: UNEG.

## 2.4 Methodological approach

The evaluation used a mixture of quantitative and qualitative methods to assess results against the project's results framework, collect key stakeholder feedback on design and implementation processes, and test the validity of the theory of change.

According to the project results framework, the main method of measuring results at outcome level is through the baseline and endline surveys, measuring changes in attitudes and perceptions in the project municipalities and in three partner municipalities. These surveys were commissioned by the project separately to the evaluation and are the data source for the quantitative analysis. The survey results were triangulated through qualitative research conducted by the valuation team in the sampled municipalities. As well as providing stakeholder feedback, which was important for a number of the evaluation questions, the qualitative research provided a means of exploring the project's contribution to quantitative results captured through the surveys, given the presence of other causal influences.

The data sources used for the evaluation were as follows:

- **Literature review:** We conducted a brief review of international literature on dialogue-based peacebuilding initiatives, to capture good practice and evidence on what works. This informed all aspects of the evaluation, in particular our assessment of the relevance of the design and the plausibility of the project's theory of change. The findings of the literature review are summarised in Annex III.
- **Baseline and endline surveys:** These were commissioned by the project independently of the evaluation and prepared by Prism Research, a marketing, media and social research company based in Sarajevo. The survey covered 1,200 citizens, including 900 from 14 project municipalities and 300 from 3 control municipalities. The project municipalities in the sample (14 out of 27) were selected by the researchers in dialogue with the UN Project Team to cover both entities and the District of Brcko, to be broadly representative of the three ethnic majority areas and to include a mixture of urban and rural settlements. The survey reports do not specify how the control municipalities were selected, other than in dialogue with UN Project Team. Within each municipality, the primary sampling points were selected using the probability proportional to size (PPS) procedure, which allows random selection based on the population size. Only one person per household was surveyed, and the respondents were selected using the last birthday method. The research team also conducted focus groups, with a particular focus on young people up to 30 years of age.
- **Document review:** We collected and analysed more than 280 documents produced by the project, including strategies and workplans, activity and financial reports, grantee reports, project outputs and monitoring data. A list of the number and categories of document reviewed is included in Annex V.
- **Key informant interviews:** We interviewed 69 key informants, of whom 48 were women. In Sarajevo, interviews conducted included members of the Project Team and the DFF 2 Joint Project Board, other UN staff, CSO and university implementing partners and other development partners. In the six project municipalities that we visited, we interviewed municipal government employees, participants in local dialogue platforms, recipients of small grants and participants in training and capacity-building programmes.

We used a combination of individual and group interviews, using a semi-structured format. Some interviews were conducted by telephone and Skype.

Our analytical process included:

- Analysis of survey data and assessment against target and milestones in results framework.
- Analysis of qualitative data from key informant interviews, to test stakeholders' comprehension of project goals and approaches, collect feedback on the quality of delivery processes and partnerships, analyse the level of inclusion of target groups, and assess likelihood of sustainability etc, by reference to indicators and targets from results framework and causal assumptions set out in the theory of change.
- Assessment of project activity reports and grantee reports against workplans and output indicators from the results framework.
- Analysis of financial reports against budgets and workplans, to identify completion of planned activities and resource utilisation.
- Analysis of the project design and theory of change against evidence of good practice and what works from the literature review.
- Comparison of project goals to BiH development policies and strategies, and to the UN Development Assistance Framework (UNDAF).

The evaluation has a strong focus on the 'leaving no one behind' principle. The methodology was designed to test the level of participation of the project's target groups (women, young people, people with disabilities and Roma) in project activities and the extent to which they benefitted from their participation. While the limited scope of the fieldwork meant that the review team had limited scope to engage directly with marginalised groups, we interviewed representatives of a range of CSOs and community groups that represent and advocate for marginalised groups. The evaluation tested the project's compliance with the human rights-based approach by assessing the extent to which the project had built the capacity of participants to articulate and advocate for their rights, and whether it had built effective dialogue structures with duty-bearers (principally, municipal authorities) for addressing the rights of marginalised groups.

## 2.5 Sampling

There were two sampling elements in the methodology. First, the evaluation team selected 6 of the 27 partner municipalities for fieldwork visits. The size of the sample was determined by timing and budget constraints. The sample was selected purposively, to be broadly representative of the variety of conditions in which the project is working, based on three criteria:

- A balanced sample by entity and ethnic group
- A mixture of large cities and smaller municipalities<sup>22</sup>

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<sup>22</sup> A major urban area is defined as one with more than 50,000 inhabitants, based on the 2013 census.

- A mixture of levels of socio-economic development, represented by the unemployment rate<sup>23</sup> as a proxy.

Half of the sample covered major urban areas and the other half smaller municipalities. Two out of the six municipalities selected had high socio-economic development indicators, two medium and two low. The sample covered four out of nine municipal clusters (Sarajevo/East Sarajevo; Mostar; Travnik, Novi Travnik, Bugojno; Banja Luka).

The sampled municipalities are listed in Table 4.

**Table 4: Sample of municipalities for fieldwork**

Municipality	Part of a major urban area?	Socio-economic band
Istočno Novo Sarajevo	Yes	High
Mostar	Yes	Medium
Bugojno	No	Low
Novi Travnik	No	Low
Travnik	No	Medium
Banja Luka	Yes	High

The second sampling element was a selection of small grants for detailed review. We reviewed 9 of the small grants awarded (one third), including 8 out of 21 grants awarded to organisations and 1 of the 2 grants awarded to individuals. Our selection criteria were:

- A representative sample by area of activity (civil rights, youth activism, culture)
- Target beneficiary groups mention in the grant application (youth, women, people with disabilities, Roma)
- Geographical balance, according to the seat of the grantee.

The sample also included an element of convenience sampling, to allow us to maximize the value gained from limited fieldwork by covering both local dialogue platforms and grant recipients in a number of locations, such as Bugojno, Tuzla and Banja Luka. Table 5 sets out our sample.

<sup>23</sup> The unemployment rate was selected as a proxy because, unlike for other socio-economic indicators, there is consistent and recent data available for both entities and the District of BČko. Unemployment rate is defined as the number of people actively looking for work as a proportion of the total labour force. There is a high variation in unemployment rates across the project municipalities, ranging from 14% in Sarajevo Centar to 55% in Busovača, making it a useful sampling criterion. We ranked the project municipalities by unemployment rate and allocated them to three socio-economic bands: high, medium and low. Sources of employment data: Federal Institute for Development Programming, *Socioekonomski Pokazatelji po Općinama FBiH 2018, 2018*, [link](#); Republika Srpska Institute of Statistics, *Cities and Municipalities of Republika Srpska, 2019*, [link](#).

**Table 5: Sample of small grants for detailed review**

Grantee	Area of activity	Seat	Target groups
Mreža žena MUP RS WPON	Civil rights	Banja Luka	Roma and youth
IN Fondacija	Civil rights	Banja Luka	Women
Savez udruženja osoba s CPFBiH	Civil rights	Sarajevo	People with disabilities
Perpetuum mobile – Institut za razvoj mladih i zajednice	Youth activism	Banja Luka	Youth
Udruženje URBAN	Culture (photography)	Sarajevo	Roma
Fakultet političkih nauka, UNSA, Sarajevo	Youth activism	Sarajevo	Youth
NVO Radio Kameleon - Otvorena mreža ljudskih prava i demokratije	Civil rights	Tuzla	Women and youth
Udruženje Centar za razvoj omladinskog aktivizma CROA	Youth activism	Sarajevo	Youth
Ernada Avdibegović	Culture (religion)	Kladanj	Women

## 2.6 Limitations

There are a number of limitations to the methodology.

1. The project's results framework relies primarily on the baseline and endline surveys to measure outcomes. Even though the surveys included three 'control' municipalities, there are reasons to doubt whether the changes in attitudes and perception that they captured were attributable to the project – including an unrealistically short time period between the baseline and endline (approximately 12 months) and the presence of extraneous factors that could account for changes in both project and control municipalities. We therefore included a contribution analysis in the evaluation, triangulating the survey results with the qualitative data collected during our fieldwork, and exploring other causal hypotheses for changes observed in the outcome indicators. Overall, the evaluation was limited in the extent to which it could reach definitive conclusions on impact from the evidence available.
2. According to the international literature, the project's 24-month implementation period may be too short to achieve measurable changes in population-level attitudes and perceptions. Furthermore, some of the project activities appear to have been designed as preparatory to future peacebuilding activities (for some activities, the main output was a methodology designed to guide other initiatives). This gives rise to the possibility that an interpretation of results against the indicators in the results framework may understate the impact. We therefore added a further evaluation question under the



‘impact’ criterion: How well has the project contributed to building foundations for future peacebuilding in BiH? This allows the evaluation to explore the likelihood of the project delivering further impact beyond its closure.

3. Given the limited time period and budget available for the evaluation, we chose to allocate our time across project activities broadly proportionate with their share of the project’s budget. For some of the smaller activities, particularly in the public information component, our findings are based on desk reviews of activity reports and monitoring data collected, triangulated through a small number of key informant interviews.

## 2.7 Ethical considerations

The protection and welfare of participants was a key consideration during our data collection. In the inception phase, we carried out a risk assessment and developed a tailored research protocol. The protocol was prepared to meet the UN’s exacting ethical standards, in particular the [UNEG Norms and Standards for Evaluation 2016](#) and the [UNEG Ethical Guidelines for Evaluation 2008](#). The evaluation design, research protocols and data collection tools were subject to ethical review and approval by Unicef’s HML Ethics Review Board against the [UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis](#).

The evaluation team did not engage directly with minors, and only engaged with potentially vulnerable groups through representative organisations – namely, teachers, schools and universities for youth, and NGOs and community associations for people with disabilities and Roma.

In accordance with our research protocol,

- All interviews took place in safe and confidential locations, with minimal risk of harm to participants
- Interviews were conducted by team members in the appropriate languages, with due sensitivity to topics that might cause distress to participants
- Informed consent was obtained from participants, through written disclosure of the nature and purpose of the data collection and a signed informed consent form
- Measures were taken to ensure protect the confidentiality of the process and protect the identity of participants.

## 3. Evaluation findings

### 3.1 Relevance

#### *Was the design of the project appropriate for achieving its expected results?*

We find that the project design rested on a broadly accurate understanding of the context in Bosnia and Herzegovina (BiH). It set out to address the entrenched political divisions that have persisted more than two decades beyond the end of the conflict. It accurately identified problems that are widely discussed in the literature, in particular weak state institutions, poor

quality governance and stagnating or deteriorating socio-economic outcomes. It placed strong emphasis on the low level of public trust in government – a common issue across Western Balkan countries.<sup>24</sup> The design reflects the findings of research commissioned during the first phase of the project into the perceptions of young people in BiH and their widespread dissatisfaction with the country's overall direction and lack of trust in public institutions (see Box 1).

**Box 1: Opinion polling on youth attitudes in Bosnia and Herzegovina**

Research commissioned by UNDP and the European Union in 2017, entitled “Socio-economic Perceptions of Young People in Bosnia and Herzegovina”, found that approximately three-quarters of respondents agreed that development of BiH was stagnating (76.85%) and disagreed with the statement that the development of BiH was on the right path and that it was slowly progressing (75%). Moreover, 87% of respondents disagreed that the authorities in BiH were adequately dealing with economic problems and as many (86.8%) thought that the authorities were not adequately dealing with social or political problems. Some two-thirds of respondents (67.3%) believed that authorities in BiH lacked the capacity to deal with the challenges which the country faced. Only 10.4% of respondents thought that the authorities in BiH and leading political parties had the will and capacity to engage in constructive politics and social dialogue. A further study commissioned during the first phase of Dialogue for the Future reached similar findings.

Source: Prism Research & Consulting, *Socio-economic Perceptions of Young People in Bosnia and Herzegovina, 2017*, [link](#); Prism Research & Consulting, *Voices of Youth: Research into Youth in BiH, May 2016*, [link](#)

The design sets out to address the challenges caused by a post-war generation growing up substantially isolated from other ethnic groups, with separate education systems and consuming largely segregated content from both traditional and new media. Combined with low quality education, with particularly deficiencies around critical thinking, problem solving and

<sup>24</sup> According to existing regional surveys for South East Europe and the Western Balkans, the level of trust in government in BiH is very similar to the level of trust in government in the neighbouring countries. Two recent researches conducted by Friedrich-Ebert-Stiftung and Regional Cooperation Council evidence this with different indicators. “The third and the least trusted group is composed of political institutions, whereby the level of trust declines with the generality of the institution (from NGOs and local governments to national parliament). At the absolute bottom of the ladder of social trust, we find, not surprisingly, political leaders” (*Youth study southeast Europe 2018/2019*, Miran Lavrič, Smiljka Tomanović and Mirna Jusić, Friedrich-Ebert-Stiftung e. V., p. 54). “Governments continue to be graded poorly throughout the region. The feeling that laws are applied neither effectively nor equally remains deeply entrenched and this is illustrative of an overwhelming lack of confidence in the rule of law system across the region. The citizen’s relationship with public institutions continues to be characterised by a high degree of mistrust that extends to all three branches of government. The parliament is once more the least trusted public institution in the region with the ombudsman at the other end of the scale. There is, somewhat encouragingly, an increase in trust across all institutions since the previous edition of the Barometer, illustrative of a broader, more positive trend with surges in public confidence across most institutions surveyed” (*Balkan Barometer 2019: Public Opinion Analytical report*, Regional Cooperation Council, May 2019, p. 90).

communication skills, this makes them vulnerable to ethno-nationalist political narratives. Most of the stakeholders we interviewed concurred with this understanding of the situation. On the other hand, while acknowledging these challenges, some interviewees – especially young people – felt that there has been enough discussion about past conflict and preferred to discuss future issues, including collaboration around sports, culture and arts.

The project design reflects the theory of ‘contact-based reconciliation’ in the international peacebuilding literature. Although there is no explicit discussion in the Project Document, it states: “strong and sustained investments must be made around initiatives and opportunities that allow members of different constituents – particularly youth which has never known the multi-cultural environment that once was – to come together and work towards shared goals and visions. **Broadening contact** is an essential prerequisite for a genuine reconciliation to take root [emphasis added].”<sup>25</sup> According to the literature, creating opportunities for dialogue and cooperation that are respectful, inclusive, focused on areas of common interest and supported by political leaders from the respective groups is likely to lead to a reduction in inter-group tensions and an increase in trust and tolerance over time.<sup>26</sup> We note that the case for this is mainly theoretical or case-study based – there have been few rigorous evaluations. Nonetheless, it is clear that the design of DFF 2’s dialogue platforms was informed by the good practices identified in the literature – in particular the emphasis on participation of a wide range of social groups, and the planned creation of linkages between local platforms and the country’s most senior political leadership.

The literature notes that rebuilding trust and tolerance over time is a long-term endeavour. The short-term nature of the project funding (18 months, later extended to 24) was therefore a limitation in the design, with too short a duration of the intervention to expect population-wide attitudinal changes. The Project Document acknowledges this, stating that the project will seek additional funding to extend the activities to 3 to 5 years. “Part of the overall strategy for the project is therefore to engage other development partners (and possible eventual donors) throughout the project’s activities, in order to demonstrate the specific value-added of the project.”<sup>27</sup> The design was therefore intended to lay foundations to be built on through follow-up activities. As things eventuated, however, no additional fundraising was undertaken during the life of the project, due to the non-participation of the Presidency in key activities, and the UN partners are now considering options for continuing the activities in the future.

The BiH Presidency was not just the sponsor of the project and part of its governance arrangements, but also integral to its design. As well as bringing communities together to discuss social cohesion, the project design sought to gather priorities and potential solutions from local communities and present them to the Presidency, through BiH-level dialogue

<sup>25</sup> United Nations Peacebuilding Support Office/Peacebuilding Fund, “Project Document: A more equitable society: promoting social cohesion and diversity in BiH (Dialogue for the Future II)”, undated, p. 8.

<sup>26</sup> Adrienne Dessel & Mary E. Rogge, “Evaluation of Intergroup Dialogue: A Review of the Empirical Literature”, *Conflict Resolution Quarterly*, vol. 26, no. 2, Winter 2008; UNICEF, *The role of education in peacebuilding: Literature review*, May 2011, [link](#); Dag Hammarskjöld Foundation, *Dialogue in Peacebuilding: Understanding different perspectives*, 2019, [link](#); Humanity in Action, *Peace from the Bottom Up: Strategies and Challenges of Local Ownership in Dialogue-Based Peacebuilding Initiatives*, Humanity in Action Press, 2016, [link](#); *Sub-Sector Review of Evidence from Reconciliation Programs*, CDA Collaborative Learning for the Peacebuilding Evaluation Consortium, 2019, [link](#).

<sup>27</sup> United Nations Peacebuilding Support Office/Peacebuilding Fund, “Project Document: A more equitable society: promoting social cohesion and diversity in BiH (Dialogue for the Future II)”, undated, p. 22.

platforms. The design emphasises the importance of this: “DFF is the only peacebuilding initiative that enables people from all of BiH’s constituent groups, and others, to directly engage their Presidency.”<sup>28</sup> As it transpired, the extended political crisis meant that the interaction between local communities and members of the Presidency was much more limited than planned.

The project’s reliance on the Presidency as its sponsor and sole counterpart in retrospect proved to have been a shortcoming in the design, although it was not one that the UN partners were in a position to change. It left the project vulnerable to disruption from political crises, which are not infrequent in BiH – although the UN stakeholders point out that the project had collaborated effectively with the Presidency during its first phase and had survived elections and personnel changes without disruption.

The reliance on the Presidency also meant that the project had no alternative avenue for engaging with policy makers and duty bearers. Most of the issues to emerge from local dialogue platforms – particularly in the area of education – fall within the responsibility of the two entities and the Federation cantons, rather than the BiH state. A broader engagement with other levels of government might have allowed for more effective advocacy for policy change. However, the Presidency was opposed to broadening the engagement.

An area of uncertainty in the design is the link between ‘social inclusion’ – a key outcome in the theory of change – and ethnic reconciliation. In the theory of change workshop, the Project Team expressed the view that these two challenges were inseparable, in that a society that reduces marginalisation of groups such as Roma and people with disabilities is also more likely to be tolerant of ethnic difference. The focus on social inclusion was in many ways a strength of the design, underpinning the project’s rights-based approach and its alignment with the ‘leaving no one behind’ commitment. However, the causal link between ethnic reconciliation and social cohesion was not clearly conceptualised in the design. It is not self-evident that reducing marginalisation within communities necessarily reduces inter-ethnic divisions – particularly where those divisions are codified into the constitutional settlement. In pursuing such an open-ended social cohesion agenda, the project took on a very broad set of objectives, and its local dialogue platforms came to resemble participatory local governance initiatives being undertaken by other projects. The social cohesion objective also proved difficult to communicate to local stakeholders. Among those we interviewed, there was widespread uncertainty about its meaning. The four CSOs engaged to facilitate the local dialogue platforms also reported that they had struggled to communicate it to local participants.

### ***How well did the project respond to the needs of its target groups and beneficiaries?***

The project design was prepared in partnership with the BiH Presidency. There do not appear to have been any additional consultations with target groups and intended beneficiaries during the design phase. However, the design built on a previous phase of the project which had involved extensive consultation with these groups. The document is therefore anchored in a good understanding of their needs and interests, even if these are not discussed in detail in the Project Document.

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<sup>28</sup> *Ibid.*, p. 14.

One of the key activities of the project was to organise dialogue platforms and other activities where the target groups could articulate their interests and assert their rights. The local dialogue platforms (LDP) were generally effective at identifying the needs of marginalised groups within communities and giving a voice to right-holders (youth, women, persons with disabilities and minorities). The approach gave some flexibility to municipalities to select participants for their LDPs; this flexibility was thought to promote local ownership. In our sample municipalities, either the municipal coordinator, the facilitating NGO or both selected the participants, and in some instances, they reported having difficulty attracting participation beyond municipal officials. While the project commissioned a stakeholder mapping to identify potential participants, the inclusion of some very small municipalities as partners meant that it was not always possible to find local community groups able to participate.

Small grants were awarded for activities that targeted marginalised groups, with award criteria that included their inclusiveness, diversity, geographic spread and gender balance. DFF 2 project made a concerted effort to include female and male respondents equally throughout the project, with at least 45% of projects targeting women as direct beneficiaries. Moreover, DFF 2 took steps to ensure active and equal participation by boys and girls and to develop group projects that addressed their concerns in their communities and schools. Youth, women and vulnerable groups participated in dialogues around their problems and priorities in local communities and engaged in proposing solutions and activities.

The examples we reviewed also worked with marginalised groups, including at-risk children, Roma, people with disabilities and economically disadvantaged groups. They also worked with various duty bearers, such as parents, teachers and police officers, educating them on the rights of marginalised groups and encouraging them to participate in the search for solutions, and in some instances formulated proposals for further action that were shared with the appropriate public institutions.

### ***How aligned was the project with government strategies, the UN Development Assistance Framework and the priorities of the funder?***

By its nature, the project covered a wide range of socio-economic issues. We find that these were well aligned with relevant countrywide and sectoral policy priorities, including those covering youth, people with disability, ethnic minorities such as Roma,<sup>29</sup> the prevention of violent extremism,<sup>30</sup> reform of local government,<sup>31</sup> socio-economic development plans at the local level, the education sector (including plans to increase media and information literacy), and the protection of cultural heritage. The project – and the specific initiatives that emerged from its small grants and LDPs – were consistent with the objectives of these wider strategies. The project was also broadly aligned with policy set out by CSO organisations and networks on the participation of civil society in the formulation of social policy.<sup>32</sup>

<sup>29</sup> Action plan of Bosnia And Herzegovina for addressing Roma issues In the fields of employment, housing and health Care 2017 – 2020, [link](#).

<sup>30</sup> Strategy of Bosnia and Herzegovina for preventing and combating terrorism,

<sup>31</sup> Action plan of the Council of Ministers of Bosnia and Herzegovina for the implementation of the initiative "Open Government Partnership " for the period 2019 – 2021, [link](#).

<sup>32</sup> Policy paper participation of civil society in policy dialogue in BiH, HTSPE, UK, 2009, [link](#); Meaningful involvement of CSO's in SDG's: Are Western Balkans falling behind?, [link](#).

BiH policy and strategies make frequent reference to the need to work on reconciliation and build a peaceful and inclusive society – including a June 2016 declaration from a BiH level dialogue platform organised by the first phase of DFF. Moreover, all the youth-related strategies, including several adopted at lower levels of government, highlight the importance of inclusion and active participation of youth in setting policy in areas affecting them.<sup>33</sup> Entity development strategies also recognise the growing challenge of youth unemployment: “Many young people today are socially excluded, financially depressed and housing-deprived, which greatly affects their mental and physical health.”<sup>34</sup>

The project was well aligned with the UN Development Assistance Framework, the Sustainable Development Goals (SDGs) and other international agreements and strategies. The project outcomes align with UNDAF objectives, especially in the areas of social inclusion and empowerment of women (outcomes 7-12). DFF 2 organised a high-level conference on SDG4,<sup>35</sup> and its activities provided support to BiH authorities with localising SDGs targets in the educational field, including by working with statistical institutions in BiH on indicators to measure the quality of education. The design aligns with relevant international standards and agreements, in particular Agenda 2030 and SDG16 on “promoting peaceful and inclusive societies”,<sup>36</sup> the SEE2020 strategy, the European Commission Indicative Strategy Paper for Bosnia and Herzegovina 2014-2020, the Council of Europe and UNESCO country strategies. It was well suited to the mandate of the UN and its role within the international community in BiH.

The project was also aligned with the objectives of its funder. The Peacebuilding Fund’s Immediate Response Facility (IRF) supports structured peacebuilding processes driven by local stakeholders based on joint needs assessments. Although BiH is not a typical context for IRF funding given the length of time since the peace agreement, the UN agreed to support DFF 2 following a direct request by the BiH Presidency to the UN Secretary-General. The project fits the IRF mandate, in that it supports a locally led peacebuilding initiative and includes an investment window for empowerment of women and youth.<sup>37</sup> We note, however, that the allocation of funding for an initial 18 months was on the assumption that other funding would be raised to support the continuation of the project. Without additional funding, the duration of the project was not sufficient to achieve the project’s ambitious objectives.

### 3.2 Efficiency

This section explores where the project used its resources in the most cost-effective way, including through the quality of its governance arrangement, management processes and external partnerships.

<sup>33</sup> For example, the youth strategy of Canton Sarajevo: [link](#).

<sup>34</sup> Strategy for the development of the Federation of BiH 2010-2020, [link](#).

<sup>35</sup> Sustainable Development Goal 4 (SDG 4) is the education goal. It aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

<sup>36</sup> Sustainable Development Goal (SDG) 16: “Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels”. Sustainable Development Goal 4 (SDG 4): “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

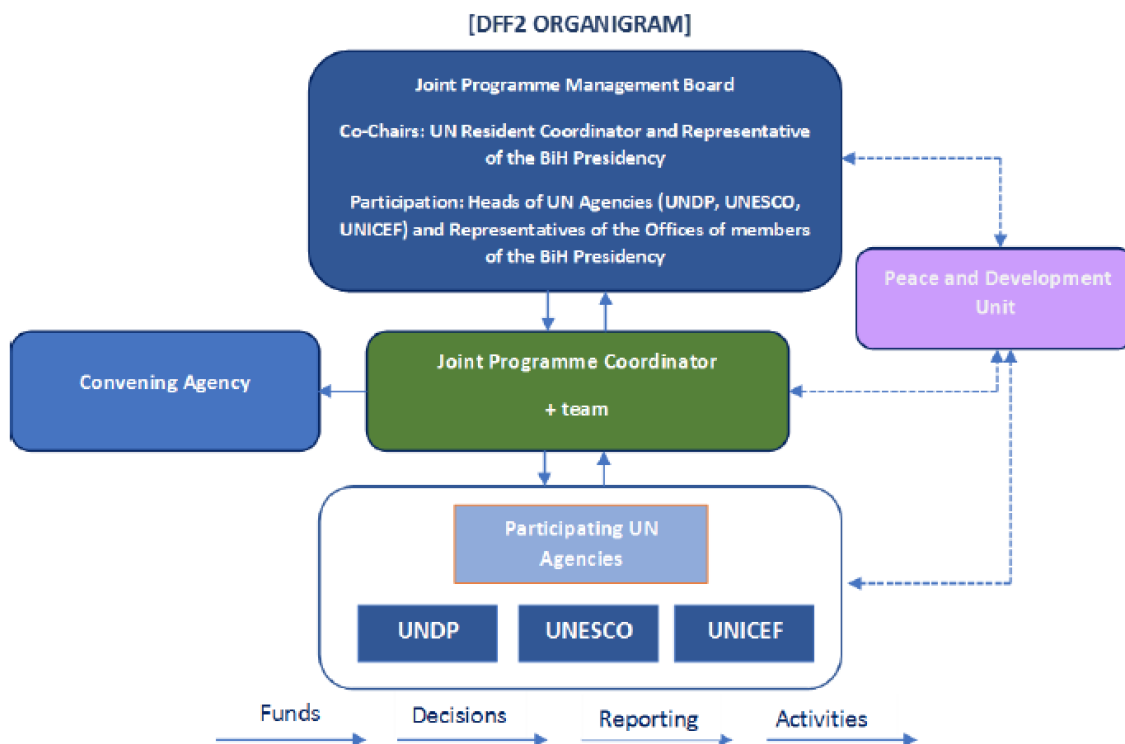
<sup>37</sup> United Nations, ‘An Agenda for Peace: Preventive Diplomacy, Peacemaking and Peace-keeping: Report of the Secretary-General Pursuant to the Meeting of the Security Council on 31 January 1992, A/47/277’, 1992. Secretary-General Peacebuilding Fund (PBF) Strategic Plan 2017-2019, [link](#).

### **How well did the governance and management arrangements support efficient delivery and ownership?**

DFF 2 was a joint project between the three UN implementing agencies and the Presidency of BiH, designated as the main implementing partner. The Presidency was represented in the DFF 2 Joint Project Board through advisers to the three Presidents, alongside the UN Resident Coordinator and Heads of UN agencies. The Peace and Development Unit acted as strategic advisers and managed the relationship with the Presidency. A Joint Project Team was formed by the three participating UN agencies and management decisions were taken by consensus. Figure 1 summarises the governance and management arrangements.

The budget was divided between the three implementing UN agencies, each of which used its own staff and processes. The three agencies brought complementary expertise and networks, which benefited the project. The UN stakeholders we interviewed were in agreement that the joint project modality had functioned well.

**Figure 1: DFF 2 governance and management arrangements**



The governance arrangements were challenged following the 2018 General Elections, when collaboration among the three members of the Presidency was suspended in many areas, including DFF 2, in the context of wider political disputes, although the Presidency continued to be represented in the Joint Project Board through their advisers. With the benefit of hindsight, should the Presidency have agreed, the project would have benefited from wider membership in the DFF 2 Joint Project Board, potentially including stakeholders from outside government, to enable it to adapt more effectively in the event that the Presidency became unable to participate.

### ***How well did the project collaborate with project stakeholders?***

The project generally worked well with its grantees, with an appropriate balance between oversight and flexibility. Recipients of small grants described their level of collaboration with the Project Team as “*a positive surprise*” and “*not as demanding as expected*”. The level of financial and activity reporting was sufficient to ensure accountability for the funds, but flexible enough to allow activities and timetables to be adjusted to reflect implementation challenges and changes in the context.

One of the objectives of the small grants facilities was to provide funding to grassroots organisations that were not ‘the usual suspects’ for international funding. Overall, the facility was reasonably successfully in identifying and supporting new voices within civil society. An example was a network of female police officers in Republika Srpska, which received a grant to raise understanding among the police on how to engage with Roma communities. The project helped address issues of concern from Roma people in general, but also specifically Roma girls and women, who are often subject to “double discrimination” – as women and as part of the Roma population.

While collaboration between stakeholders and the Project Team was generally good, the key stakeholders we interviewed believed that the project could have done more to promote collaboration and coordination among its various partners and stakeholders. The project brought together stakeholders into a series of conferences and events, but the feedback we received from participants on their value was mixed. We did find examples of participants in DFF 2 training programmes who had formed new partnerships as a result. The project could have done more to communicate to its various stakeholders how they fitted into the wider project and designed the activities so as to encourage them to work more collaboratively.

The project engaged four leading NGOs as implementing partners through a competitive tender process for the expression of interest. Their tasks, divided into three lots, included: conducting stakeholder mapping in the partner municipalities; providing training and capacity building; and facilitating LDPs. The four NGOs co-financed their activities, contributing between 3% and 7% of the total cost. The NGO partners noted that, despite their experience with facilitating community initiatives, their role in the project was limited to implementing specific activities, rather than acting as a strategic partner. They had no role in setting project objectives or administering the grant-making process, and they had limited visibility over aspects of the programme outside their areas of responsibility. The same sentiment is shared by some partner municipalities, where officials told us that their role was better described as a service provider than a partner. The UN may therefore consider including NGO more fully, as strategic partners, in a future project design.

An early success of the project was to secure the participation of the partner municipalities and the District of Brcko. Each mayor appointed a municipal coordinator, who provided in-kind support (time and facilities for meetings). This partnership contributing significantly to the project’s reach. However, as with the implementing NGOs, the municipal coordinators that we interviewed also expressed uncertainty about the project’s objectives and concern that they did not have a complete picture of its activities – including activities taking place within their municipalities. They also noted the similarity between the DFF 2 local dialogue platforms and



participatory local governance initiatives by other projects, creating some confusion among local stakeholders. We note that, while the 27 localities varied greatly in their size and socio-economic profile, the project did not adapt its activities to the local context – although it gave local stakeholders some flexibility to adjust the format of the local dialogue platforms to their own needs. Some small municipalities stated that it was impossible to run a participatory dialogue in the form anticipated by the project, owing to a lack of active community-based organisations. By contrast, in Banja Luka, stakeholders informed us that they found it impossible to attract the participation of busy local stakeholders without being able to offer greater clarity on the objectives and function of the dialogue platform.

***To what extent were activities implemented as scheduled and with the planned financial resources?***

The project set a very ambitious work programme for the short period of time available but was generally able to deliver its activities as planned (except where prevented by external factors, as with the BH level dialogue platforms). It made full use of its financial resources. The overall outturns matched the budgets and workplans, and most line items were close to the planned expenditure. The project was able to reallocate funding across budget lines where necessary to take account of changed circumstances.

However, the focus of management appears to have been on delivering a busy schedule of activities, rather than on welding them into a coherent portfolio of mutually reinforcing initiatives. We found that the project was more fragmented in its delivery than had been anticipated in the design, with efficiency losses through problems of sequencing and a lack of operational linkages across different components.

The Project Document suggests a clear logical relationship amongst the main activities: the stakeholder mapping would identify participants for the LDPs, who would receive capacity building and then identify priorities and actions, and be provided with small grants to enable them to undertake local initiatives, “to assure them that the programme is not just another ‘talk-shop’.” As it transpired, these activities were all carried out, but in a disconnected way.

The stakeholder mapping did not in fact inform the selection of LDP participants, and the LDP participants were not generally the recipients of the capacity building. The training, which was outsourced to NGO partners, was open to any civil society representatives or members of the public who applied. In our sample municipalities, the individuals who received the training were not the same people who had participated in the LDPs. The participants we interviewed considered the training to have been useful and relevant. One told us:

*“We improved our skills and bonded with others. We do not often have the opportunity to participate in such training for free and to receive all the materials thereafter because the cost of training is often too high for our association. All the training was helpful. After our education, we revised our volunteering contracts based on the advice we received during training in Sarajevo, and that was very helpful.”*

However, without a direct link to the LDPs, it was less likely that participants would have an opportunity to put their new skills into effect. While participants were encouraged to launch

their own social cohesion initiatives, some of the NGO trainers expressed doubts that the intensity of the training was sufficient to enable them to do so.

The small grant processes was administered separately from and prior to the LDPs, and the LDPs therefore had no means of implementing their identified actions and priorities – especially as the timing of the LDPs was not synchronised with municipal planning and budget cycles, which reduced the prospect that communities would find their own resources to support implementation.

Some members of the UN Project Team take the view that the design never intended there to be a direct link between the LDPs and the small grants, and that providing resources to the LDPs would have distorted the participatory process. This is not our reading of the Project Document. However, whatever the intention in the project design, the evaluation finds that giving more attention to the relationship among the project's various activities might have produced a much better return on the investment.

### *How well did the project adapt to changes in context and lessons learned?*

The project demonstrated an ability to adapt to changing circumstances. The grantees and LDPs were free to set their own priorities and to adapt them over time. The project responded quickly to blockages in implementation by reassigning funds to more promising initiatives. During the life of the project, additional opportunities emerged that had not been included in the project design, such as the European Youth Olympics Festival organised by the cities of Sarajevo and East Sarajevo.<sup>38</sup> The project was able to bring together 50 volunteers from DFF 2 partner municipalities to support the initiative. The project also supported other initiatives, including a Kids Festival in Tuzla implemented by the Association “Magical Theatre Aladin”, the development of UNESCO manuals on preventing violent extremism in schools and on protection of cultural heritage (“World Heritage in Young Hands”).

### *How well did the project monitor its progress and manage for results?*

A results framework was set out in the Project Document, with indicators and targets at both output and outcome levels. Each of the UN agencies monitored the activities for which it was responsible, and the results were then compiled into periodic financial and activity reports. The regular management processes included weekly meetings of the project team and monthly senior management meetings. The monitoring system gave the project management a good overview of progress on implementing a complex workplan. There was timely intervention to support activities that fell behind, and where necessary resources were reallocated to more productive uses.

The project outputs were by their nature difficult to aggregate and were therefore mainly measured through process indicators. Grantees were asked to monitor the number of beneficiaries, disaggregated according to the project's target groups (women; youth; people

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<sup>38</sup> An inter-entity boundary line runs between Sarajevo (FBiH) and East Sarajevo (RS) and they are run by separate administrations. Mr. Dieng, the UN Under Secretary General and a Special Adviser on the Prevention of Genocide, met with the two mayors to acknowledge their collaboration efforts and successful joint implementation of the EYOF.

with disabilities). Communication activities were monitored through numbers of publications and online views, with commonly used metrics to assess the value of publicity gained.

Overall, the M&E system was effective at supporting management decisions at activity and output levels.

For reasons discussed below, there are a number of reasons to question the choice of outcome indicators in the results frameworks. The indicators were overly ambitious, given the limited scale and duration of the corresponding activities. The decision to monitor for population-level changes in attitudes and perception, rather than focusing on people who had participated directly in the project, made the surveys less useful in determining the project's results. Conducting baseline and endline surveys less than 12 months apart was not particularly useful; if this was a result of the PBF's conditions of funding, they should have been applied more flexibly. While some changes were identified to outcome indicators in the results framework, the evaluation has largely discounted them as evidence of project's impact.

As a result, the M&E system was largely ineffective at outcome level. Furthermore, given the short duration of the project, there was no opportunity during the life of the project to assess whether the project was on track to achieve its outcomes and to revisit the theory of change. While it is challenging to implement an adaptive management approach within a short duration project, in principle it would have been preferable to build an element of structured experimentation into the programme – for example, by trying out different models of LDP to assess which worked best. This would have kept the project focused on the achievement of its intended outcomes, as well as the delivery of its activities.

### 3.3 Effectiveness

This section explores the extent to which the objectives of the project were achieved, at both outcome and outcome level, including its cross-cutting objectives.

#### *To what extent have the project's outputs and outcomes been achieved?*

##### **Outcome 1: Increased interaction and collaboration at the local level**

###### *Local dialogue platforms*

The project's first intended outcome was increased interaction and collaboration between different groups at the local level (both within and between municipalities). The corresponding activities were the conduct of needs assessments, the establishment of local dialogue platforms in the partner municipalities and the awarding of small grants. These activities were delivered as planned, although as noted above we had concerns with how well the activities were integrated with each other.

The needs assessments and stakeholder mapping were carried out by NGOs contracted by the project, before the LDPs had been convened, rather than by the local communities themselves. The results were not widely disseminated, and we found little evidence that they had influenced either the selection of participants in the LDPs or the issues that were discussed. Each municipality used a somewhat different process for appointing participants to the LDP,

sometimes with inputs from the facilitating NGOs. This flexibility in approach was thought to build local ownership and was broadly successful in encouraging a range of local stakeholders to participate.

The LDPs were each somewhat different in participation and format, which is appropriate for a locally led initiative. They brought together a range of right-holders from the local communities, including DFF 2 target groups (young people, women's organisations, people with disabilities and Roma), into dialogue with the municipal authorities, who participated at different levels of seniority. LDP activities were planned and implemented with a focus on ensuring gender equality. More specifically, capacity development activities were carried out by 50% women trainers and, wherever possible, half of the local coordinators on panel discussion organized by DFF 2 were women. Each LDP met at least three times, with the meeting prepared and facilitated by one of the partner NGOs. Each LDP identified a range of challenges under the broad heading of 'social cohesion', and proposed initiatives for addressing them. The participants we interviewed generally gave positive feedback about the process itself, finding it constructive and innovative. There were some exceptions: in Banja Luka, the Republika Srpska capital, the LDP was not successfully established. The municipal coordinator noted that the LDP was competing with too many similar initiatives to attract meaningful participation.

We found relatively few examples where priorities identified through LDPs led to local action to promote social cohesion. Participants were generally uncertain about how the ideas they generated would be implemented. Some had been under the impression that DFF 2 would provide financial support for implementation, although this was never explicitly promised by the project. Some LDPs identified actions that could be implemented under the municipal budget. However, the timing of the LDP was not synchronised with the municipal planning and budgeting cycle, which might have helped with mobilising resources. In a few instances, the UN partners advised municipalities to submit their proposals to other projects with resources for local initiatives, such as UNDP's ReLOAD project. As a result, we were able to identify only a small number of initiatives emerging from LDPs that were implemented. For example, Novi Travnik held a joint New Year's Eve celebration for both the Bosniak and Croat populations in a neutral space, while Vitez developed a children's playground in an area of the town considered neutral, to increase interaction between the two communities. The latter initiative also received support from UNDP's ReLOAD project.

One of the objectives in the project design was to feed priorities or policy priorities from the LDPs into policy-making processes at higher levels of government, via BiH level dialogue platforms with the participation of the Presidency. Some BiH level dialogues were held, and the project produced a document summarising common social cohesion challenges and priorities across partner municipalities. However, there was no structured process for conveying those priorities to the responsible duty-bearers, either directly or through a wider advocacy campaign. The UN partners hope to be able to take this forward in a future phase.

Uncertainty over how initiatives emerging from the LDPs would be implemented have in turn affected their likelihood of becoming institutionalised as dialogue mechanisms. In the municipalities in our sample, the LDPs continue to exist on paper and could be convened when there is a need for it. However, having identified their priorities, municipal stakeholders informed us they had no reason to reconvene the LDP for further discussions, and were

uncertain where next to take the initiative. They felt that the project had ended precipitously without discussion on how to sustain the results. As one participant put it:

*“After three LDP meetings, we attended a training on facilitation and were given more tools on how to run the LDP. After that, we waited for further instructions. We waited and the time was running out. There is a lack of instructions for the next steps and what is truly expected of us.”*

Another stated:

*“Human and financial support was lacking to support these priorities. We couldn't give the participants [of the LDP] an answer and [the facilitating NGO] also didn't know if these priorities were just a theory or something would actually be implemented. The project's activities in the future are undefined.”*

While it is certainly possible that the LDPs may be revived in the future, participants thought it unlikely without further external participation.

### *Small grants*

The project also supported a significant number of social cohesion initiatives through its small grants facility. The grants were allocated on a competitive basis following a public call for proposals. A similar exercise had been undertaken under the first phase of the project, DFF1, which had provided grants for 40 projects. The first phase evaluation found that the projects had successfully targeted marginalised and vulnerable groups with a range of initiatives, gaining exposure with local communities and through the media and, in some instances, having a catalytic effect by attracting co-financing from other sources. However, it noted that it was difficult to discern impact at the aggregate level.<sup>39</sup>

In DFF 2, the small grants facility achieved a good level of competition, receiving 154 proposals from which 24 were selected. The application guidelines were detailed and helpful, setting out the key themes and priority areas, and specifying target groups and inclusion objectives.

Among the projects we reviewed, there was many examples of worthwhile initiatives that were both innovative in design and participatory in nature. Their objectives included:

- Combatting discrimination against the Roma community
- Promoting trust and collaboration among young people from different ethnic communities
- Supporting people with disabilities to access education and public services
- Advocacy for reforms to promote gender equality
- Support for youth activism, volunteerism, dialogue and social inclusion
- The promotion of museums and other cultural heritage
- Projects bringing people together around film, theatre and other art.

Box 2 provides some examples of success stories, and a full list of the projects is set out in Annex VIII. Many of the projects involved large numbers of participants and beneficiaries. According to

<sup>39</sup> Samir Sosevic and Amir Cesic, *Evaluation UNDP/UNESCO/UNICEF Dialogue for the Future (DFF) Project*, 2016, p. 5.

project monitoring reports, the activities benefited 23,4000 participants, who included 55% women, at least 10% Roma and 15% people with disabilities. Three-quarters of the participants reported that their skills in dialogue facilitation and conflict resolution had increased. At least 30% of the grants supported interventions that were specific to women.

**Box 2: Success stories from the small grants facility**

**Young advocates:** Through a DFF 2 project, an NGO from Banja Luka was invited to attend discussions in the Federation Parliament on the emigration of young people, due to their expertise on the subject. It is establishing a 'Young Advocates Movement' of young people trained to lead social action, drawing on tools and training materials developed by DFF 2.

**People with disabilities:** The Bosnian Cultural Centre of Sarajevo Canton implemented a project in support of 10 associations representing disabled children and adults. They worked with the Pedagogy Faculty of the University of Sarajevo to plan music and theatre workshops, culminating in a musical that was performed as part of the Canton's New Year's celebrations. The Centre was also renovated to facilitate wheelchair access.

**Diversity through theatre:** The Nevid theatre group invited young people (18-30 years of age) to submit original theatre pieces aimed at children of 3 to 11 years, promoting cultural diversity. Under the guidance of an established playwright, three young artists jointly wrote the play '[Princess Zlatka in the Kingdom of Colours](#)', which is being performed by the theatre group in across BiH, together with drama workshops teaching children the value of cultural diversity. Nevid Theatre also produced a brochure on 'Education through Play', as a guide to others.

**Results**

The Outcome 1 indicators in the result framework measure changes in the perceptions of communities in project municipalities as to whether there have been increases in (i) collaboration across ethnic groups, (ii) collaboration among young people, (iii) interaction between communities and their local representatives, and (iv) trust between communities and their local representatives. These were measured by the baseline and endline survey, as compared to changes in three control municipalities.

The target results were achieved for all four indicators. However, for three of the indicators, the improvement was slightly higher in the control municipalities than in the project municipalities, calling into question whether the results observed were in fact a result of the project (see Table 6).

**Table 6: Results achieved against Outcome 1 indicators**

Outcome 1 indicators	Summary result
<b>OUTCOME 1:</b> Increased interaction and collaboration between different groups at the local level (within and between municipalities)	The Outcome 1 targets were achieved. However, as the improvement was greater in the control municipalities than in the project municipalities in 3 of the 4 indicators, we cannot establish that the results observed were a result of the project.
<b>Outcome Indicator 1a</b> Percentage of local leaders and community representatives, including youth leaders, indicating increased collaboration between different groups. <i>Target: 75% of target groups</i>	<b>Achieved.</b> Slight increase in perceptions of collaboration in most project municipalities, with a very slightly greater increase in project municipalities (0.15) over control municipalities (0.08) on a 5-point scale.
<b>Outcome Indicator 1b</b> Increased level of collaboration between youth from different groups; as well as between youth and local leaders <i>Target: 75% of target groups</i>	<b>Achieved.</b> Slight increase in perceptions of collaboration across ethnic lines in most project municipalities, but with a slightly greater increase in control municipalities (0.33) than project municipalities (0.24).
<b>Outcome Indicator 1c</b> Percentage of target groups report increased interaction between members of community and their local representatives <i>Target: 75% of target groups</i>	<b>Achieved.</b> Slight perceived increase in interaction with local representatives in most project municipalities, with a slightly greater increase in control municipalities (0.37) over project municipalities (0.21).
<b>Outcome Indicator 1d</b> Percentage of target groups reporting increased trust between members of community and their local representatives <i>Target: 25% of target groups</i>	<b>Achieved.</b> Slight perceived increase in trust in most project municipalities, with a larger increase in control municipalities (0.40) than in project municipalities (0.16)

There are various reasons to doubt whether meaningful conclusions about the project's effectiveness can be drawn from the survey data.

- The survey was conducted among the general population of the project municipalities, including young people, rather than among direct participants in the project. It therefore seeks to measure population-level changes in perceptions.
- The elapsed time between the baseline and endline was less than 12 months. This is too short a time to expect attitude shifts across a community. Nor were the project activities of sufficient scale or visibility that they could plausibly lead to shifts in public opinion.
- Delays in conducting the baseline survey meant that a significant share of the project's activities took place before the baseline.
- Given that the survey identified positive changes in both project and control municipalities, it is impossible to rule out the hypothesis that the observed changes were the result of extraneous factors influencing both. Specifically, the baseline survey was conducted during a period of political crisis, with non-formation of the BiH government linked to high-level political disputes. By the time of the endline survey, these had been resolved. It is therefore plausible that the positive shifts were due to

changes in the prevailing public mood, and that any differences between observed effects in the project and control municipalities were a product of measurement errors or chance.

Notwithstanding the technical shortcomings of these indicators and the survey data, we find that the project did in fact lead to increased collaboration among groups, including youth, and increased interaction between members of their communities and their local representatives. Although some of these interactions could be described as outputs rather than outcomes, given the nature of the project's activities, they were significant results given the limited scale and duration of the project.

## **Outcome 2: Increased interaction and dialogue between different groups at the BiH level**

DFF's second intended outcome was increased interaction and dialogue between different groups at the BiH state level. The main planned activities were BiH-level dialogue platforms, which were intended to collect priorities and initiatives from LDPs and present them, through the Presidency, to the relevant authorities. There was also engagement with young people through social media and a public information campaign designed to counter extremism and hate speech and to introduce positive narratives around tolerance and diversity.

### *BiH-level dialogue platforms*

This part of the programme was more affected by the non-participation of the Presidency. In particular, the idea of a high-profile event bringing together young people and the three members of the Presidency to discuss issues emerging through the LDPs, as the culmination of the local dialogue process, did not prove possible. The event finally took place in November 2019 without their attendance.

The project organised a series of large conferences and events, where project stakeholders were brought together to share ideas. The feedback from participants that we interviewed was mixed. Most found the events and meeting interesting and useful, as an opportunity to exchange learning, but many described them as overly formal and structured, without much opportunity for meaningful engagement by participants. Some questioned whether the BiH-level event added much to the process, given the limited participation of the Presidency.

The project also organised an education dialogue platform in Banja Luka under the title 'Promotion of SDG 4 - Quality Education', attended by a member of the Presidency. It drew on the results of ten Education Local Dialogue Platforms organised in DFF 2 partner municipalities, with the participation of students, parents, teachers, school directors and local officials, who offered suggestions for how to improve learning outcomes and enhance collaborative problem solving. The education round table discussions provided an opportunity to debate how to raise the quality of education – a campaign that gained salience following BiH's poor scores in the Programme for International Student Assessment (PISA) test, supported by the OECD.<sup>40</sup> The education-themed dialogues were linked to various other activities undertaken. The project worked with relevant ministries and statistical institutes on the development of education information systems, to improve learning metrics. It developed a Code of Ethics for primary and

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<sup>40</sup> "Bosnia placed 62<sup>nd</sup> in international school rankings", N1, 3 December 2019, [link](#).



secondary schools, in collaboration with ministries of education and culture, to improve tolerance and human rights in the learning environment. Workshops were held for 60 youth to discuss responsible media reporting and advocacy, as part of a drive to increase media literacy. The project brought together 23 schools from both entities for activities around the protection of cultural heritage, connected to UNESCO's manual "World Heritage in Young Hands". Around 70 adolescents, teachers and school directors visited the National Museum of Sarajevo and Banja Luka in November 2019. Overall, the education-themed activities stand out as more integrated than other aspects of the programme. They developed a wider range of linkages with responsible authorities at different levels of government, which looks like a more convincing approach to policy advocacy. The feedback from participants we interviewed was generally positive.

Overall, the programme succeeded to some extent in promoting dialogue among different groups at the BiH level, but was not successful at increasing interaction between young people, local authorities and members of the BiH Presidency. The hypothesis that dialogue between young people and the Presidency would contribute to peace building therefore remains untested. We did not find any evidence priorities and new initiatives identified through the LDPs had been fed into government policymaking, either directly or as a part of a wider advocacy campaign. A positive exception was in the education field, where there was more interaction with public institutions and the responsible ministries at different levels, with greater likelihood of uptake of new policies and initiatives.

#### *Communications and media campaigns*

The project undertook a range of communication activities, guided by a Communications and Advocacy Strategy. Its flagship communications initiative was the campaign [Biraj Rijeci](#), or Choose Your Words, on avoiding hate speech. It took the form of a rap song made up of messages contributed by young people to a social media campaign. It received 117,000 YouTube views. The campaign generated 47 media publications on internet, TV, radio and print media, with a commercial value (advertising value equivalence<sup>41</sup>) of BAM 97,198. Via Media, the company contracted to design the campaign, reported that the campaign generated a PR value of BAM 388,792.<sup>42</sup> We note that the campaign was postponed until November and December 2019, the final two months of the project, so that it could take place in a more favourable political climate.

Media and information literacy trainings for journalists and media outlets were organized in four cities in collaboration with university faculties, and focus groups on social cohesion were organised. There was a series of dialogues with mainstream media. The project gave particular attention to social media, which is the principal medium used by young people. U-Report is a free social messaging tool that allows young U-Reporters to speak out on a variety of topics. UNICEF BiH launched U-Report in December 2018 and by the end of 2019 there were about

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<sup>41</sup> "Advertising Value Equivalence" (AVE) is based on the price of the advertisement/publication of the appropriate size in a given media and represents the commercial value of the publication.

<sup>42</sup> The "PR value of announcements" represents the commercial value of the announcements multiplied by the quality factor, which is determined by the degree of positivity of the content of the announcement.

6,700 U-reporters across the country. It continues to be used by UN agencies for rapid polling of young people on social issues.

There is no data to assess whether the public information campaign and related media activities contributed to the objective of reducing the number of negative statements about ‘other’ groups in the mainstream media, as the media monitoring anticipated in the results framework was not done. In both the baseline and endline surveys, participants “almost unanimously agreed that negative statements made by politicians during election campaigns prevailed” during the previous election.<sup>43</sup> The projects work with traditional media was too limited in scale and duration to have an effect.

However, the project did succeed in putting out an alternative narrative around tolerance of diversity through social media. The use of popular music to advance the message was innovative and continues to be effective beyond the life of the project, as the song continues to be performed live and on radio. In addition, U-Report has emerged as a useful additional platform for young people to express their views on social issues.

**Table 7: Results achieved against Outcome 2 indicators**

Outcome 2 indicators	Summary result
<b>OUTCOME 2:</b> Increased interaction and dialogue between different groups at the BiH level	One of the two outcome indicators was nominally achieved, but as the corresponding project activities did not take place, it is unlikely that the project contributed significantly to the changes in perception.
<b>Outcome Indicator 2a</b> Programme partners and beneficiaries indicate increased interaction between the Presidency, local authorities, and youth <i>Target: 50% of target groups</i>	<b>Achieved.</b> Perceived levels of interaction increased in most project municipalities, but the increase was greater in the control municipalities.
<b>Outcome Indicator 2b:</b> Number of provocative/negative statements in the mainstream media about ‘other’ groups during election period	<b>Not achieved.</b> Survey respondents were “almost unanimous” that negative statements prevailed in the media during the previous election.

***How well have cross-cutting objectives, including empowerment of young people, women, people with disabilities and other vulnerable groups, been advanced?***

The project has been successful in its cross-cutting objective of supporting women, young people and marginalised groups. We find that gender equality and inclusion were mainstreamed across all the activities. Capacity development activities included 50% of women, 45% of small grant project beneficiaries were women, and 30% of grants were targeted solely at women. We found that women were well represented in the dialogue platforms. During our fieldwork, a number of project participants informed us that the LDP experience had built their confidence

<sup>43</sup> Prism Research, *Dialogue for the Future II: Endline report on the youth perception survey*, December 2019, p. 50.

and capacity, and helped them to build relationships with other community groups, making them feel more empowered.

There were a number of activities that targeted groups in particular danger of being left behind. For example, one small grant project was implemented by the Network of female police officers in Republika Srpska to improve police understanding of and interaction with Roma communities. Another project, in Sarajevo, identified the difficulties that hearing-impaired people have in accessing municipal documents and services, which are generally obtained in person at the municipal offices. It trained a number of municipal employees in sign language.

**Box 3: Support for people with hearing impairment**

DFF 2 provided a grant to the Federation of Cerebral Palsy Associations to tackle the exclusion of people with hearing impairment from municipal services. Around 25% of people with cerebral palsy also have hearing difficulties. The project trained a group of municipal employees in the use of sign language. It also prepared an 'electronic dictionary' providing video instructions for hundreds of sign language words and phrases. These are available for download from the Federation website, and were also distributed to schools, colleges, health facilities and other public institutions, and to parents of children with disabilities. The Federation plans to continue this work, particularly in schools and pre-schools in order to promote inclusive education.

**Have there been unintended positive or negative results?**

The project has not identified any unintended positive or negative results in its reporting or monitoring system, and neither did the evaluation team. The open-ended nature of local dialogue platforms means that any positive results could be regarded as intended. From the small grants, we noted that a good proportion of the grantees intended to undertake follow-up activities, beyond the period of the grant, and a number reported that DFF 2 had provided them with an opportunity to strengthen their networks and partnerships. However, while not specifically anticipated in the results framework, these are also best understood as falling within the range of intended results.

We note that there was little collaboration between DFF 2 and other projects pursuing similar activities at the same time, such as the USAID Pro-Buducnost project. This was a missed opportunity to build synergies across projects, which can often lead to positive results beyond those anticipated in the project design.

None of the stakeholders we interviewed mentioned any unintended negative results. However, a few expressed concern at the number of project and initiatives underway that take up the time of local government officials and civil society representatives.

### 3.4 Impact

#### *How well has the project contributed to cooperation, trust and social cohesion?*

The project outcomes were very ambitious for a project of this size and duration, if understood as society-wide increases in inter-group cooperation, trust and social cohesion. The Project Document anticipated that an 18-month implementation period would be too short to achieve population-level changes in attitudes, and stated that the activities should continue for three to five years.

While population-level results have not been achieved, within its target municipalities and sphere of influence, the project clearly made a positive contribution to building intergroup cooperation. Through its portfolio of grant-financed projects, it successfully identified change agents within civil society in BiH and supported them to undertake a range of innovative initiatives. The small grants projects were strongly focused on promoting the inclusion of marginalised groups. The project helped to link up civil society organisations (including grassroots community groups) with duty bearers at different levels – particularly schools and municipal authorities. Through the local dialogue platforms, the project has given a voice to groups who may not otherwise be heard in municipal decision making.

The project has made a stronger contribution to promoting social cohesion than it has to overcoming ethnic division. While the project was balanced in its activities across the entities and ethnic groups and undertook a range of activities that brought different ethnic communities together, most of its efforts were focused on overcoming social exclusion rather than ethnic division. We heard some examples of municipalities with different ethnic profiles using the DFF 2 network to communicate with each other on how to address common challenges. Furthermore, the project collated policy issues emerging from the LDPs and discussed them at a high-level dialogue platform in November 2019 (see Box 1). However, because the project has had limited success with inputting into public policy processes, it is hard to conclude that it has demonstrated the value of collaboration or built trust across ethnic lines. Overall, the link between social cohesion and ethnic reconciliation was not given enough consideration in the project design, and the causal connections between the two are yet to be demonstrated. Having said that, building trust across ethnic lines is a long process and the linkages may become visible in due course.

**Box 4: Public policy priorities on social cohesion emerging from the local dialogue platforms**

At the BiH level dialogue platform in Sarajevo, DFF 2 collected together participants from the partner municipalities, who jointly identified the following shared priorities on social cohesion.

- **Education:** Improving access and quality of education; Non-violent communication and empathy
- **Preventing anti-social behaviour**
- **Increasing the participation of young people in decision making in the education sector**
- **Employment:** Improved analysis of the link between employment and education; Increased youth employment and mobility;
- **Trust in society:** Improved positive media coverage;
- **Protection against discrimination of vulnerable groups;**
- **Improving cooperation and partnerships (including skills);**
- **Trust in institutions:** Transparency of institutions; Fight against corruption; Brain drain;
- **Fighting multi-dimensional deprivations:** Engaging and strengthening of youth, especially multidimensionally deprived persons
- **Empowerment of women:** Engaging and strengthening of women's role in society (multidimensional approach).

***Has the project built foundations for future peacebuilding in BiH?***

Given the limited scale and duration of the project, it may be more realistic to ask whether it has helped to put in place building blocks for future peacebuilding efforts in BiH. Here there are a range of positive findings.

- The LDP concept has demonstrated its value. The project has captured lessons learned and formalised them into a methodology, that can be readily adopted in new municipalities.
- In the DFF 2 partner municipalities, the LDPs still exist as a mechanism for dialogue between the municipality and civil society and can be activated when the need arises.
- The partner municipalities have successfully identified community groups to dialogue with, have conducted a baseline needs assessment, and have identified priorities for action.
- Networks of communication have been established across partner municipalities, which is a foundation for future cooperation.
- The project has built capacity among its target groups to articulate their rights and their priorities and to engage with duty bearers.
- The small grants have led to a range of ongoing activities and initiatives and have helped to build new networks and partnerships.

- Through U-Report, the project has developed a quick and efficient means of polling the opinions of young people. This will facilitate incorporating youth needs and priorities into future public policy processes and development projects.
- The project has developed a range of tools and methodologies that can be of use to future peacebuilding initiatives (see Box 5).

**Box 5: Tools and methodologies produced by DFF 2**

- Skill building manual for adolescents
- LDP Methodology
- PONDER for students (blog, online portals)
- PODIUM for students (advocacy for public policy improvement)
- Media and Information Literacy
- Universal Ethics Code for schools
- UNESCO manual for cultural heritage in young hands
- SDG4 Indicators for BiH - data for the report
- Public Campaign against hate speech
- UNESCO Manual on PVE (Preventing Violent Extremism) in schools
- Intercultural Dialogue (methodology) for teachers

Given the limited duration of the project, delays and challenges in executing some of its key activities and a challenging external environment, it is appropriate to describe DFF2 as a set of pilots and preparatory activities that create a foundation for future peacebuilding, rather than as a means of delivering sustainable peacebuilding results directly. Seen from that perspective, the evaluation has found a good range of positive results.

***To what extent has the theory of change underlying the project proved valid?***

The theory of change was not set out in any detail in the Project Document and was not developed further over the life of the project. The evaluators therefore conducted a theory of change workshop during the inception period, to articulate it further. The results are set out in Annex 2.

A number of the causal linkages are validated by the findings of the evaluation. In particular:

- The project has successfully identified new change agents in BiH society, particularly among young people, who are a source of novel and creative ideas for promoting social cohesion and reconciliation. By providing them with additional resources, it has enabled a range of worthwhile initiatives to be implemented. These have provided direct benefits to target groups and helped to give marginalised groups a voice. Of the small grants in our sample, we found that around a third of them had continued with the activities in some form beyond the period of DFF 2 support – signs of the project having

a catalytic effect. Many of them also reported that DFF 2 had provided an opportunity for them to form new networks.

- The local dialogue platforms were able to attract active participation from both municipal authorities and a good range of community groups and civil society organisations. They clearly increased the engagement of marginalised groups with local government. They provided an opportunity for communities to identify and prioritise their needs and to propose solutions. External facilitation by NGOs was a key success factor, and the project has captured lessons learned in the form of an LDP manual, that can inform future initiatives. However, the project did not succeed in feeding the initiatives that emerged from the LDPs into public policy in any substantial way. By the same token, it also did not succeed in institutionalising the local dialogue platforms in its partner municipalities, who for the most part do not see a reason to reconvene the platform if there is no action on the priorities that have already been identified.
- While the project did not shift the overall media landscape, it demonstrated that creative initiatives utilising social media and popular culture can create platforms for alternative narratives that promote tolerance and diversity.

The participation of the Presidency was integral to the project design. The Project Document stresses that DFF 2 is the only peacebuilding project seeking to institutionalise a direct dialogue between the Presidency and young people. This was not realised, which leaves this aspect of the theory of change untested. In planning future peacebuilding activities, it would be important to think through how best to engage with duty bearers at different levels of government. Political crises, of the kind that disrupted implementation of DFF 2, are a recurrent feature of the BiH political context, and a project that engaged with a wider range of partnerships would be less prone to disruption. It might also be better placed to conduct advocacy with duty bearers on social cohesion if it were able to interact directly with responsible authorities at different levels of government. Options such as engaging with political parties might also be considered.

### 3.5 Sustainability

#### *To what extent have initiatives supported by the project continued beyond the period of direct financial support?*

We assess the sustainability of DFF 2 initiatives primarily through the intention of project partners to continue with the activities, as stated in key informant interviews. We find a mixed picture. Of the small grants we reviewed, around a third of the grantees had concrete plans for follow-up activities of one kind or another. However, this has to be qualified in two ways. First, most were established organisations that applied for grants to help fund their regular activities, so the continuation is not necessarily a result of DFF 2 funding. Secondly, there is a continuing shortage of funding for civil society in BiH to undertake activities of this kind. A number of grantees told us that they had as yet been unable to find other sources of funding to continue their activities.

For the LDPs, these are mostly on hold at the moment, and ready to be reconvened when there is a need. However, having been unable to implement their planned activities, municipal stakeholders currently see little value in continuing to meet. The LDPs are therefore on hold and only weakly institutionalised. While they have a continuing mandate from the municipalities (in the form of an administrative decision establishing them), they rely on the voluntary

participation of municipal officials with many other pressing commitments. Many of the stakeholders we interviewed stated that the LDPs would not continue to operate without support and external facilitation by the project. Some municipal coordinators expressed the view that the initiative is only worth continuing if it provides them with access to additional financial resources to support the initiatives. Most remain supportive of the concept but are unclear what role the LDP will play in the future.

*“It's nice when we talk, because we don't often have the opportunity to talk, but did we come just to talk? This big scope of the project needed to have more results so we participants would feel more useful and felt that we have contributed.”*

The media campaign Biraj Rijeci will by its nature continue beyond the life of the project. The band “Helem Nejse” has included the song in their concert repertoire, and the song continues to be shared on social networks.

We also note that some of the activities fall within the core mandates of the participating UN agencies, including UNICEF’s work on education and UNESCO’s work on culture and education, and are therefore likely to continue in one form or another.

### ***Was the scale and duration of the project conducive to sustainable results?***

As already discussed, the 18-24 months duration of the project was clearly too short to achieve sustainable results. This was explicitly acknowledged in the Project Document, which stated that the UN would attempt to run the project for at least 3 years by raising funds from other donors.

*“Noting the difficulty in achieving such multifaceted behavior change within the 18-month implementation period, this program forms a part of the UNCT’s longer-term social cohesion vision (transitioning from the current UNDAF to the following one (to start in 2021) with a stronger conflict prevention and SDGs focus). The minimum envisaged period for the planned activities to continue is 36 months (i.e. additional 18 months), with the task of developing an external donor-engagement strategy which would cover a five-year period. Part of the overall strategy for the project is therefore to engage other development partners (and possible eventual donors) throughout the project’s activities, in order to demonstrate the specific value-added of the project.”<sup>44</sup>*

As it transpired, no additional fundraising was undertaken. Prior to the onset of the January 2019 political crisis, the expectation was that the Presidency itself would approach other development partners for additional funding. After the political crisis, the UN project team was preoccupied with keeping the delivery of the project on track, and the lack of demonstrable commitment by the Presidency made it difficult for the project to present a compelling case for more funds. As a result, at the end of the PBF funding, the project had no funds to continue its activities and was forced to come to a close without a clear exit strategy.

### ***How well has the project developed an approach and delivery model that can be replicated?***

DFF 2 has strongly focused on lesson learning and codifying its learning into methodology documents of various kinds (see Box 5 above). Numerous project activities have been conducted with a view to generating replicable approaches. This includes the LDP process itself, which led to the development of a manual and associated training materials. The project also worked with

<sup>44</sup> Project document, pg. 22



a range of academic institutions and experts to development capacity building curricula and training materials in its areas of operation, such as promoting media and information literacy and strengthen the intercultural skills of teachers. The ministries of education and culture were engaged to support the development of a Universal Ethics Code, which is now available for schools to use.

It is therefore clear that many of the initiatives could be replicated, although it is unclear whether this would happen without financial support from a donor.

DFF 2 municipal coordinators were given the LDP manual on LDP methodology at the BiH-level dialogue platform. Surprisingly, however, we found little evidence of other methodologies being shared, either with project stakeholders or other potential funders. Some are available on the UNICEF website, but have not been more actively disseminated. Better dissemination of the materials would support sustainability.

Generally, the project did poorly at reaching out to other development partners active in the peacebuilding area. USAID funds a large peacebuilding project, Pro-BUDUCNOST, with some substantially overlapping design features. However, dialogue between the two never proceeded beyond basic information sharing. Other potential donors interviewed by the evaluation team had also not been engaged by the project. According to the UN Project Team, the Presidency had initially intended to lead on attracting funding from others. However, when the engagement of the Presidents was curtailed by the wider political crisis,

## 4. Conclusions and recommendations

### 4.1 Key findings

DFF 2 was a complex and ambitious project implemented in challenging circumstances. It successfully implemented a wide range of activities that promoted collaboration and social cohesion.

The evaluation finds that the project was relevant to the circumstances of BiH. It was based on an accurate understanding of the challenges facing the country 25 years after the peace agreement. The design reflected the theory of 'contact-based reconciliation' from the literature and current thinking on best practices in dialogue-based peacebuilding. It was closely aligned with a range of BiH-level and sectoral development strategies, with strong links to the Sustainable Development Goals and the UN Development Assistance Framework. It was responsive to the needs of its target groups, including women, youth and marginalised groups, who were empowered to choose their priorities and their activities.

However, some aspects of the theory of change may need to be reconsidered for future activities. The link between promoting social cohesion and overcoming ethnic division needs further exploration. It is not clearly that reducing marginalisation in general – although worthwhile in its own right – necessarily helps to overcome ethnic divisions, which may have other political drivers or structural causes. By working on social cohesion as a pathway to peacebuilding, the project took on a very broad agenda and came to resemble other participatory local development initiatives. It also found it difficult to communicate its objectives

clearly to partners and stakeholders. A narrower and more precise problem-statement might have led to a more impactful set of interventions.

The BiH Presidency was central to both the governance and the design of the project. It was therefore a significant setback to the project that its participation was cut short by wider political events. The UN Project Team was not in a position to reorient the project to work with different counterparts, and therefore focused on implementing other aspects of the workplan. This left a central premise of the design – that creating direct linkages between young people and the Presidency would help to promote peacebuilding – untested. Our view is that any future UN peacebuilding activities should be based on wider range of engagement with authorities at different levels of government, for two reasons. First, it would make the design inherently less vulnerable to political risk. Second, it would provide a more credible set of entry points for influencing public policy, given the BiH constitutional structure.

The short duration of the project was a constraint on its effectiveness. The design document noted that, to achieve the desired results, the activities would have to be extended beyond the 18/24 months of initial funding, by attracting other resources. Without those additional resources, it was not realistic to expect to achieve population-level attitude and behavioural changes. Some of the project's activities – particularly the media engagement – were too small in scale and short in duration to lead to sustainable results. They have, however, created some useful foundations for future peacebuilding initiatives to build on. More attention to building linkages across the project's components, including between capacity building, stakeholder mapping, local dialogue platforms, grant making and the media campaign, as anticipated in the original design, might have resulted in greater impact. The lack of synergy is symptomatic of a project that set itself an overly ambitious workplan and then become heavily focused on the delivery of its activities, at the expense of strategic management of the portfolio. We also note that the project's various products (e.g., methodologies and toolkits) were not widely disseminated.

The project nonetheless succeeded in implementing a wide range of activities that helped to build the capacity of civil society and public institutions to promote social cohesion. Through its small grants, it identified new change agents and enabled them to undertake a range of innovative and worthwhile activities. Building on the success of the small grant scheme, it may be worth exploring the possibility of establishing a standing grant-making fund for initiatives for peace building and social cohesion.

The local dialogue platforms successfully brought together community groups and municipal authorities to identify social cohesion priorities and potential solutions. We found that this had contributed to increasing collaboration among groups and greater interaction with local representatives. External facilitation of the LDPs was a key success factor, particularly in rural municipalities where it helped to overcome capacity constraints and encourage the participation of local community groups.

However, the lack of a clear mechanism for implementing priorities identified through the LDPs has proved a barrier to them becoming institutionalised. The project did not wish to allocate funds for this purposes, through concern that this would distort the incentives of participants and compromise the process. The disadvantage was that the dialogue process lost credibility

when communities were unable to move forward on their proposals. A future project design might explore other options for helping communities to implement their priorities, such as linking the dialogue process to other funding opportunities or the municipal budget process.

The project was very successful at reaching its target groups, including young people, women's organisations and marginalised groups (people with disabilities and the Roma community), and promoted a range of innovative activities that promoted youth engagement, gender equality and social inclusion. DFF 2 had a strong focus on empowering these groups to exercise their rights and stands as a strong example of rights-based programming. In particular, the programme did well at engaging women both as participants in its activities and as beneficiaries, with a high proportion of activities specifically addressing the needs of girls and women.

The evaluation team found DFF 2's work in the education field to be particularly promising. First, the activities were more integrated thematically, creating synergy, and secondly the project engaged with a wider range of public institutions at various levels of government, adding up to a more convincing advocacy approach. The educational work benefited from the expertise, reputation and networks of the participating UN agencies, and the causal links between educational initiatives, social cohesion and peacebuilding are clear and direct, and therefore readily understood by stakeholders.

Overall, DFF 2 has made a positive contribution to inter-group collaboration and social cohesion within its target municipalities and sphere of influence. It has helped to put in place certain foundations for future peacebuilding initiatives, having developed and successfully trialled a significant number of new approaches and methodologies. The ultimate significance of the project therefore rests in large part on what follows next.

## 4.2 Lessons learned

Of many lessons that can be drawn from the project, the following stand out.

- **Scale and duration:** The project set outcome-level objectives that were not achievable, given the scale and duration of the PBF funding. This was anticipated in the Project Document, which stated that additional funds would be raised to continue the activities for three to five years. The fact that additional fundraising opportunities were not pursued is therefore a significant shortcoming. When providing short-term grants, it would be preferable for PBF either to insist on a more focused project with more realistic objectives, or to insist that fundraising, outreach and dissemination are integral to the design of the project, rather than left to the end.
- **UN authority:** The project undoubtedly benefits from the mandate and stature of the UN, which enjoys a strong reputation among partner municipalities and other stakeholders. Many participants expressed their appreciation for the opportunity to work with the UN.
- **Theory of change:** The theory of change for the project was never properly articulated. A joint theory of change exercise at the outset, and at regular points through the life of the project, would have helped to keep the team focused on results.

- **Change agents:** The project successfully demonstrated that there are change agents in BiH society with the capacity to develop creative and innovative solutions to social exclusion challenges.
- **Utilising local capacity:** The project used NGOs from BiH as implementers, but not as strategic partners. They were not involved in the design or management of the grant-making facility and had limited insight into where their activities fitted into the larger strategy of the project. This was a missed opportunity to build capacity within BiH civil society to promote peacebuilding initiatives.
- **Portfolio management:** The Project Team was stretched to capacity trying to implement an overly complex workplan and lost the ability to integrate activities with each other and manage the portfolio at a strategic level. It is important that management processes focus on the achievement of outcomes, and not just the delivery of activities.
- **Risk management:** It is legitimate for a UN peacebuilding project to take on high-risk, high-return initiatives such as working with the BiH Presidency. However, where possible, it would be appropriate to include appropriate mitigation of the political risk, including having more partnership options.
- **Clarity of communications:** The project struggled to communicate its purpose and objectives clearly to stakeholders – including to the NGOs who led on delivery. Agreeing on a crisp statement of the meaning of ‘social cohesion’ would have helped, as would better communications with key stakeholders on their role within the wider project.
- **Coordination with other donors:** As evidenced by interviews with three similar peacebuilding initiatives, there was limited collaboration between DFF 2 and other donor projects – even those pursuing similar objectives in the same municipalities. Local stakeholders were frequently confused as to how different initiatives related to each other. There were missed opportunities to build synergies and complementarity with other initiatives, such as by linking LDPs to other grant-making mechanisms.
- **From dialogue to action:** The project organised local communities to identify their social cohesion priorities, but lacked a clear plan for how those would be implemented. This worked against the stated goal of institutionalising the local dialogue platforms. There were various options that might have been following, including running a competition among partner municipalities to come up with local actions for funding, or helping them to prepare funding proposals for other projects, or integrating the local dialogue platforms with the municipal budget cycle to ensure earmarking of local funds for identified priorities.
- **Dissemination of outputs:** The project produced an impressive array of manuals and methodologies, but dissemination has been limited, other than at the final dialogue event. Other stakeholders engage in peacebuilding initiatives in BiH and the region might benefit from the resources that were developed. It would have been helpful to create a centralised system for storing and sharing information, preferably under a creative commons licence.
- **Baseline and endline surveys:** Attempting to measure population-wide attitudes for a project of this kind was unrealistic and running baseline and endline surveys less than 12 months apart was of limited use in measuring project outcomes. The UN agencies inform us that the findings have been used to inform analysis on social cohesion and

peacebuilding. However, in the design of future IRF projects, it may be appropriate to reconsider the use of baseline and endline surveys for short duration projects.

- **Gender:** The project was successful in reaching women, girls and women's associations, contributing to their empowerment. This was achieved by placing a clear emphasis on gender equality and women's empowerment in the call for proposals for the small grants facility. One of the convening CSOs, Vive Zene, developed a high-quality methodology and training material for capacity building of girls and women.
- **Exit:** From the perspective of many participants, the project ended abruptly and without proper communications, leaving them uncertain as to the next steps. A proper exit strategy would have been helpful.

### 4.3 Recommendations

The DFF 2 project was completed at the end of 2019, with the end of the PBF funding. The UN Country Team is now considering whether and if so how to continue with support to peacebuilding activities. It is exploring possibilities for a third phase of DFF, and also more broadly how to integrate peacebuilding into its ongoing activities.

The recommendations here are therefore grouped into two. The first group are strategic recommendations concerning the broad choices facing the UN in its future peacebuilding work. These are directed towards the UN Country Team, for consideration during the preparation of a new UN Sustainable Development Cooperation Framework (UNSDCF) for BiH for the period 2021-2025. The second group of recommendations are specific to a potential third phase of the Dialogue for the Future project. They are addressed to a potential design team and future Project Team.

A draft set of recommendations were discussed with the UN Project Team at an online workshop on 6 April 2020 and refined following discussion and feedback.

#### *Strategic directions for UN peacebuilding work*

**Recommendation 1: Building on the most effective parts of DFF 2, the UN should consider narrowing the focus of its future peacebuilding work to the objective of promoting tolerance and respect for diversity within the education systems of BiH.**

Under DFF 2, social cohesion proved to be broad and rather ambiguous as a project objective, involving many different issues that were difficult to meld into a convincing advocacy campaign. Such a broad agenda made the project resemble a participatory local governance initiative, of which there are already other examples. The causal link between addressing social exclusion and improving ethnic relations was also unclear.

However, stakeholders share the UN's concern that the education of many young people under ethnically segregated curricula, when coupled with shortcomings in the quality of education, makes them vulnerable to ethno-nationalist political narratives. Given public concern about poor educational outcomes (following disappointing PISA scores in 2018) and the continuing emigration of young people, this issue has a high political salience across both entities and therefore lends itself to a peacebuilding campaign.

The evaluation has found that DFF 2's work in the education sphere was its strongest component. The UN should consider making this the centre piece of future peacebuilding work, building on activities developed during DFF 2, such as codes of conduct for violence-free schools. This matches the comparative advantage of the UN family, alongside other development partners. It could include engagement on both formal educational policy reforms and informal, community-based initiatives, such as bringing together young people across ethnic lines for sporting and cultural activities. It would be well suited to the DFF approach of combining local dialogue platforms and local initiatives with policy advocacy and media campaigns at the BiH level.

**Recommendation 2: The UN should use its convening power to bring together development partners interested in peacebuilding to share lessons and approaches, including through dissemination of learning and practical tools from DFF 2.**

Because DFF 2 was carried out under the auspices of the BiH Presidency, the project was constrained in its interaction with other peacebuilding projects. There appears to be limited coordination among international development partners interested in supporting peacebuilding in BiH. In particular, there has been no explicit exchange of lessons or methodologies. The UN should therefore bring together the relevant actors as part of planning the peacebuilding component of its new Sustainable Development Cooperation Framework for 2021-2025, and explore the possibility of establishing a standing forum to share lessons and experience and attract other partners for a more synergetic approach in supporting peacebuilding activities.

To initiate the process, the UN should package together the lessons learned from DFF 2 and the practical tools it developed and offer it to other development partners.

**Recommendation 3: The UN should explore the possibility of establishing a standing grant-making fund for community-based peacebuilding projects, with a view to attracting funding from other donors and foundations.**

The DFF 2 small grants facility established that there are a good range of community leaders in BiH with innovative ideas for peacebuilding initiatives. However, there are limits to the support that can be provided to them through once-off grant making. A standing fund would achieve more strategic and sustainable results. The UN should explore the possibility of making use of existing grant-making and mentoring capacity within BiH civil society to manage such a fund, which would contribute to building civil society capacity in BiH. Such fund would ideally be part of an institutional set-up agreed by a range of partners at different levels, designed with a view to attracting support from other donors.

### *Recommendations for a further iteration of Dialogue for the Future*

**Recommendation 4: In a future iteration of DFF 2, the UN should invest more time into developing its theory of change and use it actively to support a flexible and adaptive approach to managing the project.**

In DFF 2, the theory of change was not clearly articulated during design and was not updated during the life of the programme. A theory of change should form the core of the design and the basis for selecting indicators for the results framework. Although the limited timeframe of DFF 2

left little space in practice to comprehensively review and adjust the ToC, for a future project it would be important to review the ToC periodically, in light of lessons learned and changes to the external environment, to test whether the causal propositions, risks and assumptions remain valid. This would include a more structured approach to testing what works (such as trying out different models of local dialogue platform in different contexts), monitoring the results and adjusting the project approach in real time. The project should be designed with the flexibility to adapt its activities and approach as necessary over the project cycle.

**Recommendation 5: The design and governance arrangements for a new iteration of DFF should include engagement with a wider set of BiH stakeholders, rather than just the Presidency, in order to manage political risk and provide more entry points into the policy making process at different levels.**

Leadership by the BiH Presidency was a potential strength of DFF 2, but also left the project vulnerable to disruption due to wider political events. The policy areas that DFF 2 sought to address were diverse and involved all levels of government. DFF 2 was held back by its limited interaction with other levels of government, which was a requirement of the Presidency. A future iteration of the project should be designed if possible so as to build on the relationship with the Presidency, but without being under its exclusive control. It should include a wider range of BiH stakeholders (including from outside government) in its governance arrangements. The Project Team should have clear authorisation to engage with other levels of government in policy advocacy given the nature of peace-building and social themes.

**Recommendation 6: A future iteration of DFF should be designed so that its component activities are mutually reinforcing and contribute to common results. It should be managed and delivered as an integrated portfolio, rather than as separate activities.**

Given the breadth of its objectives and the ambition of key stakeholders, DFF 2 set itself an ambitious workplan that was very challenging to deliver in the time available and given a challenging context. The intense efforts that went into delivering the workplan seems to have come at the expense of managing the portfolio at a strategic level, so as to achieve synergies across the different components. For a future iteration, a more focused workplan, with careful attention to maximising synergies and positive spillovers across components and activities, would be likely to produce more sustainable outcomes.

**Recommendation 7: A future project should develop a clear and consistent narrative about its scope and objectives that can be clearly communicated to partners and stakeholders, and use its public information campaigns to support its dialogue platforms.**

DFF 2 struggled to articulate its objectives in the form of a crisp and clear narrative, making it difficult to communicate effectively with stakeholders and partners. In particular, it struggled to define “social cohesion” in terms that were meaningful for municipal authorities, communities and other stakeholders. A new project should work to refine and test its key messages at an early stage. It should also support its dialogue platforms with public information campaigns which starts in the early stage of the project implementation, to provide a public platform for participants to raise their concerns and priorities.

**Recommendation 8: A future project design should include skilled external facilitation of dialogue platforms.**

In DFF 2, external facilitation of local dialogue platforms by NGO partners proved to be a key success factor. Should there be a potential follow-up project, this element should be retained until the platforms become fully institutionalised. It may be appropriate to extend the facilitation role beyond convening and running dialogue platforms towards supporting local communities to develop and implement actionable ideas.

**Recommendation 9: A future project design should identify ways to support local communities with finding ways to implement their priorities.**

The lack of mechanism for implementing their priorities was a barrier towards the objective of institutionalising local dialogue platforms. A future project design should consider options for supporting the implementation of local initiatives. Possibilities might include: (i) making a small pot of funding available at the central level to support the most innovative proposals emerging from local dialogue platforms, through a competitive process; (ii) a more structured approach to helping local communities turn their ideas into proposals for submission to other funds and programmes; (iii) synchronising local dialogue platforms with the municipal planning and budgeting cycle, to focus attention on the need to mobilise local resources. To support learning and local ownership of the process, it may be necessary to support several iterations of the dialogue and planning cycle.

**Recommendation 10: A future project should consider establishing fewer local dialogue platforms, with each platform covering groups of related municipalities.**

DFF 2 worked in a large number of municipalities, which reduced the level of support that could be offered to each LDP. Furthermore, some partner municipalities were too small to sustain an effective LDP, given a lack of local community groups and CSOs. Local stakeholders articulated a need for more cross-municipal cooperation. While there was collaboration among LDPs across municipal lines during DFF 2, a new project should consider formally establishing LDPs at the cross-municipality level. This would help to maximise the impact of limited resources, and also increase the scope for promoting collaboration among ethnic groups.

**Recommendation 11: A future project should incorporate a more structured approach to policy advocacy around priorities identified through the dialogue platforms.**

DFF 2 lacked an effective means of feeding proposals and priorities emerging from LDPs into the policy process at higher levels of government. It organised some dialogue platforms at the BiH level around particular themes, but there is scope to deepen the approach. Taking priority areas emerging from DFF 2, or from future dialogues, the UN could consider convening workshops with responsible officials, community representatives and civil society to turn the priorities (e.g., education of children with disabilities) into concrete policy proposals and, if necessary, advocacy campaigns to influence policy makers.

**Recommendation 12: A future project design should incorporate a strategy for ensuring sustainability, including mobilising funds from other sources, from the outset of the project.**



The Project Document for DFF 2 stated that sustainable results would only be achieved if the activities were sustained for three to five years, using funding from other sources. However, the project relied on the Presidency to attract further funds. In light of the political circumstances and for the other reasons described in this report, no additional fundraising was undertaken. If a further grant is obtained from PBF, a future project should include active outreach to other potential donors from inception.

## Annex I: Evaluation terms of reference

### TERMS OF REFERENCE

#### Final Evaluation of the Joint Programme “Dialogue for the Future II”

<b>Type of contract:</b>	International Institutional Consultancy
<b>Duration:</b>	20 December 2019 - 31 March 2020 (45 working days in total)
<b>Requested by:</b>	UNICEF Bosnia and Herzegovina
<b>Consultancy Mode:</b>	International

#### 1. Background and evaluation context

Recognizing the need to create space in Bosnia and Herzegovina (BiH) for cross-cutting dialogue, reconciliation and building of trust, and given the long-standing expertise and comparative advantage of the United Nations in these areas of work, the Presidency of Bosnia and Herzegovina in 2011 requested assistance from the UN Secretary-General to further advance these efforts in the country. The Presidency identified education and culture as priority areas, with a focus on youth, underscoring that these subjects can act as a springboard to strengthen dialogue, diversity and trust among the country’s citizens and communities and between BIH’s citizens and their leadership. In response to this request, the United Nations Country Team (UNCT) in BiH, represented by UNICEF, UNDP and UNESCO (Project Team) under the leadership of the UN Resident Coordinator and support from the Resident Coordinator’s Office, developed and implemented a project to promote Dialogue, Coexistence and Diversity in BiH funded by the Peacebuilding Support Office (PBSO)/Peacebuilding Fund (PBF).

Jointly implemented by UNDP, UNICEF and UNESCO between 2014 and 2016, the “Dialogue for the Future (DFF)” project established a set of peacebuilding standards, networks and tools around the country. This project also included a Knowledge, Attitudes and Practices (KAP) survey, commissioned near the end of the project (late 2015) to capture its direct impact. At the time, the survey captured any changes in the mind-sets of citizens to which the project contributed but was by no means the sole driver or influencer of any positive or negative change in perceptions of the general population.

The DFF 1 outcomes formed the basis for the BIH Presidency’s request for a subsequent round of DFF work not only for the country but also for the sub-region (Western Balkans). Following the UN Secretary-General’s and PBF’s endorsement, the UNCT initiated the development of the DFF 2 Project, building DFF 1 and the lessons learned.

#### 2. Project overview

The Project “**A More Equitable Society: Promoting Social Cohesion and Diversity in BIH (Dialogue for the Future II)**”, is implemented jointly by UNICEF, UNDP and UNESCO (subsequently referred to as the UN Agencies) in partnership with the Presidency of BIH during the period January 2018 until 31 December 2019.

Through providing spaces for dialogue and continued interaction among various stakeholders at the local level, as well as country-wide exchange, the project will support the collective identification of issues that affect all citizens in BiH, and further contribute to enhanced interaction and collaboration between diverse population groups. Joint collaboration on common issues would contribute to a citizen-owned development visioning (specifically taking into consideration the country's efforts towards achieving the Sustainable Development Goals (SDGs) and the Agenda 2030). The project places particular focus on adolescents and youth, connecting young opinion-makers, future leaders and key stakeholders with their political leadership, both at the local and higher government levels in BiH and across the neighbouring countries. **The joint project has the following expected outcomes:**

Outcome 1: Increased interaction and collaboration between different groups at the local level (within and between municipalities).

Outcome 2: Increased interaction and dialogue between different groups at the BiH level.

The detailed Results Framework can be found in the attached Project Document.

**The project has been implemented in the following 9 clusters of municipalities:**

1. Sarajevo broader area/East Sarajevo
2. Tuzla
3. Mostar
4. Central Bosnia (Vitez, Busovaca, Kiseljak, Kresevo); Travnik, Novi Travnik, Bugojno
5. Bijeljina
6. Banja Luka
7. Dobož/Dobož East, Usora and, Tesanj
8. Trebinje
9. Brčko

**Key Stakeholders**

1. Municipal representatives (municipal coordinators delegated by the mayors of DFF municipalities)
2. Mayors of DFF Municipalities
3. BiH Presidency representatives (in particular advisors to the Presidency members, members of the DFF Board)
4. Members of the Local Dialogue Platforms established through the DFF implementation
5. Stakeholders who were trained in peacebuilding skills in selected DFF locations (younger adolescents (10-14; older adolescents/younger youth (15-19); youth (18-30); women and associations of women, and others)
6. Representatives of the Education sector who are addressing issues related to SDG 4 (Ethics Code, ensuring quality education)
7. Small Grant Facility recipients including CSOs, Institutions and Individuals

**3. Purpose and objectives of the final evaluation**

As per the Project document, UNICEF and the PBSO agreed to commission a final evaluation of the Project. The evaluation should encompass all aspects of the Project, including planning and implementation. The main purpose of the final evaluation is to review and assess the relevance, efficiency, effectiveness, sustainability and impact of the Project, and make strategic

recommendations for future decision-making in the area of peace building, both for participating UN agencies and project stakeholders. The evaluation is expected to be both summative and formative. The evaluation will assess progress against the Project Document and Results Framework. The intended users of the evaluation will be primarily the Project Senior Management Team, the DFF 2 Joint Project Board and Project staff, and Peacebuilding Fund. The results of the evaluation will be widely shared. The evaluation process will be informed by the United Nations' Norms and Standards for Evaluation.<sup>45</sup>

The selected evaluators will take a broad overview of the project by gathering perceptions, feedback and data from relevant partners, stakeholders and beneficiaries for an objective analysis. The evaluation is expected to assess the key factors that have either facilitated or impeded project implementation.

The objectives of the final evaluation are to:

- 1) assess the project results against the planned results, through the lens of relevance, effectiveness, efficiency, sustainability and impact, and identify also if there were any unintended programme results;
- 2) identify lessons learned;
- 3) make strategic and forward-looking recommendations to further support social cohesion and diversity in BIH.

#### 4. Key evaluation questions

Adequate knowledge and understanding of the project's context and operating environment will be required. A human-rights based approach and gender lens should be taken into consideration across all the evaluation criteria. The core evaluation questions proposed are the following:

##### 4.1. **Relevance and design:** The extent to which the objectives address the real problems and the needs of its target groups, country priorities, associated national policies and donor priorities. Questions to be explored include:

- To what extent were the Project's objectives valid?
- Did the Project respond to the needs of the identified target groups and beneficiaries? Were the unique needs of girls and boys taken into consideration, i.e. to what extent was gender equality respected and mainstreamed within the project implementation?
- Were the Project's objectives and expected outcomes consistent with and supportive of government policies and sectoral policies (where relevant)?
- Was the design of the Project appropriate to achieve its expected results?
- Have any changes been made to the Project's design during implementation? If so, did that lead to significant design improvements?
- Were coordination, management and financing arrangements clearly defined at the design stage and did these support institutional strengthening and local ownership?

##### 4.2. **Project Efficiency** (processes): Were inputs utilised or transformed into outputs in the most optimal or cost-efficient way? Could the same results be produced by utilising fewer resources? Questions to be explored include:

<sup>45</sup> United Nations Evaluation Group, (2016). *Norms and Standards for Evaluation*. New York: UNEG.

- To what extent has support to government and NGOs as implementing partners been an efficient implementation modality?
- To what extent have the target population and participants taken an active role in implementing the Project? What modalities of participation were applied?
- To what extent were activities implemented as scheduled and with the planned financial resources?

**4.3. Project Effectiveness (results):** Extent to which the objectives of the development intervention have been achieved or are expected to be achieved, bearing in mind their relative importance. How well the project's results contributed to the achievement of the objectives, Questions to be explored include:

- To what extent have the Project outputs and outcomes been achieved?
- Which factors contributed to progress or any delay in the achievement of results?
- Which good practices or transferable examples have been identified?
- What was the quality of the interventions and results achieved with the key stakeholders?
- Have any changes in the overall context in BiH affected the Project's implementation and the overall results?

**4.4. Project Impact:** The effect of the programme on its environment - the positive and negative changes produced by the Project (directly or indirectly, intended or unintended). Questions to be explored include:

- In which areas did the Project have a significant impact (if identifiable at this stage)?
- How has the Project contributed to social cohesion and peace building in BiH?
- Which target groups and institutions benefitted from the Project?
- How have cross-cutting issues, such as gender, disability, and reaching the most vulnerable, been effectively taken up?
- What factors favourably or adversely affected the Project's delivery? Was the Project successful in overcoming any external negative factors?
- Were there any positive spill-over effects of the Project?

**4.5. Project Sustainability:** Probability of the benefits of the programme continuing in the long term. Questions to be explored include:

- Has the Project created conditions to ensure that benefits continue beyond the Project?
- How well is the Project embedded in the institutional structures that will remain beyond the life of the Project?
- How has the Project institutionalised overall capacity development efforts so far?
- Has an approach/model been developed that can be further disseminated throughout BiH?
- Has the duration of the Project been sufficient to ensure adequate sustainability of the interventions?
- How has the Project strengthened the capacity of project stakeholders to recognise and respond to the needs of adolescents and youth?

- Which recommendations can be made to inform future strategies and programming?

**4.6. Partnerships and cooperation:** Measure of the level and quality of cooperation of the Project Team with partners and implementing partners.

- To what extent have partnerships been sought and established and synergies created in implementing the Project?
- Were efficient and mutually satisfactory cooperation arrangements established between the Project Team and NGO partners, government partners and other stakeholders?
- Were the inputs from partners provided in a quality and timely manner? Have partners fully and effectively delivered on their responsibilities?
- Has the Project contributed to the overall UN Development Assistance Framework (UNDAF)?
- Have any new partners emerged during the Project that were not initially identified?

## 5. Scope of the evaluation and limitations

The project duration is from 1 January 2018 to 31 December 2019. The evaluation will aim to cover the full implementation period of the project.

The evaluators will propose the selection of geographic locations to be covered by the evaluation. Criteria proposed for selecting the locations are as follows: adequate geographic distribution, level of maturity of the project in specific locations, and logistical considerations.

Data on some results to be achieved in the last months of the programme may not yet be available at the time of undertaking the evaluation. However, as a mitigation measure the Project Team will provide a preliminary overview of the main expected results.

## 6. Methodology

The evaluation is expected to use a mixed methods approach, using qualitative and quantitative information collected from various sources, including the following methods:

- Desk research, including review of all relevant documents, such as the project document, indicator monitoring framework, work plans, project reports, training materials developed, Local Dialogue Platform content, Project Senior Management Team meeting minutes, DFF 2 Joint Project Board meeting minutes, Open Call for Peacebuilding/Social Cohesion proposals, etc.
- Semi-structured interviews with DFF 2 Project staff, UN senior management, government stakeholders, and NGO implementing partners.
- Individual interviews and focus group discussions (FGDs) with the various groups of beneficiaries, including also adolescents and youth.
- The findings from the Baseline and the End-line Perception Survey need to be taken into account in the evaluation. The end-line survey is expected to be completed by 31 December 2019.

All information gathered should be triangulated during the analysis. A more detailed methodology is expected to be developed by the evaluation team in the inception phase, and shared with the Project Team (UNICEF, UNDP, UNESCO) and PBSO for approval.

## 8. Key deliverables and time frame

	Task	Deliverable and short description of the deliverable	Deadline	Number of total working days  (Evaluators will agree how to share the working days among themselves)
1	Desk review and developing evaluation methodology	Draft inception report to include work plan, methodology, research instruments, interview protocols, consent forms, outline on integrating ethical considerations in the evaluation process. Inception report of maximum 10 pages.	10 January 2020	5
2	Review of the inception report by UNICEF, UNDP, UNESCO, PBSO	Comments	20 January 2020	n/a
3	Desk review and developing evaluation methodology	Final inception report of maximum 10 pages.	23 January 2020	1
4	Data collection: interviews, focus discussion groups.	Records from interviews and FGDs	20 February 2020	22
5	Data analysis and report writing	Draft evaluation report to include findings, conclusions and recommendations from all data sources used in the evaluation. Draft evaluation report to be maximum 50 pages long.	1 March 2020	10
6	Presentation of draft report to UNICEF, UNDP, UNESCO	Power Point Presentation summarizing key findings and recommendations	10 March 2020	2
7	Review of the draft report by UNICEF, UNDP, UNESCO, PBSO	Comments/approval	20 March 2020	n/a
8	Finalising the evaluation report	Final evaluation report, considering all comments, to include an executive summary, findings,	30 March 2020	4

		conclusions and recommendations from all data sources used in the evaluation. Final evaluation report to be maximum 50 pages long.		
9	Final presentation to the BiH Stakeholders	Presenting the final report to the key stakeholders (international evaluator)	TBD	1

The inception report, draft report and final evaluation report shall be submitted in English while a Power Point presentation shall be submitted both in English and in Bosnian/Croatian/Serbian. Evaluators are responsible, where needed, for the translation of materials that are not available in English language.

Dissemination of the evaluation findings and recommendations to all key stakeholders will be planned in more detail after the Project's closure. Recommendations in the evaluation report must be limited in number and actionable. Based on these the Project Team will prepare an Evaluation Management Response.

### 9. Ethical considerations:

The UN/UNICEF's ethical guidelines will be followed in all phases of the evaluation. Bidders should indicate as part of their technical proposal how they intend to incorporate ethical standards, considering the following aspects:

Informed consent must be requested in writing from all participants in the evaluation. Participants must be informed before giving consent that in case a specific breach of a human right is raised during the interviews (for example: violence against children or adults), that this will need to be shared with relevant authorities, in accordance with UNICEF's standards and existing legislation in BiH. After this notification, participants can decide if they will further participate in the evaluation. All other information given during focus group discussions and interviews will be kept confidential.

The evaluation will apply the principle of the 'best interests of the child', in which the welfare and best interests of the participants will be the primary consideration in methodology design and data collection. The evaluation will be guided by the UN Convention on the Rights of the Child, in particular Article 3.1 which states that: *"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts or legislative bodies, the best interests of the child shall be a primary consideration."*

Both evaluators must have proof that they have undertaken a course in ethics in research with children and adults from a recognised institution, either during their study or work. In case they do not have this, they must undertake UNICEF's course in ethics in research with children and adults on AGORA.

Bidders need to indicate that they can secure venues for FGDs and interviews, which are in line with the rules of privacy protection and respectful, a comfortable setting where participants cannot be overheard.

Particular care will be taken to ensure that questions are asked sensitively, appropriate to the age, gender, ethnicity and social background of the participants. Evaluators will speak with participants in their local language. Clear language will be used which avoids victimisation, blame and



judgement. Where it is clear that the interview is having a negative effect on a participant, the interview will be stopped. Bidders need to indicate how they will ensure adequate cultural understanding of the context and how they will ensure to respect this during the evaluation process.

Physical safety and well-being of researchers and participants must be ensured at all times. Bidders need to indicate how this will be ensured.

All data will be securely stored during the evaluation process. Three months after the end of the evaluation all data will be erased from computers/laptops and hard copies destroyed. Proof of having IT skills to do this needs to be indicated by the bidder when submitting the proposal.

UNICEF will provide oversight of all ethical components of the evaluation process and report through an ethical review by UNICEF's Institutional Review Board for the Inception Report, Draft Evaluation Report and Final Evaluation Report. This will be done based on UNICEF's Criteria for Ethical Review Checklist.

## 10. Evaluation team

The evaluation will be conducted by an international Bidder which needs to engage a team of two evaluators: one international expert as evaluation leader and one national expert from Bosnia and Herzegovina, since it would be important that one member of the team fluently speaks and writes Bosnian/Croatian/Serbian.

### Key expected tasks for evaluation team members

The international evaluation team leader will work in close cooperation with the Joint DFF 2 Project Team consisting of three UN agencies (UNICEF, UNDP and UNESCO) and will report to the UNICEF BiH Monitoring and Evaluation Specialist. The evaluation team leader will lead the evaluation process at all stages and coordinate cooperation with the DFF Joint Project team and other stakeholders involved. The evaluation team leader will be responsible for all components of the evaluation and responsible for provision of deliverables listed previously on time and of acceptable quality. More specifically, the key tasks of the evaluation team leader will be to:

- Be responsible for the overall quality of all deliverables to be produced in a timely manner:
  - Inception Report
  - Draft Report
  - Final Report
- Supervise the national evaluator.
- Agree on the plan for all aspects of the evaluation with the UNICEF M&E Specialist, in collaboration with UNICEF, UNDP and UNESCO.
- Take into consideration UNICEF, UNDP and UNESCO recommendations at all stages of the evaluation.
- Be responsible for ensuring adherence to UNICEF Ethical Research Guidelines involving children).
- Prepare all the deliverables in English.
- Ensure that the Evaluation Report includes evidence and analysis to the highest possible standards.

- Raise any limitations/constraints regarding the evaluation to the UNICEF M&E Specialist at the earliest opportunity, so that, as far as possible, these can be addressed, with any outstanding limitations to be noted in the evaluation report.
- Plan and conduct the evaluation, including participating in field work, according to the methodology agreed upon in the inception report.
- Ensure that confidentiality is maintained and that the evaluation does not include any risk, including reputational risk, for any of the stakeholders.
- Take overall responsibility for delivering the evaluation in accordance with the Terms of Reference, ensuring the quality of all products.

The evaluation team should act with integrity and respect for all stakeholders according to the UNEG Ethical Guidelines for Evaluation.<sup>46</sup>

**The national evaluator will:**

- Assist the evaluation team leader with delivering all the products as follows:
  - Inception report
  - Draft report
  - Final report
- Participate in the field work.
- Provide brief field work reports for the evaluation team leader/ international consultant.

**Other support staff that the Bidder may require:**

**Translator**

The Bidder may need to recruit a translator/interpreter as the Bidder assesses for translation of documents which may be available in local language only and for interpreting during interviews and focus group discussions. UNICEF, UNDP and UNESCO will provide all the key documents in English, and those that it has available in local language. All the other needs for translations (documents, fieldwork, meetings etc.) have to be organised and paid for by the Bidder. UNICEF will provide the names of qualified translators from the UN Roster of Translators.

**Statistician**

If deemed necessary, the Bidder may consider using the services of a statistician. In that case the Bidder will pay for these services which would then need to be included in the financial proposal.

**Required competences for evaluators:**

**The international evaluation team leader is required to possess following competencies:**

- Advanced university degree in social science, human rights or related fields (certificates in evaluation studies is an asset);
- Expertise in peace building;
- Extensive experience in designing and conducting evaluations and surveys, quantitative and qualitative analysis and data analysis (minimum of 10 years);
- Excellent knowledge of monitoring and evaluation methodologies; sound judgment and ability to objectively evaluate programmes in terms of processes, as well as results achieved (evidenced through previously conducted evaluations and references);
- Experience in conducting evaluations related to peace building;
- Knowledge of political situation in CEE/CIS region;

<sup>46</sup>file:///D:/UNICEF%20BIH/J4C%20Implementation/Evaluation/Other%20Evaluation%20ToRs/UNEG\_FN\_ETH\_2008\_EthicalGuidelines.pdf

- Knowledge on child rights, human rights, gender equality, social cohesion;
- Excellent written and spoken English required;
- Excellent communication and presentation skills;
- Excellent skills in working with people and organising team work;
- Excellent analytical report writing skills;
- Excellent conceptual skills;
- Ability to keep with strict deadlines;
- Familiarity with the UN system is a strong asset;

**The national member of the evaluation team is required to possess the following competencies:**

- Advanced university degree in social science, human rights or related fields;
- Expertise in work on peacebuilding/social cohesion/intercultural understanding and related fields;
- Minimum 3 years of experience in the area of evaluation and M&E;
- Knowledge on child rights, human rights, gender equality and social inclusion;
- Demonstrated ability to prepare interview/focus groups protocols and other evaluation instruments;
- Excellent communication and presentation skills in English and Bosnian/Croatian/Serbian; Excellent analytical and report writing skills;
- Familiarity with UN system is a strong asset.

The consultants must not have any relation to the project, or be currently employed by UNICEF, UNDP or UNESCO, nor benefit personally from the result of the evaluation.

#### **11. Duty station and official travel involved**

All of the field work will take place in Bosnia and Herzegovina; all official travel will be scheduled, agreed and approved by UNICEF during the inception phase.

#### **12. Duration**

Expected duration of the contract is from the end of December 2019 to 31 March 2020 at the latest, with a total of 45 working days.

## Annex II: Theory of change

The theory of change for DFF 2 is stated in the project document as follows:

*“If sustained dialogue and joint problem solving is supported between different groups and mechanisms for local peacebuilding are established, **then** collaboration and trust between groups is enhanced and social cohesion promoted, **because** different groups will identify common goals and realize positive change can only be achieved through collaboration and harnessing the strength of diversity.”*

During the inception visit, on 29 January 2020, the evaluation team conducted a theory of change workshop with key project stakeholders to further articulate the causal propositions in the theory of change. The conclusions of the workshop are summarised here. The team supplemented this as required to derive a logic model suitable for guiding the evaluation methodology.

### Problem statement

The workshop identified following as key problems that the projects hopes to address:

- **Neglect of peacebuilding:** Over the past 10-15 years, international support to BiH has focus on socio-economic development and the EU accession process, while neglecting underlying peacebuilding challenges relating to an ethnically divided society. Unless these peacebuilding challenges are addressed, BiH will not be able to move forward.
- **Lack of effective and responsive government:** In the constitutional structure created by the 1995 Dayton Peace Agreement, elected governments are unresponsive to the needs of citizens. Public trust in governments and the political process is low.
- **Lack of sufficient engagement of the Presidency:** In the BiH constitutional structure, the tripartite BiH Presidency has limited direct engagement in practical governance matters. There is nonetheless a latent interest within the Presidency in making a constructive contribution to the country’s development.
- **Ethnic division:** Much of the post-war generation has grown up in mono-ethnic communities, educated in separate educational systems and consuming separate media. Lack of contact and mutual understanding makes them prone to nationalist political narratives.
- **Negative media messages:** The dominant narrative from both traditional and new media is nationalistic in tone, service to cement the separation of the population.
- **Lack of quality education:** The quality of education in BiH is poor, with PISA scores indicating high rates of functional illiteracy. Much of the new generation lacks soft skills, including critical thinking, communication, empathy and decision making. This makes them less likely to question nationalist political narratives and more vulnerable to radicalisation.
- **Excluded voices:** There are potential agents of change in BiH society, including young people, religious leaders, women and women’s organisations and marginalised groups, that have constructive contributions to make, but are large excluded both from public discourse and from participation in aid-financed initiatives.

### Intended impacts

The project has defined three high level impact areas:

1. Increased collaboration among different groups and at different levels in Bosnian society. In particular, this takes the form of joint problem solving on challenges that are common across ethnic and other social divisions.
2. Increased trust – both between ethnic and social groups, and between communities and elected leaders at various levels.
3. Increased social cohesion. This includes tolerance of difference and acceptance of the value of diversity. This objective encompasses both reduction in ethnic divisions and reduction in the marginalisation of other social groups, such as people with disabilities and Roma. Part of theory of change of the project is that these two forms of social cohesion are inseparable.

### Theory of change

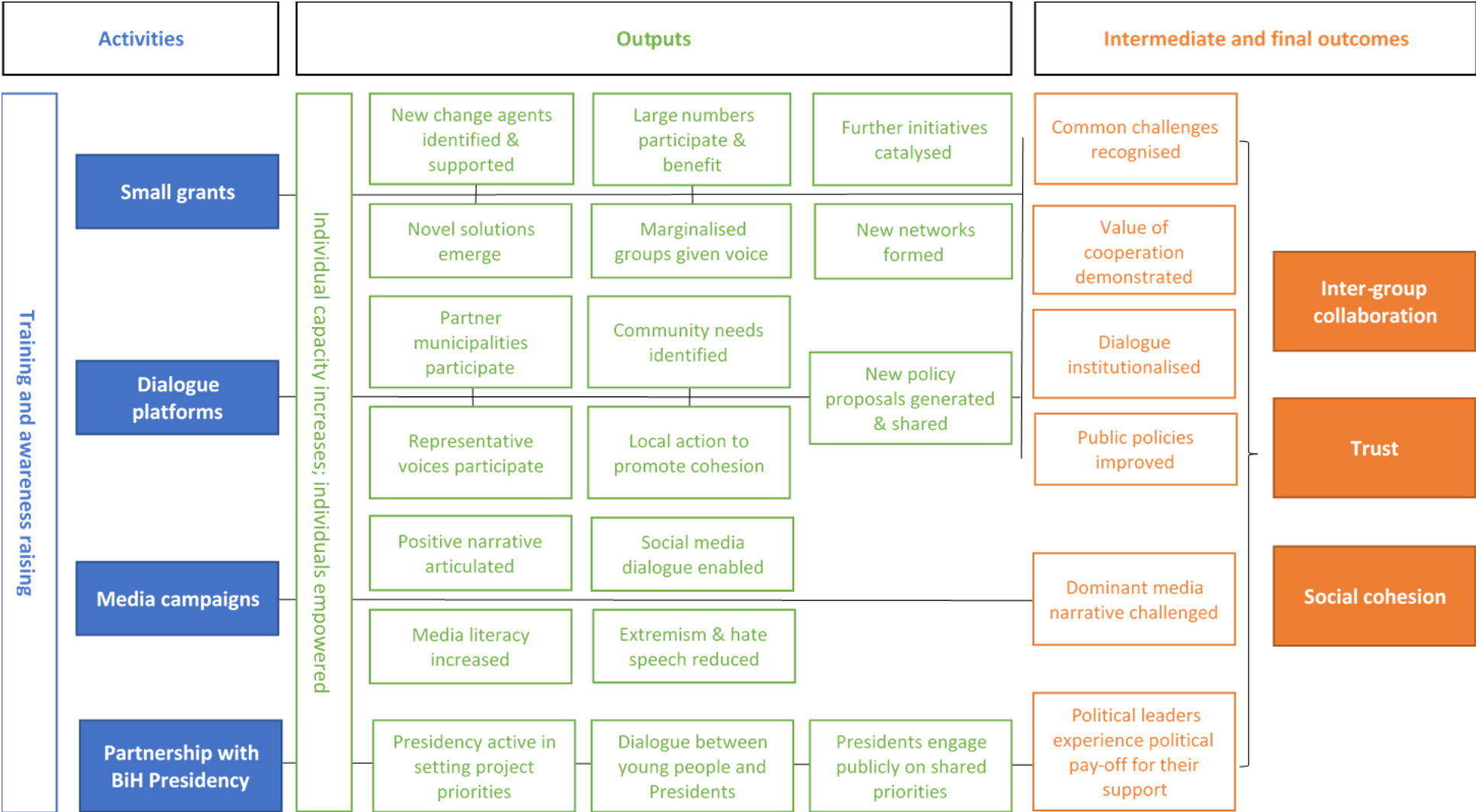
The workshop identified a number of causal pathways by which the project activities were assumed to contribute to the intended impacts. These are summarised in the diagram below.

The project logic draws on the ‘contact hypothesis’, which is prevalent in the peacebuilding literature. The hypothesis holds that intergroup contact supports better relations between groups where four conditions are satisfied: equal status between groups within intergroup encounters; shared goals; cooperative interaction; and the support of those with social and political power.<sup>47</sup>

There are a range of assumptions and risks implicit in the theory of change, of which the most important include:

- That collaboration and trust can be built in an environment of economic stagnation and decline, with extremely high rates of unemployment and emigration
- That changes in political incentives can be achieved during a project period featuring a state-level election
- That increased participation of young people and marginalised groups in policy dialogue can lead to population-wide changes in attitudes
- That municipal and BiH-level leaders have an incentive to participate in project activities
- That the BiH Presidency will make time for dialogue with young people and other project beneficiaries
- That resources are available at municipal level to support self-help initiatives
- That BiH governments at the various levels are willing and able to respond constructively to policy challenges raised through dialogue platforms
- That BiH society contains change agents able to generate innovative proposals for promoting social cohesion.

<sup>47</sup> Dessel and Rogge (2008) *Evaluation of intergroup dialogue: a review of empirical literature*, Conflict Resolution Quarterly 26.2, [link](#).



## Annex III: Summary literature review

*Key words: dialogue; intergroup dialogue; youth; peace-building; reconciliation; social cohesion; education; conflict; local ownership of peacebuilding initiatives*

“**Intergroup dialogue** is a facilitated group experience that may occur once or may be sustained over time and is designed to give individuals and groups a safe and structured opportunity to explore attitudes about polarizing societal issues. Participants are encouraged to suspend assumptions, collaborate willingly, believe in the authenticity of all participants, speak from experience, and be open to possibilities.”<sup>48</sup> Dialogue doesn’t engage in a one-sided pursuit of truth, without acknowledgement that there may be multiple valid perspectives on a particular topic.

“As understood by the Council of Europe, **social cohesion** is the capacity of a society to ensure the welfare of all its members, minimising disparities and avoiding polarisation. A cohesive society is a mutually supportive community of free individuals pursuing these common goals by democratic means. (...), social cohesion is about the capacity of society to ensure the welfare of all its members, minimising disparities and avoiding polarisation. Welfare implies not only equity and non-discrimination in access to human rights but also: the dignity of each person and the recognition of their abilities and their contribution to society, fully respecting the diversity of cultures, opinions and religious beliefs, the freedom of each individual to pursue their personal development throughout their life; the possibility for each person to participate actively as a full member of society.”<sup>49</sup>

“**Young people’s** leadership and roles in preventing and resolving conflict, violence and extremism are rich resources essential to building sustainable peace. Young people are valuable innovators and agents of change, and their contribution should be actively supported, solicited and regarded as part of building peaceful communities and supporting democratic governance and transition. Young people’s participation promotes civic engagement and active citizenship.”<sup>50</sup> Threshold conditions for **peacebuilding** are: Engaging in political participation; Forging connections between youth and their communities; Building constituencies for peace; Training youth for the workplace; and building youth confidence and self-esteem<sup>51</sup>. “(...) when youth are shielded from social and economic stresses, and can participate in decisions that affect their lives, they are more likely to pursue peaceful change”<sup>52</sup>. ‘The role of education in peacebuilding Literature Review’<sup>53</sup> argues that **education** acts as a significant vehicle of social cohesion, thus it has to be supported at every stage of a given conflict, and most critically so in post-conflict settings. Education has transformative effect in post-conflict societies in the long run by yielding changes in social attitudes and values which may in turn redefine conflict.

<sup>48</sup> Evaluation of Intergroup Dialogue: A Review of the Empirical Literature, Adrienne Dessel, Mary E. Rogge; Conflict Resolution Quarterly, vol. 26, no. 2, Winter 2008 © Wiley Periodicals, Inc. and the Association for Conflict Resolution, [link](#).

<sup>49</sup> Revised strategy for Social Cohesion approved by the Committee of Ministers of the Council of Europe on 31 March 2004; European Committee for Social Cohesion (CDCS), [link](#).

<sup>50</sup> Guiding Principles on Young Peoples Participation in Peacebuilding (2016), [link](#).

<sup>51</sup> Youth as a Catalyst for Peace, Helping Youth Develop the Vision, Skills, and Behaviors to Promote Peace, Center for Civil Society and Governance, Academy for Educational Development (2005), [link](#).

<sup>52</sup> Youth and Conflict: A Toolkit for Intervention, USAID, 2005, [link](#).

<sup>53</sup> UNICEF, 2011, [link](#).

Colin Craig's methodology, based on experience gained working in Northern Ireland, delves into social aspects of **conflict** and explores how we are driven by social perceptions of what determines success and the subsequent fear that we will not achieve it: affluence, power, freedom, being part of a community etc. The study presents a 'iceberg model' and looks at how in addition to direct actors in a conflict, indirect actors are vicariously involved at all times, influencing and cementing the storyline and underlying tensions of conflict.<sup>54</sup>

Lauren Reese<sup>55</sup> argues that a growing trend in peacebuilding is an appreciation for how power asymmetry and inequality between international actors and in-country civil society organizations impact the conflict transformation process. This recognition in the field has contributed to the development of strategies by international non-governmental organizations to promote **local ownership of peacebuilding initiatives**. She points out that so called 'light footprint approach' as a successful model, where no offices have been established by programmes, opting instead to send experts to local partners to help them strengthen local capacity, thus preventing unsustainable international intervention, but also developing local capacities and ownership. Moreover, partnering with local universities/educators presents a good model of helping shape local partnerships and local ownership. In addition to sincere intentions, local ownership is crucial for success. Without a strong, respected national facilitator and buy-in from a sufficient coalition of the country's groups, a countrywide dialogue is unlikely to produce any meaningful change. National authorities should bear the primary responsibility for envisioning, organizing, facilitating, and financing the national dialogue. Although international assistance can fill important gaps, assistance providers must take great care to leave the fundamental responsibilities in the hands of national authorities. As stated by the Peace Evaluation consortium<sup>56</sup>, reconciliation efforts are multi-generational processes that often can't demonstrate results after a single programme. Short-termism of programme cycles and inflexibility of monitoring and evaluation around it makes it really difficult to produce reliable data. Earlier research findings show that changes at the personal level (i.e. attitudes, behaviours, skills) were repeatedly described by project staff and participants as essential building blocks for transforming **inter-group relationships** and the social fabric at a wider scale. Much of the work on intergroup dialogue doesn't assess the process and this bit is crucial for understanding how this type of engagement may improve intergroup relations.

A lot of work has gone into assessing academic settings for intergroup dialogues, not enough in community settings. This missing piece in literature is mainly due to lack of funding/time/capacity in local projects. Tendency to favour 'result-orientation' frameworks and emphasis on 'upward accountability' has meant that donor satisfaction becomes yardstick for success, rather than sustainable change towards peace. 'Safe and proven' programmes get all the funding while innovative and context-tailored methodologies are side-lined.

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<sup>54</sup> Dialogue in Peacebuilding: Understanding different perspectives, Dag Hammarskjöld Foundation (2019), [link](#).

<sup>55</sup> Peace from the Bottom Up: Strategies and Challenges of Local Ownership in Dialogue-Based Peacebuilding Initiatives, Shifting Paradigms, Humanity in Action Press, 2016, [link](#).

<sup>56</sup> Sub-Sector Review of Evidence from Reconciliation Programs, CDA Collaborative Learning for the Peacebuilding Evaluation Consortium, 2019, [link](#).



## Annex IV: Evaluation framework

Evaluation question	Indicators	Evidence required	Analysis required
<b>1. Relevance:</b> The extent to which the objectives address the real problems and the needs of its target groups, country priorities, associated national policies and donor priorities.			
Was the design of the project appropriate for achieving its expected results?	<ul style="list-style-type: none"> <li>Extent to which design rests on an accurate problem statement</li> <li>Level of clarity and coherence of project objectives</li> <li>Extent to which project design reflects evidence on what works in dialogue-based peacebuilding</li> </ul>	<ul style="list-style-type: none"> <li>Project design documents</li> <li>Available analyses of national context</li> <li>Theory of change, as articulated by project stakeholders</li> <li>Literature on what works in peacebuilding</li> </ul>	Comparison of project design to literature on BiH context and dialogue-based peacebuilding
How well did the project respond to the needs of its target groups and beneficiaries?	<ul style="list-style-type: none"> <li>Extent to which project design and activity selection allowed for meaningful inputs from intended beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>Project design documents</li> <li>KIIs with project participants and beneficiaries</li> </ul>	Qualitative assessment (feedback from participants) Process review (nature of the design process)
How aligned were the project's activities and objectives with government policies and priorities?	<ul style="list-style-type: none"> <li>Alignment of project design with relevant government policy objectives</li> <li>Level of project partner commitment to project objectives</li> </ul>	<ul style="list-style-type: none"> <li>National policy documents and strategies</li> <li>KIIs with national stakeholders</li> </ul>	Comparison of project design to national policies Qualitative analysis of partner commitment to project objectives
How aligned was the project to the goals of the UN Development Assistance Framework and its funder?	<ul style="list-style-type: none"> <li>Alignment of project outcomes to UNDAF objectives</li> <li>Alignment of project outcomes with mandate of Peacebuilding Fund</li> </ul>	<ul style="list-style-type: none"> <li>Project design documents</li> <li>UNDAF</li> <li>Peacebuilding Fund mandate</li> </ul>	Comparison of project design to UNDAF and Peacebuilding Fund mandate
<b>2. Efficiency:</b> Were inputs utilized or transformed into outputs in the most optimal or cost-efficient way? Could the same results be produced by utilizing fewer resources?			
How well did project coordination, management and financing arrangements support efficient delivery and ownership by project stakeholders?	<ul style="list-style-type: none"> <li>Extent to which management arrangements drew on expertise of UN agencies</li> <li>Level of duplication of costs and processes</li> </ul>	<ul style="list-style-type: none"> <li>Project design document</li> <li>Project workplans, budgets and reports</li> <li>Key stakeholder interviews</li> <li>Minutes of Joint Project Board</li> </ul>	Qualitative assessment, based on project documents and key stakeholder feedback
To what extent were activities implemented as scheduled and with the planned financial resources?	<ul style="list-style-type: none"> <li>Level of completion of planned activities</li> <li>Level of utilisation of budget</li> </ul>	<ul style="list-style-type: none"> <li>Project design documents</li> <li>Project narrative and financial reports</li> </ul>	Assessment of project activities and finances against budgets and workplans
How well has the project collaborated with NGOs as implementing partners?	<ul style="list-style-type: none"> <li>Extent to which effective use made of capacities of BiH civil society</li> </ul>	<ul style="list-style-type: none"> <li>Project design documents</li> </ul>	Qualitative assessment, based on partner feedback

		<ul style="list-style-type: none"> <li>▪ KIIs with project stakeholders and partners</li> </ul>	
To what extent did the target population and participants taken an active role in implementing the project?	<ul style="list-style-type: none"> <li>▪ Level of engagement of project partners in selecting and implementing activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project reports</li> <li>▪ Monitoring data</li> <li>▪ KIIs with project stakeholders and partners</li> </ul>	Qualitative assessment, based on partner feedback and project reports
How well did the project adapt to changes in context and lessons learned?	<ul style="list-style-type: none"> <li>▪ Level of flexibility in budget and workplanning</li> <li>▪ Extent to which project adapted to obstacles and challenges</li> <li>▪ Extent to which project management and M&amp;E processes supporting continuous learning and adaptation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project design document</li> <li>▪ Project reports</li> <li>▪ KIIs with project stakeholders</li> </ul>	Qualitative assessment, based on key stakeholder feedback and project reports
<p><b>3. Effectiveness:</b> Extent to which the objectives of the development intervention have been achieved or are expected to be achieved, bearing in mind their relative importance. How well the project's results have contributed to the achievement of the objectives?</p>			
To what extent have the project's outputs and outcomes been achieved?	<ul style="list-style-type: none"> <li>▪ Project output indicators</li> <li>▪ Project outcome indicators</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project reports</li> <li>▪ Project monitoring data</li> <li>▪ Baseline &amp; endline surveys</li> <li>▪ Key stakeholder interviews</li> <li>▪ Evaluation team field research</li> </ul>	<p>Assessment of results data against project results framework</p> <p>Triangulation of quantitative survey data and qualitative assessments by evaluation team</p> <p>Contribution analysis (assessment of alternative explanations of progress on outcome indicators)</p>
To what extent has the theory of change underlying the project proved valid?	<ul style="list-style-type: none"> <li>▪ Extent to which key causal linkages in the theory of change are verified by project results</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project reports</li> <li>▪ Project monitoring data</li> <li>▪ Baseline and endline surveys</li> <li>▪ Key stakeholder interviews</li> <li>▪ Evaluation team field research</li> </ul>	Testing of causal linkages against results data and key stakeholder feedback
How well have cross-cutting objectives, including empowerment of young people, women, people with disabilities and other vulnerable groups, been advanced?	<ul style="list-style-type: none"> <li>▪ Level of engagement of targets groups in project activities</li> <li>▪ Extent of concrete benefits received by target groups</li> <li>▪ Level of policy change achieved in favour of target groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project reports</li> <li>▪ Project monitoring data</li> <li>▪ Key stakeholder feedback</li> </ul>	<p>Quantitative assessment of beneficiary categories</p> <p>Qualitative assessment, based on monitoring data and key stakeholder feedback</p>
Have there been unintended positive or negative results?	<ul style="list-style-type: none"> <li>▪ Positive spillovers</li> <li>▪ Unintended negative consequences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Key stakeholder feedback</li> </ul>	Qualitative assessment

**4. Impact:** Extent to which the objectives of the development intervention have been achieved or are expected to be achieved, bearing in mind their relative importance. How well the project's results have contributed to the achievement of the objectives?

How well has the project contributed to cooperation, trust and social cohesion in BiH?	<ul style="list-style-type: none"> <li>Outcome indicators</li> </ul>	<ul style="list-style-type: none"> <li>Baseline and endline survey</li> <li>Project monitoring data</li> </ul>	Qualitative interpretation of the significance of project outcome data, in light of the larger BiH context
How well has the project contributed to building foundations for future peacebuilding in BiH?	<ul style="list-style-type: none"> <li>Extent to which project has developed mechanism, processes and methodologies that can be replicated or scaled up</li> </ul>	<ul style="list-style-type: none"> <li>Key stakeholder feedback</li> </ul>	Qualitative assessment, in light of stakeholder feedback

**5. Sustainability:** Probability of the benefits of the project continuing in the long term.

To what extent have initiatives supported by the project continued beyond the period of direct financial support?	<ul style="list-style-type: none"> <li>% of dialogue structures that continue to operate without ongoing support from project</li> <li>% of grantees pursuing follow-up activities</li> </ul>	<ul style="list-style-type: none"> <li>Key stakeholder feedback</li> <li>Results of qualitative field research by the evaluation team</li> </ul>	Sample-based qualitative assessment
Was the scale and duration of the project conducive to sustainable results?	<ul style="list-style-type: none"> <li>Level of completion of planned activities</li> <li>Extent to which project outcomes could be expected to be achieved within 2 years</li> </ul>	<ul style="list-style-type: none"> <li>Key stakeholder interviews</li> </ul>	Qualitative assessment
To what extent has the project built partnerships and networks that contribute to long-term peacebuilding?	<ul style="list-style-type: none"> <li>Level of capacity developed in civil society</li> <li>Extent of project's contribution to partnerships and networks</li> </ul>	<ul style="list-style-type: none"> <li>Key stakeholder interviews</li> </ul>	Qualitative assessment, based on key stakeholder feedback
How well has the project developed an approach and delivery model that can be replicated?	<ul style="list-style-type: none"> <li>Extent to which project approach and lessons documented and shared with external partners</li> <li>No. of external partners expressing an interest in replicating or building on project activities</li> </ul>	<ul style="list-style-type: none"> <li>Project outputs and reports</li> <li>Key stakeholder interviews</li> </ul>	Qualitative assessment of project outputs Key stakeholder feedback

## Annex V: Documents reviewed

Category of documents	# documents
Project Document with the Budget (progress and final budget)	3
Project Annual Reports and Annexes 2018 & 2019	21
M&E Matrices	2
Meeting minutes with Senior Management Team and DFF 2 Joint Project Board	10
Baseline and Draft Endline Perception Survey Report (and power point presentation)	3
Documents related to contracting CSO conveners (call for the Expression of Interest, Contracts, Progress Reports, Annexes to the contract – Genesis, Reports with annexes)	7
List of participants of capacity building trainings (excel and the list with signatures), EYOF (tripartite contract, list of volunteers)	25
Intellectual Outputs (manuals, toolkits, guidelines, code of ethics, blogs, research analysis) <ul style="list-style-type: none"> <li>Skill building manual for adolescents (PAR)</li> <li>LDP Methodology</li> <li>PONDER for students (blog, online portals)</li> <li>PODIUM for students (advocacy for public policy improvement)</li> <li>Media and Information Literacy</li> <li>Universal Ethics Code for schools</li> <li>UNESCO manual for cultural heritage in young hands</li> <li>SDG4 Indicators for BiH - data for the report</li> <li>Public Campaign against hate speech <a href="http://www.birajrijeci.ba">www.birajrijeci.ba</a></li> <li>UNESCO Manual on PVE (Preventing Violent Extremism) in schools</li> <li>Intercultural Dialogue (methodology) for teachers</li> </ul>	11
Project proposals received on the Public Call for the SGF	130
Report from the grantees of SGF	24
Documents related of conferences (First meeting with coordinators; First meeting with coordinators and grantees; Second meeting with coordinators and grantees (LDP café); SDG4 thematic National Dialogue Platform; National Dialogue Platform (merged with the Regional DFF): agendas, minutes, list of participants, contact details	15
Communication strategy and analytics of the communication and promotion	5
Other documents (press clippings, the list of links for videos, photos, power point presentations, qualitative data about target groups, identification of activists and similar)	30
TOTAL	286

## Annex VI: Key informant interviews

The list of organisation representatives interviewed in the period 27 Jan - 28 Feb 2020

#	The name of the organisations	No of persons interviewed	M	F	Date of interview
1	UNICEF	8	1	7	27-29 Jan
2	UNESCO	2	1	1	27-29 Jan
3	UNDP	4	2	2	27-29 Jan
4	UN Peace and Development Advisor	2	1	1	28-Jan
5	External expert	1		1	27-Jan
6	Genesis	1		1	27-Jan
7	CPCD	2		2	27-Jan
8	Faculty of Political Sciences	1	1		28-Jan
9	USAID	1		1	28-Jan
10	Vive žene	2		2	28-Jan
11	Delegation of EU	1	1		29-Jan
12	NGO Perpetuum mobile	2	2		06-Feb
13	NGO "IN Foundation"	2		2	06-Feb
14	NGO Children of light (Djeca svjetlost)	2		2	06-Feb
15	NGO "Network of women MUP RS"	2		2	06-Feb
16	City of Banja luka	1		1	07-Feb
17	NGO "Women can do it" (Žene to mogu)	1		1	07-Feb
18	Dystrophy association (Udruženje distrofičara)	1	1		07-Feb
19	Municipality East New Sarajevo (Istočno Novo Sarajevo)	2		2	10-Feb
20	Assocaition Žir	1		1	10-Feb
21	CROA	3	1	2	10-Feb
22	Association URBAN	1	1		10-Feb
23	Cerebral Palsy Associations of Federation of Bosnia and Herzegovina	3	2	1	10-Feb
24	Municipality Novi Travnik	2	1	1	11-Feb
25	Municipality Bugojno	6	2	4	11-Feb
26	Association Smile Novi Travnik	2	2		11-Feb
27	Municipality Travnik	1		1	12-Feb

28	NGO CEM (Center for Education of Youth) Travnik	1		1	12-Feb
29	Theater workshop Travnik	1	1		12-Feb
30	Youth Council Travnik	1	1		12-Feb
31	Homeland Museum Travnik	1		1	12-Feb
32	City of Mostar	3		3	13-Feb
33	Women's Association "Univerzum"	1		1	13-Feb
34	Informal group / individual grantee	1		1	18-Feb
35	NGO Radio Kameleon Open Network for Human Rights and Democracy	1		1	18-Feb
36	Adviser to member of the BiH Presidency	1		1	18-Feb
37	Pro Future project / CRS	1		1	28-Feb
	<b>TOTAL</b>	<b>69</b>	<b>21</b>	<b>48</b>	

## Annex VII: Interview guides

### F1: Interview guide for participants in Local Dialogue Platforms

*Before starting, read out through the information in the Informed Consent Form with the participant and ask them to sign. If the participant does not wish to sign the form but is happy to proceed with the interview, ask them to confirm orally that they understand the purposes of the interview and are happy to progress, and make a note of this on the Informed Consent Form. Do not write down any names or personal details in this document. Simply write a participant number, and note this on the Informed Consent Form. Participant must be given a copy of the consent form, to keep.*

Participant no. \_\_\_\_\_

1. Did you received any training or mentoring? How relevant and useful was it?
2. How many times has the LDP met, and how often have you participated?
3. Who participated in the LDP? In your opinion, were all sections of the community well represented in the LDP? Was there meaningful participation by:
  - Youth
  - Women
  - People with disabilities
  - Rome
  - Other disadvantaged groups?

Was anyone excluded who should have been included?

1. Did the discussion at the LDP cover the issues you care most about? Did you agree with the priorities that were identified? To what extent did you feel listened to?
2. What useful solutions or ideas emerge from the discussion?
3. Has the LDP led to any useful actions by the municipalities or other institution? What were they? Were there any positive results?
4. Is the LDP likely to keep going in the future? Would you like to continue taking part?
5. Have you been inspired by the LDP to attempt any other initiatives in your neighbourhood or community? What kind of actions have you taken?
6. Do you feel able to raise issues of concern with the municipality? How much confidence do you have that they will listen and respond?

### F2: Interview guide for participants in small grant projects

*Before starting, read out through the information in the Informed Consent Form with the participant and ask them to sign. If the participant does not wish to sign the form but is happy to proceed with the interview, ask them to confirm orally that they understand the purposes of the interview and are happy to progress, and make a note of this on the Informed Consent Form. Do not write down any names or personal details in this document. Simply write a participant*

*number, and note this on the Informed Consent Form. Participant must be given a copy of the consent form, to keep.*

Participant no. \_\_\_\_\_

Project name: \_\_\_\_\_

1. What was your involvement with the project?
2. Can you describe the project and what it hoped to achieve?
3. Were you able to implement the project as planned? What went well, and what went less well?
4. Where did the project work?
5. To what extent did the project develop new partnerships? Who did you collaborate with?
6. What do you think were the most important results of the project?
7. Who did the project hope to benefit? Did they in fact benefit? Was the project able to reach the people it wanted to reach?
8. Did the project make any proposals to government institutions? How did they respond?
9. Have you continued the activity since the funding ended, or undertaken any follow-up activities?
10. Did you attend any events with other grantees? What did you learn from those events?



## Annex VII: List of grants from the small grants facility

Grantee	Area of activity	Themes / Areas	Implementation Locales	Target groups	Title (Original Language)	Target Population
<b>Mreža žena MUP RS WPON</b>	Civil rights	Minorities, Roma, Women, Children, Human trafficking	Banja Luka, Istočno Sarajevo, Trebinje, Doboj	Roma and youth	Suzbijanje diskriminacije nacionalnih manjina i kršenja prava romske djece	70 persons, 75% men, 25% women
Combating discrimination and increasing personal safety and protection of Roma (population) with an emphasis on Roma women and children. The training included the following topics: Roma history, traditions and customs, psychological approach to a vulnerable group, specifics of criminal areas in which Roma most often they appear as victims; enhancing police cooperation with the Roma community.						
<b>IN Fondacija</b>	Civil rights	Youth engagement, respect for diversity	Tuzla, Bijeljina, Brčko, Doboj, Usora, Doboj Istok, Tešanj	Women	Aktivni i ravnopravni u svojim zajednicama	300 youth, 4000 indirect beneficiaries, 50% women
The project's objective was to gather youth from different backgrounds and engage in problem solving, building mutual trust and peace. The target group included young people between the ages of 15 and 21, from different ethnic groups in BiH, of both sexes, regardless of their religious and national background. The project targeted 300 direct beneficiaries (participants), at least 50% of whom will be female. Indirectly, it targeted 4,000 young people.						
<b>Savez udruženja osoba s CPFBiH</b>	Civil rights	Support for vulnerable groups	Sarajevo, Pale, Gorazde	People with disabilities	Komunikacija sa osobama oštećenog sluha, obaveza inkluzivnog društva	5,702 persons, 55% women
This project addressed the problem of discrimination of persons with impaired hearing. Points of discrimination include, inter alia, municipal employees working at the counters for disabled people who do not know the sign language. The goal of the project was to train staff in 5 municipalities to use the sign language, which will impact 5,702 hearing impaired people living in those communities, wherein 55.2% are women.						
<b>Perpetum mobile – Institut za razvoj mladih i zajednice</b>	Youth activism	Engaging and empowering young people	I. Sarajevo, Trebinje, Bijeljina, Mostar, Tuzla, Travnik, Novi Travnik, Banja Luka, Sarajevo	Youth	Iniciraj dijalog: Aktivni mladi za transparentne parlamente	6 NGO 12 educators 240 youth 12 teachers 10 MPs
Youth from 7 BiH cities to influence parliamentary processes on issues addressing the country's youth population. This is accomplished through visits to parliaments and direct contacts with the decision-makers at the entity and state levels. The issues in focus included a high level of youth unemployment in BiH, a disparity of educational institutions' enrollment policies, and real labor market needs.						
<b>Udruženje URBAN</b>	Culture (photography )	Engaging and empowering young people	Sarajevo / Istočno Sarajevo, Brčko, Vitez, Trebinje	Roma	Romobil	32 beneficiaries
The goal of the project was to create a platform would give opportunity to Roma population (especially youth) to voice their concerns and solutions through social media, and to connect with other creative youth outside their community. Overall goal: Empowering minorities in selected cross-ethnic locations and giving them opportunities to develop in any way will strengthen the local communities and their capacities in general Majority of the project's direct beneficiaries are Roma youth.						
<b>Fakultet političkih nauka, UNSA, Sarajevo</b>	Youth activism	Solidarity, trust, respect for diversity, quality of education, support for vulnerable groups	Sarajevo/Istočno Sarajevo (Centar, Pale)	Youth	Visoko obrazovanja – obrazovanje za sve (VOzaSVE)	100 students 75 employees

<p>The project aimed to improve the inclusion for students with disabilities, who still rarely choose to pursue a tertiary education. The reasons include low quality of primary and secondary education, individual and society expectations, and lack of infrastructure for students with disabilities in and around the higher education institutions.</p>						
<b>NVO Radio Kameleon - Otvorena mreza ljudskih prava i demokratije</b>	Civil rights	Gender equality, Empowerment of women, young people, focus on the common good, peacebuilding, intercultural (intercultural) understanding	Tuzla, Brčko, Mostar, Trebinje, Bijeljina, Banjaluka, Dobo, Bugojno, Vitez, Busovača, Travnik, Novi Travnik, Usora, Kiseljak, Kreševo, Sarajevo (Stari Grad Sarajevo, Centar, Novo Sarajevo, Istočno Novo Sarajevo, Istočna Ilidža)	Women and youth	IZBORI se za RAVNOPRAVNOST	60 youth, Gender balance: 50-50%
<p>The ultimate goal of the project was to help achieve gender equality in BiH. An objective was to start an initiative to amend laws on political parties. The initiative also included a request to introduce that boards of public companies should have at least 30% women membership. The initiative is implemented by young people from 20 municipalities / cities, 60 of them (30 women and 30 men) from the three constituent groups.</p>						
<b>Udruženje Centar za razvoj omladinskog aktivizma CROA</b>	Youth activism	Volunteerism	4 cantons, 12 cities/towns: Sarajevo, Mostar, Konjic, Goražde, Stolac, Čitluk, Posušje, Ljubuški, Grude, Široki Brijeg, Foča-Ustikolna, Kiseljak	Youth	VOLONTIRANJE JE COOL!	600 students (50% women) 30 elementary schools Parents
<p>Promoting multi-ethnic educational, cultural and social values through the concept of student volunteerism as a tool in developing a sense of social collections; building better communities; promoting ideas and a culture of tolerance, trust and diversity in their communities The objective was to develop awareness of the social importance of volunteering.</p>						
<b>JU Muzej savremene umjetnosti RS</b>	Youth	Culture (heritage)	28 DFF municipalities	primary school children and teachers	Muzeji u pokretu	5000 primary school children and teachers 28 DFF municipalities, 50% gender ratio.
<p>Project „Muzeji u pokretu“ aimed to maintain peace and improve social cohesion by engaging, empowering and educating pupils from 28 municipalities. Interactive workshops and events for youth and children at the National Museum of BiH and RS Museum of Contemporary Arts, establishment of mobile teams that visit municipalities to present the work of museums, their importance, roles in life and education etc.</p>						
<b>Udruženje Obala ART Centar Sarajevo</b>	Youth	Culture (film)	Kanton Sarajevo, city of I. Sarajevo (2 municipalities)	Residents ( I. Sarajevo)	25. SFF u Istočnom Sarajevu	10000 (57% women)
<p>Social and cultural connecting of citizens of Sarajevo Canton (FB) and East Sarajevo (RS) Organisation of SFF in East Sarajevo. Cultural re-connection of Sarajevo and East Sarajevo Film workshops (for professionals in areas of cinematography and culture and for children) and movie projections</p>						
<b>Dječije pozorište EKO ART Bugojno</b>	Youth	Focus on the common good	Bugojno, Banja Luka, Mostar	People with disabilities	SolidArt Solidarnost i razumijevanje kroz umjetnost	60 high school students,

						local communities
Applied theater techniques for promotional and advocacy campaigns, as well as creative volunteerism with a special focus on vulnerable groups in order to increase social connectivity and diversity.						
<b>Općina Centar Sarajevo</b>	Youth	Youth engagement and empowerment	Countrywide - min 50 municipalities	Youth	Obrazovanje kroz aktivizam mladih kao put u procesu izgradnje mira	500 youth
This project aimed to establish a network of youth all over Bosnia and Herzegovina, to educate young people to become active in the local decision-making process, thus enabling and encouraging youth for advocacy, lobbying, activism and volunteerism so they could be able address problems.						
<b>Univerzitet u Sarajevu, ured za podršku studentima</b>	Education	Solidarity, diversity, quality of education, vulnerable groups.	2 municipalities Sarajevo and Istočno Sarajevo (FBiH and RS)	People with disabilities	Visoko obrazovanje - obrazovanje za sve (VOzaSVE)	
People with disabilities rarely decide to continue their tertiary education. The underlying reasons are reflected in insufficient quality of the primary and secondary education, expectations of society and the individual itself, and insufficiently prepared environments in higher education institutions.						
<b>Udruženje Perspektiva plus</b>	Culture (film)	Youth engagement and empowerment	10 locations Tuzla, Bijeljina, Brčko, Travnik, Vitez, Busovača, Usora, Doboj Istok, Tešanj i Sarajevo	Youth	Čuvari budućnosti	228 Youth 50% Women
Bosnia and Herzegovina youth is not well acquainted with the cultural heritage of their country which plays a significant role in overcoming prejudices and is an important factor in achieving social cohesion, and encouraging interest in other cultures is the first step towards peacebuilding and intercultural understanding.						
<b>Udruženje građana "Nevid Teatar"</b>	Culture (theatre)	Youth engagement and empowerment	11 locations: Banja Luka, Doboj, Bugojno, Istočno Sarajevo, Travnik, Tuzla, Sarajevo, Usora, Kreševo, Kiseljak and Mostar.	50 authors, broad audiences	Obrazovanje kroz igru	
Enable young people from 7 cities of Bosnia and Herzegovina through parliament visits and direct contacts with decision makers on entity and state levels to affect parliamentary processes that concern young people, and in particular, address the problem of high unemployment rate of young people and disharmony between policies of educational institutions and the real need on the labor market.						
<b>Međunarodni forum solidarnosti – EMMAUS</b>	Youth	Youth engagement and empowerment	Doboj and Doboj Istok (RS and FBiH)	Youth		160 Youth and children (aged 15-30) (60% female)
Promotion of peace and dialogue through establishment of network of Young mediators in Doboj area, in cooperation with Ombudsperson for children in RS.						
<b>Udruženje "NARKO-NE"</b>	Youth activism	Youth	Sarajevo and East Sarajevo - Istočna Ilidža, Istočno Novo Sarajevo, Stari Grad Sarajevo, Centar, Novo Sarajevo, Novi Grad Sarajevo i Ilidža	Youth	Mentorski program za socijalno uključivanje djece u riziku	125 Children at risk and 85 volunteers, students and teachers/experts
Mentoring programme for social inclusion of children and youth at risk.						

<b>UG Krug</b>	Education	Youth Intercultural understanding	Mostar, Široki Brijeg, Trebinje, Sarajevo, Banja Luka, Zagreb (Hrvatska), Rijeka (Hrvatska), Beograd (Srbija), Novi Sad (Srbija), Cetinje (Crna Gora)	Youth	Interakademija Mostar	1043 Members of scientific and artistic councils of higher education institutions (40% women)
The priority is to use the experience of academic institutions of Bosnia and Herzegovina in connecting related institutions of neighboring countries and use the symbolic potential for profiling of Herzegovina region in the multicultural place of Europe and to connect Europe with its surroundings. Additional chance is the upcoming candidacy of Mostar for the European Capital of Culture in 2024, along with the transfer of experience of institutions of successful candidates from the region.						
<b>JU Bosanski Kulturni Centar KS</b>	Civil rights	Volunteerism Trust Respect diversity Appreciation vulnerable groups	Sarajevo Center and I. Sarajevo	Youth, people with disabilities	Novogodišnja iskrica	550-570 Children and adults – persons with development al difficulties (50% women)
Providing access ramps for people with physical disabilities and improve the quality of programs from previous years. one part to do with assistance in access for people with disabilities and the other is due only in Dec 2019						
<b>Muzička akademija UNSA</b>	Culture (music)	Youth engagement and empowerment Intercultural understanding Intercultural education Improving quality of education	10 locations: Sarajevo (Stari Grad), Mostar, Trebinje, Tuzla, Bijeljina, Brčko, Travnik, Bugojno, Banja Luka, Doboj	Youth	Muzički dijalog za 10	600 Young musicians
Project established communication with society about the importance of the art, that they as a society need and to provide a chance for young and perspective musicians to present their potential in the best light. Project is led by a challenge to infuse quality in Bosnia and Herzegovina cultural life.						
<b>Bosanske rukotvorine BH Crafts</b>	Culture (handicrafts)	Women's empowerment Support to vulnerable groups.	2 municipalities: Tuzla and Vlasenica (FBiH and RS)	Women		20-30 Marginalized women
By using traditional manual work techniques which are common cultural factor in our country - show that "different" is in fact "the same", and that segment of cultural heritage can be a very effective tool in reducing unemployment, economical empowerment of women, as well as be a great start of intercultural dialogue and creating a better future.						
<b>Grants to individuals</b>						
<b>Grantee</b>	<b>Area of activity</b>	<b>Themes / Areas</b>	<b>Implementation Locales</b>	<b>Target groups</b>	<b>Title (Original Language)</b>	<b>Target Population</b>
Ernada Avdibegović	Culture (religion)	Empowering women, interreligious dialog	Tuzla	Women	Nadahnite (sve)mirom	30 zena ucesnika, 10,000 indirektnih
A general contribution to peacebuilding with a publication of a collection of works entitled "Nadahnite (sve)mirom" delivered by women participants.						
Hana Ćurak	Youth activism	Youth		Young people 15-30		Young people 15-30

Online platform for political education of youth; enabling young people to learn, discuss, propose and engage, around changing the dominant political paradigm, towards real democracy values. Based on the existing FB page, edited by the author: 43,510 current users, 3000 of whom are expected to join the new platform in first 8 months. One of the objectives is to increase number of male users, supporting women's rights

# Agulhas

## Applied Knowledge

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