

FEASIBILITY STUDY

Terms of reference

August 2026

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International Association "Interactive Open Schools" (MIOS Tuzla) invites qualified consultants to conduct an independent feasibility study of the proposed project Safe and Supportive Schools: Strengthening the Mental Resilience of Children and Teachers. The study will assess the relevance, feasibility, institutional readiness and conditions for developing, piloting, validating and institutionalizing a whole-school model grounded in trauma-informed principles and aimed at supporting the development of safe, supportive and trauma-sensitive school environments in Tuzla Canton and Zenica-Doboj Canton.

1. Background and Rationale

Bosnia and Herzegovina (BiH) currently lacks a comprehensive and institutionalized whole-school model that systematically translates trauma-informed principles into educational practice and supports the development of safe, supportive and trauma-sensitive school environments. Although there are multiple initiatives related to child mental health, psychosocial support, violence prevention, inclusive education, and teacher capacity building, these efforts remain fragmented and are most often implemented through time-limited projects rather than embedded within education systems. As a result, schools are rarely equipped with coherent frameworks, protocols, competencies and support structures to respond consistently to trauma-related barriers to learning, behaviour and wellbeing among children and adolescents.

Recent national and international assessments point to significant and growing challenges related to children's and adolescents' mental health and wellbeing in BiH. A UNICEF Situation Analysis (2025) reports high levels of anxiety, stress, and depression among adolescents, with approximately 39% of surveyed young people experiencing mental health concerns. At the same time, many adolescents express limited trust in school based support mechanisms and are reluctant to seek help from school psychologists or pedagogues. Early identification of psychosocial risks and trauma related learning barriers is weak, and preventive approaches are insufficiently developed across the education system.

These challenges are compounded by structural issues within governance and service delivery. Although BiH has made progress in promoting multisector cooperation between education, health, and social protection, coordination remains uneven across entities, cantons, and districts. Policies increasingly recognize adolescent mental health as a priority, but practical implementation at school level is inconsistent and lacks a common operational model.

Existing Resources and Gaps

Bosnia and Herzegovina has a comparatively well-developed network of community mental health services, including 74 community mental health centers across the country. Between 2021 and 2023, UNICEF supported these centers and social work services with equipment, crisis intervention training, and community-based support groups, reaching more than 45,000 children, adolescents, and parents. However, despite this strong community infrastructure, systematic and preventive linkages between mental health services and schools remain underdeveloped. Referral pathways are often unclear, collaboration depends on personal relationships rather than standardized protocols, and schools are rarely positioned as active partners in prevention and early response.

Support for educators follows a similar pattern. Some civil society organizations have implemented high-quality programs aimed at strengthening teachers' psychosocial competencies and wellbeing. Historically, BiH also carries important experience with school based psychosocial interventions dating back to the postwar period. UNICEF supported programs during and after the 1992–1995 war trained teachers and school psychologists to address trauma in classroom settings and involved parents and communities in recovery processes. Evaluations showed these interventions could reduce posttraumatic stress symptoms among students. Despite this legacy, these approaches were never fully institutionalized into a modern, nationwide trauma informed education framework adapted to present day challenges.

Pedagogical Challenges and the Need for Integration

Beyond mental health services, pedagogical practice in many BiH schools remains largely traditional, teacher centered, and exam oriented. Opportunities for participatory, experiential, and student-centered learning that foster engagement, self-esteem, emotional regulation, and resilience are

limited. Research and practice increasingly show that trauma informed principles are most effective when combined with modern pedagogical approaches that actively involve students, build safe and supportive classroom climates, and strengthen positive teacher student relationships.

This gap between pedagogical practice and psychosocial needs affects learning outcomes as well as behaviour and school climate. Unaddressed trauma can manifest as learning difficulties, absenteeism, disruptive behaviour, withdrawal, or emotional distress. When teachers lack the tools to recognize and respond to these signals, students are often mislabeled as “unmotivated” or “problematic,” reinforcing exclusion rather than support. Integrating trauma informed approaches into everyday teaching practice is therefore essential both for academic achievement and student wellbeing.

Geographic and Institutional Relevance

BiH currently stands at a critical point: awareness of child and adolescent mental health needs is growing, relevant services and institutions exist, and there is demonstrated readiness among educators and policymakers. What is missing is an integrated, scalable and system-embedded whole-school model that translates trauma-informed principles into sustainable trauma-sensitive school development. The proposed project is designed to help fill that gap and contribute to more resilient, inclusive, safe and supportive schools for children and adolescents.

Proposed Project Response

In response to the identified challenges, MIOS Tuzla has developed the project concept Safe and Supportive Schools: Strengthening the Mental Resilience of Children and Teachers. The proposed intervention aims to develop, pilot, validate and institutionalize a coherent whole-school model grounded in trauma-informed principles and focused on creating trauma-sensitive, safe, supportive and resilient school environments. It combines trauma-informed competencies and practices with student-centered pedagogical approaches, strengthens school wellbeing and support systems, and reinforces collaboration between education, health and social protection actors while maintaining clear boundaries between educational support and specialized therapeutic care.

Evidence generated through implementation will be used to assess and strengthen the model, validate its tools and implementation mechanisms, deepen whole-school practice, strengthen quality-assurance and institutional support mechanisms, and identify the conditions required for future adaptation and scaling to other education systems in Bosnia and Herzegovina.

Rationale for the Feasibility Study

Given the innovative and systemic nature of the proposed intervention, it is essential to verify the assumptions underpinning the project before implementation. The feasibility study will assess the relevance, feasibility and institutional readiness for developing and implementing the proposed whole-school model in Tuzla Canton and Zenica-Doboj Canton, while considering the broader education, child wellbeing, mental health and social protection context of Bosnia and Herzegovina. It will analyse the policy environment, institutional capacities, stakeholder readiness, existing support systems, implementation risks, quality-assurance needs, and the conditions for long-term institutionalization and future scalability.

The findings of the study will be used to refine the project design, validate the proposed Theory of Change, strengthen implementation planning, and provide practical recommendations for school selection, institutional engagement, capacity development, monitoring and long-term sustainability. The feasibility study will therefore serve as the primary evidence base for the project's implementation phase and contribute to reducing implementation risks while strengthening ownership among key stakeholders.

2. Purpose, Objectives and Use

Purpose

The purpose of this feasibility study is to assess the feasibility, relevance and institutional readiness for implementing the proposed project **Safe and Supportive Schools: Strengthening the Mental Resilience of Children and Teachers**. The study will provide evidence to validate the assumptions underpinning the project design, assess the readiness of key institutions and stakeholders, identify opportunities and risks for implementation, and formulate recommendations for strengthening the intervention before project implementation.

Particular attention will be given to assessing the feasibility of developing a whole-school model grounded in trauma-informed principles and aimed at supporting trauma-sensitive school development within the education systems of Tuzla Canton and Zenica-Doboj Canton. The study shall take into account Bosnia and Herzegovina's decentralized governance structure, institutional capacities, existing policies, current practices related to student wellbeing and teacher professional development, and intersectoral cooperation between education, health and social protection.

The study is expected to provide practical recommendations for refining the implementation approach, strengthening institutional ownership, improving sustainability, and reducing implementation risks. Its findings will directly inform the development of implementation plans, school selection criteria, stakeholder engagement strategies, monitoring and evaluation arrangements, and the adaptation of project tools and methodologies.

Objectives

The feasibility study shall pursue the following objectives:

- a) Assess the relevance and feasibility of developing and implementing a whole-school model grounded in trauma-informed principles and aimed at supporting trauma-sensitive school development within the education systems of Tuzla Canton and Zenica-Doboj Canton.
- b) Assess the institutional readiness and capacities of relevant stakeholders, including ministries

of education, pedagogical institutes, schools, school leadership, teachers, school professional staff, and relevant actors from the health and social protection sectors.

- c) Analyze existing policies, programmes, services and initiatives related to child mental health, psychosocial support, trauma-informed education, teacher professional development and school wellbeing in order to identify complementarities, gaps and opportunities for collaboration.
- d) Assess and validate the conceptual and terminological framework of the proposed intervention, including the distinction and relationship between trauma-informed approaches, trauma-informed practices and trauma-sensitive whole-school development, and provide recommendations for terminology and operational definitions appropriate to the education context of Bosnia and Herzegovina.
- e) Assess the appropriate scope and boundaries of schools' roles in trauma-informed support, early identification and referral, including which needs should remain within the mandate of specialized mental health, health and social protection services.
- f) Assess the needs, capacities and readiness of potential beneficiary schools to implement the proposed intervention, including existing school practices, organizational culture, referral mechanisms and wellbeing systems.
- g) Validate the proposed intervention logic, Theory of Change and implementation model by assessing the relevance, coherence, feasibility and expected effectiveness of the proposed work packages and implementation approach.
- h) Assessment of the proposed project and the possible interventions against DAC Criteria
- i) Assess whether the proposed intervention complements rather than duplicates existing initiatives implemented by governmental institutions, development partners and civil society organizations.
- j) Identify implementation risks, enabling factors and sustainability mechanisms, including institutional ownership, resource requirements, quality-assurance mechanisms and the conditions required for future adaptation and scaling beyond the initial project locations.
- k) Provide evidence-based recommendations for refining the project design, implementation strategy, stakeholder engagement, monitoring framework, school selection criteria and

institutionalization process prior to project implementation.

Use of the Study

The findings of the feasibility study will be used by MIOS Tuzla and project partners to:

- validate and refine the proposed project design;
- strengthen the implementation strategy and sequencing of project activities;
- refine the Theory of Change and Results Framework;
- identify institutional and operational risks together with appropriate mitigation measures;
- develop school selection and readiness criteria, institutional readiness criteria, and implementation planning for the pilot phase;
- strengthen cooperation with ministries, pedagogical institutes and other relevant institutions;
- inform the development and adaptation of project tools, including a proposed whole-school assessment framework/tool covering wellbeing, trauma-informed practices and trauma-sensitive school development, together with related implementation methodologies;
- support monitoring, evaluation and learning throughout project implementation;
- define the proposed minimum framework of the whole-school model, including core/non-negotiable components, context-adaptable components, institutional responsibilities, minimum implementation conditions, and milestones for assessing progress toward trauma-sensitive whole-school development.

The feasibility study questions

The feasibility study shall use the OECD DAC criteria—relevance, coherence, effectiveness, efficiency, expected impact and sustainability—as an analytical framework, adapted to the forward-looking nature of a feasibility study. In addition to the DAC criteria, the study shall address the project-specific questions below:

1. Relevance and context: To what extent does the proposed whole-school model respond to identified needs related to student wellbeing, learning, behaviour, school climate and teacher capacity in Tuzla Canton and Zenica-Doboj Canton?
2. Conceptual validity: Is the proposed distinction between trauma-informed principles and practices and trauma-sensitive whole-school development conceptually sound, useful and appropriate for the education context of Bosnia and Herzegovina? What terminology and operational definitions are recommended?
3. Intervention logic: Is the proposed Theory of Change credible and coherent, and are the links between educator competencies, classroom practice, school culture, student support systems, intersectoral cooperation, institutionalization and expected child-level outcomes sufficiently clear and realistic?
4. Implementation model: Is the two-phase implementation model realistic and appropriate for achieving sustainable whole-school and institutional change?
5. Implementation intensity: What minimum duration, intensity of support, coaching, school-level implementation and institutional engagement is required for participating schools to progress from trauma-informed practices toward sustainable trauma-sensitive whole-school development?
6. School readiness: What minimum conditions and readiness criteria should be used for selecting participating schools and for determining whether schools can effectively engage in whole-school change?
7. Institutional readiness: What capacities, mandates, resources and support mechanisms are required for pedagogical institutes and education authorities to support implementation, professional development, mentoring, monitoring, quality assurance and institutionalization?
8. Intersectoral roles and boundaries: What should be the appropriate scope and boundaries of schools' roles in trauma-informed support, early identification and referral, and which needs should remain within specialized mental health, health and social protection services?
9. Cantonal adaptation: What similarities and differences between the education systems, institutional arrangements, school support structures and intersectoral mechanisms in Tuzla Canton and Zenica-Doboj Canton need to be reflected in project design and implementation?

10. Sustainability and future scaling: Which components of the model should be considered core and non-negotiable, which may be contextually adapted, and what institutional, financial, human-resource and quality-assurance conditions are required for sustainability and future scaling beyond the project locations?

Cross-cutting Questions

The feasibility study should also assess:

- gender equality;
- inclusion and non-discrimination;
- safeguarding and child protection considerations;
- participation of children, parents and communities;
- institutional ownership;
- future scalability and adaptability of the validated model, including institutional, financial, human-resource and quality-assurance conditions required for future scaling;
- potential risks and mitigation measures.

3. Methodology

The feasibility study shall examine the broader policy and institutional context of Bosnia and Herzegovina, while primary field research and institutional readiness assessment shall focus on Tuzla Canton and Zenica-Doboj Canton, where project implementation is planned. Relevant national and international evidence and selected experiences from other education systems may be reviewed for comparative learning and future scaling purposes.

The feasibility study shall apply a participatory and evidence-based approach using primarily qualitative methods, complemented by quantitative data where appropriate. The consultant is expected to propose the most suitable methodological approach to achieve the objectives of the study while ensuring methodological rigour, triangulation of findings and meaningful participation of relevant stakeholders.

The proposed methodology should demonstrate how evidence will be collected, analyzed and validated, and how the study findings will support refinement of the proposed project intervention.

Minimum Methodological Requirements

The consultant shall propose an appropriate methodology that includes, as a minimum, the following components.

1. Desk Review

The desk review should include analysis of:

- the project concept note;
- previous MIOS project evaluations and relevant documentation;
- national and cantonal education legislation, policies and strategic documents;
- policies related to child protection, mental health and psychosocial support;
- teacher professional development frameworks;
- relevant national and international research;
- existing trauma-informed, trauma-sensitive, trauma-responsive, whole-school wellbeing and comparable international school models and practices.

2. Stakeholder Mapping

The consultant shall identify and analyze relevant stakeholders, with primary attention to Tuzla Canton and Zenica-Doboj Canton and relevant state/entity-level actors where necessary, including:

- ministries responsible for education;
- pedagogical institutes;
- primary schools;
- school leadership;
- teachers;
- pedagogues and psychologists;
- community mental health centers;
- social welfare institutions;

- civil society organizations;
- development partners;
- parent representatives;
- where appropriate, student representatives.

The stakeholder analysis should assess interests, roles, capacities, influence and potential contributions to project implementation.

3. Key Informant Interviews

Semi-structured interviews should be conducted with representatives of relevant stakeholder groups in order to assess:

- current practices;
- institutional capacities;
- existing support mechanisms;
- implementation barriers;
- opportunities for collaboration;
- institutional readiness.

4. Focus Group Discussions

Where appropriate, focus group discussions should be organized with: teachers, school management, school professional staff, parents, students (where ethically appropriate and in line with safeguarding procedures).

These discussions should explore perceptions of school climate, wellbeing, support systems, implementation opportunities and perceived needs.

5. Institutional Readiness Assessment

The consultant should assess the readiness of schools and relevant institutions to implement and sustain the proposed intervention, including: leadership commitment; existing wellbeing structures; teacher and school professional staff capacities; availability of school support services; referral mechanisms; cooperation with external services; organizational culture; capacity for monitoring and

learning; and institutional capacities for long-term sustainability. For pedagogical institutes and relevant education authorities, the assessment should specifically examine capacities for professional development, mentoring and school support, monitoring, quality assurance, institutionalization and preparation for future scaling.

6. Validation of the Proposed Intervention

The consultant shall critically assess the feasibility of the proposed intervention components, including: school assessment, planning and development monitoring; teacher professional development and pedagogical innovation; wellbeing teams and school-level support structures; safe, supportive and trauma-sensitive school environments; community engagement and referral systems; and institutionalization, quality assurance and preparation for future scaling through pedagogical institutes and relevant education authorities.

The study should assess whether these intervention components are realistic, relevant and feasible within the Bosnian education context and provide recommendations for adaptation where necessary.

In addition to assessing the overall feasibility of the proposed intervention, the consultant shall provide practical recommendations for the refinement and adaptation of each proposed intervention component based on the study findings. Recommendations should identify opportunities to strengthen implementation, institutional ownership, stakeholder engagement, sustainability and scalability, while ensuring that the intervention remains responsive to the needs and capacities of schools and relevant institutions in Bosnia and Herzegovina.

7. Validation Workshop

The consultant is encouraged to organize, or facilitate together with MIOS Tuzla, a validation workshop to discuss preliminary findings with key stakeholders before finalizing the report.

The workshop should serve to verify findings, strengthen stakeholder ownership and refine recommendations.

8. Methodological Principles

Throughout the assignment, the consultant shall ensure that the study:

- applies triangulation of data sources;
- follows ethical research standards;
- complies with child safeguarding principles;
- ensures confidentiality and informed consent;
- promotes participation of relevant stakeholders;
- considers gender equality, inclusion and non-discrimination throughout the research process.

4. Logistic and timeframe

The consultancy is expected to commence in **September 2026** and be completed by the end of **October, 2026**. The consultant shall propose a detailed work plan demonstrating how the assignment will be completed within the required timeframe. The feasibility study is expected to be finished **by October 31, 2026**.

The key task & phases are as follow:

- **Proposal phase:** the consultant will be requested to submit a proposal (including methodological approach, feasibility study matrix), work plan and a budget breakdown for MIOS Tuzla consideration. Deadline: **September 18, 2026 until 23.59h**.
- **Inception Phase:** upon approval of the feasibility study proposal, the consultant is expected to review the internal and external documents to develop a detailed methodology including the data collection tools (KII guides) and actual work plan.
- **Preparation & Field Phase:** In coordination with MIOS Tuzla and local partners, arrangement of interviews, stakeholder meetings and other data collection as relevant
- **Reporting Phase:** develop a feasibility study report as per MIOS Tuzla research guidelines, consolidate the feedback received from MIOS Tuzla and project donor and submit the final

report. The contractor should be available for questions and call if there is a need. Deadline for draft of the feasibility study: October 18, 2026. Deadline for the final version of the feasibility study: October 31, 2026.

- **Presentation or participation during the the planning workshop:** the consultant might be requested to participate in the project design verification workshop (if relevant). Time period for the workshop: November 01 – 15, 2026.

Responsibilities of MIOS Tuzla:

- the approved project concept note;
- relevant background documentation and previous project reports;
- contact information for identified stakeholders, where available;
- logistical support in establishing initial communication with key institutions when required;
- comments on the inception report and draft feasibility study;
- safeguarding policies and other relevant organizational procedures.

Responsibilities of the Consultant

The consultant shall be responsible for:

- designing and implementing the study;
- ensuring methodological quality;
- organizing data collection;
- maintaining confidentiality of collected information;
- complying with ethical research standards;
- preparing all agreed deliverables within the agreed timeframe;
- participating in review meetings and presenting findings.

Quality Assurance

To ensure the quality of the study:

- the inception report shall be approved before fieldwork;

- MIOS Tuzla will review the draft report;
- the consultant shall revise the report based on agreed comments;
- the final report shall only be accepted once all contractual deliverables have been submitted to the satisfaction of MIOS Tuzla.

5. The study products/deliverables

The consultant shall produce the following deliverables in English and submit them to MIOS Tuzla within the agreed timeframe. All deliverables shall meet professional quality standards and reflect the objectives and scope of the feasibility study.

Deliverable 1 – Inception Report: within the agreed timeframe following contract signature, the consultant shall submit an Inception Report for approval by MIOS Tuzla.

The Inception Report shall include:

- understanding of the assignment;
- refined methodology and research framework;
- evaluation matrix and key feasibility questions;
- proposed data collection methods and tools;
- stakeholder consultation plan;
- work plan and implementation schedule;
- identified methodological risks and proposed mitigation measures.

Fieldwork may commence only after approval of the Inception Report.

Deliverable 2 – Data Collection Tools: prior to data collection, the consultant shall submit all proposed research instruments, including, where applicable: interview guides, focus group discussion guides, institutional assessment tools, observation tools and consent procedures and ethical protocols.

Deliverable 3 – Draft Feasibility Study Report: the consultant shall prepare and submit a draft Feasibility Study Report for review by MIOS Tuzla. The draft report shall present preliminary findings, conclusions and recommendations and shall be sufficiently complete to allow for technical review and comments.

Deliverable 4 – Final Feasibility Study Report: following incorporation of agreed comments, the consultant shall submit the Final Feasibility Study Report. The report should not exceed **50 pages**, excluding annexes, in English language and one of the official languages of Bosnia and Herzegovina.

The report shall include, as a minimum, the following sections:

Executive Summary: a concise overview of the study purpose, methodology, key findings, conclusions and recommendations.

Introduction including the purpose of the feasibility study, objectives, scope of the assignment.

Methodology: research design, data collection methods, limitations of the study and stakeholder consultations.

Context and Situation Analysis: assessment of the educational, institutional and policy environment relevant to the implementation of the proposed project.

Conceptual and Terminological Framework: assessment and recommended operational definitions of trauma-informed approaches, trauma-informed practices and trauma-sensitive whole-school development for the Bosnia and Herzegovina education context.

Stakeholder Analysis: assessment of key stakeholders, their roles, capacities, interests and readiness to participate in the implementation of the proposed intervention.

Assessment of the Proposed Intervention: assessment of the proposed intervention in accordance with the OECD DAC evaluation criteria: 1. Relevance, 2. Coherence, 3. Effectiveness, 4. Efficiency, 5. Expected Impact, 6. Sustainability.

The assessment shall also examine the feasibility of each proposed intervention component, including:

- School Assessment and Planning;

- Teacher Professional Development and Pedagogical Innovation;
- School Environment, Student Support and Wellbeing Systems;
- Community Engagement and Referral Systems;
- Institutionalization, Quality Assurance and Future Scaling.

For each intervention component, the consultant shall assess strengths, weaknesses, implementation risks, institutional capacities and opportunities for improvement.

Risk Analysis: Identification of key implementation risks together with practical mitigation measures.

Conclusions: Overall assessment of the feasibility of implementing the proposed project.

Recommendations: Based on the findings of the feasibility study, the consultant shall provide practical and evidence-based recommendations for strengthening the proposed project prior to implementation.

Recommendations should address, as appropriate:

- refinement of the project's Theory of Change, Results Framework and implementation strategy;
- validation and adaptation of the proposed intervention model;
- recommendations for strengthening each proposed intervention component and work package;
- institutional cooperation and stakeholder engagement mechanisms;
- school selection and readiness criteria, institutional readiness criteria, and implementation sequencing;
- capacity development priorities for schools, pedagogical institutes and other stakeholders;
- monitoring, evaluation and learning framework, including recommendations for baseline data collection and key indicators;
- implementation risks and proposed mitigation measures;
- opportunities for institutionalization, sustainability and future scaling of the intervention, including quality-assurance and adaptation requirements
- a proposed minimum framework for the whole-school model, clearly distinguishing: (a) core/non-negotiable components; (b) context-adaptable components; (c) institutional

responsibilities; (d) minimum implementation conditions; and (e) proposed indicators or milestones for assessing schools' progress toward trauma-sensitive whole-school development.

Annexes

Where appropriate, annexes should include:

- list of stakeholders consulted;
- interview and focus group guides;
- bibliography;
- additional tables and figures;
- workshop agenda and participant list (if applicable).

Deliverable 5 – Executive Summary: in addition to the full report, the consultant shall prepare a standalone Executive Summary (5–10 pages) highlighting the principal findings, conclusions and recommendations for dissemination among project partners and donors.

Deliverable 6 – Presentation of Findings: the consultant shall prepare and deliver a PowerPoint presentation summarizing the methodology, key findings, conclusions and recommendations during a validation meeting or project planning workshop organized by MIOS Tuzla.

6. Budget

The consultant (individual or company) shall submit a separate Financial Proposal covering all costs associated with the execution of the feasibility study.

The Financial Proposal should present a clear and transparent budget breakdown and include, as applicable:

- professional fees;
- travel and accommodation costs;
- local transportation;
- communication and administrative costs;

- costs related to data collection;
- costs for organizing meetings or workshops (where applicable);
- translation, interpretation or editing costs (if applicable);
- any other costs necessary for the successful completion of the assignment.

The proposed budget shall be presented in BAM.

The consultant shall be responsible for all costs associated with the assignment. MIOS Tuzla will not reimburse costs that are not included in the approved Financial Proposal unless otherwise agreed in writing. Payments shall be made according to the schedule agreed in the consultancy contract and linked to the satisfactory completion and acceptance of the agreed deliverables.

7. Ethical Standards, Compliance and Consultant Responsibilities

The consultant (individual or company) shall conduct the assignment in accordance with internationally recognized ethical standards for research and consultancy services and in full compliance with the policies and procedures of MIOS Tuzla.

Throughout the assignment, the consultant shall demonstrate professionalism, impartiality, integrity and respect for all participating individuals and institutions.

Ethical Standards

The consultant shall ensure that all research activities are conducted ethically and responsibly.

This includes:

- obtaining informed consent from all participants;
- ensuring voluntary participation;
- protecting the privacy and dignity of participants;
- maintaining confidentiality of all collected information;
- ensuring that participation does not expose individuals to harm;
- applying a "do no harm" approach throughout the study.

Special attention shall be given to ethical considerations when collecting information related to children, schools and vulnerable groups.

Child Safeguarding

The consultant shall fully comply with the MIOS Tuzla Child and Adult Safeguarding Policy throughout the assignment.

Any consultant or member of the consultancy team involved in data collection or interaction with children shall comply with all safeguarding procedures established by MIOS Tuzla.

Where required, the consultant shall participate in safeguarding briefings prior to commencement of fieldwork.

Data Protection and Confidentiality

The consultant shall ensure appropriate management of all collected data.

In particular, the consultant shall:

- securely store all research data;
- anonymize interview responses where appropriate;
- use collected information solely for the purposes of this assignment;
- not disclose confidential information without prior written authorization from MIOS Tuzla;
- transfer all agreed research outputs to MIOS Tuzla upon completion of the assignment.

All personal data shall be managed in accordance with applicable data protection legislation and internationally recognized good practices.

Independence and Conflict of Interest

The consultant shall conduct the assignment independently and objectively.

Any actual, potential or perceived conflict of interest shall be disclosed to MIOS Tuzla immediately.

The consultant shall not undertake any activities that could compromise the impartiality or credibility of the feasibility study.

Non-Discrimination and Inclusion

The consultant shall conduct all activities in a manner that respects diversity and promotes equality and inclusion.

No participant shall be discriminated against on the basis of: gender, age, ethnicity, disability, religion, political affiliation, sexual orientation, socio-economic background; or any other protected characteristic.

Consultant Responsibilities

The consultant shall be responsible for:

- organizing all field activities;
- arranging transportation, accommodation and insurance;
- ensuring the safety of the consultancy team;
- obtaining any permissions necessary for conducting the study;
- ensuring quality control throughout the assignment;
- complying with all applicable legislation during implementation.

Unless otherwise agreed, MIOS Tuzla shall not be responsible for costs related to transportation, accommodation, insurance or other operational expenses incurred by the consultant.

Intellectual Property

All reports, research instruments, datasets, presentations and other outputs produced under this assignment shall become the property of MIOS Tuzla.

The consultant may not publish or distribute any part of the study without the prior written consent of MIOS Tuzla.

8. Content of the offer

Interested consultants (individuals or companies) are invited to submit a **Technical Proposal** and a **Financial Proposal** demonstrating their understanding of the assignment, methodological approach and relevant experience. The proposal shall be prepared in English.

8.1 Technical Proposal

The Technical Proposal should not exceed **15 pages** (excluding annexes) and shall include the following:

- a) **Understanding of the Assignment:** a brief description demonstrating the consultant's understanding of: the project context, the objectives of the feasibility study, the expected outputs, key implementation challenges and the proposed approach to addressing the Terms of Reference.
- b) **Proposed Methodology:** a detailed description of the proposed methodological approach. The consultant is encouraged to explain how different data sources will be triangulated to ensure the reliability and validity of the study findings.
- c) **Work Plan.** a proposed implementation schedule
- d) **Team Composition and Responsibilities:** where the proposal is submitted by a company or consortium, the proposal shall include: composition of the consultancy team, role of each team member, estimated level of effort, division of responsibilities. For individual consultants, this section is not applicable.
- e) **Relevant Experience:** description of previous experience in assignments of a similar nature, particularly in one or more of the following areas: education system strengthening, child protection, mental health and psychosocial support, trauma-informed/trauma-sensitive education and whole-school development, school improvement, educational research, organizational development, policy analysis and monitoring and evaluation. Experience in Bosnia and Herzegovina or other decentralized education systems will be considered an advantage.
- f) **References:** a list of at least three comparable assignments completed within the last five years, including client name, assignment title, year of implementation, brief description of the assignment, contact information for references (where available).

8.2 Financial Proposal

The Financial Proposal shall be submitted as a separate document and shall include:

- detailed budget breakdown;
- professional fees;
- estimated number of working days;
- travel and accommodation costs (where applicable);
- other reimbursable expenses;
- applicable taxes.

The proposed budget shall be presented in BAM.

8.3 Supporting Documentation

The proposal shall also include:

- Curriculum Vitae (CV) of the consultant or all proposed key experts;
- evidence of relevant qualifications;
- company profile (if applicable);
- registration documents (for companies);
- proof of tax registration (where applicable);
- declaration of availability for the assignment.

8.4 Validity of the Proposal

The submitted proposal shall remain valid for a period of **30 calendar days** from the submission deadline.

9. Evaluation and Selection Criteria

All proposals received by the submission deadline will be reviewed by an Evaluation Committee appointed by MIOS Tuzla. The evaluation process will be conducted in a fair, transparent and

competitive manner, in accordance with the principles of equal treatment, non-discrimination and value for money.

The evaluation will be conducted in two stages:

1. **Technical Evaluation**
2. **Financial Evaluation**

Only proposals that meet the minimum eligibility requirements and achieve the minimum technical score will proceed to the financial evaluation.

9.1 Minimum Eligibility Requirements

To be considered for evaluation, the consultant (individual or lead expert in the case of a company or consortium) shall demonstrate the following minimum qualifications:

1. University degree in education, psychology, social sciences, public policy, public health, or another relevant discipline;
2. At least five (5) years of relevant professional experience;
3. Proven experience in conducting feasibility studies, evaluations, applied research or similar analytical assignments;
4. Demonstrated experience in one or more of the following areas:
 - education system strengthening;
 - child protection;
 - mental health and psychosocial support;
 - trauma-informed/trauma-sensitive education and whole-school development;
 - school improvement;
 - institutional development;
 - education policy and reform;
5. Excellent written and spoken English.

Failure to meet the minimum eligibility requirements may result in the proposal being excluded from further evaluation.

9.2 Technical Evaluation

Eligible Technical Proposals will be evaluated against the following criteria:

Evaluation Criterion	Maximum Points
Understanding of the assignment and project context The proposal should demonstrate a clear understanding of: - the project context; - the objectives of the feasibility study; - the proposed whole-school model grounded in trauma-informed principles and aimed at trauma-sensitive school development; - the institutional context of Bosnia and Herzegovina; - the expected deliverables and intended use of the study.	15
Quality and appropriateness of the proposed methodology The proposed methodology will be assessed on the basis of: - appropriateness of the research design; - feasibility and quality of proposed methods; - stakeholder engagement strategy; - data collection and analysis methods; - triangulation of data sources; - quality assurance mechanisms; - ethical considerations; - suitability of the methodology for achieving the objectives of the feasibility study. Preference will be given to methodologies that demonstrate a participatory approach and provide practical mechanisms for validating findings and formulating evidence-based recommendations.	30
Relevant experience of the consultant/team The consultant's previous experience will be assessed with particular consideration of assignments related to: - feasibility studies and evaluations; - education system strengthening; - child protection; - mental health and psychosocial support; - trauma-informed/trauma-sensitive education and whole-school development; - school improvement and organizational development; - institutional capacity development; - education policy and reform. Experience in Bosnia and Herzegovina or other decentralized education systems will be considered an advantage.	20
Qualifications and expertise of the proposed key expert(s) Assessment will consider: - academic qualifications; - years of relevant professional experience; - previous similar assignments; - subject matter expertise; - publications, research or other relevant professional achievements, where applicable.	20
Quality and feasibility of the proposed work plan The proposed work plan will be assessed according to:	15

• logical sequencing of activities; • realism of the proposed timeline; • allocation of responsibilities (where applicable); feasibility of completing the assignment within the required timeframe.	
Total Technical Score	100

To qualify for the Financial Evaluation, the proposal must obtain a minimum score of **70 points** out of 100 in the Technical Evaluation.

9.3 Financial Evaluation

Financial Proposals will be opened only for consultants who successfully pass the Technical Evaluation.

The Financial Proposal will be assessed based on:

- overall cost;
- completeness and transparency of the budget;
- realism of proposed costs;
- value for money.

9.4 Final Evaluation and Contract Award

The final ranking of proposals will be based on a combined technical and financial score using the following weighting:

- **Technical Proposal:** 80%
- **Financial Proposal:** 20%

The contract will be awarded to the consultant whose proposal achieves the highest overall score and is considered to offer the best value for money.

9.5 Clarifications

During the evaluation process, MIOS Tuzla may request clarification of any aspect of the submitted proposal or supporting documentation.

Such clarification shall not substantially modify the content of the proposal or alter the principles of fair and transparent competition.

Where considered necessary, MIOS Tuzla reserves the right to conduct interviews with shortlisted consultants prior to the final selection.

9.6 Reservation of Rights

MIOS Tuzla reserves the right to:

- accept or reject any proposal;
- cancel or suspend the procurement process without awarding a contract;
- reject all proposals if none are considered satisfactory;
- negotiate minor technical aspects of the proposal, including the work plan and implementation schedule, prior to contract signature.

Submission of a proposal does not constitute a commitment on the part of MIOS Tuzla to award a contract.

10. Contact for further questions

For all possible questions, you can contact us only by email: the following persons:

1. Edina Malkić, director of MIOS Tuzla
e-mail: muioš@bih.net.ba
2. Monika Kleck, consultant of the Freudenberg Foundation
e-mail: monivito@arcor.de

11. Annex 1 - Structure of the Final Feasibility Study Report

The Final Report should include, as a minimum, the following sections.

1. Executive Summary

2. Introduction

- purpose of the study;
- objectives;
- scope.

3. Methodology

- research design;
- limitations;
- stakeholder consultations.

4. Context Analysis

Assessment of the educational, institutional and policy context relevant to implementation of the project.

5. Conceptual and Terminological Framework

Assessment and recommended operational definitions of trauma-informed approaches, trauma-informed practices and trauma-sensitive whole-school development for the Bosnia and Herzegovina education context.

6. Stakeholder Analysis

Assessment of key institutions, their roles, capacities and readiness.

7. Assessment of the Proposed Intervention

Evaluation of the proposed project according to the OECD DAC criteria:

- Relevance;
- Coherence;
- Effectiveness;
- Efficiency/Feasibility;
- Expected Impact;
- Sustainability.

This section should also assess the feasibility of the proposed work packages and implementation arrangements.

8. Risk Analysis

Identification of key implementation risks and proposed mitigation measures.

9. Conclusions

Overall assessment of the feasibility of the proposed intervention.

10. Recommendations

Concrete recommendations for:

- refinement of project design;
- implementation arrangements;
- institutional engagement;
- school selection and readiness criteria;
- capacity development;

- monitoring framework;
- sustainability;
- institutionalization, quality assurance and conditions for future scaling.

Annexes

Including, where appropriate:

- list of stakeholders consulted;
- research instruments;
- bibliography;
- additional tables;
- workshop agenda (if applicable).