



“Bridging Divides: Peace Pedagogy for Reconciliation and Democratic Resilience in Bosnia and Herzegovina”

External evaluation of the project

Terms of Reference - ToR

Project title:	“Bridging Divides: Peace Pedagogy for Reconciliation and Democratic Resilience in Bosnia and Herzegovina”
Beginning of engagement:	June 2026.
End of engagement:	December 2027.
Call reference:	zivik.KP-015/26/TD03

1. Background

The project Bridging Divides: Peace Pedagogy for Reconciliation and Democratic Resilience in Bosnia and Herzegovina is implemented by Center for Educational Initiatives Step by Step during the period April 2026 - December 2027.

The project is developed in response to the continued social and political polarization in Bosnia and Herzegovina, where education systems often remain divided along ethnic and political lines. In such a context, schools and universities represent not only educational institutions but also important spaces for dialogue, democratic participation, and long-term peacebuilding.

The project seeks to strengthen reconciliation, democratic resilience, and social cohesion through the systematic introduction of peace pedagogy approaches into educational practice. It works simultaneously with teachers and school leaders, pre-service educators and faculty representatives, and school students from different communities and entities in Bosnia and Herzegovina.

Through training cycles, mentoring, Reading Clubs, Action Research, Peace Corners, experiential learning visits, and cross-community exchanges, the project aims to strengthen educators’ capacities to promote dialogue, critical thinking, inclusion, democratic culture, and non-violent conflict transformation in schools and local communities.

The project further seeks to contribute to the institutionalization of peace pedagogy within faculties of education and school systems, while supporting the development of sustainable professional networks and local peacebuilding initiatives.



In line with the project's monitoring and evaluation framework, an independent external evaluation will be conducted using a mixed-method approach and at least two measurement points (baseline and endline) in order to assess behavioural, relational, and institutional change generated through the project.

2. Purpose and Objectives of the Evaluation

The purpose of the external evaluation is to provide an independent assessment of the relevance, effectiveness, efficiency, impact, coherence, and sustainability of the project and its contribution to peacebuilding and democratic resilience in Bosnia and Herzegovina.

The evaluation will assess the extent to which the project has:

- strengthened teachers' and educators' capacities in peace pedagogy and democratic education;
- contributed to the potential for behavioural and attitudinal change among participants;
- fostered cooperation and trust across divided communities;
- strengthened democratic and inclusive practices within schools and faculties;
- contributed to institutional change and sustainability;
- and generated broader peacebuilding and social cohesion effects within local communities.

Special attention should be given to understanding how educational actors - particularly teachers and pre-service educators - act as multipliers of dialogue, inclusion, and democratic culture within the wider social context of Bosnia and Herzegovina.

The evaluation should also identify lessons learned, factors supporting or hindering implementation, unintended effects, and recommendations for future programming and possible scaling of the peace pedagogy approach.

3. Scope of the Evaluation

The evaluation will cover the entire implementation period of the project from April 2026 until December 2027 and all major project activities implemented within this period.

The evaluation should include all three categories of key actors:

- Key Actor 1: teachers and school leaders,
- Key Actor 2: pre-service educators and faculty representatives,
- Key Actor 3: school students involved through Action Research and Peace Corners.

The evaluation should also consider cooperation with ministries of education, faculties, schools, and local communities.



Particular attention should be paid to:

- the quality and relevance of implementation methodologies,
- the effectiveness of peace pedagogy approaches,
- behavioural and relational changes among participants,
- institutional uptake and sustainability,
- and the project's contribution to reconciliation and democratic culture.

4. Evaluation Approach and Methodology

The external evaluation shall apply a mixed-method evaluation approach combining both quantitative and qualitative methods.

The evaluation design must include at least two measurement points:

- a baseline assessment conducted at the beginning of implementation,
- and an endline assessment conducted near project completion.

The purpose of the baseline assessment is to establish initial benchmarks regarding participants' knowledge, attitudes, confidence, cooperation, and peace pedagogy practices. The endline assessment will measure changes achieved over the course of the project.

The evaluator is expected to triangulate findings from multiple sources in order to ensure reliability and methodological rigor.

The evaluation methodology should include, but may not be limited on:

- baseline and endline surveys,
- semi-structured interviews,
- focus group discussions,
- field observations,
- review of project documentation,
- analysis of participant portfolios and Action Research documentation,
- review of mentoring logs, reflection diaries, and Peace Corner documentation,
- and collection of stories of change and qualitative reflections.

The evaluator should apply participatory and conflict-sensitive approaches throughout the evaluation process and ensure ethical standards, confidentiality, and informed consent, particularly when working with students and sensitive topics.



5. Key Evaluation Questions

The evaluation should address, but not necessarily be limited to, the following questions:

Relevance

- To what extent was the project relevant to the needs and realities of schools, teachers, students, and faculties in Bosnia and Herzegovina?
- To what extent did the project respond to the existing social and educational divisions within the country?
- Was peace pedagogy an appropriate and context-sensitive approach?

Effectiveness

- To what extent were the planned outcomes and objectives achieved?
- How effectively were the training cycles, mentoring activities, Reading Clubs, Peace Corners, and Action Research activities implemented?
- To what extent did participants apply peace pedagogy methodologies in practice?
- How did participants' attitudes, confidence, and behaviours change over time?

Impact

- What evidence exists of behavioural, relational, and institutional change?
- To what extent did the project contribute to potential to increased dialogue, cooperation, and trust across communities?
- What changes occurred within schools, faculties, and local communities?
- Did the project contribute to broader democratic and peacebuilding processes?

Efficiency

- Were resources used in an efficient and cost-effective manner?
- Were activities implemented in a timely and appropriate way?
- Could implementation approaches have been improved?

Sustainability

- To what extent are project results likely to continue after project completion?
- Have peace pedagogy approaches been integrated into institutional structures, curricula, or professional practices?
- Are Peace Corners and professional cooperation networks likely to continue functioning?

Conflict Sensitivity and Unintended Effects

- Did the project apply a conflict-sensitive and do-no-harm approach?



- Were there any unintended positive or negative effects?
- Did any activities unintentionally reinforce tensions, exclusion, or political sensitivities?

6. Main Tasks of the Evaluator

The evaluator will be responsible for:

- reviewing all relevant project documentation and monitoring data;
- developing the evaluation methodology and tools;
- conducting baseline assessment activities;
- conducting endline assessment activities;
- carrying out field visits, interviews, and consultations with stakeholders;
- analysing quantitative and qualitative data;
- triangulating findings from different data sources;
- facilitating validation discussions with the project team and stakeholders;
- and preparing evaluation reports and recommendations.

The evaluator is expected to work independently while maintaining regular communication with the project team regarding logistics, scheduling, and access to documentation and stakeholders.

7. Deliverables

The evaluator is expected to deliver the following:

Inception Report

The inception report should outline:

- the proposed methodology,
- evaluation matrix,
- data collection tools,
- sampling approach,
- work plan,
- and ethical considerations.

Draft Final Evaluation Report

The evaluator will prepare a draft final evaluation report presenting preliminary findings, conclusions, and recommendations for factual review and feedback.



Final Evaluation Report

The final evaluation report should include:

- executive summary,
- methodology,
- findings,
- conclusions,
- lessons learned,
- recommendations,
- and annexes.

The report should be submitted in English.

The evaluation process will include baseline data collection at the beginning of project implementation, ongoing data collection during the implementation phase, and endline assessment during the final phase of the project (October–November 2027). Final analysis and reporting should be completed by December 2027.

Evaluation process will be done in local languages (Bosnian/Serbian/Croatian) while the reporting will be done in English.

8. Expected Structure of the Final Evaluation Report

The final report should include:

1. Executive Summary
2. Introduction and Context
3. Evaluation Purpose and Scope
4. Methodology and Limitations
5. Findings by Evaluation Criteria
6. Analysis of Outcomes and Impact
7. Conflict Sensitivity and Unintended Effects
8. Sustainability and Institutionalization
9. Conclusions
10. Recommendations
11. Lessons Learned



12. Annexes

The annexes should include:

- evaluation tools,
- list of interviews and focus groups,
- field visit schedule,
- bibliography,
- and Terms of Reference.

9. Profile of the Evaluator

The evaluation should be conducted by an independent organisation, research institution, consultancy, or evaluation team with proven expertise in external evaluations and applied research in the fields of education, peacebuilding, democratic participation, social cohesion, and conflict transformation, using mixed-method and participatory evaluation approaches.

The evaluator or evaluation team should possess:

- At least 10 years of experience in conducting external evaluations, applied research, and/or impact assessments;
- Proven expertise in longitudinal research and evaluation designs, including baseline–endline assessments and measurement of behavioural, attitudinal, and institutional change over time;
- Demonstrated experience in impact evaluation and mixed-method research methodologies combining quantitative and qualitative approaches;
- Strong experience in designing and implementing participatory, conflict-sensitive, and ethically grounded evaluations;
- Extensive understanding of the educational system and institutional context of Bosnia and Herzegovina, including its administrative and governance complexities;
- Experience in evaluating educational reforms, teacher professional development programmes, peacebuilding initiatives, democratic participation projects, and/or social cohesion interventions;
- Capacity to apply a wide range of research and evaluation methodologies, including surveys, interviews, focus groups, field observations, case studies, portfolio review, and thematic qualitative analysis;
- Experience in conducting interviews, focus groups, field observations, and thematic qualitative analysis;
- Strong analytical, facilitation, and report-writing skills, including the ability to synthesize findings from multiple quantitative and qualitative data sources;
- Capacity to produce evidence-based recommendations relevant for policy development, educational practice, institutional strengthening, and future programme development;
- Excellent command of English.



Preference may be given to evaluators or institutions with demonstrated experience in research and evaluation related to education reform, peace pedagogy, democratic culture, and social cohesion in Bosnia and Herzegovina.

10. Ethical Considerations

The evaluator is expected to apply high ethical standards throughout the evaluation process.

Particular attention should be given to:

- confidentiality and data protection,
- informed consent,
- protection of minors,
- conflict sensitivity,
- neutrality,
- and the application of a do-no-harm approach.

As the evaluation may involve children and young people, the evaluator must ensure that all research and evaluation activities involving minors are conducted in accordance with ethical standards for research with and about children, including child safeguarding principles, age-appropriate participation methods, protection of privacy, and ensuring the safety, dignity, and well-being of all child participants.

The evaluator should ensure that participation in interviews, surveys, and discussions remains voluntary and safe for all participants.

11. Coordination and Support

The external evaluation will be coordinated by the project team of Center for Educational Initiatives Step by Step.

The project team will provide:

- access to project documentation,
- monitoring and reporting data,
- logistical and organisational support,
- coordination of field visits,
- and support in communication with stakeholders and partner institutions.

The evaluator will remain fully independent in data analysis, interpretation of findings, and formulation of conclusions and recommendations.



12. Application Procedure

Interested organisations, institutions, consultancies, or evaluation teams are invited to submit their application in English.

The application should include:

- A technical proposal outlining:
 - the proposed evaluation methodology and approach;
 - understanding of the assignment and proposed work plan;
 - proposed data collection and analysis methods;
 - and indicative timeline for implementation;
- A financial proposal indicating the total price for conducting the evaluation, inclusive of all costs related to data collection, analysis, travel, reporting, taxes, and other administrative or operational expenses.
- Organisational profile and/or CVs of key experts involved in the evaluation process, highlighting relevant experience and references from similar assignments;
- At least two references or examples of previous evaluations related to education, peacebuilding, social cohesion, democratic participation, or conflict transformation projects;
- Contact details of the lead organisation or evaluation team representative.

Applications should demonstrate:

- experience with mixed-method and longitudinal evaluations;
- familiarity with the educational and social context of Bosnia and Herzegovina;
- and capacity to conduct conflict-sensitive and ethically grounded evaluations.

Only shortlisted applicants may be contacted for further clarification or interview.

Selection Criteria

Applications will be assessed based on:

- relevant organisational and technical experience;
- quality and feasibility of the proposed methodology;
- understanding of the assignment and local context;
- qualifications and experience of proposed experts;



- and cost-effectiveness of the financial proposal.

Submission Deadline

Applications should be submitted electronically no later than **08.06.2026. at 15.00h** to procurement@coi-stepbystep.ba

The subject line of the email should state: **Application - External Evaluation - zivik.KP-015/26/TD03**