



Terms of Reference

External Evaluation of Amna Systems of Care Pilots

02 to 08 2026

1. Who we are

Founded in 2016, Amna (Refugee Healing Network CIO) is dedicated to building community capacity for healing. Amna’s vision is a world where refugees can determine their futures unbounded by the impacts of conflict and displacement. We achieve this by partnering with community organisations and humanitarian partners worldwide, offering innovative, refugee-led approaches to community-based psychosocial care. Our proven model focuses on non-clinical, evidence-informed interventions, establishing safe spaces where communities can heal collectively. Grounded in success, our approach prioritises physical and emotional safety, using movement, storytelling, mindfulness, and art to address grief, chronic stress, and symptoms of trauma. Facilitated by trained professionals, our programmes promote joy, belonging, and emotional safety, enabling participants to navigate the challenges of conflict and displacement through access to Amna trained people, places and practices. Amna’s value-led, trauma and identity informed approaches counters the dehumanisation experienced by those affected by war and displacement. Amna’s approach seeks to offer an alternative to the top-down humanitarian paradigm, offering an inclusive and participatory approach to humanitarian care.

2. Background

Since the full-scale invasion in 2022, Ukraine has faced prolonged, often repeated displacement (around 3.5–3.8 million IDPs reported in recent years), and this has directly shaped education: many schools operate under ongoing stress, with remote or disrupted learning, reliance on shelters and clear crisis procedures, and growing needs for psychosocial support for children, youth, and staff. Poland became a major host country for Ukrainians, and the shift there is now from emergency access to long-term inclusion in schools—language support, preventing bullying/discrimination, and helping displaced learners stay engaged while coping with stress; this is supported by the EU Temporary Protection system (extended to March 2027) that includes access to education. Though not a main destination for Ukrainian refugees, Kosovo's education context already work with trauma, displacement history, and inequality because many internal and external actors—so “safe schools” is often framed through belonging, mental health, and supportive relationships for vulnerable groups, which mirrors the needs seen across war-affected education settings.

3. Systems trauma

Amna recognises that trauma does not only affect individuals — it can become built into whole systems through history, policies, and institutional practices. Large-scale harms like war, colonisation, and economic oppression often leave behind structural inequalities (for example discrimination, unequal access to healthcare, and education gaps) that keep affecting marginalised communities across generations. Without intentional action, these patterns continue and make healing and fairness harder to achieve. By naming trauma at the system level, we can see how harms are connected, focus on root causes (not just symptoms), and design “CareFull Systems” that reduce further harm and support long-term healing and resilience.

4. Amna’s approach

Building on this systems lens, Amna (meaning “safe” in Arabic) works to expand access to safe, empowering, community-led psychosocial healing spaces for people affected by displacement, conflict, and violence. We

do this through strategic partnerships with institutions and organisations already working alongside these communities, and by creating fellowships and communities of practice that support partners to become Amna Fellows and Master Trainers.

Together with Amna Fellows, we deliver tailored training journeys that help key system actors — such as local governments, INGOs, educators, and health workers — strengthen trauma- and identity-informed practice. We then support these actors to design and implement Transformation Plans that improve wellbeing across the whole institution: staff, people using services, and the wider learning or care environment.

Through this approach, Amna’s Systems of Care programmes aim for lasting institutional change in contexts shaped by conflict, political instability, and displacement. By embedding trauma-informed principles into everyday structures and culture — not just individual skills — the programme helps create a ripple effect where healing-centred, identity-sensitive practice becomes part of “how things are done.” This also allows learning to be continually adapted as needs evolve, especially for emerging adults, and strengthens resilience and community cohesion by equipping educators with facilitation skills and creative, collective healing tools — turning institutions into spaces of safety, healing, and growth.

5. Training journey

Amna partners with key system actors — such as schools, institutions, and government officials — and supports them to become Amna Fellows through a structured learning journey in trauma- and identity-informed practice, using collective and practical healing tools. Partner organisations receive funding to participate and to design and implement a Transformation Plan that responds to their own context and priorities, with the aim of strengthening wellbeing for staff, service users, and the wider institution. Amna supports Fellows throughout this process through mentoring and Reflective Practice Spaces, and Fellows then implement their plans within their organisations for the benefit of staff and, ultimately, students. As implementation progresses, organisations, Fellows, educators, and students learn from what works (and what needs adjustment) and continuously refine the Transformation Plan.

Core components of the model

The Systems of Care model is a 1–2 year funded partnership with institutions within education and/or health systems. It typically includes: (1) around 10 days of experiential CareFull Systems training for Amna Fellows (in-person or hybrid), (2) bespoke online sessions and Reflective Practice Spaces for Master Trainers, (3) mentoring and accompaniment to design and implement the Transformation Plans, (4) collaboration visits by Amna’s team to partner organisations and schools, and (5) in the final months, an invitation to join Amna’s Global Healing Network, with refresher trainings, electives, and opportunities to connect with practitioners globally.

6. Objective of the evaluation

This evaluation will generate practical, evidence-based learning to strengthen Amna’s Systems of Care programming. It will assess **two pilot programmes** in parallel and produce a **comparative analysis** that highlights what is working, what is challenging, and what should be adapted for future phases in similar or different regions.

Pilots to be evaluated

- **Pilot 1 (Ukraine | from November 2025 to August 2026):** Amna will train and support 12 Fellows from two Ukrainian partner organisations. Fellows will work with 15 education settings (e.g., preschools, schools, kindergartens, children’s centres), engaging caregivers, educators and school

communities through a Transformation Plan process linked to the CareFull Systems journey. This pilot is expected to reach 10,000 Children and caregivers through education institutions.

- **Pilot 2 (Eastern Europe – Kosovo & Poland | from October 2025 to July 2026):** Amna will train and support 6 **Fellows** from **two partner organisations** in KRCT in Kosovo and FDS in Poland. Fellows will engage 3 **education institutions**, reaching educators and school communities through a Transformation Plan process linked to the CareFull Systems journey, with a specific focus on emerging adults. This pilot is expected to reach 6000 students.

Scope and timing

The evaluation will be conducted during the **final six months** of each pilot, enabling assessment of implementation progress, early outcomes, and the conditions that enable or block change at individual, relational, and institutional levels.

Key outcomes to be analysed (four-level outcomes framework)

1. **Training journey (Fellows):** How effectively the co-created training equips Fellows with the understanding, confidence, and skills needed to apply a Systems of Care approach in education settings.
2. **Cascaded training (school staff):** How effective Fellows' sessions are in supporting teachers and institutional staff to shift knowledge, attitudes, and day-to-day practice.
3. **Transformation Plans (institutional action):** The relevance, quality, progress, and feasibility of each institution's plan, including how well it responds to context, constraints, and stakeholder needs.
4. **Evidence of change (early outcomes):** Perceived changes across:
 - **Fellows:** deeper understanding of the approach, shifts in practice, and confidence to lead change;
 - **Teachers/staff:** changes in behaviours, relational practices, and responses to stress and harm;
 - **Students:** experience of safety and inclusion, wellbeing, behaviour, and classroom climate;
 - **Institutions:** emerging changes in routines, norms, structures, and (where relevant) policies that shape care and equity.

Key Evaluation Tasks

- Co-Develop with Amna MEL Lead the evaluation framework, learning approaches and timeline using Amna's SOC Theory of Change and Data Use Plan.
- Conduct field visits when possible, to the educational institutions to observe evidence of change and interview institution staff and students reached by the transformation plans.
- Identify and document lessons learned, best practices, and areas for improvement, providing evidence-based and actionable recommendations for the Community Partnership Programme across different contexts.
- Conduct a comparative analysis between both pilots, considering regional and contextual differences. Drawing the key lessons learned to be replicated for future programmes

7. Methodology

The evaluation team is responsible for designing and implementing the methodological approach and conducting the end-of-project evaluation in alignment with Amna's requirements. This evaluation will follow

a participatory approach, actively engaging Amna staff, partners, stakeholders, and targeted communities. It will incorporate both quantitative and qualitative data collection methods, including but not limited to:

- Desk review of programme documents and relevant literature (Amna will provide all necessary documentation to understand the programme, including fellows' reports, questionnaires and surveys)
- Individual and group interviews with stakeholders.
- Surveys, questionnaires, and focus group discussions (with observation reports and assessment tools developed in collaboration with Amna).
- Amna encourages innovative evaluation methods that capture deep qualitative data and stories from the communities and participants

The evaluation will be planned and conducted in close collaboration with Amna's Monitoring & Evaluation Lead and Programme Director to ensure alignment with Amna's learning and programmatic goals.

8. Deliverables

- Evaluation Inception Report – A detailed report outlining the proposed approach, evaluation framework, key questions, and timeline, to be finalized in agreement with the Amna team and the evaluator(s).
- End of SOC Pilot's evaluation report (to be delivered at the end of both pilots)

Guidance & Quality Assurance

- All findings must be properly referenced.
- Research must adhere to Amna's safeguarding protocols, ensuring participant consent, confidentiality and privacy as required.
- All data collection must follow Amna's child protection protocols.
- All data collections must follow Amna trauma, identity and culturally- informed sensitive data collection methods, through trained data collectors and field researchers
- Data storage and sharing must comply with GDPR requirements and Amna's data protection policies.
- Evaluation approaches should be inclusive, considering gender, age, disabilities, and other factors.
- Reports and presentations must be submitted in English, in electronic format, and within the agreed deadlines.
- The evaluation expert is responsible for editing and quality control, ensuring clarity and coherence.
- Amna retains exclusive rights over the distribution, dissemination, and publication of all deliverables.

9. Evaluation Team Experience

- At least one researcher in each of the targeted countries (Ukraine, Kosovo, Poland) to facilitate institutional visits, language and cultural understanding (or one researcher able to access the names countries and speak the local languages).
- Deep understanding of the context, cultures and different power dynamics in the educational institution in Eastern Europe and the migration dynamics.
- Experience with mixed-methods research design and implementation
- Experience with conducting sensitive and participatory evaluations, including mental health, psychosocial support in a post-trauma or post-conflict setting for children and youth
- Experience conducting evaluations reviewing programmes with displaced communities in humanitarian contexts, good understanding of the Ukrainian political, social and cultural contexts.
- Experience working with Non-Governmental Organisations and Community-Based Organisations.

10. Requirements

- Highly motivated and committed to the values of transparency and integrity.

- Availability to undertake the monitoring and evaluation responsibilities between approximately March and September 2026

11. Budget and Payment

The budget of this evaluation is 15,000 EURO; the payments will be divided as follows:

- **Detailed Evaluation Inception report:** Amna will make an initial payment of **30%** of the total agreed amount upon receipt of the inception report. This report should include detailed evaluation methodologies, timelines, and any necessary logistical arrangements.
- **End of SOC Pilot's evaluation report:** The remaining **70%** of the total agreed amount will be paid upon receipt of the evaluation report, including any revisions requested by Amna.
- Amna reserves the right to withhold payment if the deliverables do not meet the agreed-upon standards or if there are any deviations from the Terms of Reference.

Payments will be issued upon the submission of invoices that provide a transparent breakdown of all completed tasks during the specified timeframe. Additionally, the invoices should include a detailed breakdown of the time allocated by each team member (if applicable).

12. Submission of Proposals

Proposal Content

Your proposal should include the following components:

- **Technical Proposal:** (*maximum 5 A4 pages*) This section should include:
 - An introduction and overview of your organisation's or your/your teams' qualifications and experience.
 - A detailed methodology and approach for conducting the evaluation.
 - A proposed work plan, including key activities (including expected days of observational visits), milestones, and timelines.
 - Any additional information you believe is relevant to the evaluation.
- **Financial Proposal:** This section should include: (*Excel spreadsheet*)
 - A detailed budget breakdown, including all anticipated costs associated with the evaluation.
 - A clear explanation of your fee structure and any related expenses.
 - Clear explanation if additional costs are required Admin and taxes in a separate line.

Annexes

Annex 1: Quote Submission Form

Vendors must complete the table below and submit it along with their proposal. Prices must be included of all applicable fees and taxes. No additional charges will be accepted without prior written approval from Amna.

1) Company Information

Legal Name	
Contact person	
Email	
phone number	
VAT number (If applicable)	
Country of Registration	
Signature	
Company Stamp	
Date	

2) Proposed rates per task

Service (Evaluation services)	Unit (can be changed if needed)	Proposed Rate (Currency)	Comments (if any)
Inception phase	Per day per researcher		
Field work	Per day per researcher		
Report writing	Per day		
Other Fees (if any)	Specify		

This table does not replace the detailed financial proposal

Annex 2: Technical Evaluation Criteria

All proposals will be evaluated against the criteria below. Only proposals scoring a minimum of [70 out of 100] points will be considered for the next step and financial assessment.

Criteria	Weight (%)	Details
Relevant Experience	25%	Proven MHPSS evaluation in conflict-affected/vulnerable contexts. Experience in working with educational institutions
Context & Compliance Understanding	25%	Strong grasp of Ukraine and surrounding countries cultural/political context/ dynamics and government requirements. Prior work in Ukraine, Poland and /or Kosovo; security/safeguarding-aware practice.
Human Resources & Accessibility	25%	Availability of qualified evaluators and/or data collectors with safeguarding experience. Inclusion of local evaluators, native language speakers, or staff/volunteers from the targeted communities if possible. Demonstrated ability to access and engage with target institutions effectively.
Methodology & Workplan Quality	10%	Clear, rigorous evaluation design aligned to Amna's goals. Practical workplan; readiness to incorporate feedback/adapt and be flexible depending on programme and context changes.
References & Past Performance	5%	Previous clients and sample assignments, particularly with INGOs or Charity organisations.

The final scoring will be considered based on the following weighting:

- Technical weight Is 60%
- Financial weight Is 40%

Submission : Please ensure that your proposal is submitted no later than **27th February 2025, to this email address: Jonelle@amna.org, and Walaa@amna.org .**

Proposals that will be submitted after the deadline and that does not respect the deliverable format will be automatically excluded.

Clarifications: If you have any questions or require clarifications regarding the TOR or the evaluation process, please submit them via email to Hejer Dhahbi, Amna's MEL Lead, at hejer@amna.org.

Responses to questions and clarifications will be provided to all interested parties in a timely manner.