

TERMS OF REFERENCE

Consultancy Services for the Development of Conceptual Frameworks for Educational Domains

Strategic, financial and people management

Contract No. [LEARN-2.2-CONCEPT]

World Bank Project ID No.: P504171, Grant Number: TF0C5794

List of acronyms and abbreviations

MOES: Ministry of Education and Science of Ukraine

NUS: New Ukrainian School

IBRD: International Bank for Reconstruction and Development

PDF: Portable Document Format

Word: Microsoft Word Document Format

Development of Conceptual Frameworks for Educational Domains

I. BACKGROUND

Ukraine and the World Bank have signed the agreements for the Program "Lifting Education Access and Resilience in times of Need in Ukraine Program" (hereinafter referred to as the LEARN).

The objectives of the LEARN are: to (i) improve teaching and learning conditions; and (ii) to strengthen the management capacity of the education system.

Furthermore, the Investment Project Financing (IPF) is secured under the Grant Agreement between Ukraine and the International Bank for Reconstruction and Development and the International Development Association, acting as the administrator of the Ukraine Relief, Recovery, Reconstruction, and Reform Multi-Donor Trust Fund (URTF GRANT NUMBER TF0C5794) (hereinafter the IPF will be referred to as the Project).

The Project complements the LEARN by supporting the piloting of the NUS reform in grades 8 to 12 and strengthening the MoES' capacity for education system management.

The Project will provide technical support to pilot the NUS reform in selected schools for grades 8 to 12, through: (i) developing, printing, delivering, and testing teaching and learning materials for the NUS Pilot; (ii) developing and carrying out training programs to teachers, school principals, and their deputies; (iii) providing technical assistance to design a fit-for-purpose instrument for measuring teacher classroom practices and to implement said instrument in a sample of classrooms in grades 8 and 9; and (iv) providing STEM, ICT, and other required equipment aligned with the NUS standards to schools in the NUS Pilot at the basic education level for grades 8 to 12.

Importantly, the IPF will also strengthen the management capacity of the MoES to manage, monitor, and evaluate the rollout of the NUS reform through: (i) providing technical assistance to the MoES' units responsible for NUS implementation; (ii) strengthening the Ukrainian Institute of Education Development ("UIRO") capacity; (iii) creating a Special Online Platform ("SOP") for State Final Examination ("DPA"); (iv) modernizing the education management information system ("AIKOM"); (v) improving the education infrastructure planning.

Integration with Conceptual Frameworks for Educational Domains

This activity focuses on developing updated educational domain concepts that align with the State Educational Standard, ensuring a structured, competency-based approach to curriculum design and instructional planning and is necessary for achieving the Project's objectives,

particularly in relation to the development, printing, delivery, and piloting of educational and didactic materials for the NUS pilot project; as well as the development and implementation of training programs for teachers, school principals, and their deputies.

The concepts refer to detailed subject-area frameworks that define key learning objectives, expected student competencies, cross-disciplinary integration, and assessment principles. These documents will serve as guiding references for curriculum developers, educators, and educational material creators, ensuring a consistent and modernized approach to teaching across all grades.

Scope and Impact

With a funding commitment of \$415 million and a timeline extending to 2027, LEARN represents a transformative effort to ensure every child in Ukraine has access to safe, high-quality education. The initiative not only addresses immediate challenges posed by the conflict but also lays the groundwork for a resilient and future-ready education system.

The Consultant's role in this program is critical, as they will design and implement robust frameworks and strategies to meet the evolving demands of Ukraine's education system. These efforts will contribute to long-term educational recovery, resilience, and equity, ensuring that Ukrainian students are prepared for the challenges of a globalized, knowledge-driven world.

II. OBJECTIVE

This activity focuses on developing updated educational domain concepts that align with the State Educational Standard, ensuring a structured, competency-based approach to curriculum design and instructional planning. The concepts refer to detailed subject-area frameworks that define key learning objectives, expected student competencies, cross-disciplinary integration, and assessment principles. These documents will serve as guiding references for curriculum developers, educators, and educational material creators, ensuring a consistent and modernized approach to teaching across all grades.

Purpose of the Conceptual Frameworks for Educational Domains

The development of the conceptual frameworks serves multiple interconnected purposes:

1. **Modernizing Education:** Aligning the content and objectives of each educational domain with the principles of the "New Ukrainian School" (NUS) reform and the State Standards for Secondary Education, ensuring a competency-based, innovative, and inclusive approach.
2. **Fostering Student Resilience:** Addressing the unique challenges faced by Ukrainian educators and students, particularly those related to conflict, displacement, and the need for adaptive education systems.

3. **Enhancing Learning Outcomes:** Providing clear guidance on expected learning outcomes, effective teaching strategies, and assessment tools tailored to the needs of each educational domain.
4. **Promoting Global Integration:** Ensuring that Ukraine's education system reflects global best practices, fostering cross-disciplinary competencies like critical thinking, digital literacy, and problem-solving.
5. **Ensuring Inclusivity:** Developing frameworks that prioritize equitable access to quality education for all students, including those with special educational needs and those affected by the ongoing conflict.

Framework Implementation

The frameworks will act as comprehensive guides that:

- Define clear learning outcomes for students at all educational levels (Grades 1 - 12).
- Recommend modern teaching methodologies that support competency-based education.
- Suggest tools for monitoring and evaluating student progress.
- Address the systemic challenges faced by educators in achieving these outcomes, especially in conflict-affected and resource-constrained environments.

Additionally, the Consultant will develop a user-friendly digital portal that enables educators, policymakers, and other stakeholders to conveniently access domain-specific content, refine searches through robust filtering, and share best practices and teaching tools. This portal will be regularly updated via an administrative interface to align with Ukraine's evolving educational needs, fostering collaboration and ensuring the frameworks remain relevant. To conclude the project and encourage broader engagement, a final event will be organized to present the completed frameworks and portal, gather feedback, and outline next steps for their implementation.

The assignment will adhere to the policies and regulations outlined by Ukrainian legislation and the World Bank, ensuring that the frameworks are practical, adaptable, and responsive to both immediate and long-term needs. These efforts aim to position Ukraine's education system as a model of resilience, inclusivity, and excellence, empowering students to thrive in a globalized world.

III. SCOPE OF SERVICES

The selected consultant will be responsible for delivering the following key components to support the development and implementation of conceptual frameworks for 10 educational domains: (i) language and literature; (ii) foreign languages; (iii) civic and historical; (iv) maths; (v) science; (vi) technology; (vii) art; (viii) social and health; (ix) IT; (x) physical education. Each task must be executed with precision, professionalism, and alignment with the outlined goals and requirements.

Component 1. Formation of Expert Teams and Development of Conceptual Frameworks

The consultant will **form 10 expert teams** (the final list of experts is approved by the Ministry of Education and Science of Ukraine) and coordinate the development of **conceptual frameworks** for 10 educational domains. These frameworks will serve as comprehensive guides for modernizing the education system and aligning it with the goals of the "New Ukrainian School" (NUS) and international best practices.

Definition and Components of Conceptual Frameworks

Conceptual frameworks are strategic documents that outline the vision, objectives, and practical components of each educational domain. They provide clear guidance for educators, policymakers, and curriculum developers. Each framework must include:

- **Characteristics of the Educational Domain.** A detailed description of the unique features and importance of the domain within Ukraine's education system.
- **Challenges and Global Trends.** An analysis of the challenges affecting the domain, considering national and global educational trends, including statistical data, research findings, and relevant case studies.
- **Effective International Examples.** Documented examples of successful implementation of similar domains in other countries, with analysis and recommendations for adaptation to the Ukrainian context.
- **Educational Objectives.** A clear articulation of the strategic goals for the domain, aligned with the broader objectives of the NUS and Ukraine's State Standards.
- **Educational Progression:**
 - Mapping of existing learning outcomes across all educational levels (grades 1–12), including key milestones for each cycle (grades 1–2, 3–4, 5–6, 7–9, 10–12), with a focus on illustrating how the expected outcomes, as defined in the State Standard, develop and progress across grades. This mapping exercise does not involve the creation of new learning outcomes, but rather aims to provide a clear overview of their evolution throughout the school years.
 - Detailed descriptions of how these outcomes are achieved through specific teaching strategies and resources.
 - Practical, grade-specific examples demonstrating how students can achieve or exhibit the expected learning outcomes at selected key points (e.g., grades 2, 6, 9, and 12). These examples are intended to complement the mapping of learning outcomes by providing concrete illustrations of how the outcomes may be implemented and observed in classroom practice.
- **Interdisciplinary Integration.** Proposals for integrating the domain with other fields to strengthen interdisciplinary learning, including suggestions for cross-domain courses or modules.

- **Assessment and Evaluation Tools.** Practical, illustrative tools and criteria for assessing learning outcomes, aligned with the mapped progression of outcomes within each educational domain. These tools should be developed at the level of educational cycles (grades 1–2, 3–4, 5–6, 7–9, and 10–12) and are intended to support educators in formative and summative assessment planning. The Consultant’s responsibility is limited to the design and development of these tools; implementation, data collection, and analysis are not within the scope of this assignment.
- **General recommendations for textbooks and learning materials** within each educational domain, structured by education level (primary, basic secondary, and specialized secondary). These recommendations should take into account the diversity of subject configurations (e.g., separate subjects or integrated courses) permitted within each domain according to the State Educational Standard, and provide guidance appropriate to the specific characteristics and pedagogical needs of each level.
- **Resource Requirements:** A list of necessary resources, including equipment and materials, to implement the frameworks effectively.
- **Equipment Lists for Subject-Specific Classrooms:** Detailed lists of equipment and resources required for classrooms dedicated to the educational domain, covering all levels of education (grades 1–12).

The consultant must ensure that the development process is collaborative and inclusive, involving stakeholders such as educators, policymakers, and domain-specific experts.

Additional Requirements for Priority Domains (Technological, Natural Sciences, Arts)

For the three priority domains (**technological, natural sciences, and arts**) the consultant must also develop the following additional components:

- **Roadmap for Pilot Implementation (2025–2026):**
 - Create a detailed plan for piloting the updated frameworks in these priority domains. Include timelines, objectives, and key milestones for the pilot phase, ensuring alignment with national educational priorities.
- **Teacher and Educational Manager Training Program:**
 - Design a comprehensive training program for teachers and educational managers involved in the pilot projects. The program should focus on effective implementation of the frameworks, competency-based education methodologies, and interdisciplinary approaches.

Component 2: Organization of the Final Event – Project Presentation

The consultant will organize and facilitate a final event to officially present the outcomes of the project, including the finalized conceptual frameworks for educational domains. The event will serve as a platform to engage key stakeholders, showcase the results, and highlight the next steps for implementation.

Event Format

- A one-day offline presentation in Kyiv, lasting up to 8 hours.
- Approximately 200 attendees, including representatives from all 10 domains, educators, policymakers, NGOs, and key stakeholders.

Logistical Support

The consultant will ensure seamless organization and logistics for the event, including:

- **Venue Rental and Decoration:** Oversee the selection of an appropriate event space in Kyiv, ensuring it can accommodate up to 200 participants and meets branding and decorative requirements as well as appropriate security measures as may be required.
- **Catering:** Provide catering services, including two coffee breaks and one lunch for attendees (up to 200 people).
- **Event Materials & Welcome Pack:** Prepare printed and digital materials such as agendas, presentation kits, and visual aids for participants. In addition, distribute a curated welcome pack (e.g., branded notebooks, pens, name badges) to each attendee.
- **Technical Support:** Ensure audio-visual equipment, microphones, simultaneous interpretation, and other technical resources are available and operational. Additionally, arrange for live online streaming of the event to enable remote participation for those unable to attend in person.
- **Interactive Stations:** Organize demonstration areas featuring innovative educational technologies (e.g., robotics, 3D printing, laser cutting) to provide attendees with engaging, hands-on experiences that reflect the practical applications of the updated frameworks.
- **Press Wall and Branding:** Set up a branded press wall for photo opportunities and event visibility.
- **Photography Services:** Hire a professional photographer to document the event and provide high-quality visuals for post-event use.
- **Participant Logistics:** Manage travel or accommodation arrangements for up to 40 participants, ensuring they can attend and fully participate in the event.

The final event aims to:

1. **Present Finalized Conceptual Frameworks:** Showcase the outcomes of the project and highlight the key changes in educational domains.
2. **Engage Stakeholders:** Provide an opportunity for teachers, experts, and other stakeholders to discuss the updates and understand their implementation plans.
3. **Build Awareness and Trust:** Reinforce confidence in the updates and their alignment with the goals of the "New Ukrainian School" reform.
4. **Facilitate Knowledge Sharing:** Encourage interdisciplinary collaboration to ensure coherence and integration across educational domains.

Component 3: Editing and Layout of the Conceptual Frameworks and supporting materials

This component focuses on ensuring the conceptual frameworks are polished, visually engaging, and effectively disseminated to key audiences. It also incorporates creative elements to make the frameworks more relatable and engaging for children, educators, and the broader community.

C3.1. Literary Editing

- Perform comprehensive editing of the finalized conceptual frameworks to ensure clarity, consistency, and accuracy in Ukrainian.

C3.2. Graphic Design and Layout of the Finalized Conceptual Frameworks

- Design and format the frameworks in accordance with visual guidelines provided by the MOES.
- Ensure the documents are visually engaging, accessible, and suitable for both print and digital dissemination.
- Provide the final frameworks in both electronic (PDF) and ready-to-print formats, alongside editable source files for future updates.

C3.3. Development of 10 Illustrated Characters Representing the Educational Domains

- Create 10 unique illustrated characters representing each educational domain so that each character embodies its domain's core essence (designed in flat-style illustration). The developed illustration packs should include 3 expressions and gestures for each character to add versatility.

Implementation Timeline and Requirements

- The assignment must be completed within the agreed-upon timeline, with all deliverables adhering to the policies and regulations outlined by Ukrainian legislation and the World Bank.
- The consultant is expected to ensure seamless coordination with the Ministry of Education and Science of Ukraine throughout the process, maintaining clear communication and regular updates.

Component 4: Development of a Digital Portal (Database) for Educational Domains

The goal of this component is to create a user-friendly digital environment (an online portal) that enables all stakeholders—teachers, methodologists, administrators, experts, and others—to quickly and effectively access structured information on educational domains, their competence potential, learning outcomes, and other key aspects.

The solution should consist of:

- One centralized database that stores and displays structured information (e.g., learning outcomes, competences, assessment criteria, types of activities), with functional filtering, search, and preset tools;
- A main home page that introduces the platform's purpose and enables navigation across content and domains;
- Ten domain-specific landing pages (one per educational domain), each containing a descriptive overview and hyperlinks to filtered data views from the central database.

The portal is not expected to be a technically complex or high-load IT system, but rather a custom-built web interface designed for clarity, accessibility, and ease of use.

The system should be developed using open architecture and interoperable standards to allow for potential integration with national education platforms in the future.

Core Portal Functionality

1. Filtering and Search System

- a. Educational domain: Allows the user to select one or multiple educational domains (e.g., language and literature, mathematics, natural sciences, etc.).
- b. Key Competence: Filters materials by one or several competences (e.g., digital competence, social competence, etc.).
- c. Educational Level: Divided into three levels: Grades 1–4, Grades 5–9, and Grades 10–12.
- d. Domain Competence Potential: Displays information about how each domain facilitates and develops competences at each educational level. It is proposed to have three columns (one for each level).
- e. Basic Knowledge: Key information/basic knowledge that students need to master. Also presented in three columns for different age groups.
- f. Transversal Skills: Allows users to search by complex skills that are integrated across various domains.
- g. Mandatory Learning Outcomes: Enables search, filtering, and display of mandatory outcomes in accordance with the State Standard for each level.
- h. General Outcomes: Uses a single name for outcomes across all cycles, with more detailed information below for each cycle (Grades 1–2, 3–4, 5–6, 7–9, 10–12).
- i. Specific Outcomes by Cycle: Presents detailed information on specific learning outcomes relevant to each cycle (Grades 1–2, 3–4, 5–6, 7–9, 10–12).
- j. Assessment Guidelines: Provides examples and assessment criteria for each cycle. For high school (Grades 10–12), there is a distinction between “basic” and “advanced” levels of study.
- k. Types of Activities: Examples of instructional or project-based activities that can be used to achieve the outcomes.

2. Preset Filters

- a. Ability to save custom sets of filters as presets (e.g., “Mathematics + Digital Competence + Grades 5–9”).
- b. Quickly switch or load a preset to immediately get a relevant data set.

3. Search Results Pages

- a. Displays a structured list of the retrieved materials or data fragments with flexible view options (e.g., cards with brief descriptions, tables, or expanded detailed information).

4. Administrative Panel

- a. Content Management: Add, edit, and delete records by domain, competence, outcome, etc.
- b. Role and Access Management (administrator, editor, viewer).

- c. Preset Creation and Editing: Manage portal users, create or edit existing filter presets.

5. Localization

- a. The portal is primarily developed in Ukrainian.

Data Structure and Display

1. Data Model:

- a. Domain: The main entity in the database, containing an identifier, name, and short description of the domain.
- b. Key Competence: Can be linked to multiple domains and has its own attributes (name, description).
- c. Educational Level: A logical division into Grades 1–4, 5–9, and 10–12; stored as a separate category with detailed descriptions.
- d. Domain Competence Potential: Distribution of key competences for each level (3 columns), describing how various competence components are developed.
- e. Basic Knowledge: Lists of knowledge elements that students should acquire at each level (3 columns).
- f. Transversal Skills: Their descriptions and links to other entities.
- g. Mandatory Learning Outcomes: A clearly defined set of outcomes for each level or cycle, tied to both the domain and competences.
- h. General Outcomes: A matrix or table with identical names for outcomes but with detailed parameters per cycle (Grades 1–2, 3–4, 5–6, 7–9, 10–12).
- i. Specific Outcomes: Detailed indicators or descriptors for each cycle.
- j. Assessment Guidelines: Text-based and/or tabular materials that include assessment criteria and scales. For high school, there is a separate block differentiating “basic” and “advanced” levels.
- k. Types of Activities: Catalogs of activities (laboratory, project-based, interactive) that can be linked to particular competences or outcomes.

2. Data Display

- a. Tabular Formats: A flexible interface for comparing data in multiple columns (e.g., Grades 1–4, 5–9, 10–12).
- b. Cross-References: Each element (e.g., a domain or mandatory outcome) includes hyperlinks to related information (e.g., competences or types of activities).
- c. Interactive Dashboards: For quick overviews of the most important aspects.

3. Linking to Landing Pages

- a. The portal should provide 10 separate landing pages, each with narrative information about one of the 10 educational domains (history, mission, key educational objectives, etc.).
- b. These landing pages should include hyperlinks to predefined search/filter presets, allowing users to move directly from an overview of a given domain to relevant data in the portal.

Implementation Timeline and Requirements

- The assignment must be completed within the agreed-upon timeline, with all deliverables adhering to the policies and regulations outlined by Ukrainian legislation and the World Bank.
- The consultant is expected to ensure seamless coordination with the Ministry of Education and Science of Ukraine throughout the process, maintaining clear communication and regular updates.
- A clear implementation sequence is expected to be followed, ensuring logical coordination across components. In particular:

The development of draft conceptual frameworks for all 10 educational domains must precede any editing or graphic design work (Component 3).

Literary editing and layout/design of the finalized frameworks (Component 3.1 and 3.2) must be completed before the final dissemination event (Component 2), to ensure high-quality materials are available for presentation.

The digital portal (Component 4) should be populated and finalized in parallel with or immediately after the completion of the designed frameworks.

The Consultant is expected to propose a detailed implementation timeline in their Inception Report, including key milestones and indicative delivery dates for each component and sub-component. This timeline should reflect the logical dependencies between tasks and ensure readiness of deliverables for public presentation.

Draft Implementation Timeline and Milestones

Milestone	Description	Indicative Deadline
M1. Expert Teams Formed	All 10 domain-specific expert teams selected and approved by MOES	Week 1
M2. Draft Conceptual Frameworks Completed	Initial drafts for all 10 domains submitted	Weeks 2-4
M3. Internal Review & Feedback Cycle	Feedback from NIO, MOES, and relevant stakeholders collected and integrated	Week 5
M4. Finalization of Framework Content	Final version of the content before editing and design	Week 6
M5. Literary Editing Completed (Component 3.1)	Edited versions of all frameworks ready for layout and design	Week 7
M6. Graphic Design & Layout Finalized (Component 3.2)	Print-ready and digital formats of all frameworks completed	Week 8
M7. Web Portal	Fully functional portal launched,	Weeks 7-9

Development Completed (Component 4)	populated with finalized content	
M8. Final Dissemination Event Organized and Delivered (Component 2)	Offline event in Kyiv with presentations, materials, and stakeholder participation	Week 10
M9. Final Deliverables Submitted	Full documentation, reports, editable files, and summary of activities submitted to the MOES	Week 11

IV. DELIVERABLES

The Consultant is required to deliver the following outputs, ensuring all deliverables meet the detailed requirements outlined in the Scope of Work:

1. Component 1: Developed Conceptual Frameworks for Educational Domains

- Comprehensive conceptual frameworks for all 10 educational domains, submitted as structured Word documents.
- Each framework must fully adhere to the detailed requirements specified in the Scope of Work, including elements such as context, objectives, educational progression, recommendations, and resources.
- For the priority domains (technological, natural sciences, and arts), the frameworks must also include:
 - A roadmap for pilot implementation during 2025–2026.
 - A teacher and educational manager training program tailored to these domains.

2. Component 2: Final Event Report

- A detailed report on the Final Event – Project Presentation, including:
 - Summary of presentations and discussions.
 - Key feedback and recommendations from stakeholders.
 - Attendance records, supporting materials, and event visuals (e.g., photographs).
- Documentation of logistical arrangements, such as catering, travel, and technical setup.

3. Component 3: Designed and Finalized Conceptual Frameworks and Supporting Materials

3.1. Edited Frameworks

- Perform comprehensive literary editing of the finalized conceptual frameworks to ensure clarity, consistency, and accuracy in Ukrainian.
- Submit the edited frameworks as structured Word documents, ready for design and further formatting.

3.2. Designed Frameworks

- Professionally design and format the conceptual frameworks in accordance with the visual guidelines provided by the Ministry of Education and Science of Ukraine.
- Ensure that the documents are visually engaging, accessible, and suitable for dissemination to educators, policymakers, and stakeholders.
- Maintain a consistent, professional appearance across all materials, incorporating design elements that enhance readability and comprehension.
- Deliver the finalized materials in the following formats:
 - PDF Documents: Print-ready versions for immediate use.
 - Editable Source Files: Allowing flexibility for updates or future adaptations.

3.3. Illustrated Characters Representing Educational Domains

- Development of **10 unique illustrated characters**, each representing an educational domain.
 - Characters must be created in flat-style illustrations and include 3 expressions and gestures for versatility.
 - Designed to resonate with children, educators, and the general public to simplify the understanding of each domain's value.
- Deliverables include high-resolution digital files suitable for:
 - Social media campaigns by MOES and experts.
 - Stories for engaging stakeholders and sparking interest in updates.
 - A poster exhibition in public spaces to promote the educational reforms.

4. Component 4: Fully Operational Web Portal and Ten (10) Landing Pages

- **Public-Facing Portal:** Intuitive, responsive interface for exploring educational domains, competences, and outcomes.
- **Robust Filtering & Search:** Multi-criteria filters (domain, competence, level) with custom presets for quick data retrieval.
- **Administrative Panel:** Secure role-based access (admin, editor, viewer), content management (add/edit/delete), and preset configuration.
- **Data Integration:** All relevant entities (domains, learning outcomes, evaluation guidelines) loaded and cross-referenced.
- **Ten Domain Landing Pages:** Concise overviews, direct links to filtered data, consistent branding aligned with MOES guidelines.

5. Monthly Progress Updates

- The Consultant must submit monthly electronic progress reports summarizing the status of each deliverable component.
- Reports must be prepared in Ukrainian and English and include:
 - Updates on activities completed during the reporting period.
 - Challenges encountered and proposed solutions.

- Plans for the upcoming month, including timelines and key milestones.
- Progress reports will serve as a monitoring tool to ensure timely and effective delivery of project components.

Submission Requirements

- All deliverables must be provided in Ukrainian.
- All reports must be provided in Ukrainian and English.
- Deliverables will be submitted in digital formats (e.g., Word, Excel, PDF) and, where applicable, in print-ready formats.
- Ownership of all deliverables will be transferred to the Ministry of Education and Science of Ukraine upon project completion.

This deliverable structure ensures that all outputs are comprehensive, visually engaging, and effectively disseminated to the intended audiences, supporting the success of the project.

V. REQUIREMENTS

5.1. Consultant

The following minimum requirements (fail/pass) shall be applied to determine the Consultant's qualification:

General requirements

- Must be a legal entity registered in accordance with the legislation of their country of incorporation.
- Must have been in operation for at least two (2) years.
- May apply as a single legal entity or a consortium/joint venture of affiliated companies.
- **Financial stability requirement**
 - A total turnover of at least USD 150,000 over the last two (2) years.
 - Availability of supporting documents (ownership structure, financial statements, audit reports, etc.) confirming compliance.

Specific experience

- At least two (2) years of confirmed experience implementing large-scale multi-stakeholder educational projects with demonstrable results and impact.
- Experience in the development of conceptual frameworks, strategies, or models in the education sector or other domains relevant to the subject matter of the procurement will be considered an advantage.
- Documented experience executing educational projects for international organizations (e.g., World Bank, UNICEF, or equivalent) .

Team Composition and Expertise

- **Project Management Capability:**
 - The Consultant must have project management teams with the requisite expertise in planning, coordination, and delivery of complex educational initiatives.
 - Key personnel should have direct experience managing similar projects and demonstrate strong organizational, managerial, and communication skills.
- **Expert Team:**
 - The proposed team should include domain-specific experts with proven experience in education, strategic planning, and concept development.
 - Qualifications should be evidenced by resumes, diplomas, certificates, or other relevant documentation.

5.2. Staff

The Consultant shall provide suitably qualified professionals in terms of expertise and time allocation to complete the activities required under the scope of work and to achieve the project objectives within the specified time, cost, and quality parameters.

The Consultant's team shall include Key Experts who possess relevant expertise and experience to design and implement the conceptual frameworks. Additionally, adequate administrative staff, such as secretaries and translators, shall support the team throughout the Assignment.

The Consultant is expected to propose the number and type of personnel necessary for the effective and high-quality execution of the services. The costs for all proposed personnel shall be included in the financial proposal. The Consultant shall also ensure that all proposed staff members are available during the times specified in the Assignment.

The minimum expected staff inputs for the Assignment are summarized below:

Category	Expert	Predicted Monthly Hours	Min. Experts per Domain	Max. Experts per Domain
Key Experts \ (per each educational domain)	A2-KE1. Education Domain Leader	80	1	1
	A2-KE2. Practical Implementation Expert	160	6	10
	A2-KE3. Visionary Expert	10	4	10
Total Key Experts			11	21
Supporting Staff (per project)	A2-SS1. Administrative Coordinator	80	1	1
	A2-SS2. Graphic Designer	10	1	2

	A2-SS3. Literary Editor	10	1	2
Total Supporting Staff			3	5
Grand Total (per project)			113	215

5.2.1. Qualifications of Key Experts

A2-KE1. Education Domain Leader – Focuses on defining the strategic vision and ensuring that the conceptual frameworks for relevant educational domains align with national standards, the New Ukrainian School (NUS) reform, and the Ministry of Education and Science of Ukraine (MoES) priorities. Engages with stakeholders and advises on long-term implementation scenarios.

Qualifications and Skills:

Master's degree in education management, pedagogy, or a related field.

At least 2 years of experience in steering or managing education projects at the national or international level.

Demonstrated familiarity with competency-based approaches and government/donor-funded educational programs.

Excellent communication and leadership skills, with proven experience guiding diverse expert teams.

A2-KE2. Practical Implementation Expert – Focuses on designing and coordinating the practical application of the conceptual frameworks in classroom settings. Develops model programs, teaching guides, and assessment methods, ensuring they meet competency-based standards. Collaborates with educator-practitioners to refine and pilot these solutions.

Qualifications and Skills:

University degree in pedagogy, curriculum design, or a relevant domain.

At least 3 years of hands-on experience in teaching, curriculum development, textbook creation, or teacher training.

Solid track record of applying modern teaching methodologies, including competency-based instruction.

Strong project coordination skills and experience with piloting or evaluating new educational approaches.

A2-KE3. Visionary Expert – Focuses on researching and incorporating global best practices and emerging trends (e.g., PISA, Education 4.0, Education 5.0) to enhance the conceptual frameworks. Identifies and adapts innovative educational strategies to the Ukrainian context in consultation with the other key experts.

Qualifications and Skills:

Master's degree in education, social sciences, or a related field.

At least 3 years of experience in educational research, reform, or innovation.

Proven ability to synthesize diverse data sources into actionable recommendations.

Familiarity with international competence frameworks and a strong understanding of how to localize global education trends.

5.2.2. Minimum qualifications of Supporting Staff

A2-SS1. Administrative Coordinator – Facilitates communication, scheduling, and logistical arrangements for the project team. This role is crucial for ensuring smooth coordination and documentation of project activities.

Qualifications and Skills:

- Bachelor's degree in business administration or related fields.
- At least 3 years of experience in administrative coordination.
- Excellent organizational and multitasking abilities.
- Proficiency in standard office software (Word, Excel, etc.).
- Fluency in English and Ukrainian is required

A2-SS2. Graphic Designer – Focuses on creating coherent, visually appealing designs for all deliverables (e.g., frameworks, training materials), ensuring consistency and clarity across print and digital media.

Qualifications and Skills:

- Formal education or specialized training in graphic design.
- Experience using professional design software (e.g., Adobe InDesign, Illustrator, Photoshop).
- Strong portfolio demonstrating visual design skills in multi-page publications or reports.

A2-SS3. Literary Editor – Focuses on language accuracy, style consistency, and clarity in all project documents (in Ukrainian, and in English if needed). Ensures standardized terminology use and adherence to editorial guidelines.

Qualifications and Skills:

- Higher education in philology, journalism, publishing, or a related field.
- At least 3 years of editorial or proofreading experience, ideally in academic or official documents.
- Excellent command of Ukrainian; English language editing skills are an advantage.

CVs for Supporting Staff are not examined prior to the signature of the Contract and should not be included in technical proposals.

The mobilization of Administrative Coordinator shall be transparent and shall be based on the above pre-defined criteria, including professional qualifications, language skills and work experience and shall be subject to approval by MOES.

The MOES agreement to a proposed expert shall be obtained prior to mobilization based on a curriculum vitae supplied by the Consultant. Key experts must confirm their qualifications by providing detailed CVs, highlighting their experience, skills, and relevance to the scope of the project. The CVs should include specific examples of prior work, as well as professional references to validate the information provided.

The Consultant should identify all technical and support staff that will be needed for the timely implementation of Assignment. In this respect, the Consultant is expected to specify number and availability of all technical and support staff to demonstrate that objectives can be met. It is therefore a requirement to provide names of technical and support staff, although CVs will not be required.

The Consultant shall select and hire other experts as required according to the profiles identified in their Methodology and these Terms of Reference.

It is permissible for the Consultant to outsource the organization of events (e.g., workshops, training sessions, stakeholder meetings) to a specialized service consultant. The selection, engagement, and management of any such external consultant will be at the Consultant's discretion, subject to the prior approval of the Ministry of Education and Science of Ukraine. All arrangements must align with the specified project scope, budget, and quality requirements.

5.3. Implementation arrangement

The Consultant

The Consultant shall be responsible for support in all aspects and costs of its team during the Services. The Consultant shall be responsible for engaging and payment of local personnel, including competent bilingual (Ukrainian-English) secretarial assistance to cover administrative/translation support. The Consultant shall also make their own allowance for additional technical, administrative, and other support staff.

The MOES may provide an office facility.

The Consultant should provide for their own all the logistics, renting, consumables, computers, laptops, and equipment required for providing services smoothly and shall make the provision in their financial proposal accordingly. The provision should be made as rentals only, including maintenance, and no provision for the purchase of any items towards logistics should be made in the Financial Proposals.

The Consultant will report on all aspects of the contract to the authorized person of the Client.

For the implementation, the Consultant should take into consideration the COVID-19 and war crisis-related restrictions and the volatile security situation in Ukraine. Depending on the nature of the restrictions at the starting date of the Contract, the Consultant might need to start with remote and desktop work before having the possibility to conduct fieldwork and/or prefer to mobilize local consultants for the first steps of the Contract. The Consultant is advised to explore all arrangements for engaging local personnel and benefiting from their knowledge and expertise.

The Client

The Client shall be responsible for the implementation of the overall Project and the Consultant's Assignment shall be managed and monitored by the Client's Implementation group.

All communication between the Client and the Consultant shall be in writing in English and/or Ukrainian. Regarding payments to the Consultant, modifications of the Consultant's contract, issuance of the Consultant's requests for the Client's preliminary approval, and other similar cases and activities, for which the Client believes to be mandatory for such a way of correspondence, the correspondence shall be maintained by printed documents, in a sufficient number of copies, submitted to the Client. For all other cases, correspondence through electronic mail is acceptable with previous agreements on a list of recipients from both sides.

The Client shall make available all existing data, documents, reports, and studies in reference to Assignment and necessary for the successful implementation of the Services. The Consultant shall be fully responsible for verification, interpretation, and use of such material and data. The Consultant must not disclose received data/documents to any third party not included in the Assignment implementation.

Most of the available information is in Ukrainian language. The Consultant will arrange for the translation, as necessary, at their own expense.

All the products, deliverables, reports, training materials, etc., that are produced under Assignment are the property of the MOES.

Equipment

No equipment is to be purchased on behalf of the Client as part of this service contract or transferred to the Client at the end of this contract. Any equipment related to this contract which is to be acquired by the Client must be purchased by means of a separate supply tender procedure.