

TERMS OF REFERENCE

Consulting services for the

Development and implementation of a nationwide communication initiative aimed at increasing student engagement and societal recognition of STEM programs in higher education institutions

Contract No. MOES-C1-COM-07

World Bank Project ID No.: P171050, Loan Number: 9238-UA

List of acronyms and abbreviations

ASC: Administrative Service Centre
CERC: Contingent Emergency Response Component
CMS: Content Management System
COVID-19: Coronavirus Disease 2019
CTR: Click-Through Rate
GA4: Google Analytics 4
GRM: Grievance Redress Mechanism
HEI: Higher Education Institution
IP: Intellectual Property
KPI: Key Performance Indicator
KV: Key Visual
M&E: Monitoring and Evaluation
MEL: Monitoring, Evaluation and Learning
MoES: Ministry of Education and Science of Ukraine
OOH: Out-of-Home (advertising)
PBC: Performance-Based Condition
PDF: Portable Document Format
POSM: Point-of-Sale Materials
PR: Public Relations
Q&A: Question and Answer
SM: Social Media
STEM: Science, Technology, Engineering and Mathematics
TV: Television
VET/PPHE: Vocational Education and Training / Professional Pre-higher Education
UIHERP: Ukraine: Improving Higher Education for Results Project
US\$: United States Dollar
Word: Microsoft Word Document Format

Development and implementation of National Communication initiative

aimed at increasing student engagement and societal recognition of STEM programs in higher education institutions.

I. BACKGROUND

Ukraine and the International Bank for Reconstruction and Development (the World Bank) have signed Loan Agreement No. 9238-UA of US\$200 million for the Project " Ukraine Improving Higher Education for Results Project " (hereinafter referred to as the Project). The Project is implemented in Ukraine by the Ministry of Education and Science of Ukraine (MoES) with the support of the World Bank Group. The Project implementation period is 2021-2026.

The Project Development Objective (PDO) is to improve efficiency, conditions for quality, and transparency in the higher education system of Ukraine.

The Project includes six Parts:

- Part 1: Sector-Wide Improvements to Governance, Financing, Quality, and Transparency;
- Part 2: Alliances/Partnerships for Improved Efficiency and Quality;
- Part 3: Capacity Building and Education Environment Enhancement;
- Part 4: Project Management, Monitoring & Evaluation
- Part 5: Support to Academic Scholarships under MoES and Social Scholarships under MoES for Higher Education Students
- Part 6: Contingent Emergency Response (CERC)

The Project supports two categories of expenditures: (i) traditional investments in goods, works, and services, for which disbursements are made against eligible expenditures, and (ii) defined performance-based conditions (PBCs), for which disbursements are also made against eligible expenditures conditional on the achievement of the PBCs as defined in the Loan Agreement and Project Operational Manual.

In the modern context, STEM (Science, Technology, Engineering, and Mathematics) education is increasingly seen as an integrated, interdisciplinary approach that equips learners with critical thinking, problem-solving, and innovation skills essential for tackling complex global challenges and promoting sustainable development. Technological advances are vital to Ukraine's recovery and long-term competitiveness, driving innovation in AI, digital infrastructure, renewable energy, advanced manufacturing, biotechnology, and data-driven

governance. However, recent enrolment patterns confirm that interest in STEM fields remains low and uneven, with many students still opting for more familiar or traditionally “safe” study choices. This trend is particularly visible among girls and young women, who often face persistent stereotypes, lack of visible role models and limited encouragement to consider STEM as a realistic option. As a result, they continue to be significantly underrepresented in most priority STEM disciplines, despite the growing demand for diverse talent in these areas.

Addressing this requires coordinated efforts to inspire and support the next generation of STEM professionals through enhanced education programs, capacity building, industry partnerships, and national policies prioritizing technological progress and workforce development. Equally important tool is the integration of scientific research and innovation into higher education. Bridging academic learning with applied research and entrepreneurial ecosystems ensures that students are not only equipped with theoretical knowledge but also immersed in real-world problem solving and innovation processes. Strengthening STEM education is crucial for Ukraine’s economic rebuilding.

STEM fields in Ukraine receive substantial state support through various measures, such as the allocation of state-funded places in universities and higher government grants for self-funded students. However, these fields remain less popular among students compared to majors such as business, management, and social sciences. Several factors contribute to this lower popularity. Many students and parents are not fully aware of how STEM skills translate into concrete, in-demand jobs in the Ukrainian and global labour markets, or how critical they are for the country’s future economy, recovery and competitiveness. STEM is still often perceived as “too difficult”, abstract or relevant only for exceptionally gifted students, while non-STEM majors are seen as safer and more familiar choices. Career guidance in schools and VET/PPHE institutions frequently focuses on traditional professions, and information about new STEM-related roles in digital, green, security and high-tech sectors remains fragmented and inaccessible. Long-standing stereotypes about who “belongs” in STEM – including gendered expectations – further discourage a broad range of young people from considering these pathways. As a result, even though STEM specialities are central to Ukraine’s technological sovereignty and long-term growth, they are not yet perceived by many prospective students as attractive, attainable options for their own future.

The Ministry of Education and Science, together with the World Bank and other partners, is working to increase STEM capacity in schools, VETs/PPHEs, and higher education institutions. Yet, a targeted communication campaign is urgently needed to raise awareness about STEM’s broad importance, emphasizing the empowerment and inclusion of girls and young women in STEM, while addressing both male and female students, to foster a diverse and innovative future workforce.

The campaign is expected to build on and, where feasible, formalise partnerships with educational agencies, universities (especially STEM departments) and NGOs to showcase real-life role models and successful STEM pathways.

According to the statistics on the allocation of state funding and state-funded study places for applicants, at the bachelor's level at the bachelor's level, five out of the ten majors with the largest number of state-funded offers were STEM fields. At the master's level, six of the top ten were STEM. However, when looking at the ten most popular majors by actual enrollment, STEM fields are underrepresented. For instance, at the bachelor's level, the most popular majors were Business and Law (37,170 enrolled students) and Social Sciences (23,628), while only one STEM major - Engineering and Production - enrolled more than 20,000 students (20,211). A similar pattern is observed at the master's level, where only two STEM majors rank among the ten most popular: Computer Science (2,653) and Building and Civil Engineering (2,142). Combined, these two majors enrolled nearly three times fewer students than the most popular major - Psychology (12,042).

This communication campaign aligns closely with Ukraine's national WinWin innovation Strategy, which emphasizes fostering inclusive innovation ecosystems and leveraging STEM education to drive sustainable economic growth, making the campaign a critical component in realizing the strategy's goals.

Part of the proceeds from Part 1 of UIHERP supports communication efforts for higher education reform, including financing surveys, developing communication strategies, and implementing campaigns and outreach to enhance transparency and build engagement and consensus within Ukraine's higher education community.

Now, MoES is looking for an experienced and qualified consultant (Consultant) to create a national communication campaign aimed to increase interest in STEM specialties.

This activity focuses on planning and implementation a nationwide, multi-channel communication campaign to increase applications to STEM in 2026 vs 2025 and to increase the share of girls among STEM applicants during admissions campaign.

More detailed information is given at the link <https://projects.worldbank.org/en/projects-operations/project-detail/P171050>.

II. OBJECTIVE

Overall goal

Increase national interest and uptake of STEM specialties by positioning STEM as a high-value, accessible, and inclusive pathway for Ukraine's recovery, innovation, and long-term competitiveness. The primary target audiences for this campaign are secondary-school students and VET/PPHE students, with parents, teachers and the wider general public as key influencing audiences.

The campaign will prioritise communication with secondary-school students (in general secondary education institutions) and learners in VET/PPHE institutions, while also addressing

parents, teachers, school counsellors and other influencers who shape young people's education choices.

The campaign also will give particular attention to increasing interest in STEM among girls and young women, while ensuring that all messages are inclusive and address both genders. Teachers and school counsellors will be treated as a distinct influencing audience, with tailored messages and tools to help them guide students towards STEM pathways.

Specific Objectives (Phase I: Q1–Q4 2026)

1. **Establish a robust baseline of public awareness and attitudes towards STEM in Ukraine**
 - Within the first two (2) months from the Contract start date, commission and complete a **nationally representative baseline survey** (general population, with separate cuts for young people and parents, boys/men and girls/women) to assess awareness, understanding and perceptions of STEM education and careers.
 - Based on this baseline, identify **at least five core attitude and awareness indicators** (e.g. prompted awareness of STEM, ability to decode the acronym, perceived demand for STEM professions, perceived future of STEM in Ukraine, willingness to recommend STEM to children) to be tracked throughout the campaign.
2. **Increase basic awareness and understanding of what STEM is and why it matters for Ukraine's future**
 - By **November 2026**, achieve at least a **15% point increase among boys/men and 20% points increase among girls/women** (baseline vs endline survey) in the share of respondents who can:
 - correctly **expand the STEM acronym**, and
 - name **at least two STEM-related professions or fields of study**.
 - Achieve a **15% relative increase** (baseline vs endline) in respondents who agree with statements such as:
 - “I understand what STEM specialities are and what people in these fields do.”
 - “STEM skills are important for Ukraine's economic development and security.”
3. **Strengthen positive perceptions of the relevance, demand and future of STEM careers in Ukraine**
 - By **November 2026**, achieve a **15% relative increase** (baseline vs endline) in the share of respondents who agree with statements such as:
 - “STEM specialities are in high demand on the labour market in Ukraine.”
 - “STEM professions have good long-term prospects in Ukraine.”

- “I would recommend a STEM speciality to my child, relative or a young person I advise.”
- Reduce by **at least 10 percentage points** the share of respondents who agree with negative perceptions such as “STEM is only for very gifted people” or “STEM is not relevant for ordinary Ukrainians” (exact formulations to be finalized at baseline design stage).

4. Drive active interest and information-seeking behaviour related to STEM education options

- By **Q4 2026**, achieve a **15% relative increase** (baseline vs endline) in the share of respondents who report that they have in the last 6 months:
 - searched for information about STEM specialities or programmes in Ukraine;
 - discussed STEM education or careers with their children, relatives or peers.
- Secure at least **20 million completed views** of all STEM campaign content in online media (total across all channels including SM) and **20% engagement rate** (clicks, saves, shares, comments) across digital channels.
- Ensure at least **20 million contacts** with outdoor advertising of STEM campaign content (across all channels, including billboards, citylights, state and municipal points of contact with citizens, cultural and entertainment environments, etc.)
- Ensure at least **2 million views** of social advertising on TV (including channels broadcasting the “national marathon” “Yedyni Novyny” and others that are not restricted in digital broadcasting during wartime).

5. Measure change in key indicators between baseline and endline and generate evidence for Phase II

- By **1 December 2026**, conduct a **follow-up nationally representative survey** mirroring the baseline methodology and questionnaire structure.
- Demonstrate a **15% relative improvement** across the **five core indicators** defined at baseline (e.g. understanding of STEM, perceived demand, perceived future, willingness to recommend STEM, perceived relevance for Ukraine’s development).
- Produce a **final analytical report** summarising changes in knowledge, attitudes and behaviours, with recommendations for Phase II focused on conversion to applications and enrolment during admission campaign 2027.

Cross cutting topics - gender and inclusion, regional equity

KPI Framework Implementation

Output – Campaign Delivery and Reach

These indicators measure the direct results of campaign execution and media presence during Phase I (2026 awareness campaign).

- Media reach and frequency across key channels (out-of-home advertising, television and cinema spots, digital and social media, radio), as reported by media partners and platforms.
- Confirmed media placements and visibility in priority locations (major cities, transport hubs, educational institutions, youth and community venues) in line with the agreed media plan.
- Video performance metrics, including: number of views, view-through rate (VTR), average watch time and quantity of completed view for core STEM campaign assets.
- As an option: number and type of offline and online activations (e.g. webinars, school/university events, Q&A sessions with STEM professionals etc) implemented, and total participants reached.

Outtake – Audience Perceptions and Attitudes

These indicators track changes in awareness, understanding and short-term behavioural intentions among the general public and key sub-groups (young people, parents, educators), based on baseline and endline research. The campaign will specifically measure changes in teachers' and school counsellors' awareness of STEM opportunities and their confidence in recommending STEM pathways to students.

- Increased prompted and unprompted awareness of STEM and STEM specialities (share of respondents who recognise the term and/or correctly expand the acronym).
- Increased share of respondents who can correctly explain what STEM stands for and name at least two STEM-related professions or fields of study.
Improved understanding of:
 - the role of STEM in Ukraine's economic development, security and recovery,
 - typical STEM career paths and areas of application,
 - opportunities for STEM learning (programmes, preparatory/zero-level courses, extracurricular activities).
- Strengthened positive attitudes towards STEM, including higher agreement with statements such as "STEM specialities are important for Ukraine's future" and "STEM professions have good long-term prospects in Ukraine".
- Reduced prevalence of key negative perceptions identified at baseline (e.g. "STEM is only for very gifted people", "STEM is not relevant for ordinary Ukrainians"), with separate tracking for girls and underrepresented groups where feasible.
- Increased reported intention to learn more about STEM and to recommend STEM education to children, relatives or students (self-reported short-term intention in surveys).
- Increased share of teachers and school counsellors who report that they feel well-informed about STEM study options and are confident to recommend STEM pathways to their students.

All relevant perception and intention indicators will be disaggregated by gender, with dedicated analysis for girls and other underrepresented groups in STEM.

Outcome – Measurable Impact (Phase I)

These are the measurable changes and evidence generated by Phase I that are aligned with the overarching goals of building demand and preparing for the next phase of STEM promotion.

- Demonstrated improvement (typically 15–30% relative increase vs baseline) across the set of core indicators defined in the baseline study, including:
 - understanding of STEM and related professions,
 - perceived relevance and demand of STEM specialities in Ukraine,
 - willingness to recommend STEM pathways to young people,
 - self-reported information-seeking behaviour related to STEM education.
- Increased share of respondents who report that, over the last 6–12 months, they have searched for information about STEM programmes in Ukraine or discussed STEM education and careers with children, relatives or students.
- Clear evidence (from survey data and digital analytics) that the campaign has reached and engaged girls and other underrepresented groups in STEM at scale.
- A documented monitoring, evaluation and learning (MEL) framework for STEM communications, including baseline and endline survey reports, analytical summary of changes in awareness and attitudes, and concrete recommendations for a subsequent phase focused on conversion into applications and enrolment. Particular attention will be paid to identifying which approaches are most effective in shifting perceptions and intentions among girls and young women.

III. SCOPE OF SERVICES

Inception phase

Description

During the Inception phase, the Consultant shall prepare an Inception Report that sets the strategic, research and implementation framework for the campaign, fully aligned with the Specific Objectives and the Output / Outtake / Outcome indicators for Phase I (2026).

The Inception Report shall include, at minimum, the following Sections:

1. Research Plan

- Overall research approach and methodology, including design of the nationally representative baseline survey (Q1 2026) and its link to the endline survey (Q4 2026).
- Target groups and sampling strategy with dedicated sub-samples such as young people, parents, teachers and school counsellors, educators.
- Main thematic blocks for baseline and endline questionnaires (awareness and understanding of STEM, acronym recognition, perceived demand and future, willingness to recommend STEM, information-seeking behaviour, attitudes of girls and underrepresented groups).
- Tools, channels and timelines for quantitative and, where relevant, qualitative research (interviews, focus groups) and data analysis.

- Clear mapping of how questions and indicators feed into the agreed Output / Outtake / Outcome framework and MEL system.

2. Workplan

- Detailed implementation schedule (e.g. Gantt) covering research, strategy, creative development, media planning, production, implementation, monitoring and reporting.
- Milestones and decision points (approval of Inception Report, creative concept and KV, scripts and assets, baseline and endline surveys, interim and final reports).
- Roles and responsibilities within the Consultant's team and coordination arrangements with the Client.
- Key risks and mitigation measures for timely and quality delivery.

3. Quality Assurance (QA) Plan

- QA procedures for research instruments, data collection and analysis (validation, back-checks, documentation of methods).
- QA processes for creative work and production (internal reviews, approvals, brand/legal/compliance checks, accessibility where applicable).
- Standards and KPIs for media planning and buying (reach, frequency, VTR, brand safety).
- Reporting and escalation procedures, including handling of delays and quality issues, and approach to data protection and research ethics.

4. Draft Key Visual (KV)

- Preliminary creative concept for the campaign visual identity, consistent with the positioning of STEM in Ukraine.
- Initial proposals for core visual elements (logo/sign, colours, typography, illustrative style) and examples of application across key formats (OOH, digital, social, video).
- Short rationale explaining how the KV supports the desired Outtakes and avoids reinforcing negative stereotypes about STEM.

5. Draft Scripts

- Initial scripts or script outlines for core audio-visual assets (e.g. hero video, short cut-downs, thematic videos, content for parents and girls/underrepresented groups).
- Proposed key messages and calls-to-action linked to the desired Outtakes (better understanding of STEM, higher perceived relevance, intention to seek

information) and to digital user journeys (e.g. click-through to landing pages, downloads).

- Indications on adaptations for different channels and formats (TV/cinema, online video, social media, radio/audio, etc.).

6. Monitoring, Evaluation and Learning (MEL) Framework – Outline

- Draft indicator matrix linking Specific Objectives to indicators, data sources (research, analytics, media reports), frequency and responsibilities.
- Proposed formats for regular KPI reporting (e.g. quarterly dashboards, short insight notes).
- Short description of how baseline and early performance data will inform optimisation and recommendations for a potential next phase.

Deliverable:

D0. Inception Report, including all sections listed above, submitted and approved by the Client at the end of the Inception phase.

D1. Research and Strategy

D1 – Strategy package

- **D.1.1 Insights Report**

Concise synthesis of findings from all research activities (qualitative research and, where applicable, baseline survey and desk review), highlighting key barriers, motivations and perceptions related to STEM, and implications for campaign positioning and messaging, including specific insights on the role of teachers and school counsellors in shaping students' attitudes and choices towards STEM.

- **D.1.2 Communication Strategy**

Overall campaign strategy, including: strategic approach, alignment with Specific Objectives and Output / Outtake / Outcome indicators, target audiences and segmentation, with a clear definition of primary audiences (secondary-school students and VET/PPHE students) and influencing audiences (parents, teachers, school counsellors, employers), desired behaviour and perception changes, and high-level campaign logic (roles of channels and key phases). The strategy shall also outline potential partnerships with education institutions (e.g. universities, schools, VETs/PPHEs), student organisations and NGOs to amplify campaign reach and provide authentic role model stories, particularly for girls and underrepresented groups.

- **D.1.3 Message House**

Core messaging framework that defines the main narrative about STEM and supporting proof-points, with tailored key messages and call-to-actions for priority

audience segments (e.g. general public, young people, parents, girls and underrepresented groups).

- **D.1.4 Content and Channel Plan (Content Matrix)**

Plan outlining priority content types and formats, recommended channels and their roles, indicative content themes, and a high-level publishing timeline, linked to the desired Outtakes (awareness, understanding, positive attitudes, intention to seek information). The plan should also indicate how content produced in collaboration with education institutions, student communities and NGOs will be integrated into the campaign (e.g. guest lectures, campus events, joint social media content).

- **D.1.5 Media Approach and Draft Media Plan**

Strategic media approach with indicative allocation of budget across key channels (e.g. TV, digital, social, OOH, cinema, radio), preliminary reach and frequency targets, core KPIs (e.g. impressions, VTR, CTR, engagement), and principles for optimisation. The level of detail shall be sufficient to validate feasibility and alignment with the strategy, while allowing for later optimisation at the buying stage.

- **D.1.6 Refined Key Visuals and Scripts**

Updated versions of the campaign Key Visual(s) and core scripts / script outlines for priority audio-visual assets, revised on the basis of research findings and the approved Communication Strategy, and ready to be taken into production planning.

Acceptance arrangements

- All components submitted in the agreed format and language.
- Feedback from MoES / Client reviewed and incorporated.
- Written confirmation of MoES / Client approval of the D1 Strategy package received.

D2. Production

D2.1 – Creative Production

Description

The Consultant shall develop all creative assets required for the implementation of the campaign, based on the approved Communication Strategy, Key Visual(s) and Message House. The exact mix of formats (video, static, digital, print, audio, etc.) and volumes shall be proposed by the Consultant and agreed with the Client to best achieve the Specific Objectives and Output / Outtake / Outcome indicators.

Deliverables (D2.1)

- **D.2.1.1** Set of finalized creative materials for all agreed formats and channels, ready for production and/or publication.
- **D.2.1.2** Adaptations of key visuals and core concepts for priority media and placements (e.g. broadcast/online video, vertical formats, OOH, social media, school/parent-facing materials).
- **D.2.1.3** Print-ready / media-ready files and technical specifications prepared for vendors and platforms.

Acceptance arrangements

- Assets approved by the Client and compliant with agreed strategy, brand and accessibility requirements.
- Files delivered in required production formats and quality.

D2.2 – Media Booking & Placement

Description

The Consultant shall plan, book and coordinate media placements across agreed channels (e.g. TV, cinema, digital, OOH, audio, PR/influencers), ensuring efficient use of budget and alignment with campaign objectives and target audiences.

Deliverables (D2.2)

- **D.2.2.1** Confirmed media bookings and placement plan with selected providers, including main timings and formats.
- **D.2.2.2** Confirmed quantities, locations and basic logistics for physical and OOH materials, where applicable.
- **D.2.2.3** Basic placement tracking arrangements (e.g. reporting formats, responsibilities, contacts) for subsequent monitoring.

Acceptance arrangements

- Media bookings confirmed in writing by vendors.
- Placement plan aligned with the approved strategy and campaign schedule.

D3. Campaign Roll-out and Media Implementation

D3.1 – Production Masters

Description

The Consultant shall finalize and package all production masters for deployment across media and distribution channels.

Deliverables (D3.1)

- **D.3.1.1** Final masters of all video, audio, static and digital assets (full-length and cut-downs, where applicable) prepared for placement.
- **D.3.1.2** Final versions of OOH / print and POSM materials, where applicable.
- **D.3.1.3** Editable source files for all key assets provided to the Client.

Acceptance arrangements

- All masters delivered in high-resolution, media-ready formats with clear naming and structure.
- Assets reviewed and approved by the Client.

D3.2 – Monitoring & Evaluation (M&E), GRM

Description

The Consultant shall support ongoing monitoring of campaign delivery and performance, and maintain a basic mechanism for handling public feedback and complaints (GRM), in line with the MEL Framework.

Deliverables (D3.2)

- **D.3.2.1** Periodic (e.g. monthly or as agreed) brief M&E reports summarising main activities, placements and key performance metrics.

- **D.3.2.2** Documentary evidence of media placements (e.g. photos, screenshots, basic logs).
- **D.3.2.3** Simple GRM log capturing public feedback / complaints and responses.

Acceptance arrangements

- Reports submitted in agreed format and timing.
- Media placements verifiably documented.
- GRM mechanism functional and accessible to the Client.

D4. Final Report and IP Transfer

D4.1 – Final Campaign Report

Description

The Consultant shall prepare a final report summarising the planning, implementation and performance of the campaign, with a clear link to the agreed Specific Objectives and the Output / Outtake / Outcome indicators for Phase I, and with concrete recommendations for a subsequent Phase II focused on conversion into applications and enrolment in STEM programmes (admissions 2027).

Deliverables (D4.1)

- **D.4.1.1** Final narrative and analytical report, including:
 - short overview of objectives, timeline and approach;
 - summary of key activities across research, strategy, production, media and M&E;
 - analysis of campaign performance against the KPI framework (Output / Outtake / Outcome), using available research and analytics data;
 - main lessons learned and practical recommendations for optimising strategy, creative, media and MEL in future communication efforts.
- **D.4.1.2** Dedicated recommendations section for **Phase II (conversion-focused)**, including:
 - priority target groups and segments for driving applications to STEM programmes in the 2027 admissions cycle;
 - suggested strategic focus, key messages and value propositions for conversion;
 - indicative channel and media priorities for Phase II;
 - recommended KPIs and data needs to track impact on applications and enrolment.
- **D.4.1.3** Annexes with key quantitative and qualitative evidence (e.g. summary tables of media and engagement metrics, extracts from dashboards, examples of placements, selected visuals).

Acceptance arrangements

- Report submitted in editable and PDF formats in the agreed template.
- Report reviewed and approved by the Client.

D4.2 – Transfer of Intellectual Property (IP)

Description

The Consultant shall ensure full transfer to the Client of all intellectual property and materials developed under the assignment, in line with the contract.

Deliverables (D4.2)

- **D.4.2.1** Complete package of editable / source files and final exported versions for all key campaign assets (creative, production and design files).
- **D.4.2.2** Access credentials and administration rights for relevant digital tools and platforms used for the campaign (e.g. analytics, dashboards, landing page CMS), as applicable.
- **D.4.2.3** Brief asset inventory listing main files, formats and locations.

Acceptance arrangements

- All materials delivered via secure agreed channels in an organised folder structure.
- Written confirmation of IP transfer and receipt of assets provided to and accepted by the Client.

IV. SCHEDULE OF DELIVERABLES

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

Draft Implementation Timeline and Milestones

Deliverable	Description	Indicative Deadline	Contract price share
D0. Inception	D 0. Inception package	1 Apr – 14 Apr 2026	10%
D1. Research and Strategy	D 1. Strategy package	15 Apr – 30 May 2026	20%
D2. Production	D2.1 – Creative Production D2.2 – Media Booking & Placement	1 May – 30 Jun 2026	10%
D3. Campaign Roll-out and Media Implementation	D3.1 – Production Masters D3.2 – Monitoring & Evaluation (M&E), GRM	1 Jul – 31 Dec 2026	50%
D4. Final report and IP transfer	D4.1 – Final Campaign Report D4.2 – Transfer of Intellectual Property (IP)	1 Dec – 31 Dec 2026	10%

Deliverables 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 IP transfer stage.

V. REQUIREMENTS

5.1. Qualification requirements to Consultant

The Consultant will be a legal entity or a consortium of legal entities, possessing proven experience in performing similar assignments with the following qualifications and experience:

A. General requirements

- The Consultant must be a reputable consulting firm/ group of consultants with demonstrable knowledge and at least 7 years of experience in communication and/or public awareness services.

B. Financial stability requirement

- A total annual turnover of at least \geq USD 300,000 over last 3 fiscal years.
- Availability of supporting documents (ownership structure, financial statements, audit reports, etc.) confirming compliance.

C. Specific experience

The Consultant (agency or consortium) shall demonstrate the following experience:

1. Nationwide communication/media campaigns (mandatory)

- Proven track record of designing and implementing **at least three nationwide communication, information and/or awareness campaigns** over the past **seven (7) years**.
- Each of the submitted campaigns shall have:
 - a **minimum duration of 12 months**;
 - **country-wide coverage** (national TV / radio and/or digital and OOH presence across multiple regions of Ukraine);
 - clearly defined objectives and **documented achievement of key results** (e.g. reach, awareness, behaviour or perception change, or other agreed KPIs).

Consultants **must submit information** for at least three such approved nationwide campaigns, including short case descriptions (objectives, target groups, main channels, duration, KPIs and achieved results) and evidence (e.g. links, screenshots, summary reports).

2. Evidence-based communication campaigns (mandatory)

- Demonstrated experience in designing and delivering communication or social marketing campaigns that are explicitly based on research and monitored through follow-up measurements.
- Bidders shall **provide examples of at least three assignments where**:
 - baseline or formative research (e.g. surveys, focus groups, analytics) was used to inform campaign strategy and creative development; and

- changes in awareness, attitudes and/or behaviours were assessed through endline or follow-up research, with documented results.

3. Multi-stakeholder management (mandatory)

- Demonstrated ability to design and deliver campaigns in **multi-stakeholder environments**, involving government bodies, educational institutions, private sector partners, media and/or civil society organisations.

4. Experience with international and public-sector clients (mandatory)

- Experience working with **international organisations, donor-funded programmes, or government institutions** in Ukraine or comparable contexts.

5. References (mandatory)

A minimum of **five (5) reference letters** from previous clients, preferably including:

- Ukrainian **ministries or government institutions**, and/or
- **international partners, donors or development organisations**.
- Reference letters should confirm satisfactory completion of comparable communication / media assignments and the achievement of agreed objectives

6. Thematic experience (advantageous)

- Experience in projects related to the promotion of **STEM specialties, education, youth engagement, innovation or workforce development** will be considered a strong advantage.
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7. Recognised excellence and awards

- Presence of **Effie Awards** (Ukrainian or international) in the agency's portfolio and/or other recognised national or international awards for communication / media campaigns will be considered an advantage.
- Bidders may provide brief descriptions or references to awarded campaigns as part of their proposal.

D. 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.

CVs of Key experts will not be evaluated at the evaluations stage.

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. Qualifications should be evidenced by resumes, diplomas, certificates, or other relevant documentation.

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
Key Experts (per each educational domain)	KE1. Team Leader
	KE2. Strategy Lead
	KE3. Creative Director/Art Director
	KE4. Media Lead
	KE5. M&E Analyst
Supporting Staff (per project)	Junior producers, coordinators
	Pool of editors, designers, copywriters, PR, SMM, web developers
	Gender Expert

5.2.1. Qualifications of Key Experts

The Consultant shall propose a core team of Key Experts with qualifications and experience that are clearly aligned with the scope and objectives of this nationwide STEM awareness campaign (research, strategy, creative development, media roll-out and MEL).

KE1. Team Leader / Project Director Qualifications and skills:

- At least **10 years of professional experience** in leading complex communication, public information or social marketing programmes, preferably in the fields of education, youth, innovation, public administration or development cooperation.
- Proven experience in managing **large, multi-component nationwide campaigns** (minimum 12 months duration), including coordination of strategy, creative, media and M&E workstreams.

- Demonstrated experience in **contract and project management**, including oversight of deliverables, quality assurance, budget control, risk management and reporting to institutional clients.
- Experience in managing **multi-stakeholder initiatives** involving government bodies, educational institutions, private sector, media partners and/or civil society.
- Prior experience working on projects **funded by international donors or development partners** (e.g. World Bank, EU, UN agencies, bilateral donors) will be considered a strong asset.

KE2. Strategy Lead Qualifications and skills:

- At least **8 years of relevant professional experience** in communication strategy, public information, behaviour change communication and/or social marketing.
- Demonstrated experience in **designing and implementing communication strategies** based on research insights, including audience segmentation, value propositions, channel roles and KPI frameworks.
- Track record of work on campaigns in sectors such as **education, youth engagement, skills, innovation, workforce development or related fields**; experience with STEM-related topics will be considered an advantage.
- Experience translating **research findings (quantitative and qualitative)** into actionable strategic recommendations and messaging frameworks.
- Demonstrated ability to work closely with creative, media and M&E teams to ensure strategic coherence across all campaign components.

KE3. Creative Director / Art Director Qualifications and skills:

- At least **8 years of relevant professional experience** in creative leadership for integrated communication campaigns (TV, digital, OOH, social media and print).
- Proven track record in developing **creative concepts and visual identities** for large-scale campaigns, including public interest or social change campaigns targeting young people, parents and the general public.
- Experience supervising the work of designers, copywriters, video and content producers to ensure consistency of the creative idea across formats and channels.
- A portfolio demonstrating **at least several nationwide campaigns** (or other campaigns of comparable scale and complexity); presence of **Effie Awards or other recognised national/international awards** will be considered an advantage.

KE4. Media Lead Qualifications and skills:

- At least **5 years of relevant professional experience** in media planning and buying for multi-channel campaigns, including OOH, TV/cinema and digital media.
- Demonstrated experience in designing and implementing **nationwide media strategies** with clear reach, frequency and performance targets, including optimisation during campaign roll-out.

- Strong understanding of **digital performance metrics** (e.g. impressions, VTR, CTR, engagement) and experience working with analytics and reporting tools (e.g. ad platforms, dashboards).
- Experience in coordinating media vendors, negotiating placements and ensuring brand safety and quality of inventory for public interest / donor-funded campaigns.

KE5. Monitoring, Evaluation and Learning (MEL) / Research Lead Qualifications and skills:

- At least **5 years of relevant professional experience** in monitoring and evaluation, social research and/or data analysis for communication or social marketing campaigns.
- Proven experience in **designing and managing baseline and endline studies**, including development of indicators, questionnaires and data collection plans (quantitative and, where relevant, qualitative).
- Experience in building and using **KPI frameworks** for communication campaigns (Output / Outtake / Outcome), and in integrating digital analytics (e.g. web, social media, media performance) with survey findings.
- Demonstrated ability to integrate **gender and inclusion perspectives** into research design, indicators and interpretation of results.

Supporting documentation for Key Experts Key Experts must confirm their qualifications by providing **detailed CVs**, clearly highlighting:

- relevant professional experience and responsibilities;
- specific examples of **nationwide or large-scale campaigns** they have contributed to (with indication of role and duration);
- major deliverables produced (e.g. strategies, concepts, media plans, research reports);
- professional references or contacts who can verify the information provided.

5.2.2. Supporting Staff

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

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.

VI. Implementation arrangement

The Consultant

The Consultant shall be responsible for support in all aspects and costs of its team during the Services. In coordination with the Client, the Consultant is encouraged to identify and engage relevant education institutions, student associations and NGOs as campaign partners, where such collaboration adds value and remains cost-effective. 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 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.

The designated representative of the Client responsible for communication and the routine approval of reports, certificates, and other documentation related to this Assignment shall be designated in the Contract. The changes in contact person can be communicated by exchange of letters without changing the contract.

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.

War-time safety protocols for filming and placements; work with minors only with written consents.

Gender-sensitive, stereotype-free content; accessible design; subtitles for all videos.

Assumptions: TV/cinema social ad windows; partner networks ready for agreed formats; fast approvals (≤ 5 working days).

Prerequisites: approved strategy, KV, scripts, media plan; safety procedures.

Inputs from MoES: logos/brand rules and writing policy; mandatory disclaimer; contacts of HEIs/schools/ASCs; baseline 2025 data; support letters for networks.

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.