

## **TERMS OF REFERENCE**

### **Consulting services for the Teachers' Practice Observation Tool implementation**

Contract No. LEARN-2.4-TEACH  
World Bank Project ID No.: P504171, Grant Number: TF0C5794

## List of abbreviations

LEARN	The Program "Lifting Education Access and Resilience in Times of Need in Ukraine Program"
MoES	Ministry of Education and Science of Ukraine
NUS	The New Ukrainian School
SSEQ	State Service of Education Quality
UIED	Ukrainian Institute of Education Development

## Table of Contents

<b>I. CONTEXT</b>	<b>4</b>
<b>II. OBJECTIVES</b>	<b>5</b>
<b>III. SCOPE OF SERVICES</b>	<b>6</b>
<b>IV. TASKS/ACTIVITIES</b>	<b>10</b>
<b>V. DELIVERABLES</b>	<b>14</b>
<b>VI. REQUIREMENTS</b>	<b>15</b>
<b>VII. ADDITIONAL INFORMATION</b>	<b>16</b>
<b>ANNEX 1</b>	<b>19</b>
<b>ANNEX 2</b>	<b>21</b>

## I. CONTEXT

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 ("UIED") 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.

### *Scope and impact*

The total financing for the Operation is US\$419.9 million using a combination of the World Bank's financial instruments: Program-for-Results (PforR) complemented by Investment Project Financing (IPF).

The Program-for-Results (PforR) is implemented through a US\$235 million loan provided by Bank resources, supported by credit enhancement from the Advancing Needed Credit Enhancement for Ukraine (ADVANCE Ukraine) Trust Fund, which is backed by the Government of Japan. This is formalized under the Loan Agreement between Ukraine and the International Bank for Reconstruction and Development for the Program (LOAN NUMBER 9721-UA).

An US\$150 million is provided under the Special Program for Ukraine and Moldova Recovery (SPUR) of the International Development Association (IDA) Crisis Facility, as outlined in the Financing Agreement between Ukraine and the International Development Association for the Program (CREDIT NUMBER 7626-UA). An additional financing in the amount US\$4,9 million has been made available under the Credit Agreement (Credit No. 7905-UA).

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. OBJECTIVES

The **overall objective** of this assignment is to capture instructional quality in Ukrainian classrooms using the Teach Secondary Tool, intending to provide information on the quality of teachers' practices. The Contractor will be responsible for the tasks outlined below.

**The purpose** of the consultancy is to track changes in the classroom practice during the pilot implementation of the NUS reform using the Teach Secondary tool in a sample of up to 150 secondary schools representing the general population of upper-secondary schools (licea).

Quality teaching is central to student success in secondary school. It requires not only sufficient numbers of teachers, but that these teachers are equipped with the skills to instruct and support learners in increasingly diverse classrooms. In response to the growing need to improve the quality of secondary schooling in low- and middle-income countries (LMICs), Teach Secondary has been developed to measure secondary teachers' practices and shed greater light on their professional development needs. It is hoped that the provision of a common framework for understanding quality secondary teaching will contribute to improved training and support for secondary teachers as well as the professionalization of secondary teaching worldwide.

Teach Secondary is a freely available classroom observation tool that holistically measures what happens in secondary classrooms. It does so by considering not just time spent on learning but, more importantly, the quality of teaching practices in secondary settings. Teach Secondary captures practices that nurture students' cognitive and socioemotional skills. Additionally, Teach Secondary was developed with LMICs in mind, and includes the use of local video footage to contextualize the training. Teach Secondary further includes a toolkit that facilitates data collection, analysis, and validation of Teach Secondary scores. Teach Secondary is intended to be used as a system diagnostic, allowing governments to monitor the quality of teaching practices in secondary settings at scale. Teach Secondary also provides data that can be used to inform the design of secondary teacher professional development programs.

Although better teaching practices are needed to tackle the learning crisis, most education systems in low- and middle-income countries do not regularly monitor them, either because they do not recognize the importance of such practices, or do not know how to monitor them. The reality is exacerbated by a prevalence of ineffective professional development programs, which tend to be theory-based and rarely monitor or provide actionable guidance for teachers to improve their practice. Even when teacher practices are monitored, the tools used to capture them fall short on several accounts, as they: (i) measure either the occurrence or the quality of a given practice, but not both simultaneously, limiting their ability to provide a comprehensive picture of instructional effectiveness.; (ii) do not explicitly focus on teachers' efforts to develop students' socioemotional skills; (iii) use tools designed for other contexts, which can be culturally irrelevant, costly, and difficult to implement; and (iv) use tools that are neither evidence-based nor meet basic reliability criteria.

The implementation of the Teach Secondary tool in Ukraine will be carried out through a set of interconnected activities. First, a structured training program will be prepared and delivered, combining asynchronous and synchronous learning formats, to ensure that a cohort of approximately 70 observers (2 observers per secondary school; each observer pair covering 4–5 schools) is fully trained and certified to apply the tool with reliability. Second, the tool will be administered in a representative sample of 150 schools, where around 750 teachers will be observed at two different points in time – during a baseline and an endline exercise – thus providing robust evidence on changes in teaching practices over the course of the pilot. Finally, the data collected will be systematically analyzed, and comprehensive analytical reports will be produced for both the baseline and endline exercises, and a summary report accompanied by the corresponding datasets,

in order to support evidence-based policy decisions and the design of teacher professional development programs.

The Teach training for classroom observation shall be conducted by Teach-certified trainers - master trainer(s)/assistant trainer(s) hired by the Contractor. The training will follow the standard Teach Secondary reliability protocol, which includes an overview of the tool's framework and development, an in-depth study of the dimensions and behaviors it measures, practice observation and coding based on video-recorded lessons, and a final reliability exam. Through this process, observers will acquire the skills needed to apply the tool consistently and accurately in real classroom settings.

Observers are generally government officials, researchers, survey personnel, or anyone interested in measuring and improving teaching quality. These individuals sit-in on a class and observe two, 15-minute segments of the lesson. At the end of each segment, the observers use the Teach Secondary rubric to score the teacher based on a set of behaviors outlined in the tool.

### **III. SCOPE OF SERVICES**

#### **Inception stage**

The Inception Stage will establish the methodological, operational, and quality assurance framework for the implementation of the Teach Secondary tool in Ukraine.

During this stage, the Contractor shall:

- Review all Teach Secondary materials and adapt them to the Ukrainian context;
- Develop a detailed implementation methodology, including sampling validation, observer recruitment strategy, and field protocol;
- Propose a structured plan for development and localization of video training materials;
- Submit a detailed Inception Report for approval by the NIO/MoES and the World Bank.

The Inception Report shall include:

- Implementation timeline
- Staffing plan
- Risk mitigation plan
- Quality assurance protocol
- Data management framework
- Ethical safeguards (consent procedures for video recording)
- Detailed plan for training materials adaptation

The implementation of subsequent components shall begin only after formal approval of the Inception Report.

#### **Component 1: Inception and Training Materials Development**

1.1 Development and localization of training video materials aligned with the Teach Secondary reliability protocol.

1.1.1 Choose relevant practice videos from the set of video recordings of classroom lessons from lower and upper secondary education in Romania ([Video Teach RO Secundar subtitrate](#)). Concurrently [international clips from the Teach training](#) could be selected. To use these clips, the transcripts need to be translated from English to Ukrainian, and then re-

embedded in the videos as subtitles. As part of this process, the video justifications are also translated into Ukrainian.

1.1.2 Record practice videos: a minimum of 3-5 full-length lessons in Ukrainian classrooms to ensure the recorded schools/teachers reflect the diversity of the sample. Classrooms with different teachers, from different schools, and with diverse student populations (socioeconomic, proportion of girls to boys, etc.) should be prioritized. Before recording the video footage, it's crucial to first get the teachers' consent. It's important to record in a continuous stream and not pause the recording, as to capture the nature of the lesson as accurately as possible. At the beginning of the recording, hold a piece of paper in front of the camera with the date, school name, school ID, teacher name, teacher ID, and subject. The videographer should be present throughout the recording and not leave the camera unattended. For more details on video recording, check out this [Guide for Selecting and Recording Videos](#).

1.1.3 Edit practice videos into around 15-minute segments. These segments should include a range of instructional practices, encapsulating behaviors from the *Classroom Culture*, *Instruction*, and *Socioemotional Skills* domains. They should also exclude any dead time at the beginning of the lesson while the camera gets set up. A video editor should edit the footage and embed the subtitles in the videos.

The total number of video segments should be:

Twelve 15-minute segments for practice and examination

Ten short clips (up to 3-4 minutes) for asynchronous activities (9 elements + time on task)

1.2. Translation, editing and design of TEACH materials. This task includes translation of TEACH materials into Ukrainian – the materials include the TEACH manual, master codes, and all training materials (presentations, for both asynchronous and synchronous activities).

### **Component 2: Launch/Dissemination Events**

Two All-Ukrainian events will be arranged:

First, aimed at introducing the tool to a wide range of relevant stakeholders (i.e. local educational authorities, principals/ teachers of the pilot schools, researchers etc) to get them familiar with the TEACH framework and to encourage potential observers to apply for asynchronous training - online.

Second, focused on the presentations of the study outcomes to showcase the results of NUS pilot. - preferably face-to-face (up to 300 participants).

### **Component 3: Training for classroom observers**

#### **Language of Training and Engagement of Certified Trainers**

The official language of observer training and field implementation shall be Ukrainian. All training materials, including the Teach Secondary manual, master codes, presentations, and supporting materials, shall be translated and delivered in Ukrainian.

The training shall be delivered by Teach Secondary certified master trainer(s), selected from the official global roster of certified trainers (see Annex 1 and Annex 2), or other trainers formally recognized by the World Bank Teach team. As there are currently no Teach Secondary certified master trainers in Ukraine, international trainers may be engaged for this assignment.

The Contractor may engage certified trainers either in person or remotely, provided that the integrity and requirements of the Teach Secondary reliability protocol are fully maintained.

If international trainers who do not speak Ukrainian are engaged, the Contractor shall ensure provision of professional interpretation services during synchronous training sessions to guarantee full compliance with the Teach Secondary certification standards.

The reliability exam shall follow the standard Teach Secondary global certification procedures to ensure equivalence with international reliability standards.

3.1 Create an observer training plan, which specifies a recruitment timeline and training logistics, in coordination with the NIO/MoES.

3.2 Develop the research implementation plan, which includes the field plan, field protocol, and data management plan.

3.3 Procure a sufficient number of high-definition video cameras, tablets, and related equipment for data collection.

3.4 Print the observation manual (which may include binding), field tool, and other supplementary materials to be used during the observer training.

3.5 Develop and introduce a brief asynchronous online course presenting the Teach Secondary classroom observation framework, including its domains, dimensions, behavioral indicators, and scoring rubric (*June 2026*)

3.6 Enroll the initial cohort of applicants and facilitate their distance learning process and based on their outcomes, arrange a group of participants for further face-to-face training (*June 2026*)

3.7 Procure a venue to host the training (tentatively planned for June 2026)

3.8 Coordinate logistics for observers to participate in a 2-3-day training and 1 day for the Reliability Exam<sup>1</sup> and two re-examination sessions. This includes travel/lodging arrangements to the training venue and organizing a 1-day field visit to a school as part of the 4-day training.

The TEACH certified master trainer(s) (Annexes 1 and 2) will conduct 3-4 training groups (approximately 30 training participants for each training session) to train 90 training participants, who successfully complete the training, and to select 70 the most successful graduates of them.

Synchronous 1-day training the trainers for the group of up to 30 persons selected from the cohort of observers (to be introduced after baseline field visits completion and data analysed).

One day refresher training before the endline data collection.

#### **Component 4: Fieldwork: baseline/endline data collection**

Teach Secondary will be used to collect data at the sample of up to 150 selected secondary schools; this will produce valid estimates at the rural/urban and public-private levels etc. Fieldwork will tentatively be conducted from September-November 2026 (baseline) and during April-June 2027 (endline) (16 weeks).

Two observers are required per school to complete all necessary activities. For each school, two observers will use Teach Secondary to observe [3 full-length classrooms (eight segments)].<sup>2</sup> Each

---

<sup>1</sup> Applicants who do not pass the Teach Secondary reliability exam, will not be permitted to participate in the study

<sup>2</sup> This may vary depending on the actual sample and the trade-off vis a vis number of schools and number of observations within a school.

full-length observation will consist of two, 15-minute segments. After the observers observe one full-length classroom together, they will proceed to observe two additional full-length classrooms independently. In total, the two observers will each observe three full-length classrooms (one of which will be conducted together/double coded). The scores from the double-coded segment will be collected from each observer and entered twice into SurveyCTO. Factoring in the three lesson observations, each school survey is expected to last a full day<sup>3</sup>.

Priority shall be given to observations in the following subject areas: Mathematics, Ukrainian language, History, and selected advanced profile-shaping subjects (particularly within the Science domain), where applicable.

The final subject allocation within each school shall be coordinated with the NIO/MoES and aligned with the agreed sampling framework.

Observers shall conduct classroom observations using PAPI (paper-based observation forms) in accordance with the Teach Secondary protocol.

Following the fieldwork, completed observation forms shall be entered into SurveyCTO for digital data processing.

The use of SurveyCTO is intended to facilitate structured data entry, minimize transcription errors, and streamline data management and analysis.

#### **Component 5: Analysis of Baseline and Endline Datasets**

Classroom observation data shall be collected using PAPI (paper-based observation forms) in accordance with the Teach Secondary protocol.

Following fieldwork, completed observation forms shall undergo quality control by field supervisors.

Verified data shall then be entered into SurveyCTO for structured digital data entry.

The dataset will subsequently be exported from SurveyCTO in Excel format and processed using the pre-defined STATA do-files provided by the Teach Secondary team.

These do-files will generate the final labeled STATA database in compliance with Teach Secondary data standards. The final clean STATA dataset will be shared with the NIO/MoES and the World Bank in accordance with agreed data sharing protocols.

Following the generation of the final clean STATA database, the Contractor shall conduct statistical analysis of the baseline and endline datasets using the official Teach Secondary analysis do-files.

The analysis shall include descriptive statistics, domain-level and dimension-level results, comparative baseline–endline analysis (where applicable), and reliability estimates.

Based on the analysis outputs, the Contractor shall prepare and submit:

- a Baseline Study Report;
- an Endline Study Report;
- a Final Analytical Report presenting comparative findings and policy-relevant conclusions.

---

<sup>3</sup> In some cases it is advisable to do less observations within a school but do two schools a day

Each report shall include methodological description, sample characteristics, key findings, interpretation of results, and recommendations for policy and teacher professional development.

The assignment will adhere to the policies and regulations set forth by Ukrainian legislation and the World Bank, ensuring that it is practical, adaptable, and responsive to both immediate and long-term needs. These efforts are aimed at positioning Ukraine's education system as a model of sustainability, inclusiveness, and excellence that enables students to thrive in a globalized world.

#### **IV. TASKS/ACTIVITIES**

In support of this objective, the following **tasks/activities** will be undertaken by the Contractor:

##### **Staffing**

Recruit 70 observers to conduct classroom observations

Recruit 5-7 experienced field supervisor(s) to oversee classroom observations, ensure data quality assurance, and manage communications with the in-country and DC-Based World Bank teams (it is recommended that candidates be approved by NIO/ MOES).

##### **Logistics**

Arrange a venue to host the training; ensure this venue has a TV/projector with high-quality speakers, HDMI connection, and seating arrangements that allow for small groups of 3–4 observers to sit together. Ensure this venue has a TV/projector screen (at least 65 inches in diameter is recommended) and high-quality speakers to play classroom footage. Moreover, the venue should be arranged in such a way that all observers can see and hear the TV/screen from their vantage point. Coordinate logistics for observers to participate in the training. This includes travel/lodging arrangements to the designated training venue (as agreed with the NIO/MoES) and organizing a 1-day field visit to a school as part of the training.

Coordinate logistics for observers to visit up to 150 schools designated in the sample, including approval for classroom observations and video recording.

Organize and provide logistical support (transport, per-diem, etc.) to observers and field supervisor(s) as data is being collected.

All costs related to engagement of certified trainers, including travel, accommodation, per diem, interpretation services (if required), and any associated logistical expenses, shall be included in the Contractor's financial proposal.

##### **Sampling**

Select 5 teachers (average) to observe from each school in the sample. If applicable, procure a school timetable to plan when each teacher will be observed as specified by the World Bank's survey guidelines;

Comply with all the sampling requirements, including the agreed approach to teacher selection. The sample will be provided by the NIO/MoES team and will include about 150 schools.

##### **Data Collection and Data Management**

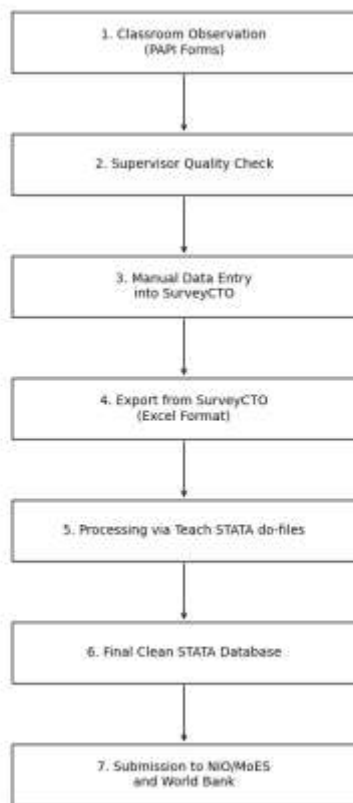
Implement and oversee all fieldwork.

Ensure the data collected by observers meet the specifications agreed upon by the NIO/MoES team by ensuring the field supervisors monitor observers to ask follow-up questions and cross-check reliability.

PAPI: Prepare and deliver clean STATA datasets to the NIO/MoES using the variable names and database organization stipulated by The World Bank; also provide all scanned classroom observation forms, neatly organized in a digital folder. This STATA database must include the School name and ID, Teacher name and ID, regions, hromadas, and any other details relevant to the sample. During the research Contractor strictly follows the confidentiality policy regarding personal data of the teachers and students involved.

SurveyCTO: enter (or import) verified observation data from completed PAPI forms into SurveyCTO and generate an export file (Excel/CSV) for subsequent processing into the final STATA dataset.

Figure 1. Data Flow Process for Classroom Observation Data (PAPI → SurveyCTO → STATA)



### Terms and requirements for implementation

The assignment must be completed within the agreed timeframe, and all deliverables must comply with the policies and rules set forth by Ukrainian law and the World Bank.

The consultant is expected to ensure smooth coordination with the Ministry of Education and Science of Ukraine throughout the process, maintaining clear communication and regular updates. It is expected that a clear implementation sequence will be followed.

The Contractor's output is expected to consist of, but is not restricted to, the following deliverables:

Component 1: Preparatory Work [May-June 2026]

Elaborate set of videomaterials

Procure a venue and host the training

Support with translating and printing materials (where applicable)

Component 2: Launch (online) [June 2026] /Dissemination (preferably face-to-face ) events for about 300 participants are introduced

Component 3: Around 90 Trainees are selected based on the results of Asynchronous training and covered by Synchronous Trainings.

About 70 observers are selected based on the reliability exam results, then covered by refresher training (before Endline fieldwork).

Up to 30 trainers are selected and trained.

Component 4: Fieldwork: baseline [September-November 2026]

Baseline [September-November 2026];

Endline [April-June 2027]

Recruit 5-7 field supervisors to help facilitate training

Share weekly monitoring reports on the data collection in a specified report template, to be agreed upon with the NIO/MoES

Support observers in administering the Teach Secondary classroom observation protocol in accordance with the approved PAPI methodology.

Ensure that verified observation data from completed PAPI forms are entered into SurveyCTO in a timely manner and provide the NIO/MoES Team with access to the digital dataset (via SurveyCTO exports or agreed data-sharing arrangements).

Create and maintain a comprehensive database of all observational data, including scanned PAPI forms organized in a structured digital archive.

To ensure data accuracy, appropriate data quality control procedures shall be applied, including verification checks and, where required, double data entry.

The dataset shall be processed using the official Teach Secondary STATA do-files to ensure that all variables are correctly labeled and aligned with the Teach Secondary global data standards.

Component 5: Data Analysis and Survey Reporting

If not using the Teach Secondary computer-assisted software, a clean dataset in STATA format with unique identifiers for all facilities and individuals (schools and teachers) observed; must contain variable and value labels constructed from the provided STATA do file. At the same time, an intermediate deliverable consisting of the first 30 schools will be provided so the NIO/MoES Team can provide comments before finalizing the dataset.

Organize and archive classroom observation forms; ensure archiving is aligned to the Data Documentation Initiative and Dublin Core Meta-data standards.

Addressed NIO/MoES Team comments on the dataset to provide a final clean the STATA database.

Collect and analyze the baseline [September-November 2026]

Collect and analyze the endline [April-June 2027]

### **Timing and Structure of Payments**

The Contractor will be paid in five disbursements according to the following schedule:

10% upon approval of the Inception Report;

30% upon submission and approval of Component 1 deliverables;

30% upon submission and approval of Components 2 and 3 deliverables;

20% upon submission and approval of Component 4 deliverables

10% upon completion and approval of all deliverables.

*Draft schedule of implementation*

<b>Milestones</b>	<b>Tasks</b>	<b>Timeline</b>
Inception and Training Material Development (Component 1)	Selecting/ translating relevant video footages in the classroom	<i>May 2026</i>
	Producing original video materials (about 30%) of total amount	<i>May-June 2026</i>
Launch/Dissemination Events (Component 2)	Online Launch Event	<i>June 2026</i>
	Preferably face-to-face Dissemination Event	<i>August 2027</i>
Training for classroom observers (Component 3)	Preparation/ arrangement the training	<i>June 2026</i>
	Asynchronous training	<i>July 2026</i>
	Delivery of the training for classroom observers	<i>July-August 2026</i>
	Delivery the training for trainers	<i>February 2027</i>
	Refresher training	<i>March 2027</i>
Fieldwork: baseline/endline data collection & Analysis of Baseline and Endline Datasets (Component 4-5)	Collect and analyze the baseline (G10)	<i>September-November 2026</i>
	Collect and analyze the endline (G10)	<i>April-June 2027</i>

## **V. DELIVERABLES**

The Consultant shall deliver the following deliverables, ensuring that they all meet the detailed requirements outlined in this ToR:

### **Component 1. Inception and Training Materials Development**

- Set of 15 video materials included at least 5 items recorded in Ukrainian classrooms.
- Ukrainian-language version of the Teach Secondary manual, master codes, and all training materials (asynchronous and synchronous), fully translated, edited, formatted, and approved by the NIO/MoES and the World Bank.

### **Component 2. Launch / Dissemination Events**

- An asynchronous online course is developed and delivered for about 180 applicants.
- Launch / dissemination event conducted (online and/or face-to-face), including stakeholder engagement.

### **Component 3. Training for Classroom Observers**

- Up to 90 participants are selected for face-to-face training.
- Face-to-face event including 3-day training for about 90 participants/ school visit/reliability exam.
- About 70 observers are expected to be selected.
- Up to 30 trainers successfully complete a structured Training of Trainers (ToT) program and receive confirmation of completion in accordance with the Teach Secondary framework.

### **Component 4. Fieldwork – Baseline and Endline Data Collection**

- At least 750 teachers across priority subject areas (Mathematics, Ukrainian language, History, and selected advanced profile-shaping subjects within the Science domain) are observed in approximately 150 pilot schools.
- Verified observation data entered into SurveyCTO and prepared for processing.

### **Component 5. Analysis of Baseline and Endline Datasets**

- Baseline and Endline Research Datasets prepared in clean, labeled STATA format in accordance with Teach Secondary standards.
- Baseline Study report.
- Endline Study report.
- Final Study report – pilot impact assessment.

## VI. REQUIREMENTS

### Contractor

The following minimum requirements (failed/passed) shall be applied to determine the Consultant's qualifications:

1. *Legal status and market experience*
  - The company is registered as a legal entity in Ukraine or abroad
  - At least 8 years of experience in the market
  - The company's core business is education research
2. *Experience in education research*
  - The company has a proven track record of educational research
  - At least 2 major educational studies were completed
3. *Cooperation with international organizations*
  - The company has experience in participating in projects implemented with support of the World Bank or other international institutions.
4. *Experience in preparing documentation in English, including:*
  - technical specifications
  - reporting
  - supporting documentation.
5. *Financial stability*
  - The amount of confirmed turnover for the last two years is at least \$100,000
  - Financial statements:
    - (i) Tax returns
    - (ii) Balance sheet
    - (iii) Certificates of completion.
6. *Confirmation of qualification. A Consultant shall provide:*
  - Resumes of key team members
  - Portfolio of completed projects
  - Description of approaches to the realization of related tasks.
  - Documents confirming qualifications:
    - (i) Resume
    - (ii) certificates (if any)
    - (iii) letters of recommendation.

### Personnel

The consultant shall provide sufficiently qualified specialists and time allocation to perform the activities required by the scope of work and achieve the project objectives within the specified time, cost and quality parameters.

The Consultant is expected to propose the number and type of staff required to perform the services effectively and efficiently.

### Key expert / Team Leader:

A Master's degree in Education, Social Sciences, or a related field is preferred.

At least 5 years of general professional experience.  
Proven experience in conducting surveys, classroom observations, or managing field data collection activities.  
Demonstrated understanding of the Ukrainian education sector.  
Previous experience with classroom observation tools is an asset.  
Proficiency in data entry and data organization.  
Oral and written fluency in Ukrainian is mandatory; knowledge of English is desirable.  
Strong organizational and project management skills, with high attention to detail.

**Field Supervisor(s):**

A Master’s degree in Education or a related field is preferred. A Bachelor’s degree combined with substantial relevant professional experience may also be considered.  
At least 5 years of general professional experience.  
Proven experience in surveys, classroom observations, or field data collection activities is required.  
Demonstrated understanding of the Ukrainian education sector.  
Previous experience with classroom observation tools (preferred).  
Proficient in data entry and organization.  
Oral and written fluency in Ukrainian, and knowledge of English is desirable.  
Strong project management skills and attention to detail.

**Observers**

Master’s degree.  
Successful completion of the Teach Secondary training and passage of the Teach Secondary reliability exam as part of the certification process.  
Oral and written fluency in Ukrainian is mandatory. Knowledge of English may be considered an asset.  
Previous experience with classroom observation tools (preferred).

**VII. ADDITIONAL INFORMATION**

**Expected Period of Consultancy**

The consultancy will run from May 2026 to June 2027.

**Intellectual property**

The World Bank shall, solely and exclusively, own all rights in and to any work created in connection with this agreement, including all data, documents, information, copyrights, patents, trademarks, trade secrets, or other proprietary rights in and to the work. The Contractor is not allowed to post or publish (electronically or in print) any project-related information without the explicit permission of the World Bank.

The consent of the MoES to engage the proposed experts must be obtained prior to engagement based on the curriculum vitae provided by the Consultant. Key experts should confirm their qualifications by providing detailed CVs highlighting their experience, skills and relevance to the project profile. The Consultant shall identify all technical and support staff that will be required for the timely completion of the Assignment. In this regard, the Consultant is expected to indicate the number and availability of all technical and support staff to demonstrate that the objectives can be achieved. Therefore, the names of technical and support staff are requested, although resumes are not required.

The Consultant shall select and hire other experts (if necessary) in accordance with the profiles defined in its Methodology and these Terms of Reference.

The Consultant may outsource the organization of events/ activities to a specialized service provider. The selection, engagement and management of any such external service provider will be at the discretion of the Consultant, subject to the prior approval of the Ministry of Education and Science of Ukraine. All arrangements shall be in accordance with the defined project scope, budget and quality requirements.

The Contractor may be considered for subsequent dissemination activities and strategic advisory support to the Government, civil society organizations, media, and other stakeholders, subject to the World Bank procurement regulations and availability of funding.

## **Implementation mechanism**

### ***Consultant***

The Consultant shall be responsible for the support in all aspects and expenses of its team during the performance of the Services. The Consultant shall be responsible for hiring and remuneration of the staff. The Consultant shall also cover its own costs for additional technical, administrative and other support staff.

The Consultant shall provide all logistics, rent, supplies, computers, laptops and equipment necessary for the smooth delivery of the services and shall provide for the same in its financial proposal. These funds shall be provided only as rent, including maintenance, and shall not be provided as funds for the purchase of any logistics items in the Financial Proposal.

Where international trainers are engaged, the Contractor shall be responsible for all administrative, logistical, and contractual arrangements necessary to ensure their effective participation in the training process.

The Consultant will report on all aspects of the contract to the Client's authorized representative.

During the project implementation, the Consultant shall take into account the restrictions related to the military crisis, as well as the unstable security situation in Ukraine. Depending on the nature of the restrictions at the start date of the Contract, the Consultant may have to start with remote office work before being able to conduct field work and/or may prefer to engage local consultants in the early stages of the Contract. The Consultant is encouraged to explore all opportunities to engage local staff and benefit from their knowledge and experience.

### ***Client***

The Client shall be responsible for the implementation of the Project as a whole, and the Consultant's Assignment shall be managed and monitored by the Client's Executive Team.

All communication between the Client and the Consultant shall be in writing in English and/or Ukrainian. With regard to payments to the Consultant, amendments to the contract with the Consultant, submission of the Consultant's requests for the Client's prior approval and other similar cases and actions for which the Client considers such a method of correspondence mandatory, the correspondence shall be conducted by means of printed documents in a sufficient number of copies provided to the Client. In all other cases, correspondence by e-mail is acceptable, provided that the list of recipients is agreed upon by both parties in advance.

The Client shall provide all available data, documents, reports and studies related to the Assignment and necessary for the successful performance of the Services. The Consultant shall be solely responsible for verification, interpretation and use of such materials and data. The Consultant shall not disclose the received data/documents to any third party not involved in the Assignment.

Most of the available information is in Ukrainian. The consultant will organize translation, if necessary, at its own expense.

All products, results, reports, materials, etc. developed under the project are the property of the Ministry of Education and Science.

### ***Equipment***

No equipment shall be purchased on behalf of the Client under this service agreement and shall not be transferred to the Client after the termination of this agreement. Any equipment related to this contract that is to be purchased by the Client shall be procured through a separate procurement tender procedure.

### ***Algorithm for accepting the reports***

The Consultant will, no later than the 14th calendar day, unless otherwise specified below, after completing the relevant Stages according to the Work Schedule, prepare the draft of the corresponding Report (Phase 1 Report/Phase 2 Report/Phase 3 Report/Phase 4 Report) (hereinafter – the Report).

The draft of the Report package shall be drawn up in electronic (Word/Excel and PDF) format and sent to the Client's email address specified in the Contract.

The Client will review the draft of the Report within 14 calendar days from the date of its receipt and provide comments and suggestions for finalizing the draft of the Report or confirm the efficiency and quality of the Assignment implementation and its correspondence with the requirements of this Terms of Reference.

The Consultant, within 7 calendar days from the date of receipt of comments from the Client, will process them and submit the revised Report in electronic and paper format to the Client, together with a table indicating, for each comment, the method of its consideration or justification for the deviation.

If the Client has no comments on the revised Report, Report shall be deemed approved, which shall be confirmed by signed Acceptance certificate for services.

If the Client does not respond with comments on the draft Report and proposals for its revision within the above-mentioned period, the draft Report shall be deemed accepted, and the Consultant shall be obliged to send the Report in electronic PDF format and paper format to the Client.

**For your information**

**Annex 1**

**Recommended list of the Certified Trainers Primary**

<b>Certified Trainers Primary</b>				
<b>No</b>	<b>Certification</b>	<b>Trainer</b>	<b>Training Languages</b>	<b>Email</b>
1.	Trainer	Jenny Beth Aloys	English, Swahili	<a href="mailto:jbdyess03@gmail.com">jbdyess03@gmail.com</a>
2.	Trainer	Sarah Strader	English, French	<a href="mailto:sarah.strader2@gmail.com">sarah.strader2@gmail.com</a>
3.	Trainer	Carolina Moreira Vazquez	English, Spanish	<a href="mailto:cmm9mn@virginia.edu">cmm9mn@virginia.edu</a>
4.	Trainer	Fatima Alves	English, Portuguese	<a href="mailto:alves.fatima.cristina@gmail.com">alves.fatima.cristina@gmail.com</a>
5.	Trainer	Jud Shearer	English	<a href="mailto:judshearer@gmail.com">judshearer@gmail.com</a>
6.	Trainer	Nell O'Donnell Weber	English, French (?)	<a href="mailto:e.b.odonnell@gmail.com">e.b.odonnell@gmail.com</a>
7.	Trainer	Tamara Arnold	English, Spanish	<a href="mailto:tarnoldurzua@worldbank.org">tarnoldurzua@worldbank.org</a>
8.	Trainer	Marinka Willemsen	English, Dutch	<a href="mailto:mwillemsen@cc.au.dk">mwillemsen@cc.au.dk</a>
9.	Trainer	Danielle Perfect	English	<a href="mailto:danielle.perfect@outlook.com">danielle.perfect@outlook.com</a>
10.	Trainer	Nell O'Donnell Weber	English, French, (and possibly also Spanish)	<a href="mailto:e.b.odonnell@gmail.com">e.b.odonnell@gmail.com</a>
11.	Trainer	Aakriti Kalra	English and Hindi (native and fluent)	<a href="mailto:kalra.aakriti@gmail.com">kalra.aakriti@gmail.com</a>
12.	Trainer	Daniel Ta	English (Fluent), Cantonese (Fluent)	<a href="mailto:daniel.ta@telethonkids.org.au">daniel.ta@telethonkids.org.au</a>
13.	Observer	Olena Linnik	Ukrainian (fluent), Russian (fluent), English (B2). Ukrainian	<a href="mailto:olena7linnik@gmail.com">olena7linnik@gmail.com</a>
14.	Trainer	Géraldine Dominique Simonnet	English, French (native), Spanish	<a href="mailto:gsimonnet.k@gmail.com">gsimonnet.k@gmail.com</a>
15.	Trainer	Karin Van Orman	English, French (somewhat rusty, but still proficient)	<a href="mailto:karinvo@mac.com">karinvo@mac.com</a>
16.	Trainer	Annie Savard	French (mother tongue); English (full professional proficiency )	<a href="mailto:annie.savard@mcgill.ca">annie.savard@mcgill.ca</a>
17.	Trainer	Tony Mahon	English	<a href="mailto:j.mahon1344@canterbury.ac.uk">j.mahon1344@canterbury.ac.uk</a>
18.	Trainer	Kesha Lee	English	<a href="mailto:llee8@worldbank.org">llee8@worldbank.org</a>

19.	Trainer	Carolina Melo	English, Spanish	<a href="mailto:carolina.melo.h@gmail.com">carolina.melo.h@gmail.com</a>
20.	Trainer	Carmen Maura Taveras	English, Spanish	<a href="mailto:cmtaveras@uc.cl">cmtaveras@uc.cl</a>
21.	Trainer	Abdal Mufti	English, Urdu	<a href="mailto:amufti@worldbank.org">amufti@worldbank.org</a>
22.	Trainer	CERBELLE SOPHIE	FRENCH (native); ENGLISH (fluent). For training, both French and English are OK	<a href="mailto:scerbelle@worldbank.org">scerbelle@worldbank.org</a> ;
23.	Trainer	Alina Diana Rosu	English (1), French (1), Romanian (Mother tongue)	<a href="mailto:arosu@worldbank.org">arosu@worldbank.org</a>
24.	Trainer	Fatima Alves	English, Spanish and Portuguese (native)	<a href="mailto:fcalves@worldbank.org">fcalves@worldbank.org</a> ;
25.	Trainer	Francisca Romo	Spanish (native), English (advanced)	<a href="mailto:maria.romo@mail.udp.cl">maria.romo@mail.udp.cl</a>
26.	Trainer	Indah Shafira Zata Dini	English - Fluent, Indonesia - Native	<a href="mailto:idini@worldbank.org">idini@worldbank.org</a> ;
27.	Trainer	Karishma Silva	English (Native); Hindi (Native)	<a href="mailto:ksilva2@worldbank.org">ksilva2@worldbank.org</a> ;
28.	Trainer	Lee Krishnan	English	<a href="mailto:leekrishnan@gmail.com">leekrishnan@gmail.com</a> ;
29.	Trainer	Lindsay Brown	English (Native); Spanish (proficient)	<a href="mailto:lindsay.brown@nyu.edu">lindsay.brown@nyu.edu</a> ;
30.	Trainer	Riikka Pauliina Svane	Danish (fluent, will use this language for training others in the coding), English (fluent), Finnish (mother tongue), German (fluent), Swedish (good)	<a href="mailto:riikka@psy.au.dk">riikka@psy.au.dk</a> ;
31.	Trainer	Smaranda Gliga	Romanian-native, English-C2 French-B2	<a href="mailto:smaranda.ioana.vlad@gmail.com">smaranda.ioana.vlad@gmail.com</a> ;
32.	Trainer	Gabriela Anzo Gutiérrez	Spanish, English and French	<a href="mailto:ganzogutierrez@worldbank.org">ganzogutierrez@worldbank.org</a>
33.	Trainer	Nelly Rakoto-Tiana	Madagascar	<a href="mailto:nrakototiana@worldbank.org">nrakototiana@worldbank.org</a> , <a href="mailto:tinanells@gmail.com">tinanells@gmail.com</a>
34.	Trainer	Axelle Latortue	Haiti	<a href="mailto:alatortue1@worldbank.org">alatortue1@worldbank.org</a>
35.	Trainer	M Marie Alice Craft	Haiti	<a href="mailto:makcraft1@yahoo.fr">makcraft1@yahoo.fr</a>
36.	Trainer	Juliette Kermel	French Guiana	<a href="mailto:jkermel@worldbank.org">jkermel@worldbank.org</a>

### Recommended list of the Certified Trainers Secondary

<b>Certified Trainers Secondary</b>				
<b>No</b>	<b>Certification</b>	<b>Trainer</b>	<b>Training Languages</b>	<b>Email</b>
1	Trainer	Jenny Beth Aloys	English, Swahili	<a href="mailto:jbdyess03@gmail.com">jbdyess03@gmail.com</a>
2	Trainer	Carolina Moreira Vazquez	English, Spanish	<a href="mailto:cmm9mn@virginia.edu">cmm9mn@virginia.edu</a>
3	Trainer	Danielle Perfect	English	danielle.perfect@outlook.com
4	Trainer	Daniel Ta	English, Cantonese	daniel.ta@telethonkids.org.au
5	Trainer	Tony Mahon	English	j.mahon1344@canterbury.ac.uk
6	Trainer	Gabrielle Arengé	English	<a href="mailto:ga359@cam.ac.uk">ga359@cam.ac.uk</a>
7	Trainer	Gill Francis	English	<a href="mailto:dr.gillfrancis@gmail.com">dr.gillfrancis@gmail.com</a>
8	Trainer	Emma Carter	English	<a href="mailto:ejc69@cam.ac.uk">ejc69@cam.ac.uk</a>