

TERMS OF REFERENCE

Consulting services for developing and carrying out training programs to teachers, school principals, their deputies (upper-secondary school)

Contract № LEARN-1.1-TRAINING

World Bank Project No. P504171, grant: 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
PDF	The format of the document Portable Document Format
PL	Pilot lyceums
TLM	Teaching and learning materials
Word	The format of the document Microsoft Word

Developing and carrying out training programs to teachers, school principals, their deputies (upper-secondary school)

I. Background

Ukraine and the World Bank have signed the agreements for the Program «Lifting Education Access and Resilience in Times of Need in Ukraine Program» (hereinafter referred to as the LEARN). The objectives of the LEARN are: to (i) improve teaching and learning conditions; and (ii) to strengthen the management capacity of the education system.

The total financing for the Operation is US\$451 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 funded by a US\$235 million credit 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 Financing Agreement between Ukraine and the International Development Association for the Program (CREDIT NUMBER 7626-UA). An additional 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 Loan Agreement between Ukraine and the International Bank for Reconstruction and Development for the Program (LOAN NUMBER 9721-UA). Financing Agreement (Additional Financing: Lifting Education Access and Resilience in Times of Need in Ukraine Program) between Ukraine and the International Development Association (CREDIT NUMBER 7905-UA) was signed in the amount of US\$4.9 million.

Furthermore, US\$30 million in 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).

Furthermore, US\$31.1 million in Additional Financing is provided through grant resources, consisting of US\$30.0 million from the Ukraine Relief, Recovery, Reconstruction, and Reform Multi-Donor Trust Fund and US\$1.1 million from the Global Partnership for Education Fund. This additional financing is formalized under the Grant Agreement between Ukraine and the International Bank for Reconstruction and Development and the International Development Association, jointly acting as a Supervising Entity for the Global Partnership for Education Fund and as administrator of the Ukraine Relief, Recovery, Reconstruction, and Reform Multi-Donor Trust Fund (URTF GRANT NUMBER TF0D0612; GPE GRANT NUMBER TF0D0613), and supports activities related to the continued implementation of the Program.

Hereinafter, the portion of *the Operation* financed through the PforR is referred to as *the Program* and the portion financed through the IPF is referred to as *the Project*.

The Project complements the Program 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:

- (a) providing technical assistance to: (i) the Directorate of School Education and its office responsible for NUS implementation to plan, monitor, and evaluate the reform at national and decentralized levels; and (ii) MoES units in charge of NUS reform administration and communication;
- (b) strengthening the Ukrainian Institute of Education Development's ("UIRO") capacity through: (i) carrying out an organizational capacity audit; (ii) designing a capacity development plan; (iii) carrying out staff Training; (iv) creating a digital platform for the storage, distribution, organization, and assessment of digital educational materials; and (v) providing material and equipment for educational and methodological laboratories of UIRO;
- (c) creating a Special Online Platform ("SOP") for State Final Examination ("DPA") including: (i) development and piloting of SOP software; and (ii) modernization of SOP software during implementation and provision technical support;
- (d) modernizing the education management information system ("AIKOM"), through: (i) development of new AIKOM functionality; (ii) support for AIKOM interoperability with the solutions/clients; and (iii) provision of services and equipment for proper systems functioning and management; and
- (e) improving the education infrastructure management through: (i) technical assistance to strengthen institutional data bases, systems, structures and teams; (ii) technical assistance for the development of innovative designs aligned to the education reforms, including NUS teaching and learning practices; (iii) technical assistance for the preparation of infrastructure development plans for investment prioritization in educational institutions; and (iv) financing of equipment, such as servers and computers, to manage the education infrastructure systems.

With a funding commitment of \$451 million and a timeline extending to 2027, LEARN represents a transformative effort to ensure every child in Ukraine has access to safe, high-quality education. The initiative not only addresses immediate challenges posed by the conflict but also lays the groundwork for a resilient and future-ready education system.

At the current stage of implementation of the State Standard of Specialized Secondary Education, Ukraine is entering a critical phase of reform of upper secondary schooling. The introduction of specialized education requires significant changes at the school level, including the redesign of educational programmes, curriculum planning, assessment practices, and the organisation of the educational process. These changes place new demands not only on individual teachers, but on school teams as a whole, including teaching staff, school principals, and deputy principals, who must work collaboratively to ensure coherent and effective implementation of the State Standard.

Effective implementation of specialized secondary education therefore depends on the availability of targeted professional development and expert support for school teams. Training and support activities must strengthen both pedagogical capacity at the classroom level and leadership and management capacity at the school level. Given the scale and complexity of the reform, and the limited internal capacity of public institutions to deliver all required support activities directly, the engagement of external expertise is essential to design and deliver high-quality training, provide sustained expert support, and develop scalable solutions that can support the implementation of specialized secondary education beyond the pilot phase.

II. Objectives

The Assignment for Consultant is:

a) to develop and implement two modular training programs for professional development:

- 1) for Grade 10 teachers across 10 subject areas in pilot lyceums, currently estimated at approximately 3278 teachers, and school management teams (including principals and deputy principals responsible for upper secondary (specialized) education), currently estimated at approximately 450 participants (hereinafter – Program 1). The Program 1 should include a practical component aimed at aligning institutional educational programs and subject-specific curricula with the State Standard of Upper Secondary (Specialized) Education (hereinafter - State Standard) and the needs of pilot lyceums, as well as aligning school management practices with NUS approaches to leadership, strategic management, and the management of the educational process.
- 2) For 750 future trainers for teachers and managers of schools (hereinafter - Trainer candidates), in NUS implementation on the level of Upper Secondary (Specialized) Education (hereinafter – the Program 2). The practical component should include hands-on activities for trainer candidates, such as job shadowing.

b) to develop a scalable online course on the implementation of the State Standard.

The Program is aimed at strengthening the capability of school staff to implement the NUS reform in upper-secondary school.

The overall objective of this assignment is to support the implementation of the State Standard by strengthening the professional capacity of trainer candidates and the teaching staff of 149 pilot lyceums (10th grade), pre-selected by the Ministry of Education and Science through an official administrative decision (the Order of the Ministry of Education and Science of Ukraine No. 437 dated 11.03.2026).

This objective will be achieved through the design and delivery of two comprehensive training programmes providing participants (teachers, school principals, their deputies and trainer candidates) with practical tools to plan and implement educational programmes aligned with the State Standard.

Specific Objectives

Within the scope of Assignment, the school teachers, managers, and future trainers (three target groups) shall be trained to achieve the following **learning outcomes/competencies** including but not limited to:

Teachers:

Upon completion of the training, teachers will be able to:

1. Interpret the State Standard of Specialized Secondary Education and translate its requirements into classroom practice.
2. Apply competency-based approaches in teaching and learning, including the design of competency-based tasks.
3. Plan and implement educational programmes and lesson sequences aligned with the State Standard and model curricula.
4. Use assessment approaches consistent with competency-based learning, including formative assessment practices.
5. Support individual learning trajectories of students within specialized secondary education.

6. Reflect on and adapt their teaching practices in response to implementation challenges.

School managers:

Upon completion of the training, school managers will be able to:

1. Understand the structure, principles, and implementation requirements of the State Standard of Specialized Secondary Education.
2. Organise and oversee the development and implementation of school-level educational programmes aligned with the State Standard.
3. Support teachers in applying competency-based approaches through instructional leadership and internal professional support.
4. Ensure alignment between curriculum planning, assessment practices, and organisational arrangements at the school level.
5. Manage change processes related to the introduction of specialized secondary education.
6. Monitor and support the quality of teaching and learning during the implementation of the State Standard.

Trainer candidates

Upon completion of the training, trainers will be able to:

1. Demonstrate a solid understanding of the State Standard of Specialized Secondary Education, equivalent to the level required of their respective target groups (teachers or school managers).
2. Apply competency-based approaches, curriculum planning principles, and assessment practices in line with the State Standard, corresponding to the professional focus of the target group they support.
3. Facilitate learning processes for adult learners using appropriate adult learning methodologies, including interactive, practice-oriented, and reflective approaches.
4. Design and deliver training sessions for teachers and school managers that are aligned with the approved training materials and responsive to participants' professional needs.
5. Support teachers and school managers in addressing implementation challenges related to classroom practice and school-level organisation.
6. Use facilitation, moderation, and feedback techniques to foster professional dialogue, peer learning, and reflection among participants.
7. Adapt training content and methods to online and delivery formats.

The specific objectives of this assignment are to:

1. Establish and prepare a cohort of trainers capable of delivering high-quality, practice-oriented training and providing ongoing support to teaching staff and school leadership of pilot lyceums in the implementation of the State Standard of Specialized Secondary Education.
2. Build a shared understanding of the State Standard of Specialized Secondary Education among trainers and teaching staff of pilot lyceums, including its structure, learning outcomes, and guiding principles.
3. Strengthen the capacity of teaching staff (teachers, school principals and deputy principals) of pilot lyceums to implement competency-based approaches in specialized secondary education, competency-based tasks, and appropriate assessment practices.

4. Support the development of coherent educational programmes at the school level, aligned with the State Standard of Specialized Secondary Education and responsive to the needs of pilot lyceums.

5. Provide scalable training solutions, including distance learning modules, that can support further professional development of trainers and teaching staff beyond the pilot phase.

III. Scope of Services

The Program coverage is 149 pilot lyceums. Current gender balance of participants will be considered, and even regional representation of schools provided.

Two separate training programmes shall be developed under this assignment.

The first programme (Program 1) shall be designed for pedagogical staff, including teachers and school managers, and shall include both shared modules and role-specific modules tailored to teachers and school managers respectively.

The second programme (Program 2) shall be designed for future trainers for teachers and school leaders (hereinafter referred to as trainer candidates), and shall include both shared modules and role-specific modules tailored to trainer candidates for teachers and school managers respectively.

Each training programme shall have a volume of 3 ECTS credits (1 ECTS credit = 30 hours, 1 hour = 60 minutes), including guided (contact) training hours and individual work.

Both programmes shall be implemented in online format, combining synchronous and asynchronous learning.

In addition, a separate programme of consultation sessions shall be developed and delivered throughout the academic year to provide ongoing professional support to programme participants.

The Consultant is obliged to manage risks in line with the Risk Management Plan developed.

The Consultant is obliged to ensure a safe and secure learning environment for all training activities delivered under this Assignment, in accordance with applicable national legislation and World Bank requirements. Emergency preparedness and response plans will be developed by Consultant for each training location for offline sessions in line with the World Bank War-Hazard Emergency Preparedness & Response Guidance for IBRD Ukraine Portfolio.

The Consultant is obliged to adhere to the principles of academic integrity for all the activities and products created.

The Consultancy Services are expected to start on June 1, 2026, for a period of 15 months, i.e., to be completed on September 30, 2027, with exact deadlines determined by MOES and PIU.

The following activities shall be conducted to achieve the above-formulated objectives under Assignment:

1. Design and development of curricula for the training programmes and materials, including the preparation of modular, practice-oriented content aligned with the State Standard of Specialized Secondary Education, tailored to the needs of teachers, school principals, deputy principals, and trainers.

2. Selection and preparation of a cohort of trainer candidates, including representatives of teacher training institutions, higher education institutions, and professional communities, to support the delivery and sustainability of training activities.

3. Delivery of online training activities, including large-scale synchronous webinars complemented by asynchronous learning, as well as cohort-based interactive online sessions

in smaller groups focused on applied practice and the development of implementation solutions aligned with the State Standard of Specialized Secondary Education.

4. **Delivery of role-based online practical training sessions** designed to ensure broad regional participation, active engagement, and applied implementation of the State Standard of Specialized Secondary Education.

5. **Provision of expert-led consultation and mentoring support** for teachers and school leadership during the academic year to support practical implementation of the State Standard.

6. **Development of a scalable asynchronous online course**, building on the materials and experience generated through training activities, to support wider dissemination beyond the pilot phase.

7. **Monitoring, documentation, and reporting** on the implementation of training activities and achievement of key milestones under the Assignment.

This assignment consists of two distinct but related tracks of activities addressing different capacity-building needs and requiring different types of expertise.

The Consultant shall provide technical, organizational, and content development support in accordance with the scope described below.

Inception phase

Purpose of the component

An inception phase shall be conducted at the beginning of the assignment to confirm the implementation approach, experts' availability to start the Assignment, workplan, timelines, and quality assurance arrangements relevant to the respective scope of services. The inception phase shall commence on the effective date of the Contract and shall last for a period of one (1) month.

The inception phase will result in the submission of an Inception Report for the Client's review and approval, including curricula and the overall structure of the training programmes.

Social aspects, ethical behavior, and prevention of SEA/SH:

During the initial phase, prior to commencing work or interacting with stakeholders, all experts involved in the Task must:

- undergo mandatory training and awareness-raising on preventing sexual exploitation and abuse and sexual harassment (SEA/SH) in accordance with the World Bank's Environmental and Social Framework (ESF) requirements;
- sign the SEA/SH Compliance Statement, confirming their understanding of prohibited behavior and personal responsibility;
- sign and adhere to the Code of Conduct, which includes provisions on professional ethics, non-discrimination, and a zero-tolerance policy towards SEA/SH, etc.;
- be familiar with the Project's Mechanism for Submitting and Reviewing Grievances, including complaint submission procedures and confidential reporting channels.
- be familiar with the Emergency Preparedness & Response Guidance.

Track 1. Training and expert support for trainers and teaching staff of pilot lyceums

This track focuses on strengthening the professional capacity of trainers and teaching staff of pilot lyceums to support the effective implementation of the State Standard of Specialized Secondary Education at the school level.

As part of Track 1, the Consultant shall develop two professional development programmes:

- a professional development programme for pedagogical staff, including both shared modules and role-specific modules tailored to teachers and school managers respectively; and

- a professional development programme for trainer candidates, both shared modules and role-specific modules for trainer candidates of teachers and trainer candidates of school leaders.

Each programme shall serve as the basis for the design and delivery of training activities under Track 1 and shall support different online delivery formats, including large-scale webinars and role-based practical sessions, as applicable. In addition, the Consultant shall design and deliver a separate programme of expert consultation and support to be implemented throughout the academic year.

Upon successful completion of the online practical training component, teaching staff as well as school managers of pilot lyceums shall receive certificates confirming their participation and completion of the relevant training modules, in accordance with procedures agreed with the Client. Trainer candidates who successfully complete the online practical training component shall also receive certificates confirming completion of the training programme.

Component 1.1. Development of training materials

Purpose of the component

This component aims to design and develop a comprehensive, structured, and practice-oriented package of training materials to support the online delivery of training activities for teaching staff and trainer candidates of pilot lyceums on the implementation of the State Standard.

Training materials developed under this component shall serve as the core content base for all training and expert support activities under Track 1.

Scope of work

Under this component, the Consultant shall carry out the following tasks.

1.1.1. Analytical and conceptual groundwork

The Consultant shall:

- review and analyse key policy, regulatory, and methodological documents relevant to the implementation of the State Standard, including but not limited to:
- the State Standard of Specialized Secondary Education;
- approved and draft model curricula and educational programmes;
- teaching and learning materials developed for upper secondary education;
- methodological guidance and policy documents issued by the Ministry of Education and Science of Ukraine;
- analyse the professional development needs of the target groups, including:
- teaching staff of pilot lyceums;
- trainer candidates involved in the delivery of training activities.

1.1.2. Coordination of the trainer-expert team

The Consultant shall:

- identify and engage a multidisciplinary team of trainer-experts required for the development of training materials, which may include:
- subject-matter trainer-experts across educational fields;
- trainer-experts in curriculum design, assessment, and competency-based learning;
- trainer-experts in education management and school leadership.

The activities are expected to be implemented by a team of trainer-experts. A core group of approximately twenty-three (23) trainer-experts shall be engaged to ensure subject-specific coverage across ten educational domains, as well as dedicated support for school leadership.

- define roles and responsibilities of trainer-experts involved in the development of training materials;

- establish mechanisms for coordination and collaboration among trainer-experts to ensure coherence and consistency of content;
- ensure that trainer-expert inputs are aligned with the overall conceptual framework and structure of the training programme.

1.1.3. Selection of trainer candidates

The Consultant shall design and implement a transparent and merit-based process for the selection of trainer candidates to support the delivery of training and trainer-expert support activities under Track 1.

The assignment envisages the preparation of an indicative cohort of approximately 750 trainer candidates, calculated as 30 trainer candidates per region across 25 regions, to ensure sufficient capacity for large-scale training and support activities. This cohort shall include trainer candidates working with teachers and trainer candidates working with school leaders, in line with the two professional development programmes developed under Track 1.

The Consultant shall:

- Define eligibility criteria and selection principles for trainer candidates, taking into account professional experience, subject expertise, facilitation skills, and familiarity with adult learning approaches;
- Identify and select trainer candidates from among:
 - o staff of institutions of postgraduate pedagogical education;
 - o representatives of higher education institutions;
 - o leaders of professional teacher communities across educational fields;
 - o experts in education management and school leadership;
- Implement a mixed selection approach combining:
 - o targeted invitations addressed to relevant institutions and organisations;
 - o an open call for applications to ensure transparency and broad outreach;
- Ensure balanced representation of trainer candidates across educational fields and regions;
- Prepare and submit to the Client a consolidated list of selected trainer candidates for approval prior to their engagement in training activities.

1.1.4. Design of the structure of training materials

The Consultant shall:

- Design the overall structure of the training materials, organised into thematic modules covering key aspects of the implementation of the State Standard, based on indicative thematic areas and in coordination with the Client. Indicative thematic areas may include, but are not limited to:
 - o Principles and structure of the State Standard;
 - o Competency-based learning and formulation of expected learning outcomes;
 - o Curriculum planning and development of educational programmes at the school level;
 - o Assessment approaches aligned with the State Standard;
 - o Organisation of the educational process in specialised secondary education;
 - o Individual educational trajectories and student support;
- Change management and leadership in the context of educational reform.
- Design the overall structure of the curricula, training programmes and corresponding training materials under Track 1. The structure shall be modular and shall clearly distinguish between the online (webinar-based) component and the role-based online practical component.

Online component (webinar-based modules)

The online webinar component shall be structured around webinar-based modules and shall include:

- six (6) core webinar modules, common to teachers, school principals, deputy principals, and trainer candidates, addressing cross-cutting aspects of the implementation of the State Standard of Specialized Secondary Education;
- two (2) role-specific webinar modules for teachers, focusing on classroom-level implementation of the State Standard, as well as for training candidates for teachers, focusing on teaching methods;
- two (2) role-specific webinar modules for school principals and deputy principals, focusing on school-level organisation, management, and leadership aspects of implementation, as well as for training candidates for school principals and deputy principals, focusing on teaching methods.

In addition, the programme for trainer candidates shall include:

- one (1) additional webinar module, focusing on adult learning principles, facilitation skills, and approaches to working with adult learners in different online delivery formats.

Online role-specific practical component (role-specific practical modules)

The online role-specific practical component shall consist of role-specific practical modules and shall be designed to support hands-on application of the State Standard, as follows:

- online role-specific modules for teachers, focusing on practical classroom implementation, application of curricular and assessment approaches, and analysis of teaching practice;
- online role-specific modules for school principals and deputy principals, focusing on applied leadership, strategic management, and organisation of the educational process at the school level.

Trainer candidates selected for the practical component shall participate in the online role-specific practical component through co-facilitation and moderation of training activities for pedagogical staff, delivered jointly with expert trainers, as part of their practical preparation.

Development of training content

The Consultant shall:

- Develop detailed content for each training module, ensuring that materials are:
 - o practice-oriented and grounded in real school contexts
 - o suitable for adult learners
 - o applicable to the professional realities of pilot lyceums
- Differentiate content to include:
 - o common core topics relevant to all teachers and school leaders;
 - o role-specific content for school leaders;
 - o subject-specific content for teachers, developed across ten educational domains;
 - o content supporting trainer candidates in delivering and facilitating training activities.
- Integrate practical tasks, case studies, group exercises, and reflection activities into the training materials.

- Ensure that training content can be used consistently across different online delivery formats .
- Develop assessment tools for the participants (for example, lyceum educational program – for principals; lesson plans and practice-oriented tasks – for teachers; etc.).

1.1.5. Preparation of materials for different delivery formats

The Consultant shall prepare training materials suitable for use in:

- Online learning formats, including presentations, reading materials, tasks, and assignments for both webinar-based and role-specific practical sessions.
- Online practical training formats , including facilitator guides, participant handouts, and materials for group work.
- Trainer use, including methodological guidance on facilitation and recommendations for adapting materials to different group sizes and learning contexts.

The Consultant shall ensure coherence and consistency of content across all formats.

1.1.6. Quality assurance, review, and validation

The Consultant shall:

- Develop Quality Assurance Plan covering all the activities within the Assignment, including the development and delivery of training activities, expert support, online course development, coordination, monitoring, and reporting, to ensure quality, consistency, and timely implementation.
- Establish internal quality assurance procedures for the development of training materials.
- Submit draft versions of training materials to the Ministry of Education and Science of Ukraine for review and validation.
- Revise and finalise training materials based on consolidated feedback.
- Ensure editorial consistency, clarity of language, and appropriate use of terminology.
- Prepare final versions of training materials in editable formats.

Component 1.2. Delivery of webinar-based online training for teaching staff and trainer candidates of pilot lyceums

The webinar-based online training for teachers and school principals will be delivered by the trainer-expert team described under Component 1.1. Trained trainer candidates will participate in the webinars as learners and observers to prepare for their subsequent role in supporting role-based online practical training delivery and facilitation .

Purpose of the component

This component aims to deliver a structured series of online webinars to support a shared understanding of the State Standard of Specialized Secondary Education among teaching staff, school principals, deputy principals of pilot lyceums, and trainer candidates. The webinar series shall serve as a large-scale dissemination and alignment mechanism, complementing role-based online practical training activities and expert-led support provided under other components of this assignment.

Target groups and indicative scale

The webinar series shall target the following participant groups:

- A minimum of 3278 teachers, representing teaching staff from pilot lyceums (calculated as 149 pilot lyceums × 22 teachers per school).
- Approximately 450 school leaders, including school principals and deputy principals from pilot lyceums (calculated as 149 pilot lyceums × 3 representatives per school: principal and deputy principal(s) deputy responsible for upper secondary (specialized) education).
- A minimum of 750 trainer candidates, representing trainer candidates involved in the delivery of training and support activities across regions (calculated as 30 trainer candidates × 25 regions).

The Consultant shall ensure that the design and delivery of the webinar series are suitable for the scale and diversity of these target groups.

Scope of work

Under this component, the Consultant shall carry out the following tasks.

1.2.1. Design of the large-scale webinar series delivery model

The Consultant shall:

- Design a delivery model for a large-scale webinar series, combining live (synchronous) and asynchronous modalities, including webinars, recorded sessions, and other structured learning formats.
- Webinars may be delivered either as live sessions or as part of a blended learning format combining recorded content and interactive sessions. The Consultant shall ensure that all participants have meaningful opportunities for engagement, whether through live participation or structured asynchronous activities.
- Define participation arrangements for different target groups (teaching staff, school principals, deputy principals, and trainer candidates), in line with the thematic structure of the webinar content defined under Component 1.1.
- Ensure that the delivery model supports:
 - Participation of all target groups in the six core learning modules, delivered through a combination of synchronous (live) webinars and asynchronous formats (including recorded sessions)
 - Participation of teaching staff and school leadership in their respective role-specific webinars, with trainer candidates joining these sessions as part of their preparation
 - Participation of trainer candidates in the trainer-candidates-only webinar focusing on adult learning and facilitation.

The delivery model may combine synchronous and asynchronous modalities, provided that participant engagement and learning outcomes are ensured. Asynchronous participation may include recorded webinars, guided tasks, and other structured learning activities.

1.2.2. Delivery of live webinar sessions

The Consultant shall:

- Organize and deliver live webinar sessions in accordance with the defined modular architecture of the training materials.
- Ensure that each webinar is delivered in a format suitable for large-scale participation.
- Ensure appropriate facilitation and moderation of live webinars to support participant engagement.
- Ensure that trainer candidates participate in role-specific webinars alongside the relevant target groups, and that trainer-candidates-only webinars are delivered exclusively to trainer candidates.

- Ensure that the number of participants per live webinar session does not exceed 400 participants, in order to ensure effective facilitation, interaction, and technical quality. Where necessary, individual webinars may be delivered in multiple cohorts or repeated sessions to ensure compliance with the 400-participant limit while maintaining full coverage of all target groups.

1.2.3. Provision of asynchronous access to webinar content

The Consultant shall:

- Ensure that recordings of live webinars and related materials are made available to participants for asynchronous access, where appropriate.
- Ensure that asynchronous access supports flexible participation across regions.
- Ensure coherence between live webinar content and any asynchronous materials provided.

1.2.4. Participant engagement and communication

The Consultant shall:

- Implement measures to support participant engagement during live webinars, including interactive elements such as questions, polls, or short reflective tasks.
- Provide clear communication to participants regarding webinar schedules, access instructions, and participation requirements.
- Ensure that webinars are delivered in a manner appropriate for adult learners.

1.2.5. Monitoring of participation

The Consultant shall:

- Establish mechanisms to monitor participation in the webinar series across all target groups.
- Maintain summary records of participation by teachers, school leadership, and trainer candidates, as required for reporting purposes under this assignment.
- Define and communicate clear criteria for successful completion of the training program for teachers, school leadership, and trainer candidates, including participation requirements.

Component 1.3. Delivery of online role-based practical training activities

Purpose of the component

This component aims to support the practical application of the State Standard of Specialized Secondary Education through online role-based practical training activities for teaching staff and school leadership of pilot lyceums. The duration and format of online practical training activities (including the number of sessions per group) will be determined during implementation and approved by Client, based on the approved training design and delivery considerations, and is expected to range between six (6) and eight (8) sessions per group. These activities shall be delivered through collaborative facilitation by trainer-experts and trainer candidates, ensuring both content quality and effective engagement of participants. These online practical activities shall complement the webinar series delivered under Component 1.2.

Delivery model and geographic coverage

Online role-based practical training activities under this component shall be organised to ensure broad geographic coverage and effective regional participation .

The Consultant shall:

- Organise online role-based practical training activities ensuring participation of representatives from multiple regions and comprehensive territorial coverage across the country.

- Design the delivery model to ensure balanced regional representation and nationwide coverage.
- Ensure that online role-based practical training activities are delivered through joint facilitation by trainer-experts and trainer candidates, with clearly defined roles for each group.

Target groups and indicative participation

Online role-based practical training activities shall be designed for participation by:

- teachers of pilot lyceums (min. 3278 teachers);
- school principals and deputy principals of pilot lyceums (450).

Selected trainer candidates shall participate in online role-based practical training activities as co-facilitators, supporting trainer-experts in the delivery of training sessions and in working with participant groups.

Scope of work

Under this component, the Consultant shall carry out the following tasks.

1.3.1. Planning and organisation of online role-based practical training activities

The Consultant shall:

- Develop a detailed plan for the organisation of online role-based practical training activities.
- Select trainer candidates who will participate in online role-based practical training activities as co-facilitators.
- Coordinate scheduling and digital delivery arrangements for online training activities.
- Support coordination with relevant stakeholders to facilitate participant mobilisation and attendance.

1.3.2. Delivery of online role-based practical training sessions

The Consultant shall:

- Deliver online role-based practical training sessions aligned with the thematic content of the webinar series delivered under Component 1.2.
- Ensure that training sessions are facilitated through collaboration between trainer-experts and trainer candidates, where:
 - o trainer-experts provide subject-matter and methodological input;
 - o trainer candidates support facilitation, group work, and interaction with participants.
- Ensure that sessions focus on the practical application of the State Standard of Specialized Secondary Education;
- Facilitate group work, case discussions, and peer exchange among participants.
- Ensure that online role-based practical training sessions are delivered in groups of no more than 40 participants per group, to ensure effective interaction, group work, and a safe learning environment.

1.3.3. Coordination of trainer-experts and trainer candidates

The Consultant shall:

- Coordinate the roles and responsibilities of trainer-experts and trainer candidates involved in online role-based practical training activities.
- Ensure effective communication and preparation between trainer-experts and trainer candidates prior to training sessions.
- Support consistency of facilitation approaches across online training groups.

1.3.4. Monitoring and documentation

The Consultant shall:

- Monitor participation in online role-based practical training activities across all groups.

- Document the implementation of online role-based practical training activities, including summary information on dates, participating regions, and participant profiles.
- Define and communicate clear requirements for successful completion of online role-based practical training activities for teachers and school leadership, and support the issuance of certificates upon completion, as applicable.
- Prepare summary information to support reporting under this assignment.

Component 1.4. Expert-led consultation support for teaching staff of pilot lyceums

Purpose of the component

This component aims to provide ongoing expert-led support to teaching staff and school leadership (school principals and deputy principals) of pilot lyceums throughout the academic year to facilitate the practical and sustained implementation of the State Standard of Specialized Secondary Education.

The component complements the webinar series (Component 1.2) and online role-based practical training activities (Component 1.3) by offering targeted, practice-oriented expert support focused on challenges emerging during implementation at classroom and school levels.

Target groups

Expert-led support under this component shall be provided to:

- teachers of pilot lyceums, through sector-specific consultations aligned with educational fields;
- school principals and deputy principals of pilot lyceums, through dedicated consultations addressing school-level implementation and management aspects.

Trainer candidates shall not be direct recipients of expert-led support under this component, but may participate in coordination activities, as appropriate.

Scope of work

Under this component, the Consultant shall carry out the following tasks.

1.4.1. Design of the expert support model

The Consultant shall:

- Design a structured model for expert-led support to be implemented throughout the academic year.
- Define consultation formats that include:
 - o trainer-expert consultations for teachers, organised by educational field;
 - o trainer-expert consultations for school leadership, focusing on organisational, managerial, and leadership aspects of implementing the State Standard.
- Ensure that the expert support model is aligned with the thematic content of the webinar series (Component 1.2) and the practical focus of online role-based practical training activities (Component 1.3).

1.4.2. Delivery of expert-led online consultation sessions

The Consultant shall:

- Organise and facilitate at least one (1) expert-led online consultation session per month throughout the academic year, comprising:
 - o trainer-expert consultation sessions for teachers;
 - o trainer-expert consultation sessions for school principals and deputy principals.
- Ensure that consultation sessions focus on:
 - o application of the State Standard of Specialized Secondary Education; challenges arising during classroom practice and school-level implementation;
 - o interpretation of curriculum, assessment, and organisational requirements.

- Ensure that consultation sessions are delivered by qualified trainer-experts with relevant sectoral or management expertise.

Consultation sessions shall be delivered primarily in an online format and may be organised separately for different target groups, as appropriate.

Expert-led consultations shall be delivered on a regular basis in a group format to ensure effective interaction and peer learning. Participants will be clustered into manageable groups, typically consisting of approximately 40–50 participants.

Teachers will be supported through sector-specific consultations across educational fields, while school principals and deputy principals will participate in separate group consultations tailored to their roles.

Each group is expected to receive consultations on a regular basis (e.g. monthly), with the overall volume and schedule of sessions defined by the Consultant in coordination with the Client, taking into account the number of participants and organisational considerations.

The approach shall ensure adequate coverage of all participants and consistency of support throughout the implementation period.

Consultations shall be delivered by a pool of trainer-experts across educational fields and school leadership. The size and composition of the expert pool shall ensure manageable workload and continuity of support. The Consultant shall be responsible for identifying, contracting, and remunerating trainer-experts based on delivered consultation sessions, including preparation and facilitation time.

1.4.3 Coordination with training activities

The Consultant shall:

- Ensure coordination between expert-led consultation sessions and training activities delivered under Components 1.2 and 1.3.
- Use insights from consultation sessions to inform potential refinement of webinar content and online role-based practical training activities, where relevant.
- Avoid duplication between consultation sessions and other capacity-building activities.

1.4.4. Monitoring, documentation, and feedback

The Consultant shall:

- Monitor participation in expert-led consultation sessions across target groups.
- Document key themes, questions, and implementation challenges raised during consultations.
- Prepare summary information on expert-led support activities to support reporting under this assignment.

Track 2. Development of a scalable online course on the implementation of the State Standard

Overall purpose

Track 2 aims to develop a scalable, asynchronous online course to support the implementation of the State Standard of Specialized Secondary Education by teaching staff and school leadership (school principals and deputy principals) across Ukraine.

The online course shall build on the content, approaches, and practical insights generated through the webinar series, online role-based practical training activities, and expert-led support delivered under Track 1, and shall include interactive learning elements such as quizzes, practical tasks, and self- and peer-assessment activities. It shall serve as a

sustainable national resource that can be used beyond the pilot phase and made available to educators from all types of secondary education institutions.

The online course shall be designed with a total workload equivalent to 45 hours (1.5 ECTS credits), including all learning activities such as content review, practical tasks, and assessment components.

Component 2.1. Conceptual design and structuring of the online course

This component aims to define the conceptual framework, pedagogical approach, and overall structure of the online course.

Scope of work

Under this component, the Consultant shall:

- Analyse materials developed under Track 1, including webinar content, online role-based practical training materials, and summaries of expert-led consultations, to identify content suitable for adaptation into an asynchronous online course.
- Define the target audience of the course, including teaching staff and school leadership involved in the implementation of the State Standard of Specialized Secondary Education.
- Design the overall structure of the online course as a single integrated course comprising:
 - o a core section relevant to both teaching staff and school leadership, focusing on shared principles, common terminology, and system-level aspects of the State Standard of Specialized Secondary Education;
 - o a role-specific section for teaching staff, focusing on classroom-level implementation of the State Standard;
 - o a role-specific section for school leadership, focusing on school-level organisation, management, and leadership aspects of implementation;
- Define learning objectives for the core section and for each role-specific section, ensuring coherence and clear differentiation of content.
- Define the pedagogical approach of the course, ensuring that it supports self-paced learning and independent study by adult learners.

Component 2.2. Adaptation and development for TLM to online learning

Under this component, the Consultant shall:

- Develop course content for:
 - o the core section of the course, intended for both teaching staff and school leadership;
 - o the role-specific section for teaching staff;
 - o the role-specific section for school leadership.
- Ensure that course content reflects:
 - o the State Standard of Specialized Secondary Education and related regulatory requirements;
 - o competency-based and practice-oriented approaches;
 - o real-life challenges of classroom practice and school-level implementation.
- Develop content using a variety of formats, which may include:
 - o video-based explanations;
 - o structured textual materials;
 - o practical tasks and case-based activities;
 - o self-check questions or quizzes;
 - o curated lists of additional resources.

- Ensure consistency of terminology, structure, and instructional logic across the core and role-specific sections of the course;
- Coordinate the work of subject-matter trainer-experts, methodologists, editors, and content developers involved in course preparation.

Component 2.3. Production of video and multimedia content

This component aims to produce high-quality video and multimedia materials to support engagement and comprehension in an asynchronous learning environment.

Scope of work

Under this component, the Consultant shall:

- Plan and manage the production of video content, including preparation of scripts, filming, and post-production.
- Ensure that video and multimedia materials are designed to be accessible and relevant for teaching staff and school leadership.
- Ensure that multimedia content complies with applicable technical, editorial, and visual standards of the designated learning platform.
- Prepare subtitles, transcripts, and visual elements, as appropriate, to support accessibility and inclusive use.

Component 2.4. Quality assurance, expert review, and validation

This component aims to ensure the accuracy, quality, and policy alignment of the online course prior to finalisation.

Scope of work

Under this component, the Consultant shall:

- Organise trainer-expert and methodological review of the course content, involving relevant national experts and institutions, as required.
- Ensure that the course content is pedagogically appropriate for teaching staff and school leadership.
- Revise and refine course materials based on consolidated feedback.
- Ensure coherence between the online course content and the materials and approaches developed under Track 1.
-

Component 2.5. Technical preparation, integration, and handover

This component aims to ensure the technical readiness of the online course for deployment and use. The learning management system will be designated by the Client at a later stage and will serve as the single platform for course deployment.

Scope of work

Under this component, the Consultant shall:

- Prepare all course materials in formats compatible with the designated learning management system.
- Support the technical integration and testing of the course on the learning platform to be determined by Client.
- Coordinate with the Client to ensure acceptance of the course from a technical and functional perspective.
- Transfer all final course materials and editable source files to the Client.

Component 2.6. Pilot launch and initial implementation support

This component aims to support the initial launch and early use of the online course.

Scope of work

Under this component, the Consultant shall:

- Support the pilot launch of the online course for teaching staff and/or school leadership, as determined by the Client.
- Provide initial implementation support to address technical or content-related issues identified during the pilot phase.
- Collect and synthesise initial feedback to inform potential refinement of the course prior to broader use.

Draft schedule and main implementation stages

Milestones	Key Tasks	Timeline
M0. Inception phase	Confirmation of implementation approach, recruitment of trainer-experts, detailed workplan, training curriculum, QA Plan, risk management arrangements for Track 1; submission of Inception Report	The Inception Report shall be submitted within 30 calendar days from the contract start date.
Track 1. Training and expert support for trainer candidates and teaching staff of pilot lyceums		
M1. Training materials developed and validated (<i>Component 1.1</i>)	Development, review, and validation of training materials covering core, role-specific, and trainer-candidates-focused webinar topics	June - July 2026
M2. Online large-scale webinar series delivered (<i>Component 1.2</i>)	Delivery of live webinars, provision of recordings, and monitoring of participation across target groups	August - September 2026
M3. Online role-based practical training activities delivered (<i>Component 1.3</i>)	Organisation and delivery of online role-based practical training sessions with joint facilitation by trainer-experts and trainer candidates	September 2026 - November 2026
M4. Expert-led consultation support implemented (<i>Component 1.4</i>)	Monthly sector-based consultations for teachers and consultations for school leadership	December 2026 - July 2027
Track 2. Development of a scalable online course on the implementation of the State Standard		
M5. Online course concept and structure approved (<i>Component 2.1</i>)	Conceptual design and structuring of the online course, including core and role-specific sections	June - July 2026

M6. Course content developed (<i>Component 2.2</i>)	Adaptation and development of TLM for online learning	August - October 2026
M7. Video and multimedia content produced (<i>Component 2.3</i>)	Production and editing of video and multimedia materials for all course sections	October 2026 - November 2026
M8. Online course validated (<i>Component 2.4</i>)	Expert review, quality assurance, and validation of course content	December 2026
M9. Online course integrated and handed over (<i>Component 2.5</i>)	Technical integration, testing, and handover of the online course on the learning platform	January 2027
M10. Online course piloted and completed (<i>Component 2.6</i>)	Pilot launch, implementation support, and preparation of summary note with recommendations	February 2027

IV. Deliverables

The Consultant shall be responsible for delivering the outputs and results set out in this section. The deliverables listed below correspond to the activities described under the Scope of Services and shall be provided in accordance with the timelines and requirements agreed with the Client.

Deliverables

Deliverable No.	Deliverable title	Applicable track(s)	Timing	Description	Contract price share
1	Inception Report		Within 30 calendar days from the contract start date	Report confirming the implementation approach, workplan and timelines, personnel engaged, roles and responsibilities of the Consultant's team, and the Quality Assurance Plan. The report shall serve as the basis for the commencement of implementation activities under the approved workplan.	20%

2	Interim Progress Report	Track 1 Components 1.1–1.3	No later than 2 weeks after completion of component 1.3 according to the Work Schedule	Report covering progress achieved under Track 1 including implementation status of Components 1.1–1.3, key challenges encountered, mitigation measures applied, and proposed adjustments for the remaining implementation period.	50%
3	Final Report	Track 1 Component 1.4 Track 2 Components 2.1-2.6	No later than one (1) month after completion of Track 1 Component 1.4 and Track 2 Components 2.1–2.6, in accordance with the approved Work Schedule	Report on implementation of components 1.4, 2.1-2.6 as well as consolidated report summarising all activities implemented under Track 1 and Track 2, achieved outputs, lessons learned, and recommendations. The report shall include an assessment of achieved learning outcomes and identified gaps and, where required, recommendations for refinement of content, methodology, or delivery approach prior to further rollout, subject to the Client’s approval.	30%

Track 1. Training and expert support for trainer candidates and teaching staff of pilot lyceums (June 2026 – July 2027)

Component 1.1. Development of training materials (June - July 2026)

- One (1) complete and validated package of training materials on the implementation of the State Standard of Specialized Secondary Education, comprising:
 - o curriculum of the training programs;
 - o TLM for six (6) core webinar topics;
 - o TLM for four (4) role-specific webinar topics (two for teaching staff and two for school principals and deputy principals);
 - o TLM for one (1) webinar topic dedicated exclusively to trainer candidates; adapted for online delivery and facilitation purposes, and provided in editable formats.

Component 1.2. Delivery of webinar-based online training (August- September 2026)

- Delivery of eleven (11) live webinars in accordance with the approved training structure.
- Recordings and materials for all webinars made available for asynchronous access.
- Online training delivered to:
 - o at least 3278 teachers from 149 pilot lyceums;
 - o approximately 450 school principals and deputy principals;
 - o at least 750 trainer candidates.
- Summary records of participation, disaggregated by target group.

Component 1.3. Delivery of online role-based practical training activities (September - November 2026)

- Delivery of online role-based practical training activities ensuring participation of teaching staff and school leadership from pilot lyceums
- Online role-based practical training activities delivered to:
 - o at least 3278 teachers of pilot lyceums;
 - o approximately 450 school principals and deputy principals.
- Summary report on online role-based practical training activities, including dates, and number of participants, and consolidated feedback from participants, with recommendations for potential refinement of training materials.

Component 1.4. Expert-led consultation support (December 2026 – July 2027)

- Implementation of expert-led consultation support over one (1) academic year.
- Delivery of at least nine (9) monthly expert-led consultation cycles, including:
 - o sector-based consultations for teachers;
 - o dedicated consultations for school principals and deputy principals.
- Summary note documenting key implementation issues and themes identified through consultations.

Track 2. Development of a scalable online course on the implementation of the State Standard (June 2026 - March 2027)

Component 2.1. Conceptual design and structuring of the online course (June – July 2026)

- One (1) approved concept and structure of an asynchronous online course, comprising:
 - o one (1) core section for teaching staff and school leadership;
 - o one (1) role-specific section for teaching staff;
 - o one (1) role-specific section for school leadership.

Component 2.2. Adaptation and development of TLM for online learning (August - October 2026)

- One (1) complete set of teaching and learning materials for the online course, covering all course sections, including learning texts, practical tasks, and self-assessment materials, provided in editable formats.

Component 2.3. Production of video and multimedia content (October – November 2026)

- Produced and edited video and multimedia materials for all sections of the online course, compliant with technical and quality requirements of the designated learning platform.

Component 2.4. Quality assurance, expert review, and validation (December 2026)

- One (1) validated version of the online course content incorporating consolidated expert and methodological feedback.

Component 2.5. Technical preparation, integration, and handover (January 2027)

- One (1) online course fully integrated, tested, and accepted on the designated learning platform.
- One (1) complete handover package including all source and editable files.

Component 2.6. Pilot launch and initial implementation support (February - March 2027)

- One (1) pilot launch of the online course.
- One (1) full report on pilot implementation results and recommendations for further rollout.

V. Work Schedule and Timeline

The work schedule is presented to illustrate the sequencing and timing of activities under the Assignment. Given the multi-track structure of the Assignment, the schedule is complemented by a Gantt diagram to support clarity and implementation planning.

The timelines are indicative and may partially overlap to ensure continuity and efficiency of implementation.

Track	Component	Key activities	Timeline (months)
Cross-cutting	Inception phase	Inception Report, workplan, QA Plan	Month 1
Track 1	Component 1.1	Development of training materials	Months 1–2
Track 1	Component 1.2	Online training (webinars)	Months 3–4
Track 1	Component 1.3	Online role-based practical training sessions	Months 4–6
Track 1	Component 1.4	Expert-led support	Months 7–15
Track 2	Component 2.1–2.2	Adaptation of TLM to online learning	Months 1–5
Track 2	Component 2.3–2.6	Production, pilot launch, handover	Months 5–9

An indicative Work Schedule chart is provided in Annex 1.

VI. Reporting and Monitoring

Formal Reports

The Consultant shall submit the following **formal reports**, which constitute contractual deliverables subject to review and acceptance by the Client in accordance with the acceptance procedure defined in this Terms of Reference:

- Inception Report;
- Interim Progress Report;
- Final Report.

Formal reports shall provide a consolidated overview of progress, outputs, challenges, and results achieved under the assignment and shall serve as the basis for formal assessment of implementation quality and compliance with the requirements of this Terms of Reference.

Progress Reporting

In addition to the formal reports, the Consultant shall provide progress updates linked to the achievement of agreed milestones, as defined in the Milestones and Timeline section of this Terms of Reference.

Such progress updates are intended solely for monitoring, coordination, and operational communication purposes and shall not replace, duplicate, or amend the Inception Report, Interim Progress Report, or Final Report. Progress updates do not constitute contractual deliverables, are not subject to formal review or acceptance, and do not trigger payment.

Progress updates shall be submitted upon completion of each milestone and shall include, as applicable:

- a summary of activities completed in relation to the relevant milestone(s);
- the status of associated deliverables and outputs;
- key challenges encountered during implementation and proposed mitigation measures;
- an overview of next steps and upcoming milestones, including indicative timelines.

Algorithm for Acceptance of Reports

The acceptance procedure described below applies exclusively to the formal reports submitted under the assignment, namely the Inception Report, Interim Progress Report, and Final Report. Progress updates provided for monitoring purposes are explicitly excluded from this acceptance procedure.

Following the completion of the relevant activities in accordance with the approved Workplan and Schedule, the Consultant shall prepare and submit: a draft Inception Report - within 30 calendar days from the contract start date, draft Interim Progress Report - within 14 calendar days after completion of Component 1.3 in accordance with the Work Schedule, and draft Final Report - no later than one (1) month after completion of Track 1 Component 1.4 and Track 2 Components 2.1–2.6, in accordance with the approved Work Schedule.

The draft report package shall be prepared in electronic format (Word/Excel and PDF) and submitted to the Client via the official email address specified in the Contract.

The Client shall review the draft report within 14 calendar days from the date of receipt and shall either provide consolidated comments and suggestions for finalisation or confirm that the implementation of the assignment is satisfactory and in line with the requirements of this Terms of Reference.

Upon receipt of the Client's comments, the Consultant shall revise the draft report and submit the revised report within 7 calendar days, together with a comments resolution table indicating how each comment has been addressed or providing justification where a comment has not been incorporated.

If the Client has no comments on the revised report, the report shall be deemed approved, which shall be confirmed by a signed Acceptance Certificate for Services.

If the Client does not provide comments on the draft report within the above-mentioned review period, the draft report shall be deemed accepted, and the Consultant shall submit the

final version of the report in electronic PDF format and paper format to the Client for record purposes.

VII. Payment Terms

The Consultant will be paid in three disbursements according to the following schedule:

Payments shall be made upon submission and Client's acceptance of the deliverables specified above, and upon submission of an acceptable invoice and a signed Report and Certificate of Acceptance, as follows:

- 20% upon contract signature and approval of the inception Report.
- 50% upon submission and approval of Interim Report.
- 30% upon submission and approval of the Final Report.

VIII. Requirements

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 (in the case of foreign company, the representative office/JV/consortium with a local firm should exist by the date of the Contract signing).
- At least 5 years of experience in the market (in case of JVCA, at least the Lead Member shall meet the criterion, while each other member shall meet at least 50% of the criterion).
- The company's core business has proven experience in implementing education sector projects, including training, professional development, and institutional capacity-building initiatives.

2. *Experience in preparing documentation in both Ukrainian and English, including:*

- technical specifications
- reporting
- supporting documentation.

3. *Financial stability*

- The amount of confirmed turnover for the last two years is at least \$396,000 (in case of JVCA, the Lead Member should meet at least 50% of the requirement, while the combination of partner/members must fully meet the requirement)
- Financial statements:
 - (i) Tax returns
 - (ii) Balance sheet
 - (iii) Certificates of completion.

4. *Confirmation of qualification.*

A Consultant shall provide:

- Portfolio of completed projects
- Resumes of key team members (Team Leader / Senior Education Expert, Senior Trainer-Expert(s) on Specialized Secondary Education, Sector-specific Trainer-Experts (Educational Fields), Trainer(s) / Facilitator(s), Online Course Development and Multimedia Team, Monitoring, Coordination, and Administrative Support)¹
- Description of approaches to implementing tasks.²

¹ Key Experts will not be evaluated at the shortlisting stage. Provided exclusively by the winner of the first stage upon separate request.

² Description of approaches to implementing tasks will not be evaluated at the shortlisting stage. Provided exclusively by the winner of the first stage upon separate request.

- Documents confirming qualifications:
 - (i) Resume³
 - (ii) certificates (if any)
 - (iii) letters of recommendation (if any).

IX. Personnel

The Consultant shall mobilise a team of qualified trainer-experts with demonstrated experience relevant to the scope of this assignment. The composition of the team shall ensure the effective implementation of activities under both Track 1 and Track 2, including content development, training delivery, expert support, and online course production.

The Consultant may propose different team compositions depending on whether the two tracks are implemented under a single contract or separate contracts. In all cases, the Consultant shall ensure appropriate coordination among team members and consistency of outputs.

The estimated expert inputs required for the assignment, expressed in man-days and man-months, are presented in Annex 2 (Staff Inputs Table). For the purposes of staff input estimation, preparatory work includes, inter alia, the design and adaptation of professional development programmes, the development and adaptation of training materials and online content, the preparation of training agendas and facilitation plans, coordination among experts, and reporting related to the implementation of activities.

Key personnel

The Consultant's team is expected to include, at a minimum, the following key personnel and profiles.

For the purposes of evaluation, a limited number of key experts shall be designated from the Consultant's team. The qualifications and experience of these key experts will be subject to evaluation.

In parallel, the assignment requires the engagement of a broader pool of trainer-experts to support the development and delivery of training activities. The Consultant is expected to engage a broader pool of trainer-experts (approximately thirty (30) in total) including the core group of trainer-experts, to support the development and delivery of training activities across all subject areas and key functional areas of the assignment (including content development, training delivery, and coordination). These trainer-experts shall operate under the methodological and coordination leadership of the designated key experts, who constitute a separate group of senior experts within the Consultant's team.

A. Key experts

The total number of key experts shall be limited and is expected to range between two (2) and five (5). One designated key expert shall be identified for each main functional area of the assignment. Each key expert shall act as a designated representative of the respective functional area and may be supported by additional trainer-experts within that area.

1. Team Leader / Senior Education Trainer-Expert (Key Expert)

The Team Leader shall be responsible for the overall coordination and quality assurance of the assignment.

Minimum qualifications and experience:

- PhD degree in education, public policy, social sciences, or a related field.
- At least 10 years of professional experience in education.

³ Provided exclusively by the winner of the first stage upon separate request.

- Experience in management of secondary education institutions or work in a public education management body is an advantage.
- At least 5 years of relevant professional experience in education reform, teacher professional development, or education system support.
- At least 5 years of proven experience in international projects, cooperation with foreign education institutions and donors.
- Proven experience in leading complex, multi-component assignments, preferably financed by international development partners.
- Profound knowledge of EU and Ukraine policy in the field of secondary education, its priorities and instruments, key documents, system of secondary education of Ukraine, regulations, competency-based education and secondary education reforms.
- Proven leadership in methodology of education, development and implementation of innovative approaches.
- Experience of professional development in an international environment.
- Strong coordination, reporting, and stakeholder engagement skills.
- Fluency in Ukrainian language.
- English proficiency at a level at least B2.
- Experienced PC user: knowledge and practical skills in working with Microsoft Office (MS Word, Excel, Power Point), tools for online events (Zoom, Teams) and email.

2. Senior Trainer-Expert(s) on Specialized Secondary Education (Key Expert)

Senior Trainer-Experts shall provide subject-matter leadership related to the implementation of the State Standard of Specialized Secondary Education and act as key experts for each target group within the Programme, including teachers, school leaders, and trainer candidates.

Minimum qualifications and experience:

- PhD degree or at least master's degree in education or a related field.
- At least 3 years of experience in curriculum development, educational programme design, or implementation of education standards.
- Direct involvement in the development or implementation of national education standards or curricula is an asset.
- Experience working with teachers and school leadership in professional development contexts.
- Fluency in Ukrainian language.
- English proficiency at a level at least B2 is an advantage.
- Experienced PC user: knowledge and practical skills in working with Microsoft Office (MS Word, Excel, Power Point), tools for online events (Zoom, Teams) and email.

3. Lead Instructional Designer / E-learning Expert (Key Expert – Track 2)

The Lead Instructional Designer / E-learning Expert shall be responsible for the overall instructional design, quality assurance, and coordination of online course development and multimedia production under Track 2.

Minimum qualifications and experience:

- At least a Master's degree in instructional design, education, educational technologies, or a related field.
- At least 5 years of professional experience in instructional design and development of online courses or digital learning products.
- Proven experience in designing online learning programmes for adult learners.

- Experience in developing large-scale or national-level online learning programmes is an asset.
- Experience working with learning management systems and coordinating multimedia production teams.
- Fluency in Ukrainian language.
- English proficiency at a level of at least B2 is an advantage.
- Proficiency in MS Office and digital collaboration tools.

B. Trainer-experts (Non-Key Experts)

1. Sector-specific Trainer-Experts (Educational Fields)

Sector-specific Trainer-Experts shall support the development and delivery of content relevant to different educational fields. One designated sector-specific trainer-expert shall be identified as a key expert representing this group for evaluation purposes. These trainer-experts are expected to cover the ten subject areas referenced above.

Minimum qualifications and experience:

- PhD degree or at least master's degree in education or a subject area relevant to the respective educational field.
- At least 3 years of professional experience in teaching, curriculum development, or teacher training in the relevant field.
- Experience in competency-based approaches and assessment practices.
- Experience working with adult learners is an asset.
- Fluency in Ukrainian language.
- English proficiency at a level at least B2 is an advantage.
- Experienced PC user: knowledge and practical skills in working with Microsoft Office (MS Word, Excel, Power Point), tools for online events (Zoom, Teams) and email.

Indicative number: approximately twenty (20) sector-specific trainer-experts (2 trainer-experts per subject area).

2. Trainer-Expert(s) on Education Management and School Leadership

These trainer-experts shall support activities related to school-level organisation, leadership, and management under the State Standard of Specialized Secondary Education. One trainer-expert on education management and school leadership shall be designated as a key expert for evaluation purposes.

Minimum qualifications and experience:

- PhD degree or at least master's degree in education, education management, or a related field.
- At least 3 years of experience in school leadership, education management, or leadership-focused professional development.
- Experience supporting school principals and deputy principals in reform implementation contexts.
- Fluency in Ukrainian language.
- English proficiency at a level at least B2 is an advantage.
- Experienced PC user: knowledge and practical skills in working with Microsoft Office (MS Word, Excel, Power Point), tools for online events (Zoom, Teams) and email.

Number: approximately three (3) sector-specific trainer-experts

3. Trainer(s) / Facilitator(s)

Trainers shall support the delivery of online webinars and online role-based practical training activities in collaboration with trainer-experts.

Minimum qualifications and experience:

- At least master degree University degree in education or a related field.
- At least 7 years of experience in delivering training or facilitation for teachers and/or school leaders.
- Demonstrated facilitation skills in different online delivery formats.
- Knowledge of adult learning principles.
- Fluency in Ukrainian language.
- English proficiency at a level at least B2 is an advantage.
- Experienced PC user: knowledge and practical skills in working with Microsoft Office (MS Word, Excel, Power Point), tools for online events (Zoom, Teams) and email.

4. Online Course Development and Multimedia Team

For Track 2, the Consultant shall engage qualified personnel responsible for instructional design and multimedia production, working under the coordination and quality assurance of the designated Lead Instructional Designer / E-learning Expert.

This may include:

- Instructional designer(s)
- Scriptwriter(s) / content editor(s)
- Video production specialist(s)
- Graphic designer(s) and multimedia editor(s).

The inputs of the online course development and multimedia team are reflected in the overall staff input calculations and detailed in Annex 2.

Minimum qualifications and experience:

- At least a master degree in a relevant field.
- At least 5 years of professional experience.
- Proven experience in developing online courses or digital learning products.
- Experience working with national or large-scale education platforms is an asset.
- Fluency in Ukrainian language.
- English proficiency at a level at least B2 is an advantage.

C. Monitoring, Coordination, and Administrative Support

The Consultant may include additional personnel responsible for coordination, monitoring of participation, and administrative support.

General requirements

- At least master degree
- At least 5 years of professional experience.
- Fluency in Ukrainian language.
- English proficiency at a level at least B2 is an advantage.
- Experienced PC user: knowledge and practical skills in working with Microsoft Office (MS Word, Excel, Power Point), tools for online events (Zoom, Teams) and email.
- All personnel shall have strong communication skills and the ability to work collaboratively in multidisciplinary teams.

- Fluency in Ukrainian is required for personnel involved in content development, training delivery, and expert support.
- Knowledge of English is required for coordination, reporting, and communication with the Client, as applicable.

X. Additional information

Expected Period of Consultancy:

The consultancy will run from *June 2026 to August 2027*.

Intellectual property

All intellectual property rights in and to any work created under this Contract, including all data, documents, information, copyrights, patents, trademarks, trade secrets, or other proprietary rights, shall vest in the Client. The Client shall grant the World Bank an irrevocable, royalty-free, non-exclusive right to use, reproduce, adapt, publish, and further disseminate such works for project-related and public purposes.

The Contractor shall not post or publish (electronically or in print) any project-related information without the prior written approval of the Client.

The consent of the MoES to engage the proposed trainer-experts must be obtained prior to engagement based on the curriculum vitae provided by the Consultant. Key trainer-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 trainer-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.

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

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. Regarding 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 Contract 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.

Indicative structure of the training programmes under Track 1

The modules, topics, and indicative learning outcomes presented in this table are indicative and non-exhaustive and may be further refined, expanded, or adjusted during the inception and implementation phases, in coordination with and subject to the approval of the Client.

Each webinar shall have a minimum duration of two (2) hours (1 hour = 60 minutes).

Programme 1: Professional development programme for pedagogical staff

(Target groups: teachers; school principals and deputy principals)

Module	Learning outcomes (indicative)	No. of webinars	Theoretical hours	Practical component	Practical hours	Individual work (hours)	Total hours
Online component (30 hours, 1 ECTS credit = 16 learning hours + 14 individual work hours)							
Module 1 – Core module (online)	Understanding the principles and structure of the State Standard; applying competency-based approaches; aligning curricula and assessment with expected learning outcomes	6	12	–	–	8	20
Module 2: Role-specific online module (<i>choose one option</i>)							
Module 2.1 – Role-specific module for teachers (online)	Applying the State Standard at classroom level; designing lessons and assessment aligned with expected learning outcomes	2	4	Preparatory applied tasks related to classroom practice	–	6	10

Module 2.2 – Role-specific module for school leaders (online)	Applying the State Standard at school level; organising the educational process and leading change	2	4	Preparatory applied tasks related to school-level organisation and leadership	–	6	10
Online role-based practical component (60 hours, 2ECTS credits = 32 learning hours + 28 individual work hours)							
Module 3: Practical training module (<i>choose one option</i>)							
Module 3.1 – Practical module for teachers (online)	Applying curricular, instructional and assessment approaches in classroom practice	–	–	Classroom-based practice, case analysis	32	28	60
Module 3.2 – Practical module for school leaders (online)	Applying leadership, strategic management and organisational approaches at school level	–	–	Leadership practice, strategic and organisational case work	32	28	60
Total indicative workload							90

Modules 2.1 and 2.2, as well as Modules 3.1 and 3.2, are alternative role-specific modules. Participants complete only one module from each pair depending on their target group (teachers or school leaders). Total hours shall therefore be calculated per pathway and not as a cumulative sum of all modules.

Programme 2: Professional development programme for trainer candidates

(Target groups: trainer candidates for teachers; trainer candidates for school principals and deputy principals)

Module	Learning outcomes (indicative)	No. of webinars	Theoretical hours	Practical component	Practical hours	Individual work (hours)	Total hours
Online component (30 hours, 1 ECTS credit = 18 learning hours + 12 individual work hours)							
Module 1 – Core module (online)	Understanding the principles and structure of the State Standard; applying competency-based approaches; aligning curricula and assessment with expected learning outcomes	6	12	–	–	8	20
Module 2: Role-specific online module (<i>choose one option</i>)							
Role-specific module for trainer candidates of teachers (online)	Applying the State Standard at classroom level; designing lessons and assessment aligned with expected learning outcomes	2	4	Preparatory applied tasks related to classroom practice	–	2	6
Role-specific module for trainer candidates of school leaders (online)	Applying the State Standard at school level; organising the educational process and leading change	2	4	Preparatory applied tasks related to school-level organisation and leadership	–	2	6

			36					
Trainer-specific module (online)	Applying adult learning principles; developing facilitation and moderation skills for training delivery	1	2	-	-	2	4	
Online role-based practical component (up to 60 hours, 2 ECTS credits = up to 32 learning hours + up to 28 individual work hours, depending on level of engagement) ⁴								
Module 3: Practical training module (<i>choose one option</i>)								
Practical module for trainer candidates of teachers (observation, co-facilitation and facilitation practice)	Observing and analysing training delivery for teachers; reflecting on facilitation approaches	-	-	Participation in small-group sessions (up to 40 participants), including observation, co-facilitation, and facilitation, implemented on a rotational basis.	32	28	60	
Practical module for trainer candidates of school leaders (observation, co-facilitation and facilitation practice)	Observing and analysing training delivery for school leaders; reflecting on facilitation/moderation approaches	-	-	Participation in small-group sessions (up to 40 participants), including observation, co-facilitation, and facilitation,	32	28	60	

⁴The indicated workload represents the maximum expected engagement. The actual number of hours may vary depending on the level of participation in facilitation activities. Only selected trainer candidates will be engaged in facilitation of sessions, while others will focus on observation and reflection tasks.

				implemented on a rotational basis.			
Total indicative workload							90

Trainer candidates participate in the practical component through a combination of observation, co-facilitation, and facilitation of small-group sessions, based on a rotational model..

Parts of Module 2 and Modules 3, are alternative role-specific modules. Participants complete only one module from each pair depending on their target group (teachers or school leaders). Total hours shall therefore be calculated per pathway and not as a cumulative sum of all modules.

Clear and measurable completion criteria (including attendance, participation in practical sessions, and completion of assigned tasks) shall be defined by the Consultant and agreed with the Client prior to implementation.

Indicative Work Schedule

Legend: ■ = period of implementation
Month 1 = June 2026

	Track / Component	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15
			D1 31.07							D2 31.01						
D1	Track 1 – Inception phase	■														
D2	Track 1 – Component 1.1. Development of training materials	■	■													
	Track 1 – Component 1.2. Online training (webinars)			■	■											
	Track 1 – Component 1.3. Online role-based practical training sessions				■	■	■									
D3	Track 1 – Component 1.4. Expert-led support							■	■	■	■	■	■	■	■	
	Track 2 – Components 2.1–2.2. Course design and content development	■	■	■	■	■										
	Track 2 – Components 2.3–2.6. Production, pilot launch, handover					■	■	■	■	■						

Minimum Staff Inputs Table

Experts	Working Man-Days		
	Preparatory work and reporting	Training	Total
Track 1	255	310	565
Team Leader / Senior Education Trainer-Expert (Key expert)	110	5	115
Senior Trainer-Experts on Specialized Secondary Education (key experts)	35	40	75
Trainer-Experts on Education Management and School Leadership (pool)	15	55	70
Sector-specific Trainer-Experts (educational domains) (pool)	85	180	265
Trainers / Facilitators (moderation)	10	30	40
Track 2	Preparatory work and reporting	Production	Total
	120	100	220
Lead Instructional Designer / E-learning Expert (Key Expert –)	40	10	50
Instructional Designer(s)	45	15	60
Scriptwriter(s) / Content Editor(s)	20	25	45
Video Production Specialist(s)	10	50	60

	40		
Graphic Designer(s) / Multimedia Editor(s)	5	0	5
TOTAL MINIMUM EXPECTED STAFF INPUTS	375	410	785

Online training activities are delivered through joint facilitation by trainer-experts and trainer candidates. The majority of facilitation and group work moderation is embedded within the training inputs of trainer-experts, while trainers/facilitators provide complementary support, as required.

