

TERMS OF REFERENCE

**Consulting services
for the development of teaching and learning materials (TLM)
for the first cycle of study at the level of upper secondary education
(10th grade)**

Contract № LEARN-1.1-TLM10

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

List of abbreviations

AUSO	All Ukrainian School Online
GLO	Group of learning outcomes
SSPUSE	State Standard of Profiled Upper-Secondary Education
SSBSE	State Standard of Basic Secondary Education
LEARN	The Program "Lifting Education Access and Resilience in Times of Need in Ukraine Program"
MoES	Ministry of Education and Science of Ukraine
NIO	NUS Implementation Office
NUS	The New Ukrainian School
PDF	Portable Document Format
SSEQ	State Service of Education Quality
TLM	Teaching and Learning Materials
UCEQA	Ukrainian Center for Education Quality Assessment
UIRO	Ukrainian Institute of Education Development
Word	Microsoft Word document format

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I. CONTEXT

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

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

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

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

NUS standards to schools in the NUS Pilot at the basic and upper-secondary education levels for grades 8 to 12.

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

Scope and impact

With a funding commitment of \$419,9 million and a timeline extending to 2027, LEARN represents a transformative effort to ensure every child in Ukraine has access to safe, high-quality education. The initiative not only addresses immediate challenges posed by the conflict but also lays the groundwork for a resilient and future-ready education system.

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

II. OBJECTIVES

The Assignment for the Consultant is:

- to develop teaching and learning materials (hereinafter - TLM) for the first cycle/ year of upper secondary education (grade 10);
- to upgrade the digital repository of MoES for TLM storage and usage to extend the repository's capacity, as well as to update the User Manual for the repository;
- to develop, publish and disseminate the hard copies of Manuals on TLMs;
- to implement training for users of the TLM;
- to organize a final event for dissemination of the results.

TLM for each educational domain should consist of a *study program, model sets of tasks, model projects, and corresponding compensatory learning course* of at least 24 learning hours to be introduced/ implemented as an additional/ compensatory instrument for overcoming the learning gaps apart from/ concurrently with the textbooks for 10th grade participating in approbation in the pilot liceums. The *compensatory learning course* should be a set of additional multilevel competence-based assessment/ learning tasks aimed at the support/ equalizing students with different personal and social backgrounds, educational needs, learning experiences/ achievements.

This activity focuses on the development of TLM for all educational areas to equip teachers of schools participating in the piloting the State Standard of Profiled Upper-Secondary Education (SSPUSE)" (hereinafter – pilot schools) with the materials for:

- assessing students' achievements accordingly to learning outcomes
- identifying and compensating learning losses
- filling out identified learning gaps
- equalizing students achievements
- justifying students' choice of their own learning trajectories/ profile.

These materials will be used by teachers of the pilot schools directly in the educational process to assess/ achieve expected learning outcomes, and/or serve as models for the development of similar tasks by teachers and authors of curricula/manuals/textbooks, ensuring a unified approach to assessing students' learning achievement as well as comprehensive strategies for coping with educational losses.

Main tasks:

1. *Development of TLMs (Component 1).*

The Consultant will create materials that contain *study programs, sets of model tasks, model projects, compensatory learning courses* for all 10 educational domains, aimed at assessing the mandatory learning outcomes defined by the SSBSE/ SSPUSE. These materials will be used directly in the educational process by pilot schools, will serve as examples for teachers and authors of educational content, and will contribute to a unified approach to assessment. The developed materials will also be adapted for use with Ukrainian students abroad and in temporarily occupied/de-occupied territories, supporting the recognition of learning outcomes for students with limited or disrupted access to Ukrainian education.
2. *Upgrading a digital repository of TLMs (Component 2).*

A digital repository preliminary developed as a storage for TLMs under the Project *Consulting services for the development of teaching and learning materials (TLM) for the final year of study at the level of basic secondary education (9th grade)* and owned by an agency appointed by MoES will be upgraded to storage TLMs developed under Component 1 of this Assignment, and the User Manual for repository will be updated. The repository will support efficient storing, search, filtering, classification, and retrieval of tasks developed within Component 1 aligned with specific learning outcomes. This platform will ensure open access to the materials for educators, curricula/ materials' developers, and other stakeholders. The main idea of the repository is to create collections of materials that are "linked" to the learning outcomes, which will allow users to select the necessary materials for various purposes, including students' assessment.
3. *Developing, publishing and dissemination of the Manuals on TLMs (Component 3).*

Manuals on TLM will be developed (written), provided with editing and graphic design and published as hard copies to explain the purpose and structure of TLMs. Following review and approval according to the national regulations, these publications will be distributed to pilot schools for direct use and to support the development of similar resources by teachers and content developers. The dissemination of the manuals for pilot schools is expected to be done in digital format. Consultant is responsible for arranging the most effective way of editing and delivery of the product. For those purposes, both individuals and companies could be outsourced if needed.
4. *Capacity-building for pilot participants (Component 4).*

The Consultant will deliver 1 general (introductory) and 10 domain-specific professional development courses (0,5 ECTS credit each) for teachers working with 10th grades in pilot schools and other relevant stakeholders (i.e. school principals/ deputy principals, trainers, teacher-trainers) – all teachers from pilot schools are expected to be covered during the assignment. This training will focus on the use of the developed TLMs, including how to apply the tools and tasks to assess student learning achievements effectively and to respond to the results of this assessment.
5. *Dissemination and stakeholder engagement (Component 5).*

To promote the wider use and impact of the developed materials, the Consultant will organize a final presentation event. This event will present the project deliverables, raise awareness among broader stakeholders, and outline strategies for the scale-up and continued use of the materials, including potential replication by educational content developers.

The Assignment should be implemented during the 12 months since a date of contract signing.

The assignment will adhere to the policies and regulations set forth by Ukrainian legislation and the World Bank, ensuring that it is practical, adaptable, and responsive to both immediate and long-term needs. These efforts are aimed at positioning Ukraine's education system as a model of sustainability, inclusiveness, and excellence that enables students to thrive in a globalized world. The TLM will be developed in line with the academic integrity principles and compliance with the intellectual property rights. The Consultant should provide the Quality Assurance Plan at the inception stage and should report on its implementation as part of the Phase 1-4 reports on deliverables.

III. SCOPE OF SERVICES

The selected consultant will be responsible for the completion of the following components to assure the development and implementation of TLMs for 10 educational domains: (i) language and literature; (ii) foreign languages; (iii) civic and historical; (iv) maths; (v) science; (vi) technology; (vii) art; (viii) social and health; (ix) IT; (x) physical education. Each task must be performed with accuracy, professionalism, and in accordance with the outlined goals and requirements.

Component 1. Creation of TLMs for educational domains by expert groups

The Consultant will create 10 expert groups (the final list of experts is to be approved by the Client and NIO) and coordinate the development of TLMs for 10 educational domains. TLMs will be used by the pilot schools in the educational process apart from the draft textbooks introduced for approbation accordingly to the Resolution of the Cabinet of Ministers of Ukraine dated 26 August 2025 No. 1058 “On the implementation of the experimental project on the introduction in general secondary education institutions of educational programmes developed on the basis of the Typical Educational Programme for grades 10–12 of general secondary education institutions providing profile secondary education of the academic orientation”.

These materials will also serve as a model for creating high-quality tasks (including competency-based tasks) for developers of educational materials and teachers.

The TLM (for each specific educational domain) are model tools that contain *study program, model sets of tasks, model projects and compensatory learning tasks* for conducting diagnostic and summative assessments by GLO, and following compensatory/equalizing interventions and accompanying explanations and recommendations that provide clear guidance for users on how to use tasks/tools to assess student achievement.

The KPI for TLM development is presented in Annex 1.

A study program is a document that defines the sequence of achieving expected learning outcomes and describes the relevant content and educational activities for using model sets of tasks and model projects, as well as compensatory learning tasks (24 hours of instruction). A study program should be designed for two semesters, with hours of instruction rationally divided between them. The structure of a study programme must comply with the requirements of the typical educational programme for grades 10-12 of general secondary education institutions that provide profile secondary education with an academic track (<https://mon.gov.ua/npa/pro-zatverdzhennia-typovoi-osvitnoi-prohramy-dlia-10-12-klasiv-zakladiv-zahalnoi-serednoi-osvity-iaki-zabezpechuiut-zdobuttia-profilnoi-serednoi-osvity-za-akademichnym-spriamuvanniam>).

A model set of tasks is a set of tasks organized in accordance with the specification developed for a particular assessment and created in accordance with the requirements for model tasks.

The minimum number of model sets of tasks in the model tools repository is 3 per educational domain, including the mandatory ones:

- diagnostic work (input) – the beginning of the first semester
- summative semester work (I semester)
- summative semester work (II semester)

Depending on the specifics of the educational domain and the GLO of the respective domain, the number of model sets can be increased (but not reduced) to provide a holistic representation of assessment opportunities for all GLO defined by the SSBSE/ SSPUSE for a particular domain. Each model set of tasks should contain a sufficient number of individual tasks to conduct an objective assessment in accordance with the requirements of the SSBSE/ SSPUSE for the relevant period of study.

The number of tasks in the diagnostic work should be calculated proceeding from at least 2 academic hours of assessment. When creating tasks for diagnostic work, use the assessment guidelines defined for the 9th grade SSBSE, which remain relevant for the SSPUSE in accordance with the progress recorded at the link <https://educationforlife.mon.gov.ua/interaktyvnyi-postup/?cycle%5B%5D=7-9&cycle%5B%5D=10-12>. **Tasks for 10th grade cannot duplicate tasks developed within the TLM for 9th grade.**

The number of tasks in the final semester work should be calculated proceeding from at least 1 academic hour of testing for each group of results specified in the certificate of achievement for the relevant educational domain: (i) language and literature — 4; (ii) foreign languages — 4; (iii) civic and historical — 3; (iv) maths — 3; (v) science — 3; (vi) technology — 3; (vii) art — 3; (viii) social and health — 4; (ix) IT — 4; (x) physical education — 3.

The maximum number of tasks in a particular set depends on several factors: 1) the specifics of the subject-specific learning outcomes; 2) the availability and length of the stimulus materials (reading texts, instructions, etc.) needed to complete the tasks; 3) the type and nature of the tasks.

A set of tasks for educational fields where performance tasks are relevant, such as language and literature — listening & speaking; foreign languages — listening & speaking; science — conducting experiments; technology — product manufacturing; art — product manufacturing, performance; physical education — physical exercise, may contain fewer tasks if the set includes a performance task, compared to task sets for other fields.

The tasks may relate to stimulus materials (reading texts, situation descriptions, instructions for completion). The time required to work through the relevant materials should be taken into account when determining the maximum possible number of tasks for the estimated time of the set. The stimulus material should be necessary for the completion of the tasks and correspond in volume to the task set. When calculating the time required to work through the stimulus material, a guideline is up to 150 words per minute of text material.

When calculating the number of tasks for a set, it is necessary to proceed from the following average time limits for completing different types and kinds of tasks (depending on the length of the instructions and stimulus material):

- closed-ended items with one correct answer out of 2-3 options — on average up to 30 seconds;
- closed-ended items with one correct answer out of 4-5 options — up to 1 minute;
- items requiring matching (logical pairs) or chronological or logical sequencing — up to 1 minute per match;
- open-ended questions requiring a short answer (a few words, a numerical designation, a formula) — up to 2 minutes;
- open-ended questions requiring a short answer (a few words, a numerical designation, a formula) that involve solving a problem — up to 4 minutes;
- open-ended questions requiring a short detailed answer (justification of up to one paragraph, solution to a problem, graphical representation, etc.) — up to 5 minutes;
- open-ended tasks requiring a detailed answer (short essay, detailed justification) — up to 15 minutes;
- tasks requiring the presentation of a product — up to 15 minutes;

- tasks requiring the implementation of a process — up to 20 minutes.

Examples for calculating the number of tasks for a given time can be found in the external independent assessment test forms available at <https://testportal.gov.ua/ofzvit/>, as well as competency-based tasks available at <https://nus-tasks.net/>.

A model set of tasks specification is a description of a set of tasks that gives a complete picture of the specifics of the assessment and the determination of results based on it. The specification should contain information about the following:

- Educational domain for which the task is intended to assess learning outcomes
- Grade (10th grade)
- Semester
- Type of assessment (diagnostic input, diagnostic output, summative (intermediate) thematic, summative semester, etc.)
- Evaluation objective
- Evaluation period (time)
- The number of tasks in a model set by task type
- Time to complete all tasks (at least 1 academic hour, but no more than 4 academic hours)
- Benchmarks for evaluation covered by a model set
- Mandatory outcomes covered by a model set
- General results covered by a model set
- Group(s) of results covered by a model set
- The average difficulty (statistical) of the tasks in a model set (as the predicted or known percentage of success in completing the task by students of the corresponding category)
- The maximum number of points for completing all the tasks in a model set
- A description of the scheme for awarding points for completing the tasks of a model set
- Description of the criteria for evaluating a model set
- The level with which the result of a model set of tasks is correlated, following general/subject-specific assessment criteria (levels of beginner/intermediate/sufficient/high)
- Instructions for completing a model set
- Other characteristics (if necessary).

A model project is a long-term project (at least one week) developed and described in detail within the educational domain, the results of which can be used for summative assessment (interim (thematic), semester, or annual).

The minimum number of model projects is 2: 1 for basic level and 1 for an advanced level of learning outcomes for each educational domain. Projects should differ by subjects of completion (individual, pair, microgroup, group) and by the modality of the leading activity with the intention to clearly express the potential of project activity in the educational process for different educational domains.

The model project plan is a comprehensive description of the project that provides a detailed overview of its organization, implementation, evaluation, and outcome. The plan should contain information on the following:

- Educational domain for which the project is intended to assess learning outcomes (in English);
- Grade (10th grade)
- Semester
- Type of assessment (summative intermediate, summative semester, etc.)
- Project goal
- Period of the project (time)

- Project duration
- Subject of project implementation – individual, pair, micro group, group
- Roles in the project
- Resources needed to implement the project
- Activities in the project
- Benchmarks for evaluation covered by the project
- Mandatory deliverables covered by the project
- Overall results covered by the project
- Project outcome group(s) covered by the project
- The maximum number of points for the project
- Description of the scheme for awarding points for the project
- Description of the project evaluation criteria
- The score with which the project result is correlated, according to general/subject-specific evaluation criteria (score on a scale of 1-12, as well as in the levels of initial/medium/adequate/high)
- Instructions for project implementation
- Other characteristics.

Compensatory learning tasks - set of content/ learning activities aimed at filling out identified learning gaps related to respective expected learning outcomes.

Minimal amount of the learning tasks is 200 evenly distributed among GLOs, defined by the SSPUSE for each educational domain. Respectively the number of GLOs is: (i) language and literature — 4; (ii) foreign languages — 4; (iii) civic and historical — 6; (iv) maths — 4; (v) science — 4; (vi) technology — 3; (vii) art — 3; (viii) social and health — 4; (ix) IT — 4; (x) physical education — 3. Learning tasks should be allocated among 24 hours of instruction as defined in the respective study program.

Learning tasks should be in line with the examples of learning tasks for 10-12 grades published here: <https://educationforlife.mon.gov.ua/interaktyvnyi-postup/?cycle%5B%5D=10-12>, and/or can extend the list of these examples and be suitable for use in the ongoing educational process as a separate extension of the textbooks' tasks.

Component 2: Upgrading a digital repository for TLMs

This component focuses on upgrading a user-friendly digital environment (online repository) that will ensure efficient access to structured learning materials aligned with the mandatory learning outcomes of the SSBSE/ SSPUSE. The repository will support filtering, searching, saving, and integration with existing digital education platforms, enhancing their functionality.

Selected Consultant should review relevant existing digital solutions (particularly, repository for TLMs developed under the Project's *Consulting services for the development of teaching and learning materials (TLM) for the final year of study at the level of basic secondary education (9th grade)*) and propose implementation/improvement plan based on the analysis .

The improvement plan should be approved by the Client and then implemented by Consultant. If necessary the developer of the digital repository can be outsourced.

The User Manual for repository should be updated.

Component 3: Developing, publishing and dissemination of the Manuals on TLMs

Definition and components

This component focuses on the development of Manuals for teachers on the created TLMs for each educational domain (10 manuals, minimum 2 author's sheets each) that will be distributed to pilot schools. The following indicative structure of the manuals may have peculiarities related to the specifics of learning assessment in certain educational domains.

Each Manual should serve as an instructional and explanatory source for the TLMs presented in the digital repository of materials (database) and contain the following components in its structure:

- Introduction / Explanatory note
- Conventional abbreviations and identifiers of model task sets / model projects
- Basic concepts of evaluation
 - Purpose of the evaluation
 - Competency-based learning in the mirror of competency-based tasks
 - Assessment tasks: types, subtypes, design features, complexity, cognitive and content dimensions
 - Stimulus material
 - Specification of the assessment tool (diagnostic / summative work)
 - Organizing and conducting the evaluation
 - Determination of results: work verification, scoring schemes, evaluation criteria, scaling (conversion to points / levels)
- Assessment planning in grades 10 and its features
 - Sectoral specificity of the assessment
 - Result groups in the SSBSE/SSPUSE and result groups in the certificate of achievement
 - The structure of the SSBSE/SSPUSE: from benchmarks to assessment through result groups to key competencies
 - Assessment as a focus on competence, not knowledge only
 - Types of learning outcomes assessment
 - Diagnostic assessment (entrance and exit) in the first semester
 - Summative (intermediate) assessment in the first and second semester
 - Summative semester assessment in the first and second semester
 - Summative I annual evaluation
 - State final certification with elements of external independent evaluation (depending on the domain in terms of the results of the 9th grade and the prospects for assessment in the 12th grade)
- General description of the TLMs available in the TLM repository
 - Repository of educational materials: its purpose and functionality
 - Materials available in the repository from the user's point of view:
- Instructional materials on the TLMs available in the materials repository
 - Model sets of tasks
 - Explanation of use
 - Generalized description of model task sets
 - diagnostic work (input) – the beginning of the first semester
 - repeated diagnostic work – optional
 - summative semester work (I semester)
 - summative semester work (second semester)
 - Model project

- Explanation of use
 - Generalized description of the project
- Generalization
 - Prospects for the development of a repository of educational materials
 - Artificial intelligence and the development of assessment tools in the domain
 - State Examination at the stage of transition from the completion of Basic Secondary Education to the entering first cycle of the Profiled Upper-Secondary Education: general considerations in the light of the competency-based approach in the NUS
- Additional sources and literature
 - Links to normative documents (standard, domain concepts, evaluation criteria, etc.)
 - Links to websites (UCEQA, SSEQ, AUSO)
 - Links to quality research on evaluation
 - Links to quality assessment materials
 - Link to the repository of textbooks recommended by the MoES (by educational domains).
- Classifiers
 - Educational domains
 - Groups of results in educational domains
 - Overall results in the educational outcome groups
 - Types of tasks
 - Subtypes of tasks
 - Bloom's taxonomy
 - Levels of the depth of knowledge (DOK) cognitive requirement
 - General evaluation criteria
 - Other.

Literary editing. Perform comprehensive editing of TLMs to ensure clarity, consistency, and accuracy in Ukrainian.

Graphic design and layout of educational materials. Formatting of TLMs following visual guidelines provided by the MoES; materials are visually appealing, accessible and suitable for both print and digital distribution; final version of documents in electronic (PDF) and print-ready formats, along with editable source files for future updates.

Requirements

The Consultant shall ensure that the following requirements are met during the implementation of this component:

- Manual must fully correspond to the structure outlined above and clearly explain the purpose and usage of the corresponding TLMs from the repository.
- Literary editing must be performed by experienced editors with native-level proficiency in Ukrainian, familiar with educational terminology and standards.
- Visual design must follow branding guidelines provided by the MoES.
- Manuals must be delivered in both digital and printed formats:
 - Print-ready version (PDF)
 - Editable source files (DOCX, INDD, or equivalent)
- Each manual should include navigation tools (e.g., contents, internal hyperlinks, cross-references) to facilitate user orientation within the document.
- The Consultant must submit all developed materials for review and approval by the MoES prior to publication and distribution.

- All developed publications must be accessible in the digital repository and clearly linked to the corresponding tasks, sets, and projects.

Component 4: Capacity building for Pilot participants

This component focuses on building the capacity of teachers involved in the piloting of the SSPUSE at the level of the 10th grade by equipping them with the necessary knowledge and skills to effectively use the developed TLMs, including appropriate use of tools and tasks for assessing student learning achievements and filling out identified learning gaps/ compensating educational losses/ equalizing students achievements. All teachers of pilot schools are expected to be covered by capacity building activities. Apart from the Pilot schools' teachers other stakeholders (i.e. school managers, trainers, teacher-trainers etc) could be involved.

The training course will be designed and delivered to support the application of competency-based assessment principles and the integration of TLMs into the teaching and learning process. The course should be introduced gradually during the 2026-2027 school year in line with the development of the TLMs (see Component 1) with the purpose to explain to the audience how to use/ modify/ implement them in a real educational process. Based on the synchronous phase (set of webinars) corresponding asynchronous courses will be developed and launched for open access.

The training course should include the following components:

- Course structure.
 - A modular format tailored to the progression of TLM development and use, aligned with the academic year.
- Course curriculum with core content:
 - Overview of the SSPUSE and the competency-based approach
 - Introduction to the structure and function of the digital repository
 - Orientation on the bank of model tasks, model sets, and model projects
 - Methodologies for using TLMs in classroom practice
 - Techniques for assessing learning outcomes across domains
 - Interpreting and applying scoring schemes and evaluation criteria
 - Planning, conducting, and interpreting diagnostic and summative assessments
- Formats:
 - Online webinar series (live and recorded)
 - Pre-recorded video tutorials
 - Synchronous in-person or remote sessions (as appropriate)
 - Interactive presentations, guides, and supplementary materials
 - Asynchronous general and domain-specific online modules
- Integration with digital infrastructure:
 - Linked to the TLM digital repository
 - Use of platforms compatible with national education tools (e.g., AUSO)
- Certificates award for successful trainees

Component 5: Organization of the final event – presentation of project results

This component focuses on organizing and conducting a final in-person event to formally present the project deliverables, including the developed training and learning materials (TLMs) and the digital repository. The event aims to summarize the outcomes of the pilot implementation of the 1-st cycle of PUSE, engage key stakeholders, and outline the next steps for further application and scaling of project outputs.

The event will serve the following purposes:

- Presentation of created TLMs to a broad audience of stakeholders.
- Engagement of stakeholders in the use of the materials, particularly through the digital portal.
- Raising awareness and building trust in the tools and methodologies used to assess student learning achievements against the SSPUSE learning outcomes.
- Summarizing the completion of the pilot implementation of the 1-st cycle of SSPUSE as part of the national innovation project.

Event format:

- One-day offline presentation, lasting up to 8 hours.
- Approximate number of participants: 500, including:
 - Representatives of pilot schools implementing the SSPUSE
 - Experts from all 10 educational domains
 - Developers of educational literature
 - Other key stakeholders from the education sector

Event components:

- Presentation sessions showcasing the TLMs and digital repository
- Stakeholder engagement activities and discussions
- Live broadcast of the event for remote participants
- Provision of event materials and participant kits
- Visual branding and communication support (e.g., photo zones, logos)

The Consultant shall be responsible for full logistical and organizational support to ensure a high-quality event experience. This includes:

- Venue rental and decoration.
- Selection of a suitable location that can host up to 500 people, meets technical and branding requirements, and includes appropriate security measures.
- Catering. Provision of catering services, including:
 - Two coffee breaks
 - One lunch for up to 500 participants
- Event materials and participant kits:
 - Printed and digital materials such as agendas, presentation folders, leaflets with brief descriptions of manuals, and visual aids
 - Welcome kits for all participants (e.g., branded notebooks, pens, name tags)
- Technical support:
 - Availability and setup of audio-visual equipment, microphones, simultaneous translation tools, and other technical systems required for smooth event operation
 - Live online broadcast of the event to accommodate remote stakeholders
- Branding and visual identity:
 - Creation of branded photo zones to promote the event and its themes
 - Use of consistent visual branding across event materials
- Photography:

- Professional photographer services to document the event and provide high-resolution images for further use in reports, media, and stakeholder communications
- Participant logistics:
 - Support with travel and accommodation arrangements for participants to ensure full attendance and involvement throughout the event
 - Reimbursement of travel costs of the participants (round trip from the place of the permanent stationary to the place of the event)

Terms and requirements for implementation

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

The consultant is expected to ensure smooth coordination with the MoES throughout the process, maintaining clear communication and regular updates.

It is expected that a clear implementation sequence will be followed to ensure logical coordination between the components.

In particular:

- The development of TLMs for all 10 educational domains will be carried out during the academic year 2026-2027 and should precede any editing or graphic work (Component 1)
- A digital repository (Component 2) should be modernised, considering existing digital solutions, and filled with the created learning materials to the end of the Contract.
- The training course for teachers (component 4) should be developed gradually and launched at the end of the contract based on the developed materials and tools.
- Literary editing and layout/design of materials (Component 3) should be completed before the final presentation event (Component 5) to ensure high-quality materials for the presentation.

The Consultant is expected to propose a detailed implementation schedule in Quality Assurance Plan , including key milestones and estimated completion dates for each component. Based on the needs analysis, the Consultant will also propose an approach to the updating the digital repository and its integration with existing digital solutions. This schedule should reflect logical dependencies between tasks and ensure that the results are ready for public presentation.

IV. DELIVERABLES

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

D1 (Component 1): TLMs for educational domains (Annex 1)

Set of competence-oriented tasks for 10 educational domains

Each set shall fully comply with the detailed requirements specified in this ToR.

D2 (Component 2): Digital repository of TLMs

Online repository of materials upgraded/integrated with existing digital solutions

A brief user manual is updated.

D3 (Component 3): Manuals on TLMs applying (Annex 1)

Manuals on applying TLMs for each domain, 10 Manuals total

Each Manual is an instructional and explanatory source for the TLMs presented in the TLMs repository.

D4 (Component 4): Training course on the use/development of TLMs

Approximately 3 general and 3 educational domains-specific webinars – totally about 35 webinars during the school year.

An online training course on the use/development of tasks for assessing students' learning achievements is available.

All pilot schools' teachers are covered by the training.

D5 (Component 5): Final Event

The final event to present the products developed under this ToR.

Representatives of the pilot schools and other stakeholders were involved in the event.

Monthly progress updates

- The Consultant shall provide monthly progress reports summarizing the status of deliverables of each component
- Reports should be submitted in Ukrainian and English and contain
 - Updating information on activities completed during the reporting period
 - Challenges faced and proposed solutions
 - Plans for the next month, including timeframes and key milestones
- Progress reports will serve as a monitoring tool to ensure the timely and effective implementation of project components.

Reporting requirements

- All results must be provided in Ukrainian
- All reports must be submitted in Ukrainian and English (except for the TLM, Manuals on TLMs, updated User Manual for repository, and materials for online training course developed)
- The results should be presented in digital formats and, where appropriate, in printable formats
- Simultaneously with the submission of each report for the respective Phase, , ownership of all results will be automatically transferred to the Ministry of Education and Science of Ukraine.

This structure of deliverables ensures that all results are comprehensive, visually appealing, and effectively disseminated to the target audience, which will contribute to the success of the project.

Under the Lump-Sum Contract (World Bank Standard Form), payments shall be made to the Consultant upon submission and Client's acceptance of the deliverables specified below, and upon submission of an acceptable invoice and a signed Certificate of Acceptance.

The Consultant will, no later than the 14th calendar day after completing the activities according to the Work Schedule will submit a respective draft report.

Algorithm for accepting the reports

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

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

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

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

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

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

Payment schedule

1. First Payment – 20% of the Contract Amount

Payable upon the Consultant's submission and the Client's acceptance of the Phase 1 Report, which includes: (i) C1.1 Formation of groups of experts in educational domain; (ii) C2.1 Needs analysis / determination of the approach to the creation / integration of a digital repository of educational materials; (iii) C1.2. Determination of the format of TLMs and the

procedure for their examination; (iv) C1.3 Development and examination of the diagnostic work (input); (v) C1.4 Developing the Study programs; (vi) Quality Assurance Plan.

2. Second Payment – 25% of the Contract Amount

Payable upon the Consultant's submission and the Client's acceptance of the Phase 2 Report, which includes: (i) C1.5 Developing the compensatory learning tasks for the 1st semester; (ii) C4.1 Stakeholders training (1st wave of training course - webinars); (iii) C1.6 Developing the basic-level model project; (iv) C1.7 Creating summative semester work for the 1st semester; (v) C2.2 Upgrading a digital repository of educational materials; (vi) C1.8 Developing the compensatory learning tasks for the 2nd semester.

3. Third Payment – 25% of the Contract Amount

Payable upon the Consultant's submission and the Client's acceptance of the Phase 3 Report, which includes: (i) C4.2 Stakeholders training (2nd wave of training course - webinars); (ii) C.1.9 Developing the advanced-level model project; (iii) C1.10 Developing summative semester work for the 2nd semester; (iv) C3.1 Developing the Manuals on TLMs applying; (v) C3.2 Posting tasks in the repository; (vi) C4.3. Developing and launching an online course on TLMs applying.

4. Fourth Payment – 30% of the Contract Amount

Payable upon the Consultant's submission and the Client's acceptance of the Phase 4 Report, which includes: (i) C3.3 Publishing the Manual on TLMs applying; (ii) C5.1 Final presentation event; (iii) C5.2 Summarizing and reporting.

V. REQUIREMENTS

Consultant

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

1. Legal status and market experience

- The Consultant shall be a legally established entity eligible to provide consulting services in accordance with applicable laws. Consultants may associate with other firms in the form of a joint venture (JV) or sub-consultancy to enhance their qualifications. In case of a JV, all partners shall be jointly and severally liable for the contract. In the case of foreign company, the representative office/JV/consortium with local firm should exist by the date of Contract signing.
- At least 5 years of experience in the provision of consulting services relevant to this assignment, such as education sector programs, development of teaching and learning materials, curriculum design, teacher training, and/or digital education solutions
- The company's core business is software and web solutions development

2. *Experience in digital education*

- The company has a proven track record of implementing digital educational solutions
- At least 3 major educational or content digital products were implemented
- The products contained the following modules and functionality:
 - i. adaptive search
 - ii. dynamic filters
 - iii. designers of training programs
 - iv. analytical panels
 - v. interfaces for administration
 - vi. evaluation and feedback functionality.
- Proven experience in modern web technologies, in particular:
 - PHP (Laravel)
 - JavaScript (Vue.js / React)
 - MySQL, Redis
 - Elasticsearch
 - Docker
 - REST API
 - WebSocket
- Experience in implementation:
 - i. integrations with government services via API;
 - ii. creation of analytics modules;
 - iii. development of authorization and data protection.

3. *Cooperation with international organizations*

- The company has experience of participating in projects implemented with the support of the World Bank or other international institutions.

4. *Financial stability*

- The amount of confirmed turnover for the last two years is at least \$100,000
- Financial statements:
 - (i) Tax returns
 - (ii) Balance sheet
 - (iii) Certificates of completion.

5. *Confirmation of qualification.* A Consultant shall provide:

- Portfolio of completed projects
- Letters of recommendation (if any)
- List of pre-identified experts accompanied with CVs of key team members

6. *Availability of qualified specialists.* The company must confirm the availability of at least 7 specialists having permanent/long-term contracts (the term of which exceeds 12 months):

- **Project manager** – is responsible for planning, timing, and coordination.
- **UI/UX designer** – responsible for the logic of interfaces and usability.
- **Back-end developer** – implements server logic (Laravel, PHP, MySQL).
- **Front-end developer** – provides interactivity of the interface (Vue.js, React).
- **DevOps specialist** – responsible for deployment, continuous integration, and stability.
- **Tester (QA)** – provides quality assurance and automated testing.

- **Content manager or technical writer** – forms the structure of the platform, content, and documentation.

Personnel

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

The Consultant's team should have key experts with the relevant knowledge and experience to develop and implement digital assessment products and tools. In addition, appropriate administrative staff, such as secretaries and translators, should support the team throughout the assignment.

The Consultant is expected to propose the number and type of staff required to perform the services effectively and efficiently. Costs for all proposed staff shall be included in the financial proposal. The Consultant shall also ensure that all proposed staff will be available during the time specified in the Assignment.

It is estimated that the development of content in all educational domains will require the involvement of 10 leading experts in educational domains and 20-30 experts in learning outcomes assessment/ curriculum development/ content design..

Experts are expected to carry out development of TLM, development of Manual, capacity building measures, and then planning/ moderating the final dissemination event.

Qualifications of key experts

Leading expert in the field of education – focuses on identifying sector-specific features and reviewing tasks for assessing learning achievements at the adaptation stage of the profiled upper secondary education in accordance with the learning outcomes and assessment criteria established by the SSPUSE. He/she interacts with stakeholders and advises on the implementation of assessment tools within the relevant field.

Qualifications and experience:

- PhD degree in Education or relevant field. .
- At least 10 years of professional experience in teaching, curriculum development, or teacher training.
- Experience in participating in educational projects at the national or international level.
- Profound knowledge of competency-based approaches and government/donor-funded education programs.
- Proven expertise in educational measurement.
- Excellent communication and leadership skills, proven experience in leading diverse expert teams.
- Experience of professional development in an international environment.
- 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.

Learning Outcomes Assessment Expert – focuses on the development of learning **outcomes** assessment tasks in the relevant domain. Develops model assignments/tools/projects, teaching aids, and assessment methods, ensuring that they are aligned with competency-based standards. Collaborates with practitioners to refine and pilot these solutions.

Qualifications and experience:

- At least a master degree in Education, Doctor of Science/PhD degree is an advantage.
- At least 7 years of practical experience in teaching, curriculum development, creation of teaching materials/teacher training.
- Proven expertise in educational measurement.
- Proven experience in applying modern teaching methods, including competency-based learning.
- Experience in piloting or evaluating new educational approaches.
- Experience of professional development in an international environment.
- 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.

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

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

The Consultant may outsource the organization of events (e.g., seminars, workshops, stakeholder meetings) 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 MoES. 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 invasion/ the unstable security situation in Ukraine. Depending on the nature of the restrictions at the start date of the Contract, the Consultant may have to start with remote office work before being able to conduct field work and/or may prefer to engage local consultants in the early stages of the Contract. The Consultant is encouraged to explore all opportunities to engage local staff and benefit from their knowledge and experience.

Client

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

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

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

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

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

Equipment

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

KPI for the TLM and Manuals on TLM

	Educational Domain		Number of study programs	Minimum number of model sets* of tasks			Minimum number of model projects		Number of compensatory 24-hours courses in the 10th grade (1 hour = 45 minutes)	Manuals for TLM in digital and printed formats
				for one diagnostic assessment in 10th grade (input at the beginning of the 1 st semester)	for one summative assessment in the 1 st semester of the 10th grade	for one summative assessment in the 2 nd semester of the 10th grade	basic level of learning outcomes, the 10th grade	advanced level of learning outcomes, the 10th grade		
1	Мовно-літературна (українська)	Language and Literature (Ukrainian)	1	1	1	1	1	1	1	1 manual in digital and 200 hard copies
2	Математична	Mathematics	1	1	1	1	1	1	1	1 manual in digital and 200 hard copies
3	Природнича	Sciences	1	1	1	1	1	1	1	1 manual in digital and 200 hard copies

4	Технологічна	Technological	1	1	1	1	1	1	1	1 manual in digital and 200 hard copies
5	Інформатична	Informatics / Computer Science	1	1	1	1	1	1	1	1 manual in digital and 200 hard copies
6	Соціальна і здоров'язбережувальна	Social and Health-Preserving	1	1	1	1	1	1	1	1 manual in digital and 200 hard copies
7	Громадянська та історична	Civic and Historical	1	1	1	1	1	1	1	1 manual in digital and 200 hard copies
8	Мистецька	Arts	1	1	1	1	1	1	1	1 manual in digital and 200 hard copies
9	Фізична культура	Physical Education (PE)	1	1	1	1	1	1	1	1 manual in digital and 200 hard copies

10	Мовно-літературна (іноземна)	Language and Literature (foreign)	1	1	1	1	1	1	1	1	1 digital and 200 hard copies
	Total		10	10	10	10	10	10	10	10	10 digital and 2000 hard copies
	Reporting		Phase 1 Report	Phase 1 Report	Phase 2 Report	Phase 3 Report	Phase 2 Report	Phase 3 Report	Phase 2 Report		Phase 3 Report – digital layouts Phase 4 Report – hard copies published

*Note: One set of tasks consists of more than one task for a learner. One set of tasks means one variant.

