

AGREEMENT
between
THE CABINET OF MINISTERS OF UKRAINE
and
THE GOVERNMENT OF THE REPUBLIC OF FINLAND
on the implementation of the Programme “Learning2gether2”

The Cabinet of Ministers of Ukraine (“Ukraine”) and the Government of the Republic of Finland (“Finland”), represented by the Ministry for Foreign Affairs of Finland, jointly referred to as “the Parties”,

Condemning Russia’s war of aggression against Ukraine as a violation of international law and the principles of the Charter of the United Nations,

Recognizing Finland’s unwavering support for Ukraine and its sovereignty, independence and territorial integrity,

Committing to supporting Ukraine, its reconstruction, implementation of key reforms and the EU accession process,

Recalling the Sustainable Development Goals,

Taking note of the interest of Ukraine to work specifically with Finland on education sector due to the high quality of the Finnish educational system and the value added Finland could contribute to the New Ukrainian School (NUS) reform,

Observing that the overall responsibility for the Programme “Learning2gether2” (“the Programme”) lies with Ukraine,

Have agreed, in respect of the Programme, as follows:

ARTICLE I
Scope and Objective

1. The Programme shall be implemented in a timeframe of 2025-2029 [four year period] in accordance with the Programme Document and the Budget, dated and attached as Annex I to this Agreement, as well as in accordance with the annual work plans and budgets to be mutually agreed upon.

2. The overall objective of the Programme

The Programme is designed to support the implementation of the New Ukrainian School (NUS) reform and particularly the Programme supports the establishment

of a high-quality profiled Academic Stream of the NUS Upper Secondary Education for grades 10-12 in Ukraine.

The expected outcome of the Programme is a quality-oriented academic stream of New Ukrainian School (NUS) upper secondary school with inclusive, transparent adaptive learning education systems developed.

ARTICLE II

Principles of Cooperation

1. Respect for human rights, democratic principles, good governance and the rule of law shall form the basis for the co-operation between Finland and Ukraine and constitute the essential elements of this Agreement.
2. The Programme shall be implemented in accordance with the principles of transparency and open dialogue.
3. The Programme is guided by the principles of good governance and ecological, socio-cultural, institutional and economical sustainability and based on the needs and priorities of the beneficiaries.
4. The Parties have zero-tolerance approach towards misconduct. Including, but not limited to, fraud, corruption, theft, bribery, acceptance of bribes, money laundering, any other form of financial irregularities, sexual exploitation and abuse, harassment including sexual harassment, nepotism in recruitment, lack of impartiality, participation in decisions despite a conflict of interest, gifts and hospitality, significant accounting error or irregularities in accounting records, serious mistake in the performance of duties, significant delay in the performance of duties, unfounded daily allowances and fees, violation of the fundamental principles of procurement rules, procedures that violate essential contractual provisions or the terms of any contracts under this Agreement, post-employment restrictions, deficiencies in reporting, failure to provide essential information, refusing inspection or audit, as established in Article X of this Agreement or making them more difficult, abuse of authority, pressure, discrimination or other inappropriate efforts to exert influence, use of child labour or forced labour, violation of human rights, investments in tax havens, and any other forms of misconduct. Both Parties shall take robust and prompt action in response to any such allegations.

ARTICLE III

Competent Authorities and International Service Provider

1. The Ministry of Education and Science of Ukraine and the Ministry for Foreign Affairs of Finland shall be the Competent Authorities to represent their respective Governments in matters relating to this Agreement.

2. The responsibility for the implementation of the Programme lies with an international service provider as mentioned in the Programme Document.

ARTICLE IV **Financing by Finland**

The contribution of Finland to the implementation of the Programme in 2025–2029 shall be a maximum of 20 million Euros (€20000000). The total contribution of Finland to the implementation of the Programme includes Technical Assistance provided by an international service provider, and support to the operational costs of the Programme. Finland's contribution shall be channelled through an international service provider. The contribution shall only be used up to the actual amount necessary to cover the costs resulting from the implementation of the Programme as specified in the Programme Document.

ARTICLE V **Taxes, duties and fees**

1. The Parties recognize the provisions of the Convention between the Government of the Republic of Finland and the Government of Ukraine for the avoidance of double taxation and the prevention of fiscal evasion with respect to taxes on income and on capital of 14 October 1994.
2. Related to the Programme under this Agreement, Ukraine shall:
 - (a) promptly issue, free of charge, the necessary import licenses and other permits on importation of any goods that are subject of a Commercial Contract (the imported goods); and
 - (b) exempt the imported goods from any taxes, custom duties and any other mandatory charges pertaining to their entry to Ukraine.
3. All other taxes and fees payable in connection with the implementation of the Program shall be payable in accordance with the legislation of the Parties.

ARTICLE VI **Procurements**

1. Finland shall procure the technical assistance services for the Programme, as prescribed in the Programme Document in accordance with the relevant Finnish legislation in force, and shall conclude a contract with an International service provider to be agreed upon with Ukraine. Other procurements for the Programme shall be made by Finland, the international service provider providing technical assistance, or Ukraine as agreed upon between Ukraine and Finland.

2. As regards to procurements to be carried out in Ukraine by the international service provider, the Ukrainian procurement regulations shall be applied. Procurements to be carried out in Finland by its Ministry for Foreign Affairs or international service provider, the Finnish procurement regulations shall be applied.

3. No offer, gift, payment or benefit of any kind, which would or could be construed as an illegal or corrupt practice, shall be accepted, either directly or indirectly, as an inducement or reward for the award or execution of procurement contracts.

4. All procurements shall be made in accordance with generally accepted principles and good procurement practices. Invitations to tender as well as procurement contracts shall, respectively, include a clause on the possibility of the tender being rejected and the contract being cancelled, in case any illegal or corrupt practices have been connected with the award or execution of the contract. Furthermore, the damage or loss caused to the buyer shall, in case of the cancellation of the contract, be compensated by the supplier.

ARTICLE VII

Information

1. The Parties shall:

- (a) promptly inform each other of any event or situation which might affect the implementation of this Programme including any allegation of violation of principles of co-operation, as established in Article II; and
- (b) ensure that all relevant authorities and organisations are informed of this Agreement and this Programme.

2. The Parties shall have the right to disseminate information about this Programme, including this Agreement, to the general public and other interested parties.

3. Any publication or other material produced in connection with this Programme shall mention that the Programme is being or has been implemented with the financial contribution of Finland and within the framework of the Finnish development cooperation.

ARTICLE VIII

Monitoring and Reporting

1. The international service provider shall keep proper financial records in accordance with professionally accepted book keeping rules and practices

relating to project operational costs mentioned in Articles IV (Financing by Finland).

2. The implementation of the Programme shall be reported in the manner specified in the Programme Document attached to this Agreement. The reports shall be prepared in accordance with the mutually agreed principles. The competent authorities will monitor jointly the implementation and impact of the project in line with the agreed and established practices.

ARTICLE IX

Auditing

1. The Programme shall be audited in the manner specified in the Programme Document attached to this Agreement. The audits shall be performed by independent and authorised auditors. The audit reports shall certify whether submitted financial reports are correct and give a true and fair view of the results and financial position of the Programme.

2. Ukraine shall permit the representatives of Finland to carry out any inspection or audit in respect of the implementation of the Programme. Such an inspection or audit may also be initiated by Ukraine. The costs of any additional inspections or audits initiated by Finland shall be covered by Finland. Respectively, when such an audit or inspection is initiated by Ukraine, the costs shall be covered by Ukraine.

ARTICLE X

Suspension and Reimbursement of Funds

1. The Parties shall have the right, after consulting the other Party, to suspend in whole or in part the financing of this Programme if:

- (a) the financing by the other Party is not forthcoming in accordance with this Agreement and the Programme Document;
- (b) the management of the Programme is deemed to be unsatisfactory;
- (c) a condition has arisen which interferes or threatens to interfere with the implementation of this Programme or the attainment of the objectives and purposes of this Programme;
- (d) the suspension is warranted by a fundamental change in the circumstances under which this Programme was started; or
- (e) there are credible allegations of fraud or corruption.

2. Finland shall have the right, after consulting with Ukraine, to suspend in whole or in part the financing of the Programme if Ukraine has failed to fulfil one of the essential elements referred to in Article II (Principles of Cooperation) of this Agreement.

3. The suspension shall cease as soon as the event or events which gave rise to suspension have ceased to exist.

4. Finland reserves the right to claim reimbursement in full or in part of the Finnish contribution if it is found to be misused or not satisfactorily accounted for.

ARTICLE XI Commodities

1. Commodities procured in or imported into Ukraine under this Agreement for the purposes of this Programme shall be at the exclusive disposal of the Programme.

2. The commodities shall become the property of Ukraine upon the completion of this Programme, unless otherwise agreed by the Parties.

ARTICLE XII Liability

Finland shall not accept any responsibility or liability for any claims, debts, demands, damage or loss incurred by Ukraine as a result of the implementation of this Agreement.

ARTICLE XIII Special Provisions

1. Other obligations of the Parties are specified in the Programme Document, attached as Annex I to this Agreement, which is an integral part of this Agreement.

2. The Parties shall have the right to carry out an evaluation during the implementation of and after the termination of this Programme.

3. Any remaining balance of the Finnish contribution shall, at the completion of activities or upon termination of this Agreement, be returned to Finland.

4. In case the Parties have agreed that part of the Finnish contribution may be forwarded to a third party, Ukraine shall enter into an agreement with the third party in question. Such agreement shall contain necessary provisions concerning the appropriate use of Finland's contribution of funds, such as provisions on

financial management, accounting, procurement, monitoring, reporting and auditing, as well as sanctions for possible misuse of contribution funds or corruption. With respect to Finland, Ukraine is fully responsible for the part of the Finnish contribution forwarded to a third party.

5. The Parties are fully committed to taking all reasonable efforts in preventing and detecting fraud and corruption in the implementation of this Agreement. Parties shall inform each other promptly of any credible allegations of fraud and corruption of which it has been informed or has otherwise become aware of.

6. The Parties have a zero-tolerance policy towards sexual exploitation and abuse and sexual harassment, as well as discrimination and abuse of authority. Such zero-tolerance policy applies to all levels of this Programme implementation. Robust and prompt action will be taken in response to any such allegations.

7. Consistent with the United Nations Security Council Resolutions relating terrorism, including UN Security Council Resolution 1373 (2001) and 1267 (1999) and related resolutions, the Parties are firmly committed to the international fight against terrorism and against financing of terrorism. The Parties are also committed to full compliance with other UN sanctions regimes, including targeted financial sanctions and other measures, adopted by the UN Security Council under Article 41, Chapter VII of the United Nations Charter, and economic and financial restrictive measures in force in the European Union, adopted under article 215 of the Treaty on the Functioning of the European Union.

It is the policy of Finland to seek to ensure that none of its funds is used, directly or indirectly, to provide support to individuals or entities designated by the United Nations or European Union as being subject to sanctions. To those ends, the Parties are committed to taking appropriate steps to ensure that funding provided by Finland is not provided to, or otherwise used to provide, financial assistance or support to persons or entities, terrorists or terrorist organizations, or any other legal person or government agency listed on the Consolidated United Nations Security Council Sanctions List or EU sanctions regulations (as amended from time to time). Ukraine shall inform Finland immediately if during the course of this Agreement Ukraine receives allegations or determines that any such funds have been so used.

ARTICLE XIV

Entry Into Force, Termination, Amendments and Settlement of Disputes

1. This Agreement shall enter into force on the date of the last written notification, through the diplomatic channels, in which the Parties notify each

other of the completion of their internal legal procedures required for its entry into force and remain in force until all the obligations under this Agreement have been duly fulfilled by the Parties, unless terminated earlier by either Party by giving a notice in writing to that effect three months prior to the termination.

2. Should either Party consider it desirable to amend any provision of this Agreement, it may request consultations with the other Party through diplomatic channels. Any amendment of the Parties shall be agreed upon in writing between the Parties.

3. Any dispute arising from the implementation or interpretation of this Agreement shall be settled amicably by negotiations between the Parties.

Done in Kyiv 28 May 2025 in two originals in the Ukrainian and English language, all texts being equally authentic.

**FOR THE CABINET OF
MINISTERS OF
UKRAINE**



**FOR THE GOVERNMENT
OF THE REPUBLIC OF
FINLAND**



ANNEX I

Programme Document Learning2gether2



Programme Document

**Programme
“Learning2gether2”
Final Draft 22 May
2025**

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Abbreviations

Acronym	Meaning
AIKOM	Automated Information Complex of Educational Management
BGKMU	Borys Grinchenko Kyiv Metropolitan University
CoPN	Communities of Practice Networks
CPD	Center for Professional Development
CSO	Civil Society Organisation
CTA	Chief Technical Adviser
DCFTA	Deep and Comprehensive Free Trade Area
DECIDE	Decentralisation for Improved Democratic Education (Swiss-Ukrainian programme)
DPA	State Final Examination
EBRD	European Bank for Reconstruction and Development
ECTS	European Credit Transfer and Accumulation System
EDUFI	Finnish National Agency for Education
EHEA	European Higher Education Area
EMIS	Education Management Information System
ENP	European Neighbourhood Policy
ETF	European Training Foundation
EU	European Union
FCA	Finn Church Aid
FINCEED	The Finnish Centre of expertise in Education and Development
FINGO	An umbrella organisation of 250 Finnish civil society organisations
GBV	Gender-based violence
GDP	Gross Domestic Product
GEP	Global Education Partnership (Unit at EDUFI)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
GoF	Government of Finland
GoU	Government of Ukraine
HAMK	Häme University of Applied Sciences
HDI	Human Development Index
HEI	Higher Education Institute
HRBA	Human Rights Based Approach
HRMMU	United Nations Human Rights Monitoring Mission in Ukraine
ICI	Institutional Cooperation Instrument
IDP	Internally Displaced Persons
IEA	Institute for Educational Analytics
IECM	Institute for Education Content Modernisation
ITTI	In-service Teacher Training Institutions
KfW	Kreditanstalt für Wiederaufbau (Credit Institute for Reconstruction)
LEARN	Lifting Education Access and Resilience in Times of Need
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer, intersexual, queer, and more
M&E	Monitoring and Evaluation
MFA	Ministry for Foreign Affairs of Finland
MHPSS	Mental Health and Psychosocial Support
MoEC	Ministry of Education and Culture (Finland)

MoES	Ministry of Education and Science of Ukraine
NACP	National Agency on Corruption Prevention
NGO	Non-Governmental Organisation
NPC	National Programme Coordinator
NUS	New Ukrainian School
OECD	Organisation for Economic Cooperation and Development
PAD	Project Appraisal Document
PD	Programme Document
PIM	Programme Implementation Manual
PISA	Programme for International Student Assessment
PMT	Programme Management Team
RIA	Regulatory Impact Assessment
RST	Reform Support Team
SALAR	Swedish Association of Local Authorities and Regions
SB	Supervisory Board
SC	Steering Committee
SEN	Special Educational Needs
SSEQ	State Service for Education Quality
STEM	Science, Technology, Engineering and Mathematics
TA	Technical Assistance
TL	Team Leader
ToC	Theory of Change
ToR	Terms of Reference
TPD	Teacher Professional Development
TVET	Technical and Vocational Education and Training
UCEQA	Ukrainian Center for Education Quality Assessment
UFSI	Ukrainian Social Investment Fund
UIED	Ukrainian Institute of Education Development
UIRO	The Ukrainian abbreviation for the UIED
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
UNOPS	United Nations Office for Project Services
USAID	United States Agency for International Development
USS	Upper Secondary School
VET	Vocational Education and Training
WB	World Bank

Glossary

State standards of complete general secondary education are the documents that determine the total educational workload of applicants for primary, basic secondary, and profiled upper secondary education, requirements for their competencies and mandatory learning outcomes grouped by relevant educational fields, which they must achieve at the appropriate level of complete general secondary education. The National Standard for profiled upper secondary education was adopted by the Cabinet of Minister of Ukraine in July 2024.¹

Curriculum framework is a typical study programme, that is, a document containing a set of educational components that ensures that students achieve learning outcomes defined by the state standard for the corresponding level of complete general secondary education, approved by the central executive body in the field of education and science. A typical study programme is currently under development for profiled upper secondary education.

Model study programme is a document that defines the approximate sequence of achieving the expected learning outcomes by students, the content of the subject (integrated course) and types of students' educational activities, recommended for use in the educational process in the manner prescribed by law. Model study programme is based on a typical study programme (to be developed once a typical study programme is available).

Study programme is a document containing a set of educational components planned and organised by an educational institution for students to achieve the expected learning outcomes defined by this programme, which is developed and approved in accordance with the Law of Ukraine "On Complete General Secondary Education".

Textbook is a type of educational literature containing a systematised presentation of educational material and tasks for achieving certain learning outcomes in accordance with a model study programme and/or study programme, a component of which is an interactive electronic application, the requirements for which are established by the central executive body in the field of education and science.

Electronic textbook (manual) is an electronic educational publication with a systematic presentation of educational material that corresponds to the study programme, contains digital objects of various formats and provides interactive interaction.

Law of Ukraine "On Complete General Secondary Education", Law of Ukraine "On Education

¹ <https://zakon.rada.gov.ua/laws/show/851-2024-%D0%BF#Text>

Programme fact sheet

Title:	Learning2gether2
Programme Number:	
Sector:	
Sub-sectors:	Education
Geographical Coverage:	Ukraine
Duration:	2025 – 2029
Starting Date:	
Impact statement:	The Academic Stream of NUS USS contributes to sustainable competence-based human capital development for the revival of Ukraine.
Outcome statement:	A quality-oriented Academic Stream of NUS USS with inclusive, transparent and profiled education system is developed and piloted nationwide for the 11th and 12th grades.
Programme Financing:	
Contribution from	
Government of Finland:	EUR 20 million
Government of Ukraine:	To be specified (will include in-kind, office facilities, salaries of MoES staff and staff of the selected schools etc.)
Competent Authorities:	Ministry of Education and Science (MoES) GoF/Ministry for Foreign Affairs (MFA)
Executing Agencies:	

Executive summary

The Government of Finland is dedicated to supporting Ukraine that has become the biggest beneficiary of Finnish development aid. The "Learning2gether2" programme continues Finland's support to implementation of the New Ukrainian School (NUS) reform, focusing on the Academic Stream in the Upper Secondary School (USS) (Grades 11-12) with a budget of up to EUR 20 million over four years.

Ukraine, a country in Eastern Europe with a population of approximately 38 million as of 2024, has faced significant humanitarian challenges due to the ongoing Russia's war of aggression against Ukraine. The war has caused around 29,330 civilian casualties and large-scale displacement, with over 6.5 million Ukrainians seeking refuge in Europe and about 3.7 million internally displaced. This displacement has impacted the country's demographic and economic stability, with disadvantaged groups experiencing a rapid decline in income levels, exacerbating poverty and inequality. International organisations like the World Bank, EBRD, UNICEF, UNESCO and EU are providing humanitarian aid and support for reconstruction, including short and long-term support for education.

Despite the war, the Government of Ukraine continues implementing the New Ukrainian School (NUS) reform, which was initiated in August 2018 to modernise the education sector and to improve teaching and learning to meet the requirements of the 21st century. Following the NUS roll-out in primary and basic education, the upcoming years will mark the implementation of the NUS Upper Secondary School (profilna seredna osvita), including both its academic and vocational tracks.

The "Learning2gether2" programme supports the establishment of a high-quality profiled Academic Stream of the NUS Upper Secondary Education for grades 10-12 in Ukraine. The programme will provide teachers and principals with skills and knowledge to design and implement relevant, academically high-quality, competency-based education in line with the NUS principles. The schools will be supported in the development of educational programmes in accordance with the profiles they have chosen. The programme will also support the educational authorities both at regional and national level to plan and manage the reform in a transparent and coordinated manner. In addition, taking into consideration the effects and consequences of the Russian aggression against Ukraine, the programme will design and implement welfare programmes to support teachers, administrators and students with a trauma-informed approach to organising and implementing the education process. Gender equality and disability inclusion will be mainstreamed to the programme implementation. The programme will work in close coordination with the World Bank LEARN programme, which has reserved 10 % of the programme budget for NUS basic and upper secondary education. The programme will also coordinate its activities with inputs provided by the OECD and other development partners. Supporting the NUS USS Academic Stream enhances Finland's position as a strategic partner. The planned Finnish contribution for four years is a maximum of EUR 20 million.

The MoES has developed the overall concept for a systematic roll out of the NUS USS Academic Stream in cooperation with the regional authorities and local administrations, starting from 2025. The 30 pre-pilot academic lyceums with long-standing expertise in diversified profiled school education were selected and approved by the MoES decree in 2024. The NUS USS reform in grade 10 for these schools will be supported by the World Bank-funded project LEARN. The development of new networks of NUS USS academic lyceums, under the responsibility of regional authorities, is expected to be finalised by mid-2025. After that, the list of up to 150 pilot NUS USS schools will be established, comprising (i) the current 30 pre-pilot academic lyceums, (ii) those academic lyceums that have been piloting the NUS reform at the basic education level, and (iii) additional academic lyceums suggested by regional authorities. The "Learning2gether2" programme will target certain amount of the academic lyceums, to be selected during the inception phase, to support roll out of the NUS USS in grades 11 and 12

1. Introduction

The Finnish Government is strongly committed to supporting Ukraine, its reconstruction, implementation of key reforms and the EU accession process. Ukraine is expected to remain the biggest beneficiary of Finland's development cooperation in upcoming years. This forthcoming programme 'Learning2gether2' is designed to support implementation of the New Ukrainian School (NUS) reform and particularly the reform of the Upper Secondary school. The planned Finnish contribution for four years is a maximum of EUR 20 million.

This Programme Document forms the basis for the bilateral project financing decisions and for the partnership management arrangements. It presents information about the programme and its implementation, including its internal logic, and the basis for results-based planning, implementation, monitoring and evaluation. The Document also includes a risk analysis and a detailed plan for management, technical assistance and budget. The NUS USS Academic Stream reform and the development of the concept of profiled upper secondary schooling, are still evolving, and some practicalities need to be agreed by the MoES prior the implementation starts during the Inception Period. Flexibility and adaptability are essential requirements for successful implementation given the challenging context caused by the Russia's war of aggression against Ukraine.

2. Background

2.1 Country context

Ukraine is a country in Eastern Europe with a diverse population of approximately 38 million people as of 2024. The population includes various ethnic groups, with Ukrainians making up the majority, followed by significant Russian, Belarusian, Moldovan, and other minorities. Ukraine also hosts the largest Roma population in Europe, between 200,000 and 400,000.² The country is administratively divided into 24 oblasts (regions), the Autonomous Republic of Crimea, and two cities with special status (Kyiv and Sevastopol). Nearly 70 % of population live in urban areas³, with major cities including Kyiv (the capital), Kharkiv, Odesa, Dnipro⁴ and Lviv.

As part of the 2014 decentralisation reform, amalgamated territorial communities largely define the current administrative structure of Ukraine. The newly created 1,439 amalgamated territorial communities (hromadas), that comprise 27,833 localities, commenced to enjoy high autonomy and decision-making power, including in financial matters due to strengthened local governance, enhanced accountability and fostered regional development. The administrative-territorial reform, being completed in 2020 before the local elections, still awaits the completion of the next stages of the decentralisation reform. Local authorities grapple with all the new responsibilities in a situation of worsening financial shortage, as the tax payment scheme is still not aligned to one's residency, but on the employer's HQ location. The Russian aggression against Ukraine brings about further challenges, as a new territorial division is now being discussed. Overall, Ukraine still holds ownership for the decentralisation reform and going back towards the centralised administration is extremely unlikely. Yet, more awareness raising, capacity building and operational work is needed for the decentralisation reform to be fully implemented.

Ukraine's Human Development Index (HDI) reflects its moderate level of human development. According to UNDP⁵ (2020), Ukraine has an HDI score of 0.779, placing it in the high human development category. This score is influenced by life expectancy, education level, and per capita income. World Bank and other indicators for Ukraine highlight several key economic and social metrics impacted by the war.⁶

Death Toll and Displacement: Since the beginning of the war in 2014, and its escalation in 2022, Ukraine has faced severe humanitarian challenges. According to President Zelenskyy⁷ the war has led to over 45,000 casualties, and 390,000 wounded (some are wounded twice, so this figure is bigger than the actual number of persons), as of January 2025. It is estimated that almost 20,000 children have been abducted by Russians and forcibly displaced to Russia. Thousands of people are missing, but how many of those are prisoners remains known. In terms of displacement, the situation is dire with over 6.5 million Ukrainians having sought refuge in other countries, and about 4.6 million internally displaced persons (IDPs) within Ukraine itself⁸. This large-scale displacement has significantly affected the country's demographic and economic stability⁹, and the education system.

² The 2001 Census identified some 47,600 Roma in the country, but rights groups have estimated their number between 200,000 and 300,000; the Council of Europe estimates that they number approximately 260,000.

³ https://unece.org/DAM/hlm/documents/Publications/CP_Ukraine_ECE.HPB.176.en.pdf

⁴ According to 2022 statistics, Ukraine has three cities with over 1 million inhabitants: Kyiv, Kharkiv and Odesa and Dnipro with 0,97 million being the fourth biggest city of the country. Due to the war, the current size of population is difficult to estimate. <https://www.statista.com/statistics/424989/largest-cities-in-ukraine/>

⁵ <https://www.undp.org/ukraine/press-releases/ukraine-inches-forward-human-development>, December 20220.

⁶ <https://www.worldbank.org/en/country/ukraine/overview>.

⁷ Piers Morgan interviewing President Zelenskyy, uploaded from YouTube on 5 February, 2025

⁸ World Bank: Fourth Rapid Damage and Needs Assessment (RDNS4), published on 25 February, 2025.

⁹ <https://data.unhcr.org/en/situations/ukraine?utm>.

Economic Impact on Disadvantaged Groups: The war has affected all and particularly disadvantaged groups, rapidly declining their income levels. The World Bank and other reports indicate that the war has exacerbated poverty, with social payments (pensions and social assistance) making up more than 70% of household income for the poorest 40% of the population. The war has disrupted livelihoods, increased food insecurity, and widened economic inequalities. Vulnerable populations, including the elderly, disabled, and those in rural areas, are most severely impacted. The latest Ukraine Rapid Damage and Needs Assessment¹⁰, conducted by the GoU, the World Bank Group, the European Commission, and the United Nations, estimates that the recovery and reconstruction needs will reach almost USD 524 billion over the next 10 years.

Future Demographic Loss: The ongoing war and displacement are likely to have long-term demographic impacts. The loss of life, combined with the migration of millions of people, predominantly women and children, to other countries, poses a significant challenge to Ukraine's future demographic structure. Ukraine's population has decreased since its independence, and war has further speeded this decline. The continued instability and economic hardship also deter the return of refugees and IDPs, further impacting population growth and demographic recovery.¹¹

Humanitarian and Reconstruction Efforts: Efforts are underway to address these challenges. UNHCR, WB, EBRD, EU and other international organisations are working with the Ukrainian government to provide humanitarian aid, housing reconstruction, and support for displaced populations. However, the scale of the crisis necessitates sustained international support and comprehensive domestic policies to ensure long-term recovery and stability^{12 13}. The war in Ukraine has resulted in significant loss of life, massive displacement, and severe economic hardship. More than 12.5 million people – almost 35% of the total population - remain in need of some form of humanitarian assistance in 2025¹⁴, 15% thereof being children. Close to 3.3 million people remain in front-line communities in the east and south of the country or are living in the occupied territories.¹⁵

End of the War: During the final months of 2024, the peace discussions on ceasing the Russian war on Ukraine have re-emerged, even if close to 60% of Ukrainians remain ready to bear the war burden¹⁶. The president Trump administration, that came to power at the end of January 2025, has been reshaping the narratives on the USA foreign policy and the possible peace scenarios. During February-March 2025, political exchanges between Ukraine, the European Union and the USA on peace plans and security guarantees for Ukraine have intensified. Furthermore, Ukraine and the USA continue liaising on investment options related to Ukrainian natural resources. Ukraine remains committed to establishing a fair lasting peace, based on the principles of independence, sovereignty and territorial integrity.

The MoES and other educational stakeholders take due notice of the consequences of possible ceasefire on school education in Ukraine and the needs arising of it. These include rebuilding destroyed education infrastructure, unrolling the delayed NUS reform (for territories under occupation since before 2017 – from scratch), training and relocating the 'reserve' teachers to the newly liberated communities, providing new quality teaching and learning materials in a relatively short time and many more. Reorganising education provision to account for the challenged demographic outlook while encouraging returnees to Ukraine would have a major impact on the access to Ukrainian education for thousands of internally and externally displaced

¹⁰ World Bank. Ukraine Rapid Damage and Needs Assessment February 2022 – December 2024. 2025

<https://documents1.worldbank.org/curated/en/099022025114040022/pdf/P1801741ca39ec0d81b5371ff73a675a0a8.pdf> (accessed 26.5.2025)

¹¹ <https://dtm.iom.int/ukraine>.

¹² <https://reporting.unhcr.org/operational/situations/ukraine-situation> (accessed 29.7.2024)

¹³ <https://dtm.iom.int/ukraine> (accessed 29.7.2024)

¹⁴ <https://www.unocha.org/publications/report/ukraine/ukraine-humanitarian-needs-and-response-plan-2025-january-2025-enuk> (accessed 27.1.2025)

¹⁵ <https://ukraine.iom.int/news/millions-assisted-millions-more-still-need-two-years-ukraine-war-says-iom> (accessed 29.7.2024)

¹⁶ <https://www.kiis.com.ua/?lang=ukr&cat=reports&id=1464&page=1>

students. Further considerations for school education in times of peace in Ukraine would depend on the outcome of the war and de facto societal conditions after peace. Fluctuating outside power policies might reinforce the EU role in human capital development and social protection in Ukraine. The LT2 design and scope will be reflected upon during the inception phase, considering the geopolitical situation at a time.

EU Integration: In 2014, Ukraine and the EU signed the Association Agreement, which included the Deep and Comprehensive Free Trade Area (DCFTA). This comprehensive treaty aimed to deepen political and economic relations by promoting regulatory convergence and establishing a free trade area. The agreement facilitated the alignment of Ukrainian laws and standards with those of the EU, enhancing trade, investment, and political cooperation. The DCFTA opened EU markets to Ukrainian goods and services, helping to boost Ukraine's economic growth and integrate its economy more closely with that of the EU.

While the Association Agreement¹⁷ focuses primarily on higher education, it also makes efforts to lay ground for developing cooperation in secondary education (see Article 433). In the years following the Agreement approval, the Ukrainian education sector has been experiencing significant transformations oriented towards the EU acquis and standards. The Association Committee, comprising the EU and Ukrainian civil servants and structured into sectoral sub-committees, was established as an operational mechanism to prepare, implement and follow up on the Association Council decisions. The work on education policies takes place within the Cluster 4 "Science and technology, information society, audiovisual policy, education, training and youth, culture, cooperation in sport and physical culture". During last years, the key areas of the Cluster 4 work, in the area of school education, encompassed the right to education of national minorities (incl. implementation of recommendations included in the opinion of the Venice Commission) and continuing the New Ukrainian School reform (with an emphasis on providing relevant training and qualifications to teachers).

The educator sector ranks high on the implementation efficiency of the Association Agreement throughout 2014-2023¹⁸. From amongst those activities that have implications for school education, in 2020 the National Qualifications Framework was thoroughly revised in accordance with the Qualifications Framework for the European Higher Education Area (QF-EHEA) and the European Qualifications Framework for Lifelong Learning (EQF LLL).

Figure 1 National Qualifications Framework of Ukraine



¹⁷ https://publications.europa.eu/resource/cellar/808d526a-7bd1-11ed-9887-01aa75ed71a1.0021.02/DOC_1 (accessed 3.2.2025)

¹⁸ <https://eu-ua.kmu.gov.ua/integration/euintegration/> (accessed 3.2.2025)

Source: Reprinted from the MoES, 2025¹⁹

In June 2022, in the context of the Russian invasion, Ukraine was granted EU candidate status, a significant milestone in its journey towards full EU membership. This decision underscored the EU's support for Ukraine amidst Russia's war of aggression and recognised the substantial reforms Ukraine had undertaken since the Euromaidan protests. The formal negotiations for EU accession commenced in June 2024, marking the next critical step in Ukraine's integration into the European Union.

The education sector work on the EU accession got further reinforced during the last years: the implementation progress of the Association Agreement peaked at 94% in 2023, which is an 8% increase since the previous year²⁰.

The 2023 amendments to the Law of Ukraine "On Education" have been instrumental for identifying access modalities for numerous national minorities and indigenous people of Ukraine to education in their native language or learning their native language at different levels of education. The Report on implementation of the Association Agreement between Ukraine and the European Union in 2023 cites: "In addition, the transitional provisions of the above Law (clause 19 of part three of Section XII) currently stipulate that persons belonging to national minorities of Ukraine whose languages are official languages of the European Union and who started general secondary education before September 1, 2018 in the language of the respective national minority of Ukraine, until completion of full general secondary education, have the right to continue such education in accordance with the rules in force before the entry into force of this Law." (pp. 15-16). Therefore, the reform of the legal framework for national minorities as recommended by the Venice Commission, and adoption of immediate and effective implementation mechanisms have been duly implemented.

Ukraine has progressed with establishing a solid regulatory framework for the rights of Roma national minority. In July 2021, the GoU adopted the 2030 Strategy for promoting the rights and opportunities for Roma national minority members in Ukrainian society²¹ outlining, i.e., a wide range of targets to facilitate access to quality school education for Roma population. Some developments have also been made to strengthen national statistics on school education: Ukraine has joined the Eurydice network and designated the State Scientific Institution "Institute of Educational Analytics" to be its official national unit. Ukraine continuously intensifies its cooperation with the EU within the Strategic Framework for the European Education Area.

In December 2023, the 2027 Roadmap for European Integration of Ukraine in Education and Science got approved by the MoES order²². The Roadmap is grounded in the result-based management approach, and its outcome statement reads: "Participants of the education process and researchers acknowledge advantages and use opportunities of the Ukraine's integration to the EU". The target indicators endorsed for measuring the progress towards this objective include: i) the number of EU-level targets used for monitoring of sectoral policies' success, ii) the number of sectoral EU programmes where Ukraine partakes, iii) the number of Ukrainian citizens who take part in the EU educational and research programmes, and iv) the number of joint projects in education, research and innovation that get implemented by Ukrainian institutions and organisations. Naturally, the key focus of the Roadmap is on aligning the Ukrainian legislative-regulatory framework with the EU acquis. As regards the school education, the Roadmap specifically outlines the expectations for i) enhanced capacity of the public lyceum 'Ukrainian International School' to better promote

¹⁹ <https://mon.gov.ua/tag/natsionalna-ramka-kvalifikatsiy?&type=posts&tag=natsionalna-ramka-kvalifikatsiy> (accessed 3.2.2025)

²⁰ <https://eu-ua.kmu.gov.ua/wp-content/uploads/Report-on-implementation-of-the-Association-Agreement-between-Ukraine-and-the-European-Union-for-2023.pdf> (accessed 3.2.2025)

²¹ <https://zakon.rada.gov.ua/laws/show/866-2021-%D1%80#n10> (accessed 3.2.2025)

²² <https://mon.gov.ua/npa/pro-zatverdzhennya-dorozhnoyi-karti-yevropejskoyi-integratsiyi-ukrayini-u-sferah-osviti-i-nauki-do-2027-roku> (accessed 3.2.2025)

Ukrainian subjects amongst Ukrainian students abroad, and ii) teacher professional development on the European values.

School education is placed high on the agenda of the Ukraine Facility across multiple sectors²³. The Human Capital section sets the goal to provide access to safe and quality education, which gets to be implemented through the state subventions to local budgets for shelters, busses, equipment, instructional materials, and nutrition. The decentralisation and regional policy chapter argues for the need to strengthen the subsidiarity principle of the decision-making by regional and local authorities, which has important implications for the NUS reform implementation (specifically, the undergoing work on the new network of academic lyceums). The Digital Transformation chapter underscores the need to digitally transform public services, including on education: the domain with much progress achieved (see the paragraph on education digital transformation).

The school education falls outside the Ukraine Plan scope since no macro-financial support for Ukraine is contingent on the NUS reform. As discovered during the appraisal process, the MoES is content with such state of play and considers that the NUS USS roll out has better chances to succeed under circumstances of no fiscal ties being attached to it.

Participation in EU Educational Programmes: Ukraine has been actively involved in various EU educational programs to foster closer ties in the field of education, improve standards, and facilitate academic exchange. These programmes include:

- EU4Recovery: This initiative is part of the EU's broader effort to support vocational education and training (VET) reforms in Ukraine. The programme focuses on enhancing the quality and relevance of VET to better meet the labour market's needs and align with European standards.
- Bologna Process: Ukraine is a signatory to the 2005 Bergen Ministerial Communiqué and a full member of the European Higher Education Area (EHEA). This cooperation ensures that Ukrainian higher education institutions adhere to European standards, facilitating student mobility and the recognition of academic qualifications across Europe. In 2020, for the first time, Ukraine through MoES was a co-chair (together with Croatia) in the Bologna Follow-Up Group during the period leading to the Rome Ministerial Conference. Throughout 2019 to 2020, it also worked on the Rome Ministerial Communiqué, as part of the Drafting Committee.
- Erasmus+: Ukraine actively participates in the Erasmus+ program, which supports education, training, youth, and sport in Europe. Ukrainian students, educators, and institutions benefit from exchange opportunities and collaborative programmes, which foster educational and cultural exchange between Ukraine and EU member states.
- In terms of ongoing Finnish-funded projects, the EDUFI Bridge2Skills project in Ukraine is supporting the development of vocational education and training (VET). The project's geographical area comprises the region of Kiev, Volyn and Ternopil. Altogether nine (9) vocational schools are involved, three schools in each region. The project develops vocational qualifications in the sectors of Media and Industrial Design. The qualifications are developed in a modular system, including transversal skills/key competencies, which are generic (not vocational), such as digitalisation, entrepreneurship, customer service, sustainable development, but these will be agreed with the Ministry in Ukraine.

2.2. Education system in Ukraine

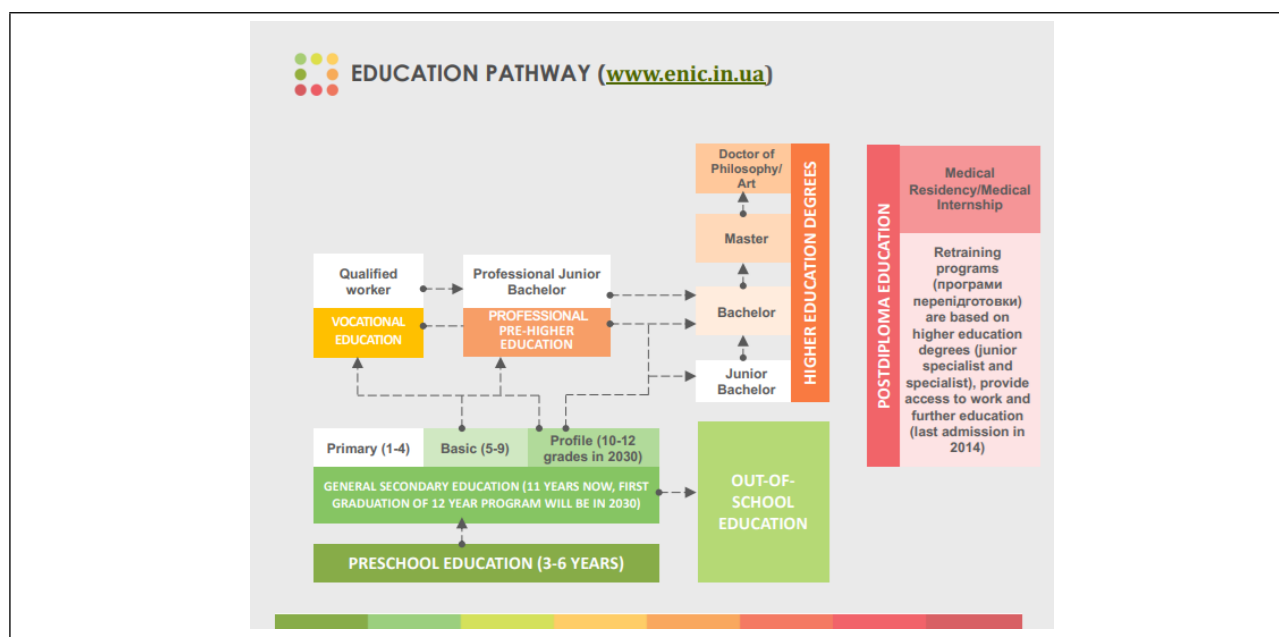
The education system in Ukraine includes the following levels: pre-school education, basic and general secondary education, vocational (vocational-technical) education, professional pre-higher education, higher education, as well as post-diploma education and out-of-school education (see Figure 2).

²³ <https://me.gov.ua/view/98d0fb7f-901e-46d3-b546-d46ed20e7cfa> (accessed 3.2.2025)

Primary education lasts four years (grades 1-4) and is provided in educational institutions, which can operate independently or as a part of general secondary schools. Basic education lasts five years (grades 5-9) and upper secondary education currently lasts two years (to be extended to three years, following the NUS USS roll out).

Starting from 2027, the New Ukrainian School reform extends towards the upper secondary level via two streams: academic and vocational. The former aims to streamline further access to higher education through profiled competency-based education that allows students to develop their interests and be adequately prepared for further studies. The latter foresees students' preparation to the labour market and combines completion of general secondary education (mandatory for all in Ukraine) with acquiring professional qualifications.

Figure 2 Education system in Ukraine²⁴



Article 9 of the Law of Ukraine “On Education” (2017) distinguishes the following main different forms of education: institutional (intramural; daytime, evening, extramural, distance, network); individual (externship, family (home), pedagogic wardship, on-the-job (on the production site)).²⁵ Due to the COVID 2019 and the war, distance education was introduced to provide access to education when face-to-face learning was not possible. Preschool education used to be regulated by the 2001 Law, which is now substituted with a new one, adopted mid-2024 and pending regulative enforcement in 2025 through ca. 60 by-laws to be developed and implemented. Out-of-school education is provided according to the Law of Ukraine “On Out-of-School Education” (2000, with amendments). Table 1 below gives some data on the enrolment in the different levels of education in recent years.²⁶

²⁴ Retrieved from the internet on 16 July 2024 – <https://enic.in.ua/index.php/en/educationl-system/national-qualifications-framework>

²⁵ Further details: https://mon.gov.ua/npa/law-education#_Toc493603838

²⁶ UNESCO. 2020. Ukraine Factsheet (data from 2020)

Public spending on education in Ukraine accounted for 5.9% of Gross Domestic Product (GDP) in 2011, 5.3% in 2015, 5.4% in 2020²⁷. Education expenditure as a share of total government expenditure was 13.5% in 2015, 13.3% in 2020 and 14.3% in 2021²⁸ before it declined to 8.5% amidst the war in 2022.²⁹

Table 1 Enrolment by level of education by year (in millions)

	Pre-primary	Primary	Lower secondary	Upper secondary	Tertiary
2005	1	1.95	2.7	1.34	2.60
2010	1.21	1.54	2.29	0.84	2.64
2015	1.09	1.54	1.71	0.66	1.78
2020	1.05	1.72	1.91	0.62	1.53

Source: UNESCO, Ukraine Factsheet (data from 2020).

2.2.1. Legal and policy framework on education

[Article 54](#) of the Ukrainian Constitution states that “Everyone shall have the right to education”. This includes the right to free and compulsory education up to the secondary education level and accessible and free public education at all other levels, including pre-primary, vocational, professional pre-higher and higher education. Universities have budget places that are covered by the state, but this covers only part of the students.

As discussed earlier, the decentralisation reform, having commenced in 2014, shifts authority from central to local government, granting more autonomy to local authorities and educational institutions. The past decade has also seen ambitious attempts at reforming Ukraine's education system, with key legislation introduced such as [Law on Education](#) (2017), [Law on General secondary education](#) (2020), [Law on Preschool education](#) (2024); [Law on VET education](#) (1998, with amendments); [Law on Higher Education](#) (2015); [Law on Professional Pre-Higher Education](#) (2019); and the [Law on Research and Scientific Activity](#) (2015). As part of the education reforms, in 2017, an average unit price per-student was introduced as the basis of financing schools (the education subvention formula), aiming to incentivise local actors for more efficient use of resources.³⁰

The Ministry of Education and Science of Ukraine has defined its strategic priorities till 2027³¹ as follows:

- Early Childhood and Preschool Education
- ‘New Ukrainian School’ reform
- Out-of-School Education Concept
- Transformation of Vocational Education
- Quality Higher Education

²⁷ https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Archive:European_Neighbourhood_Policy_-_East_-_education_statistics

²⁸ https://www.theglobaleconomy.com/Ukraine/Education_spending_percent_of_government_spending/

²⁹ <https://countryeconomy.com/government/expenditure/education/ukraine>

³⁰ World Bank. 2018. Ukraine, Education Policy Note: Introducing the New Ukrainian School in a Fiscally Sustainable Manner: 1, 3.

³¹ For more details on e.g. the Law on Education see Legal Factsheet on The right to Education in Ukraine. The Law of Ukraine “On Education” approved a list of key competencies that school graduates should master. It has introduced the concept of the New Ukrainian School and emphasises the National Qualifications Framework (NQF), and lifelong learning. It also established the National Qualifications System (NQS), sectoral qualifications frameworks and partial qualifications. See further e.g. Olena Lokshyna, Alina Dzhurylo, Oksana Hlushko, and Oksana Shparyk, Secondary education reform priorities under globalisation: the case of Ukraine in comparison with China, Germany and Poland, SHS Web of Conferences 104, 01004 (2021): 7. For the first time at the legislative level, the Law on Education also defined the concepts of “inclusive education”, “person with special educational needs”, “universal design in education” and “smart accommodation”, “individual development program”, “inclusive educational environment”.

- Development of Science and Innovation
- European Integration in Ukraine in the Fields of Education and Science
- Digital Transformation of Education and Science
- Support and Assistance for Individuals with Special Needs and Those Requiring Support in the Educational Process³²

Further discussion related to the legislative-regulatory framework pertinent to the NUS reform can be found in Chapter 3 “New Ukrainian school reform”.

2.2.2. Overview of the challenges in the education sector

Below is an analysis of systemic, institutional and specific challenges related to the NUS reform based on document review and consultations at national, regional, local and school levels conducted during the formulation and appraisal of the programme.

Demography and a school network: In Ukraine, population is declining. It is estimated³³ that the statistical number of young people in Ukraine will decrease from 11.8 million people in 2023 to 10.9 million people in 2036 under a basic scenario, or 8.7 million people under a pessimistic scenario. This implies that the number of students in schools will decrease each year. Therefore, even before the war, school network optimisation was on the GoU’s agenda. This will impact the structure of the lyceum network and may lead to its reorganisation. For instance, the Ukraine’s network of secondary schools declined from 21,800 in 1990 to 14,900 institutions in 2021 (minus 31.7%) while the number of school children declined by over 40%³⁴. The decrease in the number of schools was seen in all regions of Ukraine except the city of Kyiv, where the number of schools increased by 6.3%. While the number of general secondary education students declined nationally, the Kyiv region saw a major increase of over 23%. From 2016/2017 onwards, there has been a gradual increase in the number of educational institutions in rural areas. The number of schools with the language of instruction being one of the national minorities languages has also declined drastically: in September 2021, Ukraine had 874 schools with classes taught in national minorities languages³⁵ as compared with just 197 such schools in July 2024³⁶.

Low school occupancy has repercussions for their ability to become fully staffed, to get specialist teachers for all subjects, for teacher salaries, and the availability of educational and methodological materials, and technical resources. As identified during the appraisal process, the schools in Kyiv and the Kyiv regions became overcrowded starting mid-2022, when the Armed Forces of Ukraine knocked out the Russian military from this territory. Specifically, the number of IDP schoolchildren in Kyiv region has reached a record 14,000 persons and continues to rise. This sharp increase led to overloading the local schools beyond their capacity, despite some students leaving for abroad. The decrease of the number of students has led to a very **low average class sizes** (< 20 students per class) and **low student-teacher ratios** (nine for every teacher), which are important reasons for Ukraine’s high level of spending. The MoES estimates³⁷ that the number of students in upper secondary school will be decreasing annually.

³² <https://mon.gov.ua/en/the-strategic-action-plan-of-the-moes-by-2027>

³³ <https://drive.google.com/drive/u/0/folders/1roGXuruVxW2SQFOy6xmreKXa7KNv6exu>

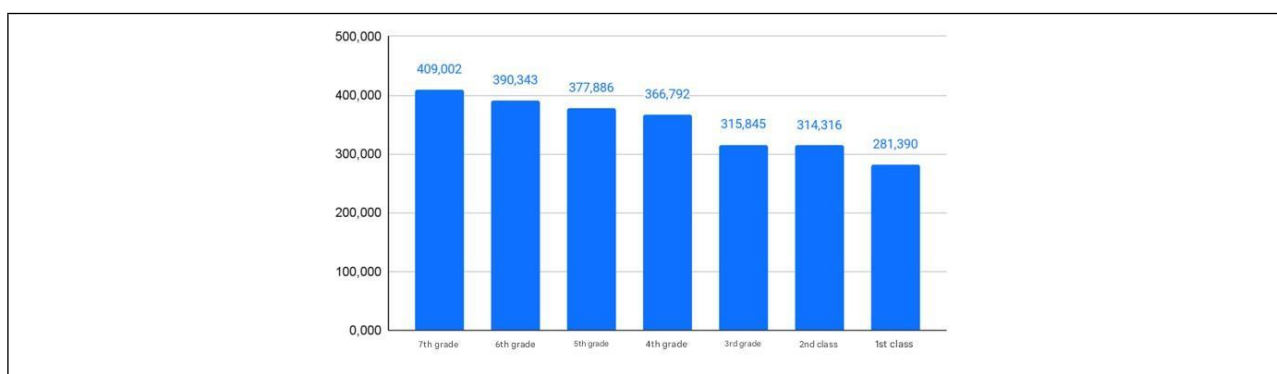
³⁴ Alla Potapova, Taras Pohrebskyi, Gennadii Golub, Valentyna Golub, and Svitlana Hlushko. 2021. Regional features of school education in Ukraine, in: *Acta Geographica Silesiana*, 15/4 (44), INoZ UŚ, Sosnowiec, 2021, s. 29–36.

³⁵ <https://nus.org.ua/2021/09/24/mon-pidrahuvalo-skilky-shkil-navchayut-movamy-natsionalnyh-menshyn/> (accessed 3.2.2025)

³⁶ <https://glavcom.ua/country/science/v-ukrajini-pratsjujut-shkoli-z-rosijskoju-uhorskoju-ta-inshimi-movami-navchannja--1009377.html> (accessed 3.2.2025)

³⁷ https://docs.google.com/presentation/d/1NRsfAR4Ti9rhW6S_MxCpEjjS3Oi4rjQ1/edit?usp=drive_link&ouid=100572207903346646234&rtfpof=true&sd=true (accessed 3.2.2025)

Figure 3 Number of students in grades 1-7 as of 2024/2025 academic year.



Source: Reprinted from MoES, 2024

To account for the changing demographics and enhance quality and cost-efficiency of the school education system, the GoU is set to increase the threshold for the minimum students' capacity of public schools from 25 to 45 students per school (with the exception of primary schools) starting March 2025. The changes will be introduced through the education subvention formula, in that schools with less than 45 students will no longer have their teachers' salaries paid from the public budget starting August 2025. The decision has been communicated to all schools in March 2024, hence local authorities had a one and a half year grace period to decide on the future of their under capacitated schools. The policy options for these 600 schools, as explained by the MoES, include (i) reorganisation to primary schools, (ii) transformation to branch schools of larger hub schools, or (iii) switching to municipal budget. Starting September 2026, the minimum students' capacity of public schools will be further increased from 45 to 60 students, as already set by the regulatory framework³⁸.

In general secondary education, there is an oversized school network, with approximately twice the number of schools needed, and employing 20-30% more personnel than necessary. Adjusting the school system to accommodate falling student numbers has been difficult. The principal reason for this phenomenon 'is that closing a school is a politically sensitive issue as communities are often vehemently opposed. Schools are seen as the heart of communities, and one of the few reliable providers of jobs'³⁹. The sector needs to downsize the number of teachers (by an estimated 20-30%), implying that very few new teachers will need to be recruited in the coming years. There are also other factors that should be considered such as, number of teachers who have left the country and may choose not to return to Ukraine.

Fully in line with the above and the team's forthcoming observations on financing models and rationalisation, schools are concerned about their possible **reorganisation** (or even closure) since not all of them have not been informed yet by their founders (local authorities) whether their status as general secondary schools remains the same. According to the interviewees, this concern is based on their understanding of the demographic situation, war and immigration losses decreasing the number of students. The confirmed and publicly available information on the new academic lyceums network is the MoES Decree 1451 dated 10th October 2024, that approves 30 schools for the NUS USS pre-pilot phase, selected by the MoES through convenience sampling. Upper secondary education reform requires particular communication among all stakeholders involved, and guidance and recommendations from the MoES on the reform implementation vision and stages.

³⁸ <https://mon.gov.ua/static-objects/mon/sites/1/budzheth/Inform.dovidky.rozrakhunku.osv.subv.2021/2024/Osoblyvosti.rozpodilu.osvitnoyi.subventsiyi.u.2024-Prezentatsiya.pdf> (accessed 3.2.2025)

³⁹ Other reasons why the downsizing moves at a slow pace: (1) 25 years of confused responsibilities in the education sector and (2) poor sectoral and budget management. (World Bank, 2018: 11).

Psychosocial support and wellbeing: There are several challenges which the Ukrainian education system will face during and after the war. UNICEF⁴⁰ estimates that distance learning, stress and trauma during the coronavirus pandemic and the war have caused substantial learning and skills losses. In addition to protecting teachers' salary payments and offering other forms of support to mitigate further loss of teachers, it will be important to provide comprehensive and sustainable psychosocial support to both children and education personnel, particularly IDPs and those located in areas close to fighting. Schools should also focus on catch-up programs and other targeted interventions to compensate for learning losses. While much work on overcoming learning losses is already underway, more coordination efforts are required from the MoES, to bring together versatile and loosely coupled individual initiatives in the area⁴¹ towards a comprehensive national strategy for overcoming learning losses⁴². This would also entail modernising teaching methods and initiating the development of an integrated education model for the recovery.. While it is important to build the skills of teachers to identify students' academic and psychosocial support needs, it is also necessary to develop a sustainable system for the provision of psychosocial support and to develop socio-emotional skills for all age groups of students, in particular considering the traumatic impact of the war. On this point, the experience of other countries can be helpful in the design of curricula and models aimed at developing emotional intelligence and fostering a culture of diversity and respect for others⁴³.

Quality of education between urban and rural areas: One of the main problems of school education in Ukraine is the difference in the quality of education between urban and rural areas. The quality of education in villages is worse than in cities⁴⁴, also shown for instance in the PISA results and overall learning outcomes. To ensure equal opportunities for quality education, a network of over 1,000 hub schools was put into place, and school buses were provided for close to 500,000 children from small villages. However, this network faces issues related to the legal status of the schools, recurrent funding, staffing available and availability of necessary modern educational environment. While local governments have been given more power in the field of education, schools do not have true financial autonomy; this will require the introduction of management system changes and training of school managers.⁴⁵

Rethinking inclusive education: The GoU has adopted a policy that inclusive education concept has expanded to refugee children, the internally displaced children and children and youth traumatised by the war, but the current funding arrangement do not support this policy as the subventions are based on physical disabilities only. Access to quality education needs to be secured for all and the education systems are required to be adapted to accommodate both their urgent and more long-term needs. It is obvious that the number of children with additional support needs will increase as a result of the war. Trauma-informed education would be urgently needed. Also, the needs of children with disabilities or learning challenges and their inclusion into education and training systems need to be further supported.

Limitations of the continuous teacher professional development (TPD): The NUS subvention is identified to be the key funding mechanism for TPD in NUS classes. These funds get allocated among regions proportionate to their number of teachers, as per the EMIS AIKOM system. The central GoU resolution on TPD #800⁴⁶ stipulates the minimum requirement for teachers' in-service training to be 5 ECTS (150 hours) for each five years.

⁴⁰ Unicef Ukraine Country Programme: 3.

⁴¹ https://drive.google.com/file/d/1BTOGoatmSjBXD12B_Um000Ya4-0brdVh/view (accessed 4.2.2025)

⁴² World Bank. Ukraine Rapid Damage and Needs Assessment February 2022 – December 2024. 2025 <https://documents1.worldbank.org/curated/en/099022025114040022/pdf/P1801741ca39ec0d81b5371ff73a675a0a8.pdf> (accessed 26.5.2025)

⁴³ OECD. 2024. Learning during Crisis, Insights for Ukraine from across the Globe

⁴⁴ Potapova. 2021. 35-36.

⁴⁵ OECD. 2024. Learning during Crisis, Insights for Ukraine from across the Globe: 31. https://elibrary.kubg.edu.ua/id/eprint/48901/1/L_Hrynevych_Learning%20during%20Crisis_2024_FEU.pdf

⁴⁶ <https://zakon.rada.gov.ua/laws/show/800-2019-%D0%BF#Text> (accessed 4.2.2025)

The TPD planning follows in two stages. First, the schools' academic councils approve preliminary TPD plans (based on their teachers' requests). Next, once the GoU approves the TPD NUS subvention funds allocation among regions, the TPD plans get updated by schools, local and regional education departments. The funds are not allocated to schools directly, but their use depends on how many teachers work in NUS (for subvention planning) and how many teachers from NUS classes have expressed their interest to undertake training (for subvention use).

Despite some progress with decentralisation of teacher training services (see further discussion in Chapter 3), currently only ITTIs are eligible to receive the NUS subvention funds⁴⁷. Teachers have autonomy to receive training services from other than ITTIs providers, yet fees for such training are typically covered either by teachers themselves or get waived through the grant schemes. Given challenges with low teachers' salaries, high-cost training opportunities are often limited for teachers.

The predicament with allowing other than ITTIs training providers use the TPD NUS subvention comes down to setting quality standards for them. Subvention funds form part of the public budget, and so their use comes with many strings attached, including audit controls on who uses these funds, how and if appropriate. MoES, together with UNESCO, currently works⁴⁸ to further liberalise the use of the TPD NUS subvention funds for alternative providers and implement the principle 'money follows teachers'.

To help teachers determine their needs for professional development, the Teacher Professional Standard refers to the continuous development of competencies at various stages of their career. At the same time, as concluded in the RE:OSVITA's Roadmap for the basic and upper secondary school reform (2022), a coherent implementation plan and information campaign for the Teacher Professional Standard are missing, posing a threat that it will remain technical.

Another important TPD stakeholder in Ukraine tasked with providing guidance for teachers is a network of the Centers for Professional Development of Teachers (CPDs), which is operational only since 2020. As identified during the appraisal process, CPDs themselves have no proper training on how to train and support teachers. Moreover, their capacity depends on local budget and municipal support (or lack thereof). Even with good cooperation on the local level, CPDs have limited resources to scale up their work.

Teachers' certification (different from traditional teachers' attestation) is a relatively new procedure that is tightly connected to the NUS reform. The State Service for Education Quality (SSEQ) and the Ukrainian Center for Educational Quality Assessment (UCEQA) jointly perform the certification. The teachers' certification in Ukraine is voluntary (unlike attestation, which is a must for all teachers once every five years) and provides wider professional recognition (e.g., certified teachers may be included in the institutional auditing team by SSEQ). The teachers' certification in Ukraine is developed based on the NUS reform process and requirements. It was introduced for primary schools once the State Standard on the primary school was approved and the new primary school was piloted and widely implemented. Currently, certification covers subject teachers (Ukrainian language, math and history) of basic secondary school (5th-7th grades), and a certification methodology for 8th grades is being developed. Once the upper school reform is explained and communicated, the SSEQ and the UCEQA will develop its methodology for the certification of teachers working for the upper secondary school. As a result of the Russian invasion, progress in teacher professional development slowed significantly. Further on, the current **teacher remuneration system** does not encourage pedagogical university graduates to work in schools. Measures to increase teacher salaries⁴⁹ have not been implemented due to insufficient funding.

⁴⁷ <https://zakon.rada.gov.ua/laws/show/237-2018-%D0%BF#Text> (accessed 3.2.2025)

⁴⁸ <https://nus.org.ua/news/pidvyshhennya-kvalifikatsiyi-vchyteliv-zastupnytsya-ministra-osvity-i-nauky-rozpovila-yaki-zminy-gotuyut-dlya-pedagogiv/> (accessed 3.2.2025)

⁴⁹ In July 2019, government Resolution № 822, aimed to set the minimum salary of a teacher at 2.5 living wage for able-bodied persons and gradually increase this figure to 4 living wage in 2023. World Bank considered that the proposed large increase in teachers' salaries (between now and 2023) was not the best use of public resources as explained in detail in World Bank, 2018, UKRAINE, Education Policy Note: Introducing the New Ukrainian School in a Fiscally Sustainable Manner: 14-15.

Financing: NUS reform is a top policy priority, but its success remains at risk due to the financial challenges, which have only intensified after the Russian war on Ukraine.

First, according to the Ukrainian Constitution, there are 11 years of compulsory school attendance for children and teenagers from age 6 to 17. The Education Law of 2017 introduced one more grade to the compulsory education, extending schooling in academic lyceum to three years. In 2027, the students that started their school trajectory in the New Ukrainian School will enter the academic lyceums of the profiled NUS USS. However, there are still concerns about whether there will be enough resources to pay for the extra year of schooling.⁵⁰ The student migration caused by the Russian war brings further concerns to the education funding, specifically, for the teachers' salaries subvention, which is grounded in the number of students who require education services. Second, the war has seriously affected the Ukrainian economy, and the country is struggling to finance its education system. Currently, attention and interests of donor community have shifted towards security concerns of educational institutions and access to education, leaving quality education policies more vulnerable.

Third, cost-efficient use of funding remains a challenge. All public funding for school education (including for the NUS reform) gets annually allocated amongst regions by the GoU and then disbursed by local authorities through the subvention mechanism. However, much funding gets wasted due to its late allocation by the GoU and/or lack of hromadas' capacities to disburse on time and efficiently. As concluded by the Parliamentary Committee on Education, Science and Innovation⁵¹, in 2024, 1,084 billion hryvnias (ca. EUR 24.6 million) from the school bomb shelter subvention remained unused, which prevented 18,609 students to return back to offline education. Similar issues concern also to the NUS subvention: last year, only 52.7% from 100 million hryvnias (ca. EUR 2.3 million) allocated for TPD were actually disbursed; the remainder was returned to the state budget.

Curriculum related challenges: The new curriculum development work in NUS will engage diverse key stakeholders in upper secondary education, teaching and student evaluation. The curriculum reform implementation will require capacity development at all levels of education system (national, regional and local) comprising various institutions, schools and professional communities to introduce and implement the reform successfully.

The number of subjects is growing, and it is necessary to train subject teachers, provide them with teaching materials, and equip the educational environment for an increasing number of subjects and topics. At the same time, the content of education should be new and consider not only knowledge but also the ability to apply it, including 'soft' social and emotional skills, also taking in the consideration the learning losses caused by COVID 19 and disruptions of educational process due to the Russian aggression.

Digital transformation: The NUS reform envisioned, among other, distance teacher training with digital solutions, but the COVID 19 pandemic forced the whole education system to turn into distant teaching and learning. It meant a huge challenge for students and teachers alike. The distance learning then continued because of the Russian aggression and in total over 1.6 million children in Ukraine have shifted to distance learning. However, one-third of them lack access to online education due to the absence of technical means or connectivity. This lack of access deepens educational losses and affects the psychological wellbeing of children.⁵² These challenges remain relevant since, according to MoES, in 2024, 58% of students attended lessons offline, 22% in mixed format and 19% distance/online only⁵³. Surveys of teachers and parents show, however, that there is a strong desire to return to face-to-face teaching and learning.

⁵⁰ OECD. 2024. Learning during Crisis, Insights for Ukraine from across the Globe: 27.

⁵¹ <https://kno.rada.gov.ua/uploads/documents/38938.pdf> (accessed 4.2.2025)

⁵² MoES Strategic Action Plan by 2027. Education of Winners.

⁵³ SWG on Education and Science 7 July 2024.

Provision of safe education (schools with shelters and solid infrastructure) has been the focus of the GoU and the MoES since the beginning of the war and remains a priority, and the key factor behind different teaching and learning modalities. Despite some progress with digital transformation of the school education achieved with international partners, issues remain as the general level of information and digital competence of teachers is growing very gradually⁵⁴. Schools are still insufficiently equipped with modern IT-technology and over 50% of existing equipment needs to be upgraded, while high-speed internet connection also remains unsatisfactory, especially in rural areas.⁵⁵ Part of the digital equipment has been destroyed by Russian missile attacks and also other school equipment severely damaged or destroyed in regions under occupation. In addition, in 2022, teachers singled out power outages as the main issue affecting school digitalisation.⁵⁶ While Ukraine received a significant amount of international aid to provide technical support for teachers and students during the war, in early 2023, 25% of teachers did not have a work computer, 20% had no access to the internet, and only 50% of basic and high school students had their own computer, laptop or tablet, with 74% using smartphones for learning⁵⁷.

The current focus of the MoES work with digital transformation of school education is on increasing an accessible and modern digital learning environment, development of digital education content and ensuring accessible and reliable data and services exchanges. Key digital products for school education include the first and only national platform for blended and distance learning, 'All-Ukrainian School Online', the Diia Portal featuring, i.e., educational qualifications, and the mobile Mriia application for one-stop-shop access to educational data and services.

Another challenge for education in post-war Ukraine will be **integrating children from temporarily occupied territories and children returning** from abroad. It will be necessary to develop an adapted curriculum in the Ukrainian language that can immerse them in various subjects. It will be also important to build flexibility into the curriculum so that it can be adapted to meet the needs of students who have had diverse experiences of disruption. This will be important particularly for children from temporarily occupied territories who did not study within the Ukrainian education system for a considerable period of time and have probably started to lose the Ukrainian language⁵⁸. Furthermore, in a post-war education, nation-building subjects will play an important role for all children. Subjects that are key to the development of Ukrainian identity and social cohesion, such as the Ukrainian language and literature, history and civic education, will need to be revised⁵⁹.

In recent years, the Ministry of Education and Science has changed its approaches to **evaluating the quality of schoolwork**. Since 2019, traditional attestation of schools has been replaced by institutional audits done by the State Service of Education Quality (SSEQ). The newly established enhancement-led institutional audit focuses on (i) evaluation of the educational environment, (ii) evaluation of the assessment system for students, (iii) evaluation of teachers' activities, and (iv) evaluation of management activities. Before the start of institutional audits, it is recommended that schools conduct self-evaluation, which is focused on helping schools identify problem areas and create plans to improve the quality of education.

Corruption: One of the main drivers for corruption particularly in secondary education is "the high stakes involved in educational achievement, motivating students and their families to compromise on integrity"⁶⁰: "Secondary education is affected by risks of bribery, misappropriation, favouritism and conflict of interest, as well as additional vulnerabilities created by the prevalence of private tutoring and parent

⁵⁴ Vakulenko Tet et al. 2022. New Ukrainian School Roadmap for the basic and upper secondary school reform, Renaissance foundation: 15.

⁵⁵ O. Lokshyna and O. Topuzov. 2021. COVID-19 and Education in Ukraine: Responses from the Authorities And Opinions Of Educators, in: Perspectives in Education, 2021, 39(1), 209-230.

⁵⁶ See Vorotnykova et al. 2023: 71.

⁵⁷ OECD. 2024. Learning during Crisis, Insights for Ukraine from across the Globe: 31

⁵⁸ OECD. 2024. Learning during Crisis, Insights for Ukraine from across the Globe: 25

⁵⁹ MoES Strategic Action Plan by 2027. Education of Winners. (Strategic Objective 2.3)

⁶⁰ Albusu Ardigó and Chêne .2017:3. in "Secondary education in Ukraine: Corruption and anti-corruption".

donations”.⁶¹According to the National Agency on Corruption Prevention (NACP) survey⁶² 5.6% of respondents confirmed they were involved in corruption, while 7.4% said they did not do it personally, but members of their families did. Still, these figures demonstrate significant decreases compared to 2021, where the same response levels were 15.1% and 18.1%, respectively. With regards to the profiled upper secondary school education, the stakeholders expressed their concerns to be taken into account.

Teacher preparation: Teachers are not yet well prepared for the introduction of the profiled school, which requires more than only subject focused approach. Moreover, the integrated course formation approach (e.g., biotechnology, English for IT, etc.) typical of the profiled school is almost *a tabula rasa* for many schoolteachers engaged in upper secondary classes. There are also rising concerns on more working time for class preparation under profiled secondary school. The teachers’ hours in class norm of 18 hours per week is not correlated rationally with new school requirements. The schools confirm little readiness and understanding what the NUS profile school model will be like, what it will mean in practice, how the profiled format will be designed and formed, what the core and optional part for a profile will be, how the profile and subject/module choosing mechanisms will work for students, how the selective courses (modules) will be financed for teachers.⁶³

School Managers require more comprehensive training in the coming years: they will have an important role to play in roll out of the NUS USS reform, given its complete overhaul and restructuring of the academic lyceums from the class-based system to dynamic learning groups, as well as integrated courses. Similarly to the Teacher Professional Standard, in 2021, the GoU through the Ministry of Economic Affairs adopted the School Manager Professional Standard⁶⁴. Building up on this Standard and on the 2020 National Standard for basic secondary education, MoES approved the typical training programme for school managers⁶⁵. The programme will enhance general and professional competencies of schools’ leadership. The in-service training of school managers raises more concerns, as the interviewed pedagogical universities admit lack and novelty of study programmes for this profession. The expectation is that certain share of the training needs would be covered by public funding. The WB-funded project LEARN will run a training programme for principals and their deputies of the NUS USS pilot schools. More training will be provided by the LT2. Key training needs include strategic and financial management, procurement, HR, leadership and team building.

Textbooks are already a challenge for schools and are to be even a bigger challenge for the USS Academic Stream: 1) textbooks are printed once in five years but the typical study programmes (suggested by MoES) are updated more often, 2) in many cases quality of the textbook is not high or is so complicated that students cannot master the topic without extra teacher guidance or do not cover all topics required; 3) there are delays in the delivery of textbooks to schools; 4) often hardcopy textbooks are not available forcing teachers to borrow books and electronic versions have problems due to incompatibility issues, and are often not affordable. The pilot launch of the profiled upper secondary education is expected to start in 150 schools in September 2026. So far, it is unclear whether textbooks and instructional materials will be available for those schools on time and in sufficient quantity. It is expected that the World Bank-funded LEARN will finance development and distribution of NUS USS textbooks for 30 pre-pilot schools for grade 10.

2.2.3. Equity in education

Ukraine has near-universal enrollment at the primary education level, with almost equal participation rates for boys and girls. Gender parity continues into secondary education, with boys and girls attending at

⁶¹ U4 Helpdesk Answer 2024: 13.

⁶² https://nazk.gov.ua/wp-content/uploads/2022/08/NACP_report_Info-Sapiens_2021_ENG_Final.pdf

⁶³ Selective (facultative) courses and extra-class workload are not covered by the subvention but by the local self-governance funds which are scarce, as a rule.

⁶⁴ <https://mon.gov.ua/static-objects/mon/sites/1/news/2021/09/22/Nakaz-568-zatverdzh.standartu.keriv.22.09.pdf> (accessed 4.2.2025)

⁶⁵ <https://mon.gov.ua/npa/pro-zatverdzhennya-tipovoyi-programi-pidvishennya-kvalifikaciyi-kerivnikiv-zakladiv-zagalnoyi-serednoyi-osviti-yaki0-vprovadzhuyut-novij-derzhavnij-standart-bazovoyi-serednoyi-osviti> (accessed 4.2.2025)

comparable rates. In higher education, women constitute a substantial proportion of university students. However, women remain largely excluded from formal decision-making processes in Ukraine.⁶⁶

Ukraine's results in PISA-2018, show that **equal access to quality education** was on the decline, with (a) students with high socioeconomic status two to three times more likely to demonstrate high academic performance than their peers with low socioeconomic status; and (b) children from rural areas having the least chances for a successful future.⁶⁷ Research also shows that problems of access to schooling still remain with Roma minority children, and that drop-out rates are significantly higher among the Roma girls at high school level. 73% of Roma boys and 75% of girls attend elementary school (ages 6–10). 65% of boys and only 59% of girls continue education in high school (ages 11–15). Girls discontinue their education because of early marriages, which are still common in some areas⁶⁸.

Due to the transition to distance learning under COVID-19, children from lower socio-economic status and with special education needs found themselves also at a disadvantage. The PISA-2022 results showcased similar findings. For example, in comparison with their urban counterparts, students from rural areas show an almost five-year learning gap in reading, four years in science, and more than four and a half years in mathematics. This can be explained by differences in the socioeconomic status of students living in different types of areas. For example, 25% of students with the lowest socioeconomic status in Ukraine, in contrast to the other 75% of their peers, are almost three times more likely to perform below the basic level in mathematics⁶⁹.

Moreover, boys outperform girls by 10 points in mathematics, while girls lead boys by 23 points in reading (equivalent to over a year of study). However, there is almost no difference in science results. In mathematics, the proportion of low performers is similar among boys (41%) and girls (43%) in Ukrainian regions. However, in reading, a larger share of boys (46%) scored below lowest levels compared with girls (35%). Among top performers in mathematics, boys (4%) outnumber girls (2%), whereas in reading, the share of top performers is similar (2% of girls and 1% of boys scored at highest levels).⁷⁰

Approximately 84% of all teachers in Ukraine are female, a figure much higher than the international average. In Ukrainian schools, approximately 70.4% of principals are women, again, a higher proportion than in most countries. Women tend to manage smaller schools, averaging 314.5 students and 30.4 teachers, while male counterparts oversee schools with an average of 348 students and 33 teachers.⁷¹

Gender stereotypes continue to influence educational choices and career aspirations.⁷² Girls are often steered towards traditionally 'feminine' fields, while boys are encouraged to pursue STEM (Science, Technology, Engineering and Mathematics) and technical subjects. Disparities remain in traditionally male-dominated fields like engineering and technology, likely due to the perception of these fields as masculine.⁷³ The war has exacerbated gender-based violence, with girls and young women increasingly exposed to sexual

⁶⁶ United Nations. 2022. Ukraine war: Reports reveal women are stepping up, impact on education. UN News Global perspective Human stories, 4 May 2022. Available online <https://news.un.org/en/story/2022/05/1117542>

⁶⁷ Vakulenko et al. 2022. New Ukrainian School Roadmap for the basic and upper secondary school reform, Renaissance foundation: 3. https://www.researchgate.net/publication/362230838_New_Ukrainian_School_Roadmap_for_the_basic_and_upper_secondary_school_reform

⁶⁸ UN Women, the Rights of Roma Women in Ukraine, p. 26.

⁶⁹ <https://www.unicef.org/ukraine/en/press-releases/international-education-quality-research>

⁷⁰ PISA 2022 Results (Volume I and II) - Country Notes: Ukrainian regions (18 of 27). https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/ukrainian-regions-18-of-27_78043794-en.html

⁷¹ Lisova, T. 2018. Gender Portrait of Ukrainian Teachers. April 2018. Available online https://gestproject.eu/wp-content/uploads/2016/11/Lisova_Kyiv.pdf

⁷² UNICEF. 2024. Training for teachers helps strengthen gender equality in schools and partners are helping teachers in Ukraine to ensure that schools are free from gender-based stereotypes. Article, 8 March 2024. Available online <https://www.unicef.org/ukraine/en/stories/training-for-teachers-helps-strengthen-gender-equality0>

⁷³ Lisova, T. & Kovalchuk, Y. 2021. Gender Differences in Mathematics and Science Achievement of Eighth Grade Students in Ukraine on TIMSS 2011. Earth Sciences and Human Constructions. DOI: 10.37394/232024.2021.1.8

violence, harmful online content, and abuse.⁷⁴ Addressing gender stereotypes and promoting gender equality in education remains critical, particularly in rural areas where traditional gender roles and limited access to resources can restrict girls' educational opportunities.

⁷⁴ PLAN InternationalL. 2024. Ukraine war “deepening harmful gender stereotypes”, putting gender equality at risk. News, 19 February 2024. Available online <https://plan-international.org/news/2024/02/19/ukraine-war-puts-gender-equality-at-risk/>

3. New Ukrainian School reform

The Government of Ukraine launched the New Ukrainian School (NUS) reform in August 2018, as encapsulated by the GoU Resolution “On Adopting the Public Policy Reform for School Education ‘New Ukrainian School’ till 2029”⁷⁵ (2016), the Law of Ukraine “On Education”⁷⁶ (2018), and, later, the Law of Ukraine “On Complete General Secondary Education”⁷⁷ (2020). The main objective of the NUS reform is to modernise the school education sector, to improve teaching and learning towards the requirements of the 21st century, and provide students with knowledge and the ability to apply it in real life. The NUS aims to assure quality education for all children, including children from disadvantaged and vulnerable groups, minorities, and children with special educational needs (SEN) through provision of inclusive and barrier free learning spaces for all.

As a part of the NUS reform, new educational standards have been developed, that is norms and statements, which define the state requirements for students’ education at each level of education as well as state’s guarantees to achieve these requirements:

- National Standard for primary education (2018)
- National Standard for basic secondary education (2020)
- National Standard for profiled upper secondary education (2024).

The National Standard for profiled upper secondary education was adopted in July 2024 by the Working Group of the MoES that included, i.e., representatives of the MoES Reform Support Team (RST), the Ukrainian Institute of Education Development (UIED)⁷⁸, the Institute of Modernization of Content of Education⁷⁹, and the National Academy of Pedagogical Sciences. As with the previous NUS-aligned National Standards, it is based on a competency-based approach to learning and is further grounded in key competences for lifelong learning endorsed by the Council of the EU⁸⁰. The Standard defined the learning outcomes requirements for NUS USS students as based on the following list of educational fields: language and literature, mathematics, natural sciences, technologies, computer science, social and health care, civics and history, arts, and physical training. While NUS USS students will be expected to master key competencies within each educational field, it will also be possible to form their individual learning trajectories via pursuing integrated courses (in-depth study and/or combination of subjects or courses).

The NUS reform has brought about positive changes to curriculum development and textbook production, in particular the textbooks expertise and approbation mechanisms, currently overseen by the Ukrainian Institute of Education Development. The mechanism of textbooks expertise aims at selecting high quality authors’ manuscripts and safeguards against discrimination by gender, sexual orientation, nationality, age, socio-economic status etc. The recently introduced approbation policy further incentivises quality instructional and learning materials through teachers’ feedback on the quality and relevance of suggested materials before they are approved for printing. Despite these efforts, there remain challenges related to the textbooks quality and timely local distribution. While the quality concerns are expected to subside following several rounds of the textbooks approbation policy implementation, the appraisal process has underscored the need to support the mechanism for efficient textbook distribution on the local level.

⁷⁵ <https://zakon.rada.gov.ua/laws/show/988-2016-%D1%80#Text> (accessed 28.1.2025)

⁷⁶ <https://zakon.rada.gov.ua/laws/show/2145-19#Text> (accessed 28.1.2025)

⁷⁷ <https://zakon.rada.gov.ua/laws/show/463-20#top> (accessed 28.1.2025)

⁷⁸ <https://uied.org.ua/en/about/>.

⁷⁹ <https://en.imzo.gov.ua>

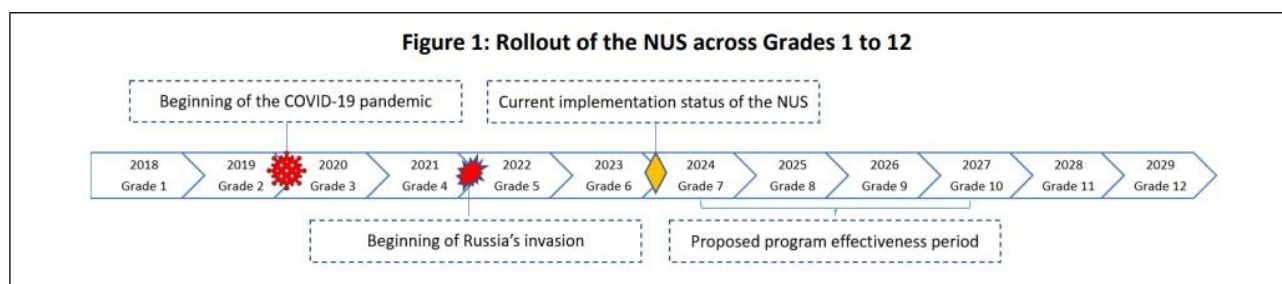
⁸⁰ https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG&toc=OJ.C:2018:189:TOC (accessed 28.1.2025).

The curriculum framework for the NUS USS, that is the NUS USS typical study programme, is currently under development. The MoES has recently launched its Working Group to develop the typical study programme, based on the National Standard for profiled upper secondary education. After its adoption, the NUS USS typical study programme will serve as the base for the NUS USS model study programmes development to be provided as exemplary curriculum samples to teachers. As confirmed during the appraisal interviews, the demand for quality model study programmes is high, given a considerable variation in teachers' motivation and skills to develop their own original study programmes for NUS USS.

In accordance with the NUS principles, the Teacher Professional Standard and the Standard for School Managers have been developed, and a new system for Teacher Professional Development (TPD) has been introduced. Together with UNESCO, the MoES has organised three Working Groups that work on amendments to the GoU resolution on Professional Development for Teaching and Research Staff⁸¹, to promote de-centralisation of teacher training services ('money follows teachers'), changes to regulation of ITTIs' activities, and introducing the concept of microcredentials in the teacher training system.

During recent years, the MoES has taken steps towards introducing a reform of upper secondary school of the New Ukrainian School USS (profilna seredna osvita), which will have two tracks: academic and vocational. The NUS USS reform commenced in 2023/2024 with the formulation stage and will be completed over a decade, with the final phase expected between 2029 and 2033.

Figure 4 Implementation schedule of the New Ukrainian School Reform.



Source: Reprinted from the World Bank, 2024⁸²

In December 2023, the MoES and its partners organised two key events to discuss the future of academic lyceums. First, NGOs SavED and Go Global, with financial support from Finn Church Aid (FCA), introduced a new curriculum developed for Zhytomyr lyceum no. 25 in close collaboration with the city authorities and the school leadership. Secondly, together with UNICEF and OECD, the MoES organised a two-day Peer Learning Seminar to benchmark different international models of the USS.⁸³ The models introduced were from France, Poland, Germany, England and Estonia. During the discussions, the following ambitions for USS were voiced: 1) Students find their strengths and interests in the USS; 2) The prospective academic lyceum provides a solid basis for further academic studies, and 3) Students will become individuals that contribute to society. The MoES also emphasised the key role of active communication with parents and the importance of teacher training so that teachers will be fully equipped to implement the reforms.

In October 2024, the MoES finalised its vision on implementation of the Academic Stream of the NUS USS reform, with the Conceptual Principles for Reforming Upper Secondary Education (Academic Lyceums) being approved by the MoES Order No. 1451. The NUS USS concept is well aligned with the MoES Strategic Plan till 2027 (cf Strategic Goal 2 "New Ukrainian School' reform"), and the EU accession process requirements related to the school network modernisation. It elaborates the NUS USS context and rationale, the vision of academic lyceums, as well as international experiences (as derived from the recent OECD-led policy

⁸¹ <https://zakon.rada.gov.ua/laws/show/800-2019-%D0%BF#Text> (accessed 28.1.2025)

⁸² <https://documents1.worldbank.org/curated/en/099081324155028313/pdf/BOSIB18dfe6de40fe1b74c1de342be3e6e5.pdf> (accessed 28.1.2025)

⁸³ <https://www.youtube.com/watch?v=1NLP-R7b-bl>

discussions). The concept further details the notion of the education profile, whose development NUS USS schools will be individually responsible for, on the base of the above nine educational fields, alongside organisation principles of profiled education and the NUS USS pilot plan.

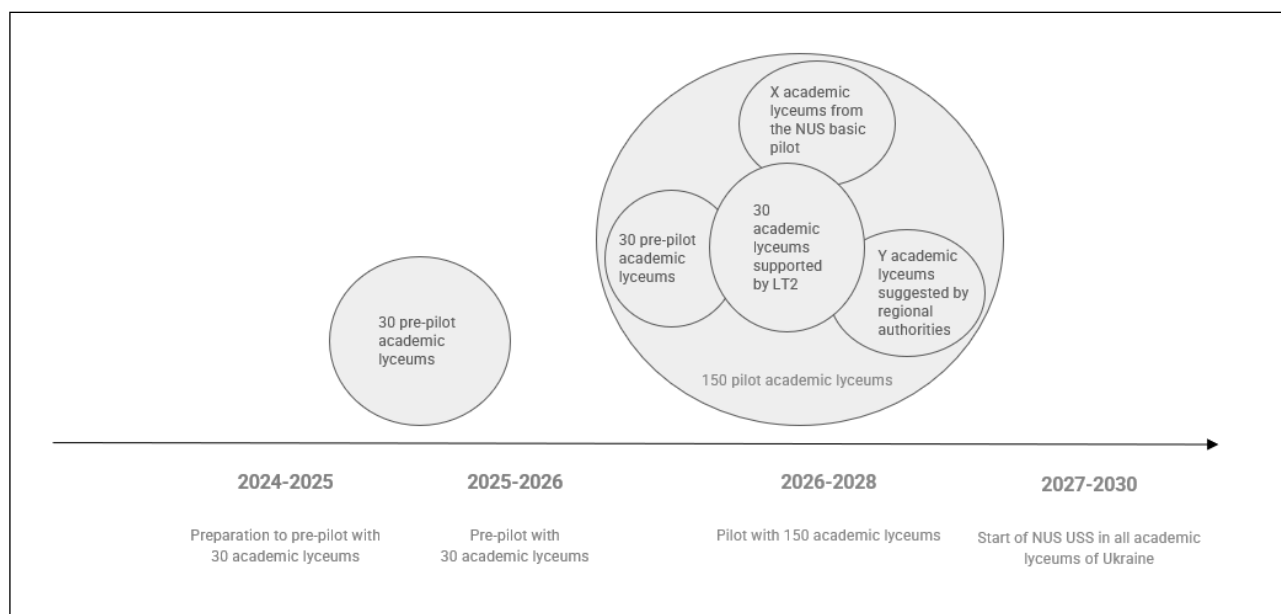
Every academic lyceum will form its profiles and its own study programmes based on the National Standard for profiled upper secondary education and the Conceptual Principles for Reforming Upper Secondary Education. The concept note defines a profile as an individual learning trajectory chosen by a student. In the profile model, students study certain subjects or integrated courses in-depth, while studying other subjects at the basic level. There are three clusters for profile formation: STEM, language and literature, and the social-humanities cluster.

It is recommended for academic lyceums to offer students at least three profiles based on one, two or all three clusters. Furthermore, an individual learning trajectory is a unique path for each student reflecting their abilities, interests, needs, motivation, opportunities and experience. This means that students have the opportunity to choose the types, forms and pace of their education, including the choice of study programmes, academic disciplines and teaching methods.

The implications of establishing the profiled NUS USS on teachers' remuneration are not yet clearly understood. In this respect, the MoES intention to increase the minimum student capacity at academic lyceums is seen as conducive to greater flexibility in regulating teachers' varying workload.

Implementation of the Academic Stream of the NUS USS reform will follow in several phases.

Figure 5 Implementation schedule and scope of the NUS USS Academic Stream



Phase 1 will start in September 2025 with the pre-pilot comprising 30 academic lyceums from 19 regions, selected through convenience sampling and adopted by the above concept note (see Annex 10). The selection process was led by the MoES and based on these schools' long-standing experience with differentiated profiled teaching and learning, and the capacity to successfully implement the reform.

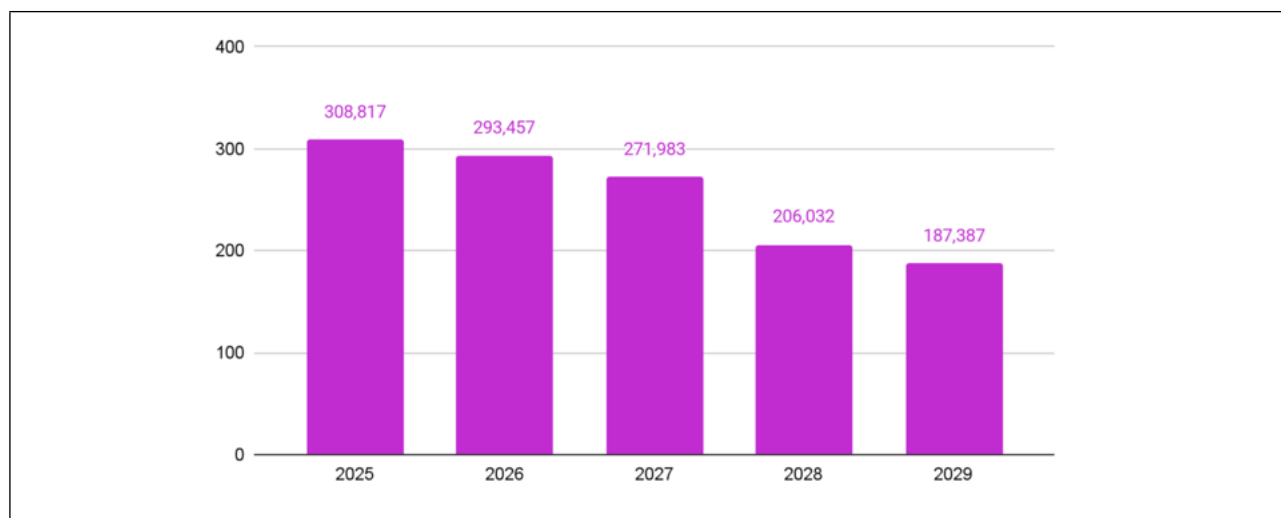
The curriculum for this phase was developed prior to the acceptance of standards, with support from FCA. It was initially understood that OECD would assist in implementing this curriculum. However, further discussions with MoES revealed that OECD's support will instead focus on facilitating online dialogues with selected schools regarding school management rather than directly supporting curriculum implementation. SavED will provide support in determining positioning, developing further strategies, and forming the profiles of their educational institutions and developing the content of future subjects. These schools will also be

exposed to an international mobility programme to learn about the processes in other countries⁸⁴. In discussions with the MoES on the World Bank (WB) funded project LEARN, it was disclosed that 10% of the total funding allocation would be directed, among others, towards support of grade 10 of the NUS USS Academic Stream. The WB team has also analysed the potential synergies based on the draft Learning2gether2 Results Framework which was shared with the WB Team and the MoES. The analysis is annexed to this report.

Phase 2 is scheduled to commence the full-scale pilot in September 2026 and will include up to 150 academic lyceums. These academic lyceums will include (i) the presently defined 30 pre-pilot schools (see Annex 10), (ii) schools from the NUS basic education pilot that will have become academic lyceums, and (iii) some other schools suggested by the regional authorities. It is understood that the final decision on the amount and list of pilot schools lies with the MoES whose interest is to select academic lyceums that are sustainable in the long run.

The extended list of pilot academic lyceums will be largely shaped by pending outcomes of the school network discussions. In autumn 2024, the MoES has initiated legislative amendments⁸⁵ aimed at increasing the threshold for becoming an academic lyceum of up to 300 students per an institution. Should these amendments be supported by the Parliament, fewer schools, as compared with the current legal framework⁸⁶, will be able to host an upper-secondary school in their present organisational structure, a change that might cause further changes of the current school network plans of local and regional authorities. The call for larger academic lyceums is rooted in the ongoing population decline in Ukraine and fewer NUS USS students expected in the next decades. MoES estimates⁸⁷ to have 1.2 million students in both academic and vocational upper-secondary school until 2030, in which case ca. 1800-2000 academic lyceums would be needed (should the assumption of the 45% VET enrollment rate be fulfilled).

Figure 6 Estimated number of NUS first graders in 2025-2029, not accounting for migration



Source: Reprinted from MoES, 2024

The MoES expects to finalise these legislative changes in spring 2025 and have an established network of academic lyceums by September 2025. In order to support sustainability of the upcoming network models and safeguard them against political volatility, the MoES has committed to work on the GoU resolution

⁸⁴ The Need for International Mobility for the Successful Implementation of Secondary Specialised Education Reform in Ukraine

⁸⁵ <https://mon.gov.ua/news/mon-proponuie-do-hromadskoho-obhovorennia-proiekt-zakonu-ukrainy-pro-vnesennia-zmin-do-deiakikh-zakoniv-ukrainy-shchodo-vprovadzhennia-profilnoi-serednoi-osvity> (accessed 28.1.2025)

⁸⁶ <https://zakon.rada.gov.ua/laws/show/1658-IX#Text> (accessed 28.1.2025)

⁸⁷ https://docs.google.com/presentation/d/1NRsfAR4Ti9rhW6S_MxCpEjjs3Oi4rjQ1/edit?usp=drive_link&ouid=100572207903346646234&rtfpof=true&sd=true (accessed 29.1.2025)

establishing the geographical distribution of academic lyceums. Better consideration should be given to access and demographic trends in all matters related to the networks of educational institutions to advance the reconstruction needs assessments⁸⁸.

Following extensive discussions with the MoES during the appraisal process, it has been concluded that the LT2 would focus on certain amount of academic lyceums from the total population of the extended list of NUS USS pilot schools. The exact amount and list of academic lyceums to be supported by the LT2 will be established during the inception phase. This could include representatives of (i) the same 30 pre-pilot schools, that will start the NUS USS roll out in September 2025, (ii) other academic lyceums to be selected for the NUS USS pilot from 148 schools that had been piloting the NUS reform at the basic education level⁸⁹, (iii) other academic lyceums to be suggested by the regional authorities for the NUS USS pilot, or (iv) a combination of options i-iii (see Figure 5 Implementation schedule and scope of the NUS USS Academic Stream). From the equity perspective, the LT2's support would be mostly beneficial for the academic lyceums that serve as hub schools and/or academic lyceums in rural areas.

Apart from the above novelties with the academic lyceums network, the NUS USS also brings a change to the duration of the profiled school. As depicted in Figure 7, traditionally, general secondary education in Ukraine has been lasting for 11 years, including two years of high school. The NUS reform foresees extending general school education by a year, in which case high school will last three years starting 2027. This change should facilitate implementation of the new NUS competency-based curriculum and align the duration of schooling in Ukraine with the EU norms. However, as derived from the appraisal process, the NUS USS classes piloting the high profiled school during 2026-2028 will still study two, and not three years. The reason behind this political decision is to encourage students' enrollment in the pilot academic lyceums: the MoES is concerned that otherwise students of pilot schools would re-enroll to regular, non-pilot schools to graduate within the standard schedule (two years of high school and 11 years of schooling in total). Further discussions are held by GoU on the possibility for pilot schools' graduates to enroll into second year of higher education studies, but no decisions have been made yet.

⁸⁸ World Bank. Ukraine Rapid Damage and Needs Assessment February 2022 – December 2024. 2025
<https://documents1.worldbank.org/curated/en/099022025114040022/pdf/P1801741ca39ec0d81b5371ff73a675a0a8.pdf> (accessed 26.5.2025)

⁸⁹ The lists of 148 schools piloting the NUS reform at the basic education level are established by the MoES orders no. 406 dated 2 April 2021 (<https://mon.gov.ua/npa/pro-realizaciyu-innovacijnogo-osvitnogo-projektu-vseukrayinskogo-rivnya-za-temoyu-rozroblennya-i-vprovadzhennya-navchalno-metodichnogo-zabezpechennya-dlya-zakladiv-zagalnoyi-serednoyi-osviti->, accessed 26.2.2025), no. 1032 dated 29 September 2021 (<https://mon.gov.ua/npa/pro-rozshirennya-bazi-realizaciyi-innovacijnogo-osvitnogo-proektu-za-temoyu-rozroblennya-i-vprovadzhennya-navchalno-metodichnogo-zabezpechennya-dlya-zakladiv-zagalnoyi-serednoyi-osviti-v-umov>, accessed 26.2.2025) and no. 257 dated 19 March 2022 (<https://mon.gov.ua/npa/pro-rozshirennya-bazi-realizaciyi-innovacijnogo-osvitnogo-proektu-vseukrayinskogo-rivnya-za-temoyu-rozroblennya-i-vprovadzhennya-navchalno-metodichnogo-zabezpechennya-dlya-zakladiv-zagalnoyi>, accessed 26.2.2025). At the time of writing, how many and which of these schools will become academic lyceums remains unknown.

4. Development partners supporting education in Ukraine

The following paragraphs provide basic information on support to educational reforms by Finland and other donors in recent years.

4.1. Finland's support to education in Ukraine

From 2018 to 2023, Finland supported the Ministry of Education and Science through the bilateral programme 'Learning Together'. The programme contributed to upgrading the teaching practices of primary and secondary school teachers, to the skills development of school principals, to the quality of learning materials and to information dissemination on the NUS reform. Through the EU4Skills: Better Skills for Modern Ukraine programme⁹⁰, 2020-2023, Finland contributed to the modernisation of vocational education and training. The Finnish contribution was part of a multi-donor action by the EU, Finland, Germany, Poland, and Estonia and led by the GIZ. During 2022 and 2023, Finland contributed to the WB's Public Expenditures for Administrative Capacity Endurance (PEACE) Multi-Donor Trust Fund Ukraine. The support covered the salaries of education professionals and government employees and pensions and social security contributions.

Since 2021, Finland has been actively supporting donor coordination by acting as a co-chair of the sectoral working group on education and science together with UNICEF. In addition, Finland and UNICEF are coordinating agents of the GPE Multiplier (phase 1) in Ukraine. Through its Fund for Local Cooperation, the Embassy of Finland also supports local NGOs' education programmes. In Finland, Ministry of Education and Culture coordinates a working group for interested stakeholders in Ukraine's education sector and reconstruction.

Other Finnish-supported interventions currently include:

- EDUFI has launched an institutional cooperation programme (ICI) titled 'Bridge2Skills' in collaboration with the MoES to improve the capacities of VET institutions, managers, teachers and trainers to deliver innovative, green, and digitally competent vocational upper secondary education. The programme will be implemented from August 2024 to December 2026, with a budget of EUR 2 million.
- Support to USS, implemented by FCA, focusses on education rehabilitation in Chernihiv, Zhytomyr and Kyiv. It has already started to work in Kharkiv, as part of an EU-funded training programme, implemented in collaboration with Save the Children International, People in Need, and War Child Holland.⁹¹
- The Häme University of Applied Science (HAMK) in collaboration with the Borys Grinchenko Kyiv Metropolitan University (BGKMU) is undertaking a programme to develop a model competence framework and curriculum for career guidance counsellor education in Ukraine and to introduce career counsellor education to the Ukrainian education system. The programme is implemented between 2023-2025. It is financed by the Team Finland Knowledge programme (TFK). HAMK and BGKMU also recently received a TFK funding (EUR 80 000) for a programme titled 'BRAVE – Bridge to Inclusion – Acceleration Value of Special Needs Education' which will be implemented from August 2024 to December 2026. This programme will develop a five ECTS study unit on inclusion to be integrated into the master's degree-level special needs education curriculum.
- The Embassy of Finland supports local CSOs through Fund for Local Cooperation instrument.

⁹⁰ The goal of the Finnish contribution was to develop 100 new competence-based VET programmes, to develop 100 modular curricula, to modernise VET training via training of the VET teachers and the institute managers.

⁹¹ The work includes rehabilitation of schools damaged during the war, equipping bomb shelters and psychosocial support for schoolchildren and teachers.

- The Deaconess Foundation carried out the project ‘Provision of humanitarian aid to the most vulnerable communities in Ukraine and Moldova 2022 - 2024’, together with their long-term partner, the Roma Women Fund Chiricli in Ukraine. Within the project, 132,922 people received humanitarian support since March 2022 in Ukraine.
- Finnish NGOs and CSOs are active in the humanitarian efforts and resilience-building in Ukraine, and they also accommodate Ukrainian refugees in Finland.

The analysis of the lessons learned on the Learning together -programme, which has been one of Finland’s main interventions, indicates that flexibility in providing digital online trainings and solutions to continue programme activities proved valuable already during COVID-19, but also after the outbreak of the war. It is positive that programme activities have been implemented at the central level and supporting teachers and school directors at school levels across different regions. Other key lessons learned from past programmes and those implemented by other development partners in the sector include:

- Importance to launch the programmes timely (e.g. Learning Together programme started in 2018 when all primary schools had already started to implement the new standards; UNESCO plans to provide training for teachers of 7-9th grades only in 2025)
- Necessity of coordination of programme’s activities with different organisations, in particular with the non-governmental organisations
- Importance of communication/strategic sessions with the main Ukrainian and Finnish key stakeholders
- Importance of possibilities to be acquainted with the best international practices through institutional cooperation, study trips (offline/online), partnership between pilot schools and schools abroad, between governmental organisations, and
- Collect and disseminate the success stories achieved during the programme.

4.2. Other donors’ support to the education sector

The education sector is fully dependent on partner funding and the scarcity of funds was reported to the appraisal team by several stakeholders. Part of the funds are executed under humanitarian aid, within the Education in Emergencies scheme (for example, catch-up programmes implemented by CSOs). According to First Deputy Minister Kudriavets, altogether 35 countries and 80 international organisations are supporting Ukraine’s education. Finland’s support to the upper secondary school reform will be one of the biggest bilateral education sector support programmes.

- UNICEF provides support in developing the educational policy at the level of preschool education as well as to support All Ukrainian School Online. This national online platform provides educational courses for students of 1st - 11th grades. Recently, the courses for vocational education students have started to be placed on the platform. The platform will be used for the new process - piloting the textbooks, which are going to be published from the state budget. All additional support to provide necessary functions to the platform is expected to be provided by UNICEF.
- UNESCO’s support is focused on TPD for 7-9th grades. It is expected that there will be support for ITTIs to introduce new approaches for teachers of 7-9th grade to implement the new educational standards. The training for ITTIs is planned to be delivered by the end of 2024. The education activities/support by UNESCO are part of the Global Partnership for Education (GPE) Multiplier (phase 1) and based on Google’s in-kind contribution and funding mobilised via the GPE.
- UNESCO with funding from Google.org. On-line teacher training (50K) on digital pedagogy by the MoES, the training comprises seven modules, each containing guidance and interactive activities where teachers can discuss specific questions and access practical exercises, tests and additional

resources. Alongside the course, UNESCO is establishing a Community of Practice and a mentoring network to support educators in developing their competencies.

- UNESCO is organising three Working Groups supporting TPD, which include national and international experts, who will work on: 1) a review of the current educational policy (namely Resolution #800) on decentralisation of teacher training; 2) introduction of the micro-credential concept⁹² in the system of pre-service and in-service teacher training system, and: 3) changes to the documents regulating the ITTI's activities.
- World Bank support started in 2018 with the higher education reform, now primarily channeled to modernise the HEIs' network through mergers support packages. In 2024, the WB has launched an extensive support programme for school education, Lifting Education Access and Resilience in Times of Need (LEARN), worth of USD 415 million. The planned support focuses on grades 8-10, including the development of textbooks and teacher training materials, provision of equipment, in-service teacher training support, and assistance to 30 pre-pilot schools. The support also addresses face-to-face and online learning environments and includes reimbursements of public expenditures related to bombshelters renovations, procuring school buses, teacher training and textbook development.
- The OECD supported the NUS USS by contributing to standards development and creating an overarching vision and policy for implementing profiled education under the NUS USS Academic Stream. The OECD has been supporting the preparation of the NUS USS Academic Stream piloting in 2025 at 30 pre-pilot schools starting September 2024. The support actions include leading the NUS USS policy dialogue with these schools and establishing their cooperation mechanisms with international schools. As concluded during the appraisal process, the OECD will not provide any financial support (except for its own working time associated with expertise sharing) to 30 pre-pilot schools or any other NUS USS pilot institutions. Material resources needed for rolling out the NUS USS reform in these schools in grade 10 come from the World Bank funded programme LEARN. Therefore, the LT2 should harmonise its activities primarily with the World Bank, and not the OECD. In 2025, OECD will support Ukraine in the implementation of PISA assessment.
- Enabel, the Belgian development agency has started a major programme on TVET and employment. The initiative with a budget of EUR 150 million for three years, includes energy, construction (including shelters), health, social protection and education.
- Polaris, Sweden's biggest support programme in Ukraine, focuses on decentralisation. "Support to Multi-Level Governance" is a new round of SALAR International support to Ukraine. Prime focus is on local authorities' capacity building, but also support to regional and national level. Direct cooperation with MoES on state subventions. The 2024-2028 agreement allocates a budget of SEK 250 million for the period 2024-June2026. Most of the budget is allocated to fees, with only a marginal portion designated to crisis-relief.
- Education Cannot Wait supports a USD 18 million Multi-Year Support Program implemented by a local consortium led by the Kyiv School of Economics Institute (members include SavED, Osvitoria, Teach for Ukraine, and EdCamp) and an international consortium led by Finn Church Aid (including Ukrainian organisations DOCCU, MriyDiy, and GoGlobal). The programme has three main

⁹² Micro-credentials certify the learning outcomes of short-term learning experiences, for example, a short course or training. They offer a flexible, targeted way to help people develop the knowledge, skills and competences they need for their personal and professional development. Shorter forms of learning opportunities than traditional qualifications, such as micro-credentials, are being developed rapidly across Europe and around the world since they were officially introduced in Europe in June 2022. The common standards ensuring their quality, transparency, cross-border comparability, recognition and portability are necessary so micro-credentials reach their full potential. In Ukraine, the micro-credentials are being discussed as an innovative approach in teacher in-service training and education and interest in it is increasing in the MoES, ITTIs, CPDs (all confirmed during the interviews). Like in Europe, in Ukraine, there are no regulations yet in order ITTIs, universities could introduce it into wide practice. The Finnish universities, e.g., Haaga Helia University of Applied Sciences have already certain experience in micro-credentials as presented during the micro-credential webinar in June 2024 - <https://www.eua.eu/events/eua-events/navigating-micro-credentials-institutional-national-and-european-perspectives.html/>. Finland could contribute to the micro-credential approach introduction in teacher in-service training and education in Ukraine.

components: infrastructure support (purchasing devices for children without access to face-to-face or online learning, repairing and equipping shelters, and restoring damaged educational facilities), improving the quality of education (including creation of digital content and development of educational programs and materials within the NUS-framework, and developing informal education (including the opening of digital learning centers).

- The Swiss-Ukrainian programme DECIDE (CHF 2 million) supports the reform of vocational education in Ukraine and the development of transparent and accountable governance and management of educational administration and institutions. The programme provides technical assistance to the MoES in implementing vocational education reform at the national level⁹³ with implementation piloted in inter alia Poltava, Odesa, Ivano-Frankivsk, Chernihiv, Kyiv, and Lviv regions. A new country programme has recently been finalised by the Embassy of Switzerland with an overall budget of CHF 1.5 billion⁹⁴. DECIDE share is expected to remain at the same level.
- A European Investment Bank loan of EUR 58 million for the development of centers of professional excellence (2021). This comes together with EUR 20 million provided by the MoES, the Ukrainian Social Investment Fund (UFSI) and KfW (August 2022).
- A 3-year Skills4Recovery programme funded by the German government (EUR 10 million) that started in September 2023 supporting skills development in key economic sectors in Kyiv, Lviv, Chernivtsi, Vinnytsia, Poltava and Dnipro regions.⁹⁵
- Launched in January 2024, the EUR 2.5 million 3-year programme 'Supporting Education Reforms and Skills in the Eastern Partnership' that is implemented by the European Training Foundation (ETF)⁹⁶ focusing on e.g. education sector data and analysis, teachers' professional development, school-network optimisation, sector and budget planning, and monitoring of sector performance. The EU has moreover set aside EUR 100 million for restoring schools that were damaged during the war and gave a EUR 8.5 million grant of for the development of vocational education from the Neighborhood Investment Platform of the European Union (July 2022).
- In June 2022, the 'New Ukrainian School Hub', supported by Ukraine, the European EdTech sector and EU funding, was established, bringing together supplementary educational resources from European EdTech companies, curriculum-based support resources and Ukrainian e-learning tools and platforms. The Ukrainian Educational Hubs network includes hubs within Ukraine (Vinnytsya, Lviv, Uzhgorod, Ivano-Frankivsk, Ternopil, Zhytomyr, Kyiv, Lutsk, Chernivtsi, Khmelnytsky, Rivne) and abroad.
- Donations of laptops (HP and Microsoft programme "Digital Asset for Ukraine", Google, UNESCO, World Vision, and the "Spivdiya Laptop" programme of USAID) and US government funding for the printing of 3.2 million textbooks for Ukrainian school children of grades 1-2 (primary school). The WB and the OECD have committed to supporting the pre-piloting phase of the NUS USS at 30 schools beginning in Autumn 2024. As outlined in the overview, the WB's LEARN programme is currently in

⁹³ Focus is on issues such as (i) transferring VET institutions from state to municipal property; (ii) developing the system of educational-methodical centers for VET; (iii) improving the regulatory framework to ensure effective implementation of vocational education reform; and (iii) developing a new model of funding for the VET institutions system. As part of the DECIDE project, an educational chatbot named EducationUaBot is in development on platforms such as Telegram and Viber. Training materials for this chatbot are continuously updated. Electronic content and training modules receive support from EU4Skills, Swiss Contact, ILO and the European Training Foundation. These materials will be hosted on the VET platform, developed by the ILO and managed by the MoES VET Directorate. Furthermore, the Ukrainian Education in Emergency website was created to aid ministries of education, international education managers and teachers in helping children adapt to new schools and curricula in foreign countries.

⁹⁴ https://www.admin.ch/gov/en/start/documentation/media-releases/media-releases-federal-council.msg-id-104108.html?fbclid=IwY2xjawlC0aVleHRuA2FibQlXMAABHYj0NbYEbqDdkcyui9iqwT4_K_zB_i4mB1t9AAAdFocNPhFSGbqZ0Myaj8w_aem_LOvuLthNbpxsPC_NNUTfw (accessed 26.2.2025)

⁹⁵ Susanne Møller Nielsen, ETF, Key policy developments in education, training and employment, Ukraine 2023.

⁹⁶ ETF. 2024. Supporting Education Reforms and Skills in the Eastern Partnership.

its implementation phase, with its support primarily focused on grades 8-10 of the NUS reforms. The pre-piloting support for 30 schools by WB LEARN can thus be viewed as setting the stage for the Learning2gether2 programme.

The brief overview presented reflects that various initiatives are somewhat fragmented, mainly supporting the introduction of the first phase of NUS and a slight propensity towards supporting VET.

Lifting Education Access and Resilience in Times of Need (LEARN) program

The World Bank Board approved on 30th August 2024 the project appraisal document for a new USD 415 million education programme to improve secondary education in Ukraine (10% of the programme budget for upper secondary education.) The [Lifting Education Access and Resilience in Times of Need](#) (LEARN) programme will improve overall safety conditions in schools, provide free transportation for vulnerable students, train teachers, purchase textbooks, and strengthen education sector management. The LEARN programme will build Ukraine's human capital by improving safety and inclusive access to schools and adopting comprehensive education reforms in grades 1-12, known as the New Ukrainian School (NUS), that are aligned with the EU standards.

According to the information received from the WB, the Sub-component 1 'Support the pilot of NUS in grades 8 to 12, includes support to the 30 schools piloting USS in grades 10-12 in the following

1. Developing, printing, delivering, and testing teaching and learning materials for the NUS pilot (grade 10)
2. Training of school principals and their deputies for the pilot: providing teacher and manager training according to the NUS curriculum.
3. Improving the physical learning environment for the pilot, providing STEM, ICT, and other equipment to pilot schools at the basic education level with, inter alia, STEM equipment, furniture, ICT devices, etc., aligned with the NUS standards. No infrastructure works are planned as part of this support.

The Sub-Component 2 aims to strengthening the MoES capacity in the following:

1. Strengthening the teams in charge of the NUS reform, including technical support to i) the Directorate of School Education, through technical assistance to the NUS implementation office (NIO) to plan, monitor and evaluate the reform at national and decentralised levels and ii) MoES teams in charge of NUS reform administration and communication.
2. Strengthening the UIRO capacity through a) an organisational capacity audit, b) the design of a capacity development plan, c) staff training, d) the creation of a digital platform for the storage, distribution, organisation, and assessment of digital educational materials, and e) provision of material and equipment for educational and methodological labs of UIRO.
3. Creating Special Online Platform for State Final Examination (DPA) through a) the development and piloting of SOP software, and b) modernising of SOP software during its implementation and providing technical support.
4. Modernisation of AIKOM through a) development of new AIKOM functionality, b) support for AIKOM interoperability with the solutions/clients; and c) ensuring provision of services and equipment for information systems functioning, management, and security at AIKOM.
5. Education infrastructure planning through the development of innovative designs aligned to the NUS teaching and learning practices and the preparation of investment plans to support schools to meet the NUS standards. These could include, i.e., education infrastructure network characterisation, development of architectural principles aligned to the NUS reform and preparation of an education infrastructure plan at system level. No site-specific activities would be supported under this activity.

Further follow-up is needed to examine particularly the implementation of the Sub-component 1 and its alignment with the information given on the approach of the preparatory piloting as explained earlier in this report.

4.3. Programme formulation and appraisal process

In early 2023, MoES requested Finland to support the implementation of the reforms in academic lyceums. Similar requests were submitted to the World Bank and OECD. An identification phase was commissioned by the MFA Finland to examine the specific needs. The Team developed a concept 'Enhancing Teacher Professional Development at Secondary Level' (August 2023). In the further discussions between MoES and MFA, it was agreed that the Finnish support will be targeted to the launching the profiled education of academic lyceums through several activities: i) teacher professional development (TPD); ii) development of teaching and learning materials; iii) supporting schools in finding solutions for flexible modular schedules that allow individual educational trajectories for the students; iv) support in developing study programmes; v) support in developing student assessment; support in monitoring and assessing the USS school reform on a systemic level; and finally, vi) support to evaluate and address the learning gap resulting from the COVID-19 pandemic and the war.

In March 2024 the MFA commissioned a programme formulation team of international and national experts to formulate a Programme Document for the future Finnish support. The work started in a planning session in Helsinki from 20-23 May 2024. Experts representing MoES and the formulation team developed the outlines of the four-year programme, with a tentative outcome and outputs that would form the basis of the Theory of Change (ToC) and the Result Chain. During the session, visits were paid to EDUFI to learn from the Finland's Upper Secondary Education reform process. A working visit to a school was organised. Further on, in the course of programme formulation, a broad range of stakeholders were interviewed⁹⁷ remotely both in Ukraine and in Finland, including education authorities, schools, students, teachers and other stakeholders. A draft project document was submitted to the MFA for a review and further discussed with the MOES. After receiving comments, the Programme Document (PD) was finalised.

The PD was appraised from December 2024 - February 2025 (including in-country consultations), and several changes were made. These changes and amendments have been incorporated into the PD.

4.4. Alignment with Finnish development policy

The Learning2gether2 -programme is well aligned with the priorities of the Report on International Economic Relations and Development Cooperation⁹⁸ approved by the Government of Finland on 11 July 2024. Education is one of the priority areas of Finland's development policy. In its cooperation, Finland focuses particularly on the education of girls, teacher education, vocational education and training and the education of persons with disabilities. School meals and digital learning are an important part of Finland's work in the field of education. Finland will continue its long-term human rights policy to promote and defend the rights of e.g. women, girls, persons with disabilities, indigenous peoples and gender and sexual minorities as well as other persons in a particularly vulnerable position. An increasing share of Finland's development cooperation focuses on Ukraine.

The above report complements the Report on Foreign and Security Policy⁹⁹ with more detailed trade and development policy measures. The over-reaching objective of the Finnish development cooperation is 'closer connection between trade and development'. Thus, Finland's development cooperation focuses increasingly on development funding that supports trade, aiming at promoting the business operations of companies both in the partner country and in Finland to strengthen the economies of both countries. This approach is

⁹⁷ The interviews were conducted with: the Ministry of Education and Science, Ukrainian Institute of Education Development, State Service of Education Quality, regional In-service Teacher Training Institutes in Lviv, Zhytomyr and Luhansk, Centers of Professional Development in Chervonograd (Lviv oblast), Kompaniivka (Kirovohrad oblast), Horodnia (Chernihiv oblast), Dobropillia (Donetsk oblast), Vinnytsia (Vinnytsia oblast), Departments of education and science in Odesa city, Ivano-Frankivsk city, Lviv city, Kryvyi Rih State Pedagogical University, Kyiv Borys Grinchenko University, National University "Chernihiv Collegium", principals, deputies principal, teachers, students and students' parents from the Boyarka academic lyceum "Harmony" (Kyiv oblast); Stryi lyceum "Gymnasium by Andrii Sheptytskyi" (Lviv oblast); Ukrainian humanitarian lyceum of the Kyiv National University by Taras Shevchenko (city of Kyiv); Balta lyceum #1 by Oles Honchar (Odesa oblast).

⁹⁸ https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/165757/VN_2024_39_EN.pdf?sequence=1

⁹⁹ <https://valtioneuvosto.fi/documents/10616/1986338/VNKJ092016+en.pdf/b33c3703-29f4-4cce-a910-b05e32b676b9>

also incorporated in this Programme Document with an intention to provide to the Ukrainian partners an opportunity to familiarise with the Finnish offer, and for the Finnish actors to learn about potential cooperation and business opportunities in Ukraine. The programme is based on the Ukrainian request based on Finland's educational brand on high quality of education.

Integration of Finnish private sector actors in education development is one of the key actions supported by the Finnish Government policy¹⁰⁰. Education Finland (EF) located in the GEP unit at EDUFI serves as a forum for private and public sector actors in Finland and cooperates with Business Finland and Finnish Embassies. EF members' expertise covers educational and learning products (technologies, programs, applications, digital learning suites and software, educational content and materials) and services such as teacher training, pedagogical and vocational programs, as well as multi-functional solutions in the physical and digital learning environments. EF members have an interest to support the programme in the specific fields of expertise as required in the implementation for example in the development of digital communication platforms in education (like Wilma in Finland). In 2024, FUEL was developed, which is a matchmaking initiative designed to connect EdTech companies from Finland and Ukraine. The FUEL programme ran from September to December 2024 and was supported by Crazy Town, Innovation community; Advicera, Finnish Ukrainian consultancy agency, Urban Mill, an Ecosystem developer, and Innovestor, a Finnish VC fund. The program provided real marketing opportunities with universities, investors, developers and other potential customers. During the program, five new projects and funding applications were initiated.

The FUEL participants have made valuable connections and discovered ways for entering the Finnish or Ukrainian markets. Finnish businesses have learned how to help Ukraine rebound and grow, while Ukrainian businesses have gained knowledge about Finland's educational system. The programme is a part of a Finnish-Ukrainian cooperation supported by the Education Finland programme and the Finnish National Agency for Education (OPH). The final report of the FUEL programme is available at EF in EDUFI.

¹⁰⁰ Finnish Government: Report on International Economic Relations and Development Cooperation (2024)

5. Programme description

5.1. Approach

The Learning2gether2 programme supports the implementation of the NUS reform. With a strong technical assistance component and an operational budget with a substantive allocation also for school equipment, it will support the launch of Profiled Secondary Education for Grades 11-12, which is one of the MoES priorities in line with the Strategic Action Plan by 2027 of the Ministry.

Profiled education presents a type of differentiated training – academic and vocational - of upper secondary school students. Profiles in the NUS Academic Stream constitute a way of organising the educational process, which involves in-depth study of a group of related subjects (integrated courses) of one or more educational fields defined by the State Standard. The basis for the formation of these profiles are the corresponding educational fields, - one or more, represented in full or in part. The educational field becomes the core around which the profile is formed. Other educational fields complement it at the basic or advanced level. Grounded in the concept of the National Academy of Pedagogical Sciences of Ukraine, the profiled education for the NUS USS will be structured according to the following clusters, within which academic lyceums will be able to form profiles: (i) STEM, (ii) language and literature, (iii) social sciences and humanities. Profiled education is a priority area which development partners have not yet addressed so far, but as indicated above, collaboration with OECD and the World Bank will now be established.

To ensure the effective and sustainable implementation of the NUS USS Academic Stream reforms, the programme supports systemic change in Ukraine's educational system through a comprehensive approach involving top-down and bottom-up coordination. It will focus on developing local, regional, and national levels responsible for institutional strengthening and organisational development to support the delivery of the NUS USS Academic stream. While the MoES is responsible for the NUS USS legal framework, overall implementation oversight and guidance, it is the regional and local authorities who bear the responsibility for the day-to-day implementation of the NUS reform. The role of local authorities is particularly significant, since they are defined to be schools' founders and, in most cases (when schools are not financially autonomous, and do not have their own accounting), act as schools' financial agents for procurements and disbursing state subventions. As regards the NUS USS roll out, the regional and local authorities make decision on the academic lyceums networks in their communities (hromadas) and are being held accountable for the consequences arising from the network changes (such as, the need to organise students' transportation by buses, establish accommodation for students who live far away from their academic lyceums to be picked up daily and so on).

The programme will also focus on schools' comprehensive development, which includes: i) enhancing teachers' capacities to implement the new State Standard in line with the NUS principles, ii) development of teaching and learning materials (incl. teacher's guides and learning materials for students), iii) supporting development of profiles and school-specific curricula at the selected schools, iv) enhancing the school management and school leaders' capacities to support successful implementation of the NUS reform, and v) equipping the selected schools for successful implementation of their selected profiles.

The aim is to engage, empower and capacitate teachers and school principals as agents of change. Teachers are expected to educate students who, instead of memorising facts and definitions, will acquire competencies as set forth in the Law on Education (2017) and they are expected to conduct their classes autonomously, supporting their students' individual well-being and intellectual development¹⁰¹, to use adaptive and creative learning processes and to design, implement, evaluate, inclusive and transparent education. Technical support will be provided to the MoES for the development and implementation of the

¹⁰¹ As stated by the MoES, '(instead) of memorizing facts and definitions, students will acquire competencies' (which are set forth in the Law on Education). 'This is a dynamic combination of knowledge, skills, ways of thinking, opinions, values, and other personal qualities that determine a person's ability to socialise well and to engage in professional and/or further learning activities'.

profiled academic lyceums' model, which will include development of guides and (electrical) platforms for organising courses/tuition to enable students' individual educational trajectory.

In line with Finland's human rights-based approach, LearningTogether2 is committed to enhance equity in education, among teachers, students and administrative personnel. The guiding principle is *leave no one behind*¹⁰² LT2 will provide short-term international and national experts to support MoES, ITTIs and TPD in development of equity-informed contents for trainings and instructional materials. The programme will support MoES in conducting a gender and accessibility/disability audit already during the inception phase of the programme. This audit will be coupled with a gender and inclusion analysis considering different roles, responsibilities, needs, and capacities of people of different genders within a specific context relevant to the project. The analysis will also include persons living with disabilities. Based on the audit and analysis, concrete activities will be developed and gender will be mainstreamed throughout the PD including the results framework and budget.

The programme will also include a research/M&E component (not limited to the programme but covering continuous data collection and analysis of the reform itself). This research component will also cover equity issues and disaggregate the findings by sex, ethnicity, language, region, disability and residency (such as IDPs and students from abroad). In addition to close engagement of schools and related institutes providing training to education staff, the programme foresees support for activities at three closely interrelated levels of Ukraine's education system:

- At the level of upper secondary schools and the local administrations in which these schools are located and involving teachers, principals, parents and the children who attend these schools.
- At the level of the oblast administrations.
- At the level of central government, particularly the Ministry of Education and Science of Ukraine in Kyiv and other national agencies responsible for education.

Key strategies include developing local and regional Communities of Practice, providing resources for enhancing the pre- and in-service infrastructure for teacher professional development (HEIs, ITTIs, CPDs), upgrading school facilities, improving school management and governance. Regional support will be crucial, with regional teams established to coordinate activities, support schools, and ensure that local needs and best practices are part of national planning by the MoES and national agencies responsible for curriculum development and quality assurance.

The programme supports the establishment of systems which will enable upper secondary school students to build their study programmes based on their interest. This will be done by establishing enabling environments, capacitating teachers and school leaders in collaboration with selected schools, regional education authorities, training providers and other stakeholders. In line with a holistic school development concept, the programme aims to seek sustainable solutions for provision of psychological support in education, and supporting inclusiveness, in particular by ensuring the access to education for all, including learners in remote areas, Roma minority students and other vulnerable groups, students with special educational needs and reintegrating children from temporarily occupied territories, IDPs, and abroad into the Ukrainian education system in accordance with the inclusive education principles. It will be important to build flexibility into the curriculum so that it can be adapted to meet the needs of students who have had diverse experiences of disruption¹⁰³ and individual educational needs. The programme will support initiatives and actions to respond to the learning loss caused partially by the COVID pandemic and later by the war, which has caused schools to go online. This is particularly important for the 10th grade students when they start the lyceum. The LT2 programme will also support relevant parts of the implementation of the Action Plan for the 2030 Strategy for promoting the rights and opportunities for Roma national minority members

¹⁰² The central promise of the Agenda 2030 and SDGs.

¹⁰³ OECD. 2024, Learning during Crisis, Insights for Ukraine from across the Globe: 25.

in Ukrainian society; more specifically its Article 10, related to secondary education. The corresponding indicators of the Action Plan can be adopted to the Results Matrix. The Ukraine EU Association Agreement is broadly referencing to the right of national minorities to study in their own language. The Law on Education ensures textbook production in all national minority languages, but no textbooks have so far been produced for the Roma.

Within the context of Ukraine, inclusion specifically deals with the participation in (upper secondary) education of the following groups of children: (i) traditionally disadvantaged groups, including children from lower socio-economic status and rural areas; (ii) children from minorities, including Roma, and LHBTQIA+; (iii) children who have been directly and indirectly affected by the Russian war against Ukraine: (a) children with disabilities, (b) children with socio-psychological trauma, (c) children from temporarily occupied territories, (d) internally displaced children, (e) children who were temporarily residing abroad and who did not study within the Ukrainian education system for a considerable period of time and f) forcefully deported children that have been able to return. Main reasons for realisation of inclusion appear to include the following: (i) barriers to inclusion and learning are not easily identified and removed; (ii) principles of inclusive education are not yet well established and commonly understood; (iii) teachers have limited experience and availability in actually incorporating inclusivity in their teaching and learning inside classrooms; and (iv) there are too few trained professionals that can conduct pre- and in-service teacher training on topics of inclusivity.

5.2. Scope of the programme

The programme duration is four years, starting from September 2025, with an overall budget of EUR 20 million. The programme will have a nationwide approach, with three regional coordination teams serving regional clusters of Central-South (Dnipro), North-East (Kharkiv) and West (Lviv).

The programme will work with certain amount of pilot academic lyceums whose exact quantity and list will be defined during the inception phase. The boundary conditions for defining the programme's beneficiaries are (i) finalisation of the academic lyceums network, and (ii) defining by the MoES amount and list of pilot academic lyceums¹⁰⁴. Given different background of the to-be-selected pilot schools (some would have been piloting the NUS reform for many years, and some would be the newcomers), it could be expected for pilot schools to have somewhat varying performance. The programme will consider their performance level during the inception phase while deciding on the final amount and list of its beneficiaries.

5.3. Programme results and key outputs

The Learning2gether2 programme supports systemic change in Ukraine's educational system and will have a significant impact on the development of the 11th and 12th grades in the Academic Stream of upper secondary schools through textbook and e-learning materials production, teachers' capacity upgrading, provision of classroom equipment for profiled schools, and through the development of a one-year pre-service pedagogical curriculum for selected universities. The programme will promote equity in education with the principle of not leaving anyone behind. Developing a high-quality upper secondary education system, it will form a strong incentive for the return of Ukrainian refugees and will thus contribute to democratic Ukraine's human capital development and the country's rebuilding and prosperity.

IMPACT

The Academic Stream of NUS USS contributes to sustainable competence-based human capital development for the revival of Ukraine.

¹⁰⁴ The MoES anticipates that the NUS USS pilot starting in September 2026 will cover the maximum of 150 academic lyceums. The section "3. New Ukrainian School reform" provides a detailed description of the implementation schedule and scope of the Academic Stream of the NUS USS reform.

OUTCOME

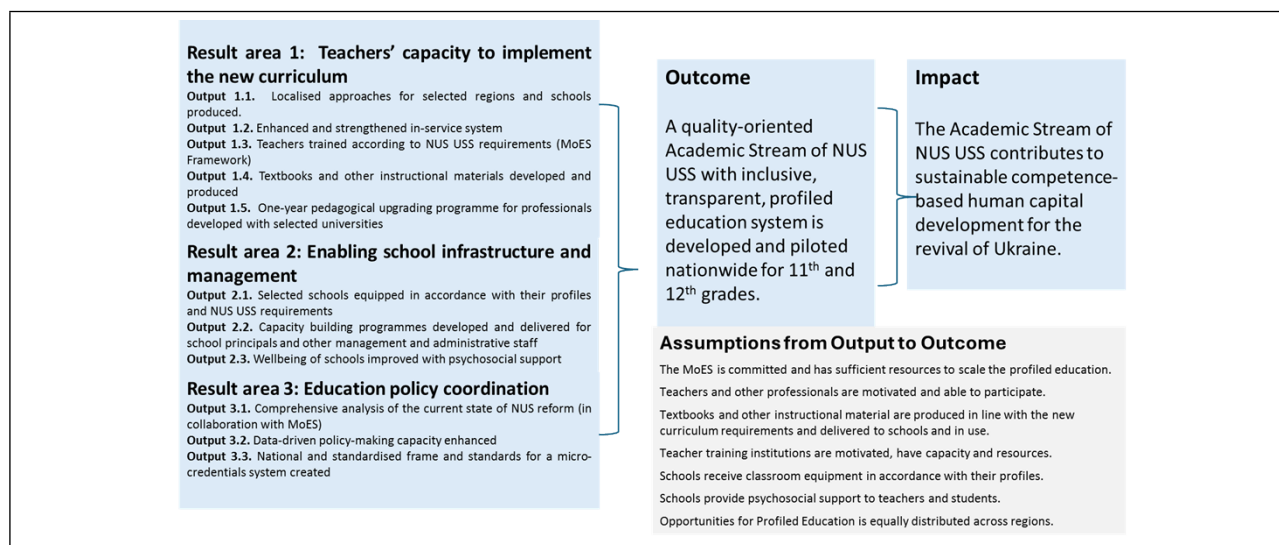
A quality-oriented Academic Stream of NUS USS with inclusive, transparent profiled education system is developed and piloted nationwide for the 11th and 12th grades.

Strategies for reaching the outcome

- Securing teachers' resilience.
 - Training in trauma-informed teaching and learning,
 - Psychosocial support to teachers available with programme funding, including training and supervision for psychologists and social workers at schools and inclusive-resource centers,
 - Measures to catch up the learning losses of student entering the upper secondary school.
- Developing teacher education and training in accordance with the needs of the upper secondary school reform and the MoES Teacher Training Framework.
 - Baseline study of the capacities of existing TPDs, universities and ITTIs
 - Training in profiled education
 - Training in key-competence areas
 - Training in equity issues, including gender, disability and education of students with SEN
 - Training in career counselling
 - Training in formative assessment
 - Training in micro-credentials
 - Developing, in collaboration with 3-4 HEIs, a one-year-pedagogical upgrading course at university level for professionals of needed expertise (based on a needs survey) – with the support of Finland's experience in similar upgrading
- Conducting gender and accessibility/inclusion audit and analysis for education and mainstreaming gender equality in the programme.
- Supporting key authorities in the development of education services for vulnerable groups including the Roma minority.
- Equipping and refurbishing the pilot schools to meet the requirements of the NUS USS reform, including equipment, teaching aids and didactic materials for inclusive-resource centers and school psychologists, alongside the resource rooms for stress relieve
- Training school administrative staff, including principals in coordination with the World Bank funded LEARN
- Supporting the Ministry of Education and Science in the critical areas of special expertise.

This outcome will be achieved through three result areas, which are illustrated in the following figure. A more comprehensive version of the Results Chain provided in Annex 5.

Figure 7 Result areas of Learning2gether2



The programme utilises the triple nexus approach combining the expertise of the sustainable development, peacebuilding, conflict mitigation and humanitarian aid sectors in overcoming collective challenges and ensuring the protection and wellbeing of affected people. In times of crisis in Ukraine, education is a lifeline to children and their families. It helps and protects their physical and mental health, allows them to continue to learn and develop, and offers them a sense of normal life and hope for a better future. Developing high-quality education in emergencies requires staff with skills to support physical and mental health and wellbeing of all involved. In specific, the programme will support school psychologists to work with students and teachers. Prominent Ukrainian CSOs working in education are operating with the Education Cannot Wait Multi-Year Resilience Programme -funding, which is classified as humanitarian aid. LT2 will collaborate with many of these organisations in areas such as catch-up programmes and teacher training.

The implementation approach and main outputs of each result area are presented below. The indicators, to be developed during the Inception phase, need to be disaggregated by sex, age, ethnicity, language, disability, region, and other markers, whenever feasible. The same applies for baseline and targets.

Result area 1: Teachers' capacity to implement the new curriculum

This result area 1 aims to develop the capacity of teachers to implement study programmes in line with NUS USS Academic Stream principles. To achieve this, the programme supports development and delivery of Teacher Professional Development (TPD) programmes in line with the Teacher Competence Standards framework and competence-based standards to upper secondary education level grades 10-12 (same teachers may teach grades 6-12). Professional development aims to improve the subject specific content and methodological didactic knowledge and enhances educators' competencies in use of digital technology not only for delivering education but also using it to identify and analyse learning outcomes, potential learning gaps and differentiation as well as in provision of opportunities for teachers to work together on issues of instructional planning, to learn from one another through mentoring or peer coaching. Based on the experiences and feedback from the first phase of the Learning Together programme, particular attention will be given to training of teachers on psychosocial support and on formative assessment, which were well received during the previous programme. In addition, diagnostic assessment will be enhanced to identify support needs and learning gaps to be addressed by remedial teaching. Teacher training will also include training on material development. Under this output, skills and capacities of teaching staff of secondary education institutions on the specifics of working with students belonging to vulnerable groups and the Roma national minority will be enhanced.

Within the framework of the NUS reform, the traditional training packages are no longer applicable, and they must adapt their training to new realities. The GoU is currently working on several initiatives related to

professional development of teachers and their career progression. First, in cooperation with UNESCO, the MoES is working on the new national policy ‘money follows teachers’, aimed at further deregulation of the teacher training market. After the new policy is developed and enforced until the end of 2025, teachers would be able to choose any public or private training institution, including training funded by the state NUS subvention, starting early 2026. This calls for rigorous quality management of TPD service providers, especially given still prevailing trust of teachers towards the already established system of ITTIs. Second, the MoES cooperates with the Office of the Deputy Prime Minister for Innovation, Education, Science and Technology – Minister for Digital Transformation, on developing a new concept of a pedagogical career. The rationale for this work lies in the presently fragmented loosely-coupled system of teachers’ career progression. Specifically, the role of certified teachers remains unclear, alongside challenges with teachers’ motivation and remuneration in the situation of a war crisis. It is also expected that the new teachers’ career plan will take stock of the micro-credentials as individually verified and quality-assured certification units, grounded in the competences of the Teachers’ Professional Standard. Higher education sector is also starting to look more closely towards supporting TPD. The most notable example of such efforts is the Education and Research Institute “Teachers’ Academy”¹⁰⁵ of the V. N. Karazin Kharkiv National University which aims to develop and implement a new model of teacher education, transforming professional training and enhancing teacher qualifications in Ukraine.

Coordination with the GoU, UNESCO and “Teachers’ Academy” on teacher training plans and activities is fundamental during the inception phase.

The programme will engage stakeholders such as CPDs, ITTIs, HEIs, local and regional authorities, the MOES and national agencies to make this shift, thus allowing them to build up new generations of schoolteachers. The programme’s outputs encompass both pre-service and in-service teacher training. Further on, under the auspices of the local education administrations, the programme will enhance the operations of the network of Centers for Professional Development (CPDs), which are expected to advise teachers¹⁰⁶, yet still perform the traditional functions of former methodological centers and themselves lack sufficient capacity development efforts to know how to advise teachers. In organising the teacher training, account is taken of the 2019 GoU regulation to deregulate the teacher training market.¹⁰⁷ In its approach, the programme will promote the development of communities of practice (CoPs) within and between the participating institutions.¹⁰⁸

This result area will also include textbook and instructional materials elaboration and production, including in minority languages and for students with special educational needs or disabilities. The instructional materials production will promote, to the extent possible, contents that support human-rights realisation, gender equity, non-violence, non-discrimination and non-racism. The experience of Ukrainian CSOs in the production of this kind of content (for example DOCCU) should be considered.

The implementation of this result area covers a cascade of interventions, starting with an assessment of the current state of affairs of TPD in pre-service and in-service teacher training. It also includes development of plans to address caveats in the current provision, interventions to address them, and capacitating teachers

¹⁰⁵ <https://karazin.ua/en/fakulteti-ta-instituti/akademii-vchytelstva/> (accessed 26.2.2025)

¹⁰⁶ According to interviews held in various oblasts in preparing this document, the CPDs’ main tasks include: (i) Advise teachers on planning and determining the trajectory of their professional development; (ii) Promote the professional development of teachers (e.g. through methodological associations, creative groups, developing databases with information on professional development programmes); (iii) Support teachers on the implementation of competent, personally oriented, active, inclusive approaches to the education of students and new educational technologies; (iv) render psychological support to teaching staff; (v) create and moderate professional communities of teachers; (vi) liaise with other local bodies on the centers’ activities.

¹⁰⁷ Decree of the Cabinet of Ministers of Ukraine No 800 as of August 21, 2019 “The Procedure for Professional Development of Teaching and Research Staff (with changes adopted under the Decree of the Cabinet of Ministers No 1133 as of December 27, 2019). This has created preconditions for diversifying the market of educational services and for eliminating contradictions between formal and non- formal graduate education.

¹⁰⁸ <https://mon.gov.ua/news/30-zakladiv-z-usiiei-ukrainy-stanut-pilotnymi-akademichnymi-litseiamy>

in line with the NUS USS reform. At all levels of the cascade, there will be attention for the diverse impacts of the current war (e.g. in terms of attention for socio-psychological topics in the curricula, well-being of diverse groups of students, teacher presence and motivation, and limited government resources for education in a war-time economy). Teachers' training on competence-based curriculum development is expected to be supported by the SCAFFOLD methodology, currently piloted in Ukraine by ETF at the request of MoES.

Pre-service and in-service teacher training programmes on NUS profiled education will be developed, piloted, and evaluated. Selected training providers will be contracted to further develop the recommendations and to organise, conduct, and evaluate a pilot training-of-teachers training programme. A plan defining the role of the outstanding pilot schools in the further training and coaching the other schools will be developed to support the roll-out of the profiled education in accordance with the MoES plan.

Key outputs include:

Output 1.1. Localised approaches for selected regions and schools produced. In selected regions, an assessment is done of existing TPD and teacher training capacity in universities, ITTIs and schools to design curricula and deliver courses in line with national standards, profiled education, cross cutting and specialised courses and teacher certification requirements; and the role and functioning of the CPDs. The baseline pays attention to the regional diversity of the impact of war, ethnic minorities and funding issues. The output will also examine the establishment of the networks of communities of practice such as potential subject-based task teams.

Output 1.2. Enhanced and strengthened in-service system. Based on the assessment, in selected regions and localities, plans are developed for strengthening existing TPD, and pre-service and in-service teacher training capacity in line with the NUS USS reform¹⁰⁹ also taking into consideration the needs of digitalisation, challenging context and requirements of the new TPD strategy, which allows teachers the freedom to choose from different kinds of training provision. LT2 is a bilateral programme which main aim is to support MoES in the USS reform. Therefore, the focus of LT2 will be ITTIs, which also seem to be the most trusted teacher training institutions among teachers. They will need experts to develop their training programmes and train their trainers.

Output 1.3. Teachers trained according to NUS USS requirements (MoES Framework). MoES is drafting the framework for the required training of teachers for NUS upper secondary schools. It is envisioned that the package includes at least integrated teaching methods, competence-based teaching, student continuous assessment and psychosocial support. LT2 will support and deliver TPD and training programmes for mandatory, specialised and cross-cutting courses of profiled upper secondary education. The programme will provide expertise in gender and disability issues for TPD and will contribute to training for teachers and school managers on gender bias and gender non-discrimination as part of the NUS curriculum, including NUS methodologies to boost girls' performance in mathematics and boys' performance in reading. The programme will collaborate with local experienced CSOs to support the curriculum development, for example with integration of psychosocial support in subjects as well as activities for the students that support psycho-emotional healing, conflict mitigation, peace building and sustainable development.

TPD will be delivered in different forms (online, hybrid, face-to-face) based on the new standards, focusing on specific strategies of implementing competence-based approaches, and promoting student-cantered pedagogies. Seminars and workshops will be organised for teaching staff of secondary education institutions on the specifics of working with students with special needs and belonging to vulnerable groups. The programme will also introduce the new approaches already for pre-service training and provide higher

¹⁰⁹ These plans provide concrete timelines and mitigations for known and yet unknown aspects ensuring organisational and institutional capacity reform of curricula and teacher training at the institutions concerned. The idea is to also develop of communities of practice that will be engaged in subsequent phases of the Learning2gether2 roll out. Development of communities of practice networks (CoPN) will be done by institutions that are involved at national level (such as UIED, SSEQ) and at regional level in support the development of training materials following standards, profiles, cross cutting and specialised courses.

education students` with practicum based on the pilot schools, conducting applied research. The output will also include developing and formulating adjustments to profiled curricula and its implementation, to meet the needs of the students with special educational needs and other groups of students who need additional support. Such training shall incorporate disability awareness and the use of alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

These will be incorporated in the TPD programmes as mainstreamed issue in addition to the delivery of specialised modules on individualisation of learning programmes.

Output 1.4. Textbooks and other instructional materials developed and produced. The MoES expects the programme to support both printed textbooks and digital learning materials in grades 11 and 12 (with possible support for grade 10, if requested by the MoES). The foreseen service provision contracts and procurement include textbook and training materials as well as other electronic instructional material development including learning devices and materials for special needs students. The programme will also continue the gender non-discrimination reviews and revision of textbooks (in line with the NUS regulations) to ensure continuous representation on non-biased stereotypes in instructional materials, building on the work initiated during the Learning Together programme. Online learning platforms, software, ICT infrastructure, ICT hardware will also be developed and/or procured according to needs. It is expected that printed materials would be requested by the MoES for mandatory NUS USS subjects, while electives would be covered by digital instructional and learning materials, subject to confirmation during the inception phase. In addition to textbooks in Ukrainian, the Law on Education ensures textbook production in all national minority languages (Romanian, Hungarian, Polish and Crimean-Tatar). No textbooks have so far been produced for the Roma. The programme will support the designing of education curricula that incorporate gender equality principles, representation of diversity, use of non-discriminatory language and life skills, including non-violent conflict resolution, emotional self-regulation and emotional intelligence in a crosscutting manner. To develop effective gender-transformative instruction for young adolescents, more in-depth understanding would be needed on the differences in how boys and girls learn. The gender and accessibility/disability audit and analysis will increase understanding on these.

Output 1.5. One-year pedagogical upgrading programme for professionals developed with selected universities. Under this result area, the programme will support development of a one-year pedagogical upgrading programme. This programme will provide training on teacher competences (didactics, teaching methodology, psychology, etc.) for professionals of various fields (chemist, historian, etc.), as defined during the needs analysis. The expected result of this intervention would be to engage more practitioners to the teaching profession, in response to the current lack of qualified teachers. This pedagogical programme would take place at 3-4 selected universities around the country (in Lviv, Kharkiv, Dnipro), in cooperation with Finnish partners who hold respective expertise.

The PD budget will include financial allocations for inter alia training programmes, outsourced services, study visits, institutional partnerships, scholarships, and research collaboration. Also partnership between Finnish and Ukrainian education, public sector organisations, business (Edtech) and CSOs will be promoted. It is proposed that at the beginning of the programme, the Ukrainian partners will be provided an opportunity to familiarise themselves with the Upper Secondary Education Reform in Finland and the Finnish education system and resources. They will also examine potential areas for further collaboration, for instance in the establishment of model schools/modular approaches and technical solutions for students to develop their study profiles. Following the ideas of the pre-piloting phase, the potential for twinning with Finnish schools will be examined.

Result area 2 : Enabling school infrastructure and management

This result area aims at capacitating selected upper secondary schools to deliver the academic stream of upper secondary education by the new NUS-USS reform and support teachers and USS-students. The focus of the support is establishing needed classroom infrastructure and equipment and enhancing the school development through improved management and leadership. The reform of the upper secondary school has

brought an extra grade to the lyceum system and will fundamentally change the subject-based teaching and learning to a profiled, student-centred, competence-based learning, providing students with greater freedom to select courses and subjects. Therefore, the MoES has introduced career counselling as an essential form of support to the students in the NUS USS reform. This result area will support the training in career counselling and guidance. It may form part of the Teacher Training Framework, currently being elaborated by MoES for ITTIs, or by separate training modules offered by CSOs. A curriculum for university level training is being elaborated in collaboration by the Borys Grinchenko Kyiv Metropolitan University and the Håme Polytechnic. Similar initiatives are taking place in other universities as well, and cooperation with these could bring synergy to the programme.

The support includes equipping the educational facilities and classrooms of the selected 30 schools according to the school profile (for example, science, history, language lab, etc.). Another focus will be on enhancing the school management and leadership skills. All these activities will be accompanied by robust monitoring and evaluation systems to capture information and lessons learned for scaling. A holistic approach to student well-being as part of the school and a community will be developed, considering best practices and exploring possibilities for introducing sustainable trauma support for teachers and students alike. Students require better-structured and delivered psychological support, which considers their varying needs, especially in cases of their external or internal displacement or residence next to the frontline. The system of mental health and psychological support should be sustainable beyond the active war phase and remain well-institutionalised and sufficiently resourced also during the time of peace. Special psychological/social educator services will be directed to children and youth belonging to vulnerable groups, including the Roma national minority. Under this result area support will also be directed towards students with disabilities and removing barriers for education, including the provision of equipment, teaching aids and didactic materials for inclusive resource centres and school psychologists, alongside the resource rooms for stress relieve.

This result area aims at improving school management and leadership skills to enhance school-level planning, collaboration and evaluation (self-assessment). School level monitoring and evaluation is also expected to capture information for further implementation of the NUS USS reform. In addition to the World Bank funded programme LEARN, there are also other programmes such as Polaris of Sweden and DECIDE of Switzerland working with schools and training managers and other school administrative staff. Hence, it will be most important to coordinate with them to avoid overlapping.

Traditional attestation of schools has been replaced by institutional audits that are done by the State Service of Education Quality (SSEQ). However, most schools do not yet have internal systems for ensuring the quality of education. Traditionally, schools in Ukraine are not governed based on accountable and transparent principles, but are, instead, constrained by the shackles of bureaucracy and excessive control (the new Ukrainian School 2016; 17). Schools do not have true financial autonomy; achieving this requires the introduction of management system changes and the training of school managers.¹¹⁰ All this requires changes at all levels of education and enhancement of school management in line with the decentralisation plans of the education sector in Ukraine.

Key outputs include:

Output 2.1. Selected schools equipped in accordance with their profiles and NUS USS requirements. Plans are prepared in collaboration with profiled schools to improve classroom infrastructure, especially the equipment needed for providing modern, student-centered instruction according to the school profiles and in accordance with the NUS-USS reform. A mapping of school infrastructure in selected upper secondary schools on current state of affairs is conducted and based on the study infrastructure development plans and related procurement plans are developed for the SB approval. The mapping will cover: modern teaching environment, laboratories, language labs, special learning aids for specialisation, learning equipment to

¹¹⁰ OECD, 2024, Learning during Crisis, Insights for Ukraine from across the Globe: 31

accommodate the special needs education. There is potential for collaboration and synergy benefits for schools and IRCs, both with the mapping and specification of the procurements.

Output 2.2. Capacity building programmes developed and delivered for school principals and other management and administrative staff

This includes development of digitalised platforms for the planning, management and monitoring of the profiled education delivery, and ensuring that schools have access to development of digitalised administration. Trainings will be organised to improve management practices and address teacher and student well-being. The reform aims at developing a high-quality education system which will enable access to profiled education for all, regardless to their location, sex, disability status, ethnicity and socio-economic background. The LT2 programme supports the MoES in this endeavor. Although the equipment for profiled education will be based on the MoES lists and further tailored by schools, teachers and students will also be heard and consulted. The result area 2 will also include supporting the development of self-evaluation practices and providing support to SSEQ. School-level self-evaluation systems¹¹¹ will be developed by introducing school staff to modern approaches to self-evaluation, that involve students and parents and to pilot such self-evaluation at the schools. An evaluation of the process will be conducted and reported on before further expanding the self-evaluation system. The programme may consider providing small grants to implement specific interventions. The schools will be encouraged to adopt plans with a special focus on ethics (equity and non-discrimination, anti-corruption) and with a code of ethics and values.

Output 2.3. Wellbeing of schools improved with psychosocial support

Given the traumatic impacts of the war, it is expected that the number of students requiring inclusive education/special needs education will increase significantly.¹¹² This, together with the fact that the Ukrainian students have lost years of their education due to COVID and war systems calls for school level systems and practices, which can include small group tuition, adaptive instruction, and tutoring systems to catch up learning loss. Schools will also be supported to develop plans for supporting (ex) soldiers, IDP students, returning students, and other disadvantaged groups, such as the Roma minority. Collaboration between schools and parents, community leaders and Roma mediators will be supported. The programme should engage proactively with civil society organisations in Finland and Ukraine to explore the possible approaches for addressing the issue.

Career counselling at secondary level will be introduced for instance by training specialised teachers or school psychologists. Particular attention will be paid to gender issues related to, for example, the labour market and career options. Collaboration with the National Assembly of People with Disabilities will be established and support will be provided to students with disabilities or special educational needs. Schools will be equipped with support for students' and teachers well-being, including psychosocial support and counselling, implementing programmes which promote mental wellbeing and promoting positive school culture. Well-being will further be supported with quiet and safe spaces in schools.

Result area 3: Education policy coordination

This result area envisages different forms of technical assistance (TA) and collaboration with a range of stakeholders, in particular the MoES and regional education authorities, as well as with line ministries (primarily, with the Ministry of Finance on teacher remuneration and the Ministry of Economy on micro-credentials) and other stakeholders. TA may include expert opinions on draft legislation; organisation of trainings and seminars on technical or policy issues and policy-making in the education sector (focusing on

¹¹¹ An information and analytical system EvalEd has been introduced for institutional audit and self-evaluation, which schools consider to be an effective tool to measure their performance and prepare for institutional auditing. All in all, for the self-evaluation, the schools enter 99 different indicators. The self-evaluation procedure ends up with a generated report in the system available for school administration. The results of self-evaluation are not publicly posted.

¹¹² Hrynevych, L., Linnik, O. & Herczyński, J. 2023. The new Ukrainian school reform: Achievements, developments and challenges. *European Journal of Education*, 58:542–560. DOI: 10.1111/ejed.12583

NUS-USS) and a series of pertinent education sector issues that merit attention for the NUS USS reform to be successful. It will also include a small research component to facilitate the evidence creation of the programme for further scaling and provision of TA support to the overall monitoring of the NUS reform, as defined in the course of the programme implementation.

More particularly, the programme will provide technical support for the analysis of a new teacher certification system and of how and under what conditions this can be adjusted and/or brought to scale as well as a performance appraisal and career planning system for upper secondary school teachers. Further on, an analysis will be made of the functioning of the current regulatory framework for teacher training and the formula for professional development financing and its enforcement practices. This will serve the identification of areas for improvement in consultation with MoES and steps to be taken in support of the development of an implementation plan for the professional standard for teachers. In consultation with the ministry an information campaign on the teacher professional standard will be designed, implemented and evaluated.

The indicative areas which could be addressed include: (i) together with the Senior Expert in Teacher Professional Development, the review of the new teacher certification system and how and under what conditions this can be adjusted and/or brought to scale; (ii) the development of an implementation plan for the professional standard for teachers; (iii) the design of a performance appraisal and career planning system for upper secondary school teachers; (iv) the functioning of the current regulatory framework for teacher training and the enforcement of the formula for professional development financing; and (v) the decentralisation of USS management and financing within the frame of the NUS-USS reform. In consultation with the MoES an information campaign on the teacher professional standard will be designed, implemented and evaluated. Issues related to capacity and recurrent cost implications of policy advice will get ample attention.

Key outputs include:

Output 3.1. Comprehensive analysis of the current state of NUS reform (in collaboration with MoES). With the national counterpart, do a comprehensive analysis of the current state of NUS USS reform and key pertinent multi-level governance issues affecting the reform process and its outcomes (awareness, readiness and progress of decentralisation of education management and financing to regional local administrations, teacher salaries, attracting teachers, teacher certification).

Output 3.2. Data-driven policy-making capacity enhanced based on modernisation needs of the EMIS AIKOM system, as communicated by the Institute of Educational Analytics during the appraisal process¹¹³. The output foresees several activities aimed at strengthening evidence-based policy-making for Ukraine's reconstruction, namely: (i) facilitating Ukrainian studies of externally displaced students, (ii) establishing the education reserve of teachers for the newly liberated territories, and (iii) automation of e-invoices on textbooks delivery.

Under this output could also fall the possible cooperation between UCEQA and KARVI. Specific needs, as highlighted by UCEQA, include: i) expert support on building information flows for (State Final Attestation) DPA-9 and DPA-12, to streamline data and overcome teachers' bias on students' outcomes through semi-standardised school procedures, ii) exploring AI opportunities to provide reports and verbal summaries for students' assessment, and iii) peer-learning on content of learning assessment and organizing interaction amongst parents, students and schools in Finland. It is suggested that the role of UCEQA in quality monitoring of the Programme would be agreed on during the inception phase.

Output 3.3. National and standardised frame and standards for a micro-credentials system (or any other certification standard) initiated by the MoES for development and approval by respective government education agencies.

¹¹³ As confirmed by the Institute of Educational Analytics, no other partners yet support these interventions.

5.4. Beneficiaries and stakeholders

The direct beneficiaries of the Learning2gether2 programme are the teachers at profiled schools (also teaching at lower levels), school principals, school staff, teacher trainers and other education authorities. The final beneficiaries are students at profiled schools. A detailed list of stakeholders and their role in the Programme implementation is annexed to this document (Annex 2).

The programme will work with certain amount of pilot academic lyceums from within pilot academic lyceums to be identified by the MoES in early autumn 2025. The exact quantity and list of the LT2 beneficiaries will be defined during the inception phase due to the currently pending legislative amendments on the academic lyceums network.

The estimated proxy of the LT2 beneficiaries is provided below based on the real-time EMIS AIKOM data on the 30 pre-pilot academic lyceums.

Table 2 Estimated number of the LT2 programme beneficiaries, disaggregated by the programme's regional distribution.

Region of Ukraine	Students	Students (girls)	Students (boys)	Students SEN	Teachers	Teaches (female)	Teachers (male)	Administrators	Regional total
Central-South	2317	1198	1119	7	412	328	84	24	5489
North-East	3581	1882	1699	16	884	714	170	33	8979
West	3155	1596	1559	17	682	563	119	33	7724
National total	9053	4676	4377	40	1978	1605	373	90	22192

Source: Institute of Educational Analytics, 2025

5.5. Crosscutting objectives

The destruction of civilian infrastructure¹¹⁴ has infringed on the enjoyment of human rights, including the rights to security, health, work, education, housing, social support and services for persons with disabilities. Due to the war, the right to education for all Ukrainian children is severely violated. The vulnerable groups particularly impacted include the Ukrainian refugee children, the internally displaced children and children and youth traumatised by the war and children with disabilities. Both the UN Commission of Inquiry, established in March by the UN Human Rights Council, and the HRMMU reported cases of conflict-related sexual and other gender-based violence. Women, including older women, and girls constituted the majority of all reported victims¹¹⁵. Ukraine has several ethnic minorities, of which the Roma are the most marginalised. Discrimination against Roma women is a significant gender issue in Ukraine. According to UN Women, the estimated 100,000-200,000 Roma women are the most socially excluded and marginalised group in Ukraine¹¹⁶.

The inclusion of women's needs and experiences in **peace and security decisions** is crucial in achieving and sustaining peace. The UN Security Council Resolution (UNSCR) 1325 adopted by Ukraine addresses the disproportionate impact of the ongoing armed conflict on women and girls that exacerbates existing gender inequalities and discrimination. It also acknowledges the importance of including different perceptions and

¹¹⁴ The hostilities and their impact on educational facilities have severely disrupted the education of millions of students. Since the full-scale Russian invasion of Ukraine began on February 24, 2022, over 3,000 educational institutions have been damaged or destroyed due to bombing and shelling. This includes approximately 1,400 secondary schools, 865 preschools, and 505 higher education institutions. The extensive damage has significantly impacted the country's education infrastructure, with some areas, such as Kharkiv and Donetsk oblasts, being particularly hard hit due to continuous fighting

¹¹⁵ www.hrw.org/world-report/2023/country-chapters/ukraine#9f5023

¹¹⁶ The Rights of Roma Women in Ukraine.

experiences, especially those of women, in conflict prevention, peacekeeping, conflict resolution and peacebuilding. The National Action Plan to implement the UNSCR 1325 till 2020 recognises women not only as survivors of the armed conflict but also as active agents in peace and security and emphasises that violence and discrimination against women are serious obstacles to building a successful and peaceful society.

The Ukraine-EU Association Agreement, signed in 2014, entails a commitment to ensure equal opportunities for women and men in employment, education, training, economy, society and decision-making.¹¹⁷ The Government of Ukraine is committed to the implementation of national and international obligations on gender equality. The country adopted the Sustainable Development Goals (SDGs), joined the Beijing Declaration and Platform for Action⁶ of the 4th World Conference for Women (1995), and ratified key human rights treaties, including the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1981) and its Optional Protocol. Among the main strategies are the 2022-2030 State Strategy for ensuring equal rights and opportunities for women and men, and the 2021 National Strategy on Human Rights. Further, the GoU takes an active part in the work of the Biarritz Partnership for Gender Equality and implements the 2022-2030 Gender Equality Strategy for Education. Several studies point out that the problem today is not legislative and legal norms, but the lack of effective supervision and control over their implementation. For example, a recent UN Women study identified deep gender inequalities in the labour market and in entrepreneurship and called for comprehensive policy of women's economic empowerment and gender equality across various ministries, including MoES¹¹⁸. Gender stereotypes about the sectoral distribution of “suitable work” are held by both men and women, and put invisible barriers to new employment opportunities - an issue that clearly emerges in TVET development projects. But as the above study shows, Ukraine has made positive progress towards closing the gender pay gap, even in the context of the full-scale invasion.

Gender-sensitive practices and approaches to public policy have been developed by various ministries and are being actively used. This is evidenced by numerous legislative acts and strategies adopted in recent years in this area. However, research shows that the gender competence at the levels of regional and territorial governance is drastically declining compared to the national level.¹¹⁹ In particular, at the level of territorial communities, the understanding of gender issues and the use of gender-sensitive practices remain low. This should be taken into account when planning gender-related programme activities. The Gender Equality Strategy for Education 2030 is under consultation with the EU and an accompanying Operational Plan is forthcoming. The Learning2gether2 will support MoES by commissioning a comprehensive gender and accessibility/inclusion audit and a gender and inclusion analysis in the education sector, which will provide essential baseline for the Programme and tools for MoES to work with. The audit could be outsourced to for example a local CSO and/or the UN Women. Based on the audit and analysis, concrete activities will be developed and gender and inclusion will be mainstreamed throughout the programme implementation including the results framework and budget. The audit will also identify barriers for persons with disabilities to attend education and the analysis will provide tools and solutions to overcome them. The audit and

¹¹⁷ 1. The Constitution of Ukraine guarantees a wide range of human rights and prohibits discrimination on various grounds (Articles 21, 22, 24); 2. Human Rights Legislation Laws promote gender equality, combat discrimination, provide social services to vulnerable groups, and protect personal data; 3. Anti-Corruption Legislation: Laws to prevent corruption and ensure transparency in public procurement; 4. Judicial and Legal Reforms: Laws improving the judiciary's independence, transparency, and efficiency, and ensuring human rights protection during legal proceedings; 5. Decentralisation and Local Governance: Laws empowering local governments and facilitating community amalgamation for better governance and service delivery.

6.) Human Rights Institutions: Office of the Ombudsperson and National Anti-Corruption Bureau of Ukraine (NABU) to monitor and promote human rights and investigate corruption; 7. International Human Rights Commitments: Signatory to the European Convention on Human Rights and several key UN treaties, including ICCPR, ICESCR, and CEDAW; 8.) Implementation and Monitoring Mechanisms: National Human Rights Strategy and Action Plan and legal provisions for civil society participation in monitoring and implementing human rights policies.

¹¹⁸ UN Women: Challenges of empowering women in the labour market and in entrepreneurship in the context of full-scale war and gender-responsive recovery for Ukraine (2024), p. 98.

¹¹⁹ UN Women Challenges of Empowering Women in the labour market and entrepreneurship in the context of full-scale war and gender-responsive recovery in Ukraine (2024), p. 94

analysis will further guide actions that the MoES could take in strengthening gender responsiveness in education.

In the context of education, equity refers to securing all children's rights to education, and their rights within and through education to realise their potential and aspirations. It requires implementing and institutionalising arrangements that help ensure all children can achieve these aims (GPE). The New Ukrainian School (NUS) principles emphasise a Human Rights-Based Approach (HRBA) to education. The Law of Ukraine "On Education" gives basic terms and definitions and for the inclusion and a separate Article (Article 20) is dedicated to Inclusive Education. However, special educational needs are largely treated in a non-inclusive way: "A special class and/or group shall be formed by the head of an educational institution".

The National Strategy for the Development of Inclusive Education 2024 has many intersectoral tasks, and MoES is actively involving local authorities in its implementation. There are currently 47,610 students with SEN in the educational system (kindergartens, schools, vocational schools), and the trend is increasing¹²⁰. The increasing trend was also confirmed by the National Assembly of Persons with Disabilities of Ukraine. Unfortunately, the recent UNDP research found out that intolerance against vulnerable groups has increased.¹²¹

The NUS USS reform will introduce a new kind of concept for classroom form and students will work in teams. This will be a major change for all, including children with special educational needs. One major issue which needs to be solved is the recruitment of school assistants. Their lack hinders the establishment of inclusive classrooms in many schools, a problem reported also by the Education Ombudsman.

This programme's commitment to human rights sensitivity is demonstrated through several key strategies aimed at fostering a respectful, inclusive, and equitable environment for all involved. Recognising education as a fundamental human right and in line with the Agenda 2030, the programme endeavors to remove barriers to access for all individuals, regardless of their background, identity, ethnicity or socio-economic status. Special attention is given to students with special educational needs and vulnerable groups, ensuring that measures are in place to facilitate their full participation in the educational opportunities provided. The programme will have targeted actions in support of the Roma minority, who are among the most marginalised in the country. There is little data available on them, so it is hard to know how many Roma children and youth are in the education system. A 2018 survey¹²² found that more than a quarter of Roma with school-age children had at least one child not attending school. The percentage of Roma children who complete full secondary education is disproportionately small compared to the rest of the population. Roma girls are especially at risk when it comes to dropping out of school due to the persistent practice of early marriages in certain communities and other aspects of gender inequality, including the perception that schooling is less necessary for women than men. In many Roma communities, when girls reach their teenage years, they are increasingly involved in household chores and taking care of their siblings.

HRBA was applied in the programme formulation, both duty bearers and rights holders were consulted. The programme concept also provides opportunities to integrate the crosscutting objectives of Finnish development cooperation, namely gender, non-discrimination and climate sustainability in nearly all actions and results. For instance, the programme will ensure that the teacher professional development activities, curriculum and development of profiled schools will consider gender and climate measures as a crosscutting theme and that training programmes and materials are gender sensitive and address adequately climate sustainability. The school wellbeing programmes will also include measures to prevent gender-based violence and promote access to services for victims. Profiled schools will be encouraged to consider possibility to use a Code of Conduct as a framework requirement for all employees and pilot schools, including anti-corruption, but also anti-discrimination and sexual harassment issues and reporting and

¹²⁰ MoES <https://mon.gov.ua/osvita-2/inklyuzivne-navchannya/statistichni-dani>

¹²¹ Impact of war on youth in Ukraine, p. 78.

¹²² Minority Rights Group: Roma in Ukraine: A Time for Action – priorities and pathways for an effective integration policy (2018). P. 24.

handling protocols to ensure that schools are safe places for all. The programme will also develop and implement measures to remove barriers for enrollment and learning of persons with disabilities and other vulnerable groups. Discussions with duty and rights bearers, including representatives of schools, CPD, and CSOs, highlight that the USS NUS Academic Stream must prepare and adapt to the increased demands for special needs education and school community support services.

USS is dominated by female teachers. The war efforts further decreased the role of male teachers and principals for obvious reasons, which had a direct impact on the remaining teaching staff and decreased the role model of male teachers for the students. Therefore, the programme will take into consideration alternative policies and measures to ensure that the double burden for female teachers will be as limited as possible, including attracting more non-teaching professionals to schools through the one-year pedagogical training programme

5.6. Risk assessment and risk response

The context of the programme will be complicated and complex beyond the normal gauge, even with the best possible flexibility, planning risk management will be extremely important. The primary objective of the risk matrix is to serve as a management tool, to help detect early signs of risks that may cause deviations or interruptions to the Programme. The risk management is an essential part of the monitoring and adaptive management needs to be applied. This does not mean changing goals of the programme, but changing the paths being used to achieve the goals in response to changes. Continuous monitoring of the operational environment is vital, and it should be a permanent point on the weekly PMT meeting agenda. The assumptions of the risks are often those that do not hold and should be carefully assessed. It is also important to understand that the war is causing stressful circumstances for all Ukrainians, life is not normal, so to say, and all experts who will be working in the programme have to consider the trauma, in order to "do-no-harm".

The following presents the main risks identified. A more detailed risk analysis is annexed in this report (Annex 4).

Table 3 Risk analysis

Contextual			
The socio-economic downturn caused by Russian aggression results in significant budgetary challenges. Ukraine faces multiple hazards due to this aggression. Additionally, continued growing societal and political instability, fuelled by the war and frustrations over the pace of reforms and the oligarchic system's influence, may hinder the implementation of development cooperation programmes.	H	H	Provide financial support and flexible funding to address budgetary issues. Foster inclusive dialogue among stakeholders to manage societal and political tensions. Agile security measures to ensure the safety of beneficiaries and programme personnel.
Structural corruption: Underfinanced institutions, low salaries, and vested interests contribute to poor governance and corruption. Misappropriation of funds and corruption are operational risks that need to be mitigated.	M	M	Anti-corruption is an intrinsic part of standing Finnish policies on good governance, transparency and accountability, it will be addressed as a cross-cutting theme for curriculum development, teacher training and coordination with MoES, regional and local administrations. Annual audits are part of programme management. Risk monitoring and response are an integral part Programme management.
Limited capacity for human rights-based approach: Ukrainian stakeholders have limited capacity to advance human rights issues. Human rights and gender implications should be considered during programme preparation and monitored during implementation.	H	M	Due to the war, personnel is under extreme pressure, male- female ratio further increases. Increasing pressure on female staff. Dialogue with MoES to discuss possibilities for retaining and reintegration of (male) teachers and principals. Do-no-harm principle to apply with regards female teachers' workload.
Programmatic			
Learning losses, caused by the covid and the war, social isolation of students, post-traumatic stress, difficulties related to post-military service reintegration in the educational process, increased students with physical and psychological -mental disabilities, challenges for students	H	H	Policies and practices mainstreaming and adapt to sharply increased inclusive and diverse education approaches and demands in USS Academic Stream. Special focus on developing short term action plans and long-term policies inter alia addressing mental health support, short- and long-term actions supporting inclusive education (IDPs

with special learning needs, ultimately increasing dropout rates.			and diaspora), flexible learning approaches, financial aid for learning devices, scholarships, and upgrading teacher training focussing on inclusive, diversity and disadvantaged groups education mainstreaming.
Hazards and disruption of programme activities due to impact of on-going Russian aggression. Insufficient number of professors/ teachers/ trainers/principals at national, regional and local ITTs, HEI's /CPDs and schools might hamper capacity development initiatives.	M	M	Support the use of ICT, virtual meetings and training during availability of electricity; optional TA working at distance. Also taking into account pre-internet best practices for capacity and training development options, such as using traditional analogue training methods. Prepare an Evacuation Plan for the Programme Unit and TA experts. Follow the instructions of authorities in case of emergency. Stay in contact with the Finnish Embassy.
Resistance by beneficiaries, mixed reception of earlier phases of NUS by parents, students might lead to reduced effectiveness and sustainability of the capacity building support.	M	M	Open and transparent communication on NUS USS priorities and challenges, creating young Ukrainians as responsible resilient, innovative and democratic citizens able to take risks, and lead the country.
Underdeveloped coordination mechanisms: Lack of coordination mechanisms can affect the effectiveness of development cooperation. Establishing national coordination mechanisms and joint activities with international consultants.	M	L	NUS Academic Stream support is mainly provided by WB, Finland and OECD as a knowledge partner. Inclusive Coordination principles are supported to avoid overlap and will be developed together with Kyiv Embassy. Programme will have a specific result field geared to improved coordination mechanisms, supporting education decentralisation processes, including good governance, accountability and transparency. Moreover, dialogues with MoES and donors will support seamless start of Learning2gether2, joining in and following up existing support.
Insufficient number of available professors /teachers / trainers / principals at national, regional and local ITTs, HEI's /CPDs and schools might hamper capacity development initiatives.	H	M	PMT, Regional coordinators focus at regional and local level on creating a pool (roster) of able and willing "supporters" from all beneficiaries advocating and participating in NUS USS Academic Stream Activities. Supporting by incentives; working visit and study tours, additional funds, adjusted timetable for programme activities inputs.
Institutional			
Changes in legislative framework. Not all legal, regulatory frames of MoES NUS USS Academic Stream are yet approved or are incomplete.	M	M	The programme will conduct various baseline studies and will identify potential legal and regulatory bottlenecks and propose mitigating solutions during the inception phase.
Weak management, planning, monitoring and policy making capacities	M	M	Technical support and capacity building given by the PMT and Regional Coordinator (Planning and Budgeting) Undertake strong monitoring and supervision of the use and accounting of funds. A response mechanism.

6. Implementation arrangements

6.1. Service provider

The competent authorities are the Ministry for Foreign Affairs of Finland (MFA) and the Ministry of Education and Science of Ukraine (MoES).

An international service provider will be contracted through an open call for tenders to implement the programme. The selected service provider must have a proven international track record in supporting multi-level education reforms, including i) TA support to national agencies, and regional and local administration responsible for educational financing, reform, strategic planning and policymaking; ii) teacher education, curriculum and training material development, school leadership and management support and capacity building; iii) a track record in programme, human resources and change management. The service provider will strongly support the participation of the public and private sectors from Ukraine and Finland in ensuring the sustainability and ownership of the programme.

The service provider will provide an experienced Programme Coordinator for backstopping support, including safety measures and an evacuation protocol for national and international staff performing under the programme, should this be required for the programme's implementation at any time.

6.2. Programme management

Learning2gether2 works in close collaboration with MoES and coordinates its activities with the First Deputy Minister. A programme management structure will be established to ensure smooth implementation of the programme and delivery of the results. The MoES and MFA representatives are engaged in the programme's decision-making, steering and monitoring in the supervisory board. The programme management structure includes a Supervisory Board (SB), a Steering Committee (SC) and a Programme Management Team (PMT).

Supervisory Board (SB)		
Mandate and Tasks	Members	Meetings
The Supervisory Board has the overall decision-making power. It makes strategic decisions on project scope and makes, if need be, changes in the project design and financing, including changes in results, targets, budgets or management arrangements. It approves progress and financial reports, annual work plans, outsourcing, budgets and audits. The SB has also the mandate to terminate the programme.	High level official from the MoES (Minister/ Deputy Minister) and the MFA of Finland. Others upon request. The members must be legal representatives of their countries entitled to make agreements and commitments in relation to the programme implementation and resources.	At the end of the inception phase: to approve inception report and the annual work plan. Meets annually when needed to approve annual reports and plans. Meetings are convened by MoES.
Steering Committee (SC)		
Mandate and Tasks	Members	Meetings
The Steering Committee is responsible for the overall steering of the programme implementation, including systematic monitoring of risks and mitigation measures and monitors the programme implementation and ensures that the programme is well coordinated with other interventions and education sector plans.	Deputy Ministers, Director General of School Education Directorate, Heads of the relevant MoES institutes (UCEQA, UIED, SSEQ, IECM), Head of NIO, CEO of NIO, representatives of the Ministry of Education and Culture of Finland (MoEC). Representative of the Finnish Embassy (MFA). The World Bank as observer. CTA and Deputy Programme Coordinator participate as non-voting	Meets quarterly. In the beginning of the programme implementation the SC meets first time to outline the programme implementation procedures.

secretariat. Other experts will be invited when relevant.
Members must have a decision-making mandate in their organisations.

Programme Management Team (PMT)

Mandate and Tasks	Members	Meetings
Day-to-day management. Monitoring, reporting, risk monitoring and assessment. Prepares the annual plans and budgets, procurement plans, progress reports, financial reports, budget revisions, biannual/quarterly financial reports to the SC for review and approval. Ensures organisation of annual audits. Updates the risk assessment. Reports to SC.	Chief Technical Advisor, National Programme Coordinator, Financial Manager, Procurement Manager. Senior experts, Regional coordinators.	The Management Team meets weekly and is co-chaired by the Chief Technical Advisor and the National Programme Coordinator.

Programme Management Team

The Programme Management Team (PMT) will be situated and work closely with MoES's departments, which are responsible for the planning, implementation, and monitoring of the NUS USS Academic Stream, including i) School Education; ii) Digital Transformation; iii) Professional Pre-Higher and higher education (initial and in-service training of teachers). It will be responsible for the day-to-day management of the programme, monitoring and reporting. It will conduct the inception phase, ensures programme implementation, ensures that outputs are achieved, and that funds are managed efficiently and effectively in line with the final Programme Document and work plans approved by the SB and SC meetings. Once the annual operational plans are approved by the SB, the PMT should have the power to implement the activities included in the annual plans without having to seek further approval. The PMT reports regularly to the SC and to the First Deputy Minister.

The PMT:

- Ensures coordination and cooperation between i) The ministries and agencies at national, regional and local administrative levels and ii) ITTs, HEIs, CPDs, CSOs and the (international) private sector.
- Prepares the annual plans and budgets, procurement plans, progress reports and financial reports; annual budget revisions, biannual/ quarterly financial reports to the SC for review and approval.
- Ensures organisation of annual audits.
- Presents an annual procurement plan to the SC.
- Plans for subcontracts to be outsourced and participate in selecting (inter) national service provider(s).
- Monitors and assesses actively risks using the programme's risk matrix, implements mitigation measures under its mandate and reports about realisation of risks and mitigation measures to the SC.
- Reviews technical documents of the programme before submission to SB/SC, and provides guidance for the efficient, effective and participatory implementation of the programme.
- Keeps the concerned authorities in the programme area informed by reporting on decisions taken.
- Develops and uses quality assurance and data-driven monitoring.

May have an authority to accept variations in budget lines under established threshold (thresholds to be defined in the PIM and approved by the SB).

The Programme will apply a Rest and Recovery-approach for the international staff as long as the war continues. This means a six-week work period in Ukraine, followed by a two-week rest out of the country. The travelling days are included in the two-week period, and the staff receives a lump sum for travel. The purpose of this recovery period is to rest and therefore only one remote workday per rest week is allowed. While in Ukraine, the working days are longer than normal, and Saturday may be a working day. The CTA is responsible for scheduling the travels so that Senior Experts are not out of the country at the same time.

Although digitalisation is promoted, the programme will also ensure that inputs are provided at local and regional levels. Regional teams will be set up to support coordination between schools involved, support coordination with regional and local administrations, as well as with the CPDs. The regional teams will also have the responsibility of procurements for profiled schools, in accordance with MoES requirements. They communicate with schools, carry out the whole procurement process, supervise the deliveries and make sure the procured equipment, furniture, etc. meets the quality criteria. The regional teams' role will also be to act as an interlocutor at the national level, ensuring that the lessons learned and best practices will be reflected in strategies and planning in Kyiv, and that TA and procurement of the programme are best tailored to regional and local needs. Task teams can be set up for specific themes and tasks.

Home Office support: The service provider (and their experienced programme coordinator) will provide home office support services to the programme. This includes e.g. recruitment of the international TA, support for the establishment of the programme office and the management mechanisms (as defined in the PD) with the programme's management team, as well as the development and organisation of the programme's financial administration and controls. An outline of the tasks of the Home Office is presented in the Annex 1.

Finnish public institutions' support at governance level: The programme is supported by Finnish public institutions in education in the implementation and cooperation at governance level. The Ukraine coordination group in Finland will support the exchange and flow of information between Finland, and Ukraine, the EU and other international donor organisations. Under MoEC, there are the administrative bodies of EDUFI, FINCEED and Education Finland located in the GEP unit to support the programme implementation with their available expertise and resources.

FinCEED as a unit in EDUFI has experts and training to support the programme implementation. There are around 200 experts in the FINCEED pool (trained by FinCEED) to work in education development and education in emergency. The experts are professionals in different fields, including teachers, special teachers, psychologists, professionals in learning environments and others. FinCEED has readiness to provide training to people engaged in the programme to support the development of Ukrainian education. FinCEED is also experienced in hosting study visits.

KARVI, the Finnish Education Evaluation Centre (FINCEEC) has recently conducted the evaluation of upper secondary education reform in Finland and has readiness to support the programme with their evaluation expertise. The exchange of good practices between the corresponding institutions of national evaluations in Ukraine and Finland are proposed. The cooperation modality between KARVI and UCEQA will be elaborated and planned. e. UCEQA has positive and fruitful work experience with KARVI from the Learning Together programme

6.3. Financial management

The service provider will bear the main responsibility for financial management.

The financial administrative system consists of budgeting, accounting, financial (quarterly, annual) reporting, and auditing, based on Finnish/ EU auditing standards. The service provider will ensure that the PMT always has the funds available based on forecasts, work plans and requests from the Kyiv PMT. A full-time and qualified financial manager will be part of the PMT.

The service provider is responsible for ensuring that all programme funds are subject to external audit and shall provide the auditors with all information they may need to conduct the audit. The service provider will quarterly provide an expenditure overview, a rolling budget, and a risk management assessment. The programme management is responsible for ensuring that all programme funds are subject to an annual audit¹²³. The National Audit Office of Finland also has the mandate to audit the use of Finnish government funds. Audit is not just a tool for control but also a learning tool on financial management and efficiency. The findings and recommendations of the audit report should be discussed at the Steering Committee and Supervisory Board together with the management response drafted by the PMT, including possible corrective measures. If an audit reveals risks for corrupt practices or gives rise to strong grounds to suspect it, action should be taken immediately.

The PMT will present an annual procurement plan to the SC. This does not include procurement made during the inception phase before the SC has convened.

During the inception phase, the service provider will produce a Programme Implementation Manual (PIM), including standards for financial management, accounting, templates for service contracts and procurement notices.. The CTA is responsible for training the staff to use the programme tools and procedures, including the results framework and the project guidelines.

6.4. Procurement

Learning2gether2 will have a budget of EUR 4.4 million for refurbishing of schools and classrooms. In addition, there is a budget allocation for consultancy services. Procurement of goods, works, consulting and non-consulting services for Learning2gether2 will be carried out, and therefore the procurement function forms an essential part of the Programme activities.

The programme will have three regional cluster-teams composed of a coordinator, procurement manager, financial manager and a procurement assistant (who will also support in coordination and communication tasks). The coordinator does not participate in the procurement activities (see ToR in Annex 1) At the central level, there will also be a financial and a procurement manager who will, on one hand, support the regional teams, and on the other, coordinate with the MoES and the NIO to ensure timely procurements for schools under the responsibility of LT2. The function will operate under the supervision of the CTA.

MoES is finalising the lists of equipment required for NUS USS profiled schools. Schools differ according to the profile they have chosen, so will the procurements for each school. Based on these lists, the schools will select the products, furniture, etc. that they require. MoES is planning to include an electronic list within the public procurement platform Prozorro, in which schools could directly mark their requests.

The Programme Management Team (PMT) presents an annual procurement plan to the SC/SB which includes the procurements for schools. The plan contains, among others, a brief description of the activities, the selection methods to be applied, cost estimates, time schedules, the applicable procurement documents, and any other relevant information. Based on the plan, the regional teams carry out the procurements and supervise the delivery to schools. They will also define the criteria for each purchase and monitor compliance with these criteria by suppliers. The CTA needs to provide “no objection” to all procurements, and he/she should take notice of the central level Procurement Manager’s advice before providing his/her no objection. To have a wider system of checks and balances and to minimise the risks of corruption, it would be advisable to have a procurement ceiling for high-value procurement packages, which would require confirmation by the Steering Committee. The value could be established in the programme implementation manual. As it is important to be flexible, the PMT can get a consent of the SC by email, if necessary, so that procurements can be made even if they were not included in the annual procurement plan.

Due to the emergency situation in Ukraine, advance payments for procurements of works and goods may be applied. Their amount (%) should be agreed by SC/SB with the approval of the annual procurement plan. The

¹²³ As per the MFA Manual for Bilateral Programmes.

PMT is responsible for overseeing all procurement activities within the programme. Procurements often involve attempts of corruption, so the PMT must carefully monitor this activity. The home office will give its support and advice to the procurement manager and PMT upon request.

Both Ukrainian and Finnish procurement legislation is applied. As regards to procurements to be carried out in Ukraine by the international service provider, the Ukrainian procurement regulations shall be applied. Procurements to be carried out in Finland by the MFA or international service provider, the Finnish procurement regulations shall be applied. Procurements that exceed the national threshold value are subject to the provisions of the Public Procurement Act and will be published on HILMA and Prozorro. Detailed procurement rules and regulations for the Learning2gether2 as well as an internal Code of Conduct will be elaborated during the inception phase to be approved by the first SC/SB.

6.5. Coordination and cooperation

Although some coordination mechanisms exist, field research has revealed that MoES lacks a repository (e.g. a database or online platform) for consolidating details of past and ongoing programmes, initiatives, and future plans supported by external parties. Given that the World Bank (WB) and Finland are planning support and organisations like the OECD are assisting with capacity building, it is crucial to follow up on international partners' interest in improving MoES donor coordination, specifically for NUS USS Academic Stream. Specifically, as multiple interventions are planned with potential overlapping timelines, double funding funnelling should be avoided as much as possible. At the moment of finalising the revision of the PD, the MoES NIO Unit, part of the World Bank funded programme LEARN, has launched its staffing¹²⁴, with the mandate to provide targeted assistance to the MoES on planning, implementation and evaluation of the NUS reform, including at the upper secondary level, by providing expert guidance, strategic oversight, and coordination of reform initiatives across Ukraine¹²⁵. The programme should, thus, coordinate with NIO at all stages of its implementation, to avoid overlapping and contribute to a coherent NUS USS support, as guided by the MoES.

To mitigate this, donors explore possibilities for coordinating their efforts concerning the NUS USS Academic Stream with MoES. Taking up this idea, Finland, the WB, and the OECD have all expressed interest in such an initiative, which the Learning2gether2 Programme could promote. During the inception phase, the feasibility of such an initiative will be explored, potentially under the informal coordination of the Finnish Embassy. A specific case in point is that while anticipating Learning2gether2, discussions have been held with the World Bank and OECD that will support MoES rolling out the next steps of NUS, including the Academic Stream.

A representative of the World Bank will participate in the LT2 Steering Committee as an observer, which will ensure a first-hand information flow and opportunity for full coordination with the Bank funded LEARN.

The following areas of potential coordination, collaboration were identified with the World Bank to avoid overlapping and duplication of activities:

Planning and Capacity Building

The Ministry of Education and Science (MoES) needs technical assistance to plan and execute the NUS USS rollout, focusing on a coherent strategy that includes regional and local input. Enhanced capacity at the regional level is essential to support decentralised education initiatives and ensure consistent implementation.

Both the World Bank and Finnish projects include components related to educational infrastructure and capacity building, such as providing equipment and training for teachers and school managers. Coordination

¹²⁴ <https://documents1.worldbank.org/curated/en/099012725120091093/pdf/P504171170a9b70c11854a1e8688902c026.pdf> (accessed 27.2.2025)

¹²⁵ https://drive.google.com/file/d/1uypLzbtn_uSeO7QOZYCqIWQPC2YT51s_/view (accessed 27.2.2025)

is needed to address the extent of rehabilitation and infrastructure investment, especially in war-affected areas.

Areas for Collaboration:

Teacher Training and Capacity Building. Both LEARN and LT2 involve substantial teacher training components. Joint efforts should ensure consistent, high-quality training for the same teachers and principals.

School Management and Curriculum Development. The Finnish project can complement the World Bank's efforts in supporting school management and curriculum development at the local level. Collaboration should focus on aligning approaches to ensure consistency and support the broader goals of the NUS USS reform.

Coordination. Coordination in developing and using educational infrastructure, including procurement and learning environment establishment, is essential. The Finnish project can leverage World Bank tools and plans to improve efficiency and avoid redundancy.

Monitoring and Evaluation. A collaborative approach to monitoring and evaluating the NUS USS rollout, including real-time monitoring systems (such as the EMIS AIKOM system in Ukraine), will ensure timely adjustments and more effective implementation. This could involve joint research and shared frameworks for evaluating educational outcomes.

Communication and Stakeholder Engagement. Both projects should coordinate communication strategies to ensure that the NUS USS rollout is well understood and supported by all stakeholders, including regional and local authorities, teachers, and communities.

Complementarity of initiatives among WB LEARN, OECD, and the Finnish Learning2gether2 in areas like teacher training, curriculum development, and school management necessitate clear role definitions and coordination. By focusing on these areas, the projects can work together more effectively, minimising overlap and maximising the impact of their combined efforts on the Ukrainian education system.

6.6. Communication and dissemination

Learning2gether2 will have a robust communication and dissemination strategy. During the inception phase, the programme will develop a comprehensive, inclusive communications and visibility strategy and action plan. The plan will outline the vision, objectives, and external and internal communication methods. Its primary purpose is to support the MoES communication efforts on the upper secondary school reform to the public. It will also consider the communication needs towards the Finnish public through MFA and education actors in Finland. The communication strategy will promote the values and attitude change required for successfully implementing the NUS USS Academic Stream as part of the NUS reforms, vision and strategy. It will advocate for equity in education, with a focus on gender, disability and non-discrimination, in line with the New Ukrainian School principles. It will focus on community building for reform and attitude change, as well as supporting empowerment and ownership of the NUS USS by schools, students, parents, teachers and the broader eco-system comprising of HEIs, ITTs, CPDs, national, regional and local governance levels involved. The communication and dissemination strategy will include evidence-based impact and effectivity measurements. The programme will have two part-time communication experts at central level. In addition, the programme will have three assistants at regional level, whose terms of reference will include also communication related tasks.

Internal Information Dissemination

Internal information dissemination includes sharing of meeting invitations, minutes and reports between the Programme partners. It also includes sharing information on programme results with the MFA so that the information can be easily used in MFA's communication activities.

External Information Dissemination

External dissemination includes information dissemination to stakeholders and wide public. The plan should include the following topics: 1. Definition of the objectives of the communication activities. 2. Identification of the intended users of the information. The intended users may be authorities, media, stakeholders, beneficiaries, duty-bearers, rights-holders, other partners. Communication to the Ukrainian public is most important, as the NUS concept is not clear to many. Citizen's support is needed for the education reform to become successful. The plan can also be used to raise awareness and promote the profession of teaching, to make it more attractive, which could then lead to improved social status of teachers. It is equally important for the people in the hromadas and regions where the project is implemented to know that efforts are made in their communities to improve educational services, to understand the importance of what's being achieved and feel ownership of the project.

The MFA communicates the results of Finland's development cooperation to the public, to stakeholders and to the media, and the PMT will provide the necessary data. The dissemination plan defines what information and materials are shared, how and when the information is shared, and what media is used (e.g. e-mail, webpage, printed). The Finnish governmental cross-agency "Ukraine Coordination Group" is an efficient channel to support communication and exchange of information between Finnish actors with networks to the EU and other international organisations.

6.7. Anti-corruption measures

While aligning with standing Ukrainian anti-corruption legislation, the Programme will implement the following strategies:

- Adhering to GoF/MFA's Anti-corruption Handbook for Development Practitioners with zero-tolerance against corruption.
- The Programme Implementation Manual should include instructions for preventive measures for the whole staff. There should be specific guidelines for all staff who deal with procurements and financial matters.
- All the staff needs to be introduced to MFA anti-corruption policy. Ensure all procurement follows legislation transparently¹²⁶. Establish financial support and flexible funding mechanisms to address budgetary issues, with systematic and special audits to monitor fund usage in compliance with GoU or GoF mechanisms.
- Foster inclusive dialogue among stakeholders at various levels when discussing with school management, local education authorities, etc. emphasising anti-corruption as part of educational transparency and accountability key values of NUS USS.
- Establish a mechanism with a dedicated senior staff member to coordinate responses to any grievances (ombudsperson). Promptly address any alleged corruption cases and inform the MoES.
- Effective monitoring by the Supervisory Board and Steering Committee.

¹²⁶ MFA to decide whether both Finnish and Ukrainian legislation is used. See also under Procurement.

7. Work Planning

7.1. Preparatory work

Profiles and Courses and Selection of Schools for NUS USS Academic Stream

The standards and learning outcomes for the NUS USS Academic Stream were officially approved in July 2024. Recent discussions between the Ministry of Education and Science (MoES) and the PD team revealed that schools would individually be responsible for developing profiles consisting of nine topics (courses). MoES has yet to formulate a comprehensive vision and plan to systematically implement the Academic Stream in coordination with regional authorities and local administrations in 2025.

Cooperation and coordination with WB LEARN, OECD and others

The USS Academic Stream is about to kick off in 2025. Initially, the PD team was informed that about 30 schools were selected to start implementing a curriculum in a so-called pre-piloting phase for the 2025 rollout. The curriculum was developed before standards were accepted and supported by FCA. The PD was informed that the OECD would support the implementation of said curriculum; discussing the status with MoES, it transpired that the OECD support would focus on establishing online dialogues with selected schools on school management rather than curriculum implementation. Based on the results, MoES will develop overall approaches to roll out the reform in 2025. The formulation team considers that it is essential for the MFA to follow-up the processes closely. Based on recent developments and considering the need to keep momentum in the NUS USS Academic Stream, it is suggested that MoES receive TA to develop and plan the rollout in 2025.

7.2. Inception phase

Given the context, programme environment and institutional capacity as indicated during the formulation phase of the PD, an extended inception phase would be ideal, but because of the timing, it will not be possible. In close coordination with MoES, the inception phase should be used to design concepts and strategies for achieving the outcomes pointed out in the result fields, leading to impact and sustainability. The inception should ensure and test realistic and feasible outputs, contingency plans and allocated budgets and ensure agility during programme implementation. While applying the caveat by the end of the inception period, the following is expected to be achieved (see detailed inception phase work plan Annex 8):

- The programme office has been established and furnished, with the support of the home office,
- Key support staff has been recruited and introduced to their tasks,
- Gender and accessibility/inclusion audit and gender and inclusion analysis have been commissioned, and the information fed to the Results Matrix (baseline, targets, indicators, activities)
- Programme management and decision-making structures have been established, approved and operationalised at national, regional and administrative levels,
- Based on the ToRs of SB, SC and PMT, roles and responsibilities of their members are defined,
- Financial planning, management, and reporting systems are in place and have been tested in line with the guidelines for bilateral programmes,
- The Programme Implementation Manual (PIM) has been produced and approved, including procurement rules,
- A data-driven monitoring system will be developed to support real-time day-to-day management, ensuring programme agility and rapid response to changing programme contexts, rather than the “old school” ex-post monitoring,

- Baseline studies and surveys conducted, concepts and approaches have been developed, resulting in realistic and feasible indicators, target values and outcomes as well as contingency plans,
- Risk analysis and risk matrix have been revised and finalised, providing contingency strategies, mitigation for disruption and temporary programme delays caused by the volatile programme context,
- A dissemination and communication plan has been developed,
- Administrative rules and regulations have been agreed, and recorded in the PIM,
- Vehicles have been acquired,
- Kick-off meeting and inception workshop organised,
- The PD result chain and result framework have been further tested and refined, supporting robust programme inputs. The first-year annual plan and budget have been prepared and approved by SB.

7.3. Implementation phase

The final work plan for the first year and indicative plans for the following years, as well as expected results will be defined during the inception phase. In addition, flexibility and adaptive management will ensure that the plans and implementation strategies can be changed, keeping the programme results on track. The result framework which will be finalised during the inception phase, will give a clear and concise picture of the expected outputs and their targets, planned activities and the proposed fund allocations for the period. Annual work plans in turn, will specify annual result targets and milestones (based on the indicators of the results framework). The annual budgets will be prepared as part of the annual work planning process in a table format with accompanying justifications and explanatory notes.

Actual field activities will be carried out by the PMT and regional teams. The work plan will indicate clearly all the activities to be carried out under the supervision and guidance of each Regional Coordinator. All the activities will be planned and implemented in close coordination with the PMT in Kyiv and MoES.

8. Resources

8.1. Technical assistance

The programme will provide both long- and short-term national and international TA. The long-term international technical assistance for the whole duration of the programme implementation will include Chief Technical Adviser (CTA) and three International Senior Experts, one for each result area. All posts are based in Kyiv with occasional travel to regions. No remote (working from abroad) positions can be considered.

The LT2 should pay attention to the gender balance in all its recruitments.

International Long-term Technical Assistance	Person months
International Chief Technical Advisor (CTA)	42
International Senior Expert in Teachers' Professional Development (TPD)	42
International Senior Expert Leadership and School Management	42
Senior Expert Education Policy Coordination	42

The programme will provide **short-term experts** based on the needs and plans developed by the programme. Experience has shown that in the selection of short-term experts it is essential to pay attention not only to the professional competence of the expert, but also to his/her knowledge and experience from development interventions and from the working environment. The programme will strive to recruit a short-term national expert to be paired with the international short-term expert for better outcome, particularly when the short-term expert is hired for less than three months at a stretch. Indicatively, the following areas for the short-term expertise have been identified, but the themes are subject for changes in the course of programme implementation.

International Short-term experts	Person months
Student Wellbeing, equity in education (gender, disability, non-discrimination)	24
Instructional Material Development / Subject Matter textbooks e-learning	24
Experts on School development/ Quality self-evaluation	10
Expert on Student Counselling and Career Guidance	10

National experts and technical assistance

The following presents the composition of national experts and indicative thematic areas for national technical assistance.

National experts technical assistance	Person months
Long-term experts:	
Programme Coordinator	42
Regional/Component Coordinators (3)	140
Short term experts/Technical Assistance:	
Research, Monitoring and Evaluation Specialist (part time)	20
Expert(s) in Student well-being, equity in education (gender, disability, non-discrimination)	36
Experts in Curriculum Development	24
Experts on Instructional Material Development/Subject Matter textbooks (10 experts for 5 months each)	50
Experts on Governance and School Community development	10
Experts on Policy Development	8
Experts on School development/Quality self-evaluation	6
Expert on Student Counselling and Career Guidance (months)	15

Office staff/ support staff

The following presents the staff engaged in office activities and support.

Office personnel	Person months
Programme Office Manager	46
Administrative Support Staff	46
Communication Experts (2)	48
Financial Manager	46
Procurement Manager	46
Interpretation services	4
Procurement/Communication/Coordination Assistants (regional, 3)	140
Staff supporting regional coordinators	80

Partnerships

The programme will support capacity building, training, and institutional and organisational development partnerships between Ukrainian and Finnish public sector organisations, including MoES, and national agencies (UIED, SSEQ, UCEQA, IEA, IECM), regional ITTIs, HEIs, Schools and CPDs. The Programme will establish partnerships with for instance the Finnish Agency for Education (EDUFI), which has led the upper secondary school reform in Finland as well as with other initiatives, such as [Education Finland](#) which is a governmental cluster programme and part of EDUFI. The members of the Education Finland include companies and service providers specialised in upper secondary education development, development of classroom and learning environments – architecture, design, technology –as well as professional development programs for teachers and school leaders. A partnership with the UNICEF Global Learning Innovation Hub, based in Helsinki Finland, is worth exploring, with focus on world-class digital learning solutions to shape the future of learning. The UNICEF Hub is driven by its mission to harness innovations to address the learning crisis and shape the future of learning now.

There are several Finnish supported civil society organisations (CSO) operating in the field supporting education in crisis in Ukraine (for example FINGO, FCA, Save the Children, Deaconess Foundation and others). The CSOs have experience and readiness to support the welfare system and students' psychosocial support in schools at upper secondary education level. There is readiness to support the curriculum development, integration of psychosocial support in subjects as well as organise activities for the students that support psycho-emotional healing, conflict mitigation, peace building and sustainable development. It is worth exploring to what extent and in which way EF EdTech private actors and CSOs could support in the provision of psychosocial and other support for well-being, for example as (digital) optional modules.

8.2. Budget

The budget of GoF for the programme is EUR 20 million for four years. The contribution of GoF will cover both implementation and technical assistance costs. The breakdown of the budget by result areas and other important budget lines is presented in the following Table and in the Annex 7.

Table 4 GoF Programme budget

	TOTAL	YEAR1	YEAR2	YEAR 3	YEAR 4
Result area 1: Enhancing Teachers capacity to implement the new curriculum	4,050,000	370,000	1,300,000	1,220,000	1,160,000
1.1. Localisation and Networks of Communities of Practice	80000	20000	20000	20000	20000
1.2. Strengthened in-service and pre-service system	350000	50000	150000	100000	50000
1.3. Development of one-year pedagogical studies at selected universities (3)	300000	0	100000	100000	100000
1.4. Teacher Training development (subject-based task teams etc.)	300000	75000	75000	75000	75000
1.5. TPD and teacher training	300000	75000	75000	75000	75000
1.6. Instructional and learning material development and production	2500000	100000	800000	800000	800000
1.7. Experience exchange	160000	40000	40000	40000	40000
1.8. Communication campaigns	60000	10000	40000	10000	0
Result area 2: Enabling school infrastructure and management	5,485,000	1,235,000	1,695,000	1,615,000	940,000
2.1. Preparation of plans to improve infrastructure in selected USS schools	45000	15000	15000	15000	15000
2.2. Selected schools refurbished and equipped	4400000	1000000	1300000	1300000	900000
2.3. Capacitating school leaders and staff	300000	50000	100000	100000	50000
2.4. A holistic student counselling system (training of school psychologists, and other staff)	210000	0	100000	100000	10000
2.5. Promoting inclusivity	110000	30000	40000	30000	10000
2.6 Experience exchange	1500000	30000	50000	50000	20000
2.7. Communication campaigns	80000	10000	40000	20000	10000
Result area 3: Education policy coordination	880,000	235,000	300,000	185,000	160,000
3.1 Comprehensive analysis of the current state of NUS-USS reform	100000	50000	50000		
3.2 Data-driven policy-making capacity (MoES, regional)	450000	100000	150000	100000	100000
3.3. Communication	40000	10000	10000	10000	10000
3.4. Monitoring, research and evaluation	90000	25000	40000	25000	

Operational budget, TOTAL	12094296	1840000	3295000	3020000	2260000
TA budget, TOTAL	7197688	1708884	1980692	1882772	1625340
TOTAL without contingency¹²⁷	19291984	3548884	5275692	4902772	3885340
Contingency 3.67 %	708016	141955	211082	196111	155414
GRAND TOTAL	20,000,000	3,690,839	5,486,720	5,098,883	4,040,754

¹²⁷ Contingency includes security costs.

9. Monitoring, reviews and evaluation

A research, monitoring and evaluation specialist will be recruited during the inception phase, and s/he will be in charge of designing the M&E database, including monitoring and reporting templates to collect information on progress. It is important that the TA report using uniform templates, which will collect information against their work plans. Data will be collected also on the outputs and inputs, and analysis on how they contribute towards the outcomes is required.

Monitoring also includes assessing the progress against the quality criteria of relevance, impact, effectiveness, efficiency and complementarity throughout the project implementation and reporting on them accordingly. All technical assistance experts will submit their quarterly reports using these templates.

Apart from the monitoring, also the evaluation-function is on-going throughout the programme lifetime, and it helps to identify causalities, strengths, and weaknesses as well as lessons learned. It forms an essential part of the monitoring and evaluation system through which the intervention will get valuable information to be used for learning. The programme will collect feedback from participants after training, seminars, workshops, etc. as part of the continuous evaluation. This can be done by text messages, questionnaires, but focus groups and individual interviews are also recommended. The PMT continuously discusses the feedback received from the field activities and uses it for the programme's learning purposes.

Management reviews and different types of social audits can be commissioned by the PMT when considered appropriate and when the programme leadership needs more in-depth information on specific issues

The programme's monitoring and reporting will be result-based and focused on achieving the planned outputs, outcomes, and impacts. It will include monitoring of human rights, including gender, minority, disability, A results-based monitoring and evaluation system is essentially a management tool that the PMT can use to monitor and evaluate the project performance and risks, and then feed this information back into the decision-making.

During the inception period, the PMT will update the PD with the outcomes and result fields and define the indicators in detail to ensure consistent measurement of the results throughout the programme period. Complementarity and collaboration particularly with the WB's LEARN-project will be established. A baseline study will be conducted during the inception phase and baselines for the key performance indicators will be established. All partners engaged in the programme implementation will be provided a training on programme management to ensure common understanding of the expected results.

The programme progress reports will be developed:

- Semi-annually covering the period from 1st January to 1st July,
- Annual progress report.

The semi-annual report provides information on achievements and deviations against annual plans, while the annual report records achievements and deviations both against the annual plan and cumulatively against the overall plan. Programme monitoring includes:

- Information collection by the programme personnel.
- Realtime data collection for daily management and progress reports from regions, specific, result-based monitoring templates compatible with the overall reports, and results-based management principles will be developed following the MFA's results-based management.

The part-time specialist supports the programme by developing a data-driven monitoring system enabling the programme team to conduct the programme based on real-time information, contributing to the programme's ability to adjust to rapidly changing circumstances and challenges. Given the high overload of regional and local authorities with competing reporting demands (including imposed on by the MoES), the

programme M&E system should rely in as much as possible on the already available data collection mechanisms.

Moreover, the expert will develop ToRs for *inter-alia* thematic or management reviews and case studies on best practices generated by the programme and other educational upper secondary education in coordination with HEIs, ITTIS, and other organisations such as CSOs with educational reform experience.

A mid-term evaluation will be conducted halfway programme implementation to assess the overall performance of the programme and to provide guidance for the implementation during the remaining period. An external independent end of programme evaluation will be carried out if considered useful and if there are funds left in the budget (no allocation for this in the current budget). In addition, the programme may commission thematic reviews based on identified needs to support implementation of NUS and advancement of profiled education.

10. Sustainability

The sustainability of the results of the Learning2gether2 programme is pivotal to ensuring long-term impact and continued advancement of Ukraine's education reforms, particularly in the academic stream of the Upper Secondary School (USS) sector. The programme's design integrates several strategies and mechanisms to promote sustainability, focusing on institutional and organisational capacity building, stakeholder engagement, and financial and operational resilience.

Institutional capacity building

A core element of the programme are the capacity-building programs for teachers and educational administrators. By enhancing the skills and competencies of educators and school leaders, the programme ensures that the improvements in teaching methodologies and school management practices are maintained and further developed beyond the programme's lifespan. Moreover, the programme will support the development of learning communities established between ITTS, HEIs, CPDs and schools. The emphasis on teachers' and principals' empowerment supports their role as change agents rather than as implementors from instructions provided by the traditional power vertical. Through the close collaboration with the programme experts, the capacities of MoES and the institutes under it (UCEQA, IMZO, UIED, SSEQ) will also be enhanced, thus contributing to sustainability.

Stakeholder engagement and ownership

The request for cooperation was presented by the MoES in early 2023, when MoES requested Finland to support the implementation of the reforms in academic lyceums. The stakeholder consultations conducted during the formulation and appraisal phase show full support to the programme and readiness for participation in the programme, including teachers, students, parents, local communities, and regional educational authorities. This commitment is crucial for sustaining the reforms. The programme encourages stakeholders to take an active role in the development of educational processes introduced by the programme, international partnership with Finnish public and private sector organisations supports an international dimension, by showing best practices.

Policy relevance and integration with national planning

The programme is based on the NUS strategy and upper secondary education concept, that is the Conceptual Principles for Reforming Upper Secondary Education, introduced by MoES. Sustainability is further reinforced through the integration of the programme's initiatives with national education policies and frameworks. The PMT will have a national coordinator liaising with the MoES. Moreover, the programme inputs will be closely coordinated with the WB, OECD and other (prospective) donors supporting NUS USS. By aligning the programme's objectives and activities with the strategic goals of the MoES the reforms are embedded within the overall planning of the NUS. This alignment will support that the changes introduced by the programme are institutionalised and supported by national policies and resources. The cooperation of Finnish and Ukrainian governmental institutions and networks (Supervisory Board, Steering group) aims also to support the Programme's sustainability.

Financial sustainability

The programme provides inputs for the development of sustainable strategies to maintain the teacher education efforts and in all actions cost efficiency will be applied and followed up, for further planning and budgeting. According to the World Bank (2023) the war has caused at least USD 4.4 billion in damage to education institutions across Ukraine. These estimates do not include the destruction of educational equipment, so the true cost of damage is likely higher. The reconstruction of damaged education institutions is expected to cost USD 7.8 billion with the largest portion required for secondary schools. Reconstruction of damaged assets must also align with demographic trends. In fact, the future education network will need to consider the patterns of internal displacement and returns to Ukraine to ensure its sustainability and alignment with previous optimisation efforts. The costs of restoring education service delivery are estimated

at USD 1.4 billion. The Appraisal Team finds strong commitment from all donors that were met or interviewed for long-time financial support.

Towards the end of 2028, the SC should decide about the schedule for the closing down of the programme. A phasing out-plan should be drafted by the PMT for the SC's discussion. The plan should include a timetable and responsibilities for all actions to be taken. These include, among others, ending of work contracts, preparation of documents for handing over the programme assets, closing of bank accounts, final audits, termination of office lease (if relevant), drafting of the final reports, etc. The work plan of the last implementation year should include gradual transfer of responsibilities to local authorities, unless this has already taken place. The phase out plan will also identify areas of future support by MFA, if any, to consolidate the sustainability of the TA support.

It is recommended to organise a closing event to discuss lessons learnt and to celebrate together the Programme achievements. The completion report, inventory assets, and other important documents are described in detail in the MFA manual for bilateral programmes.

Annexes

Annex 1 Job descriptions

The Annex includes the Terms of References for the following positions:

- Chief technical advisor,
- National programme coordinator,
- Senior expert teacher professional development,
- Senior expert teaching and learning infrastructure,
- Senior expert education policy coordination,
- Regional coordinators (3),
- Financial manager (central level),
- Procurement manager (central level),
- Research, monitoring and evaluation specialist.

The ToRs for Financial and Procurement Managers can be adjusted for the Regional positions.

Team leader/Chief technical adviser

Duty station: Kyiv, with regular travel to regions

Recruitment: International

Duration: Four years full-time, 42 months

Academic qualifications: MA degree or higher in educational, pedagogical or social science studies, psychology or any other relevant discipline. Additional training in human resource management, programme management and Ukrainian language is an asset.

Task and responsibilities:

- Responsible for management, planning, coordinating, monitoring, reporting and quality assurance of all the programme activities;
- Manages the daily activities of project in close cooperation with NPC;
- Supervises and leads the TA Team, responsible of programme human resources management, finalised job profiles, approves Short-term assignments ToRs and procurement notices;
- Oversees the mid- and long-term planning and budgeting and daily operations of the Programme, ensuring that the Programme achieves its intended results and the resources are available and managed according to the guidelines and contracts;
- Chairs the Programme Management Team weekly meetings (PMT) jointly with the NPC;
- Provides “no objection” to all procurements;
- Supports and advises the MoES NUS USS team, the NPC, and the regional programme managers on coordination and management of their activities, including budgeting and management of funds; participates in weekly coordination meetings at MoES;
- Establishes, maintains and pro-actively coordinates with the Finnish Embassy (also about security issues), MFA, Finnish Ministry of Education and Culture, other Finnish educational authorities, private sector and NGOs;
- Establishes, maintains, and expands effective working relationships, in close cooperation with NPC with all Ukrainian partners and stakeholders at national, regional and local administrative levels;
- Proactively creates and maintains a well-functioning team atmosphere and spirit, and ensure communication, information sharing and coordination between the three result areas;
- Supervises and coordinates with the NPC the development of a feasible, realistic communication strategy supporting the call for action of the Academic Stream of NUS USS;
- Responsible for preparing the Inception Report, including evidence-based recommendations for required changes in the Programme Document, including revised results framework with indicators, baselines and targets, risk matrix and mitigation strategies and updated job descriptions ;
- Prepares and organises Steering Committee and Supervisory Board meetings and follows up on the recommendations made by SC and SB;
- Anticipates and responsibly responds to any emerging risk that might affect the programme at national, regional and local administrative levels in the context of the current Russian aggression;

- Responsibility for the programme's quality assurance and the implementation of a quality learning loop;
- Ensures that gender, inclusion and transparency are mainstreamed across programme implementation;
- Receives proposals from the Financial Manager related to preventive and follow-up measures for anti-corruption, monitors the situation and takes action when needed;
- Plans, and supervises regular data-driven monitoring of the programme.
- Ensures effective completion of the project results and communicates the outcomes to the Government and stakeholders in Ukraine and Finland.

Professional experience and requirements:

- Minimum 10 years of relevant international work experience in educational change management at national, regional and local administrative level;
- Minimum 10 years of experience in results-based programme management and managing multidisciplinary teams of at least 5 experts;
- Working experience with managing integral and innovative output-oriented Education development, Teacher Training, Curriculum and (e) e-Teaching Materials Development programmes
- Experience in developing change-oriented strategic communication programmes, preferably in the field of education reforms
- Proven working with change management, organisational development and institutional strengthening and educational reform at national, regional and local administrative levels; policy-making and strategic planning;
- Experience in developing goal-oriented multi-level coordination and governance structures for educational reform;
- Experience in developing change-oriented strategic communication programmes, preferably in the field of USS reforms;
- Working experience in crisis situations/environments.

Other skills:

- Excellent human resource management skills;
- Strategic Leadership, motivation and good interpersonal skills;
- Strong grasp of all stages of programme cycle management and quality standards in education
- Fluency in written and spoken Finnish and English; a basic level of Ukrainian would be an asset;
- Good facilitation and communication skills;
- Strong interpersonal skills to build and maintain relationships with stakeholders Ability and willingness to work at duty station in Kyiv and conduct missions to remote areas under challenging conditions;
- Good reporting and sound financial management skills;
- Understanding of Finnish and EU procurement regulations;
- Familiar with Quality Assurance Systems and evidence-based monitoring;

- Experience with Finnish Education policies, educational reform, curriculum and (e) learning materials development;
- Familiar with Finnish and European education actors and companies.

National programme coordinator

Duty station: Kyiv, with regular travel to regions

Recruitment: National

Duration: Four years full-time, 42 months

Academic qualifications: MA degree or higher in educational, pedagogical or social science studies or other relevant discipline. Additional training or proven experience in human resource management and programme management.

The National Programme Coordinator (NPC) develops coordination mechanisms and advocates the programme, as well as supports regular coordination and planning of the programme implementation with the MoES ITTS, HEIs, and CPDs in teachers' professional development (TPD) and other key stakeholders.

Tasks and responsibilities:

- Coordinates and provides leadership as a focal point of MoES activities in the programme;
- Supports CTA in planning annual programme activities, schedules and budgets; also in tracking the execution of the programme plan and making adjustments where needed;
- Ensures timely completion and submission of all technical, progress, donor and financial reports;
- Coordinates regular programme monitoring reviews to assess the level of implementation and achievements made by the partners according to what has been planned.
- Collaborate with CTA in output-oriented process and procedure management at national, regional and local levels of involved educational and administrative institutions;
- Overall responsibility for the management of inputs provided by MoES and to ensure that these are used appropriately and efficiently;
- In collaboration with CTA, develops Short-term assignment ToRs and reviews procurement notices, supporting and enabling the implementation of interventions in line with the final PD;
- Represents the programme in cooperation with the CTA, and serve as the main contact at government, donor, civil society and media meetings;
- Supporting and coordinating the development and implementation of the communication strategy for supporting the NUS USS Academic Stream.
- Supports the CTA in ensuring that the cross-cutting themes of GoF (HRBA; Ant-Corruption-inclusion and diversity) are mainstreamed into the relevant Programme activities ToRs;
- Co-Chair the PMT meetings (together with the CTA);
- Creates and maintains linkages, in cooperation with the CTA, with relevant donors and agencies at national, provincial, district and community levels and the private sector potentially supplying services and goods to the programme;
- Proactively signals and advises CTA on potential security risks;
- Any other activity is relevant to the programme implementation as directed by the CTA.

Professional experience and requirements:

- Minimum 10 years of relevant work experience in educational reform and change management at national, regional and local administrative levels in Ukraine and/or abroad;

- Proven experience with curriculum development, teacher training, and development of (e) learning materials in Ukraine and abroad;
- Proven experience with strategic planning, policy design of educational reforms and governance, especially upper secondary school reforms;
- Experience in developing and coordinating multi-level coordination structures for educational reforms and governance at national, regional and local administrative levels;
- Experience in developing change-oriented strategic communication programmes, focusing on various target beneficiaries and stakeholders;
- Experience establishing and coordinating with international donors (WB/OECD and/or other institutional key stakeholders) (national) and international CSOs relevant to the assignment.

Other skills:

Good proficiency in spoken and written English.

Senior expert teacher professional development

Duty station: Kyiv, with probable travel to regions and municipalities

Recruitment: International

Duration: 42 months, fulltime

Academic qualifications: MA degree or higher in Educational, Pedagogical studies, Social Science, or other relevant discipline.

This position aims to support MoES, ITTS, HEIs, and CPDs in teachers' professional development (TPD) and improve the quality of learning for the first generation of NUS USS Academic Stream students. Including the design of teacher education policies (teachers' pre-service and in-service mechanism), and strategic planning with the relevant national authorities, such as the Ukrainian Institute of Education Development, on the national frame for curriculum development in line with the accepted educational standards by the Government of Ukraine; support to schools, to the extent possible, in the design of profiled curricula, based on the new MoES curriculum framework, ensuring responsiveness to the needs of students from different backgrounds, sexes and special educational needs, development of e-/training materials, including textbooks and assessment. The expert will also support organisational development of the teacher development supply support ITTs and HEIs to improve their capacities to develop and deliver pre- and in-service training to schools and coordinate with CPDs. Moreover, the expert will support the development of training materials in line with the relevant fields.

Tasks and responsibilities:

- Develop in coordination with MoES, UDGIO, selected ITTS, HEIs, CPDs and selected Academic Stream Schools a multi-annual strategy for introducing new approaches and goals for teachers' professional development (TPD), curricula development to (e) e-/learning material development in line with the national standards and principles of profiled education.
- Strategic support and coaching (national, regional) of selected ITTS, HEIs, CPD, and other relevant organisations in Finland and Ukraine (CSOs, private sector enterprises) in modernising pre-and in-service teacher training development programs in line with the principles of NUS USS, emphasising the changing role of teachers as professionals shaping learning processes instead of reproducing fixed curricula.
- Support teachers, professors, CPD professionals, and schools in systematically introducing and conducting ToT packages that support the introduction of new curricula of profiled education and training materials to teachers introducing the Academic Stream of NUS USS.
- Training of staff in all phases of assessment processes related to TPD and students' learning outcomes.
- Training teachers and teacher trainers in quality of learning (pedagogical skills, learning support), assessment processes and other areas according to the MoES Teacher Training Framework, as per the USS NUS Academic Stream requirements.
- Mainstreaming HRBA, gender, inclusion and diversity in curricula and teacher training and systematic introduction of new USS courses and profiles.
- Support partnership development between relevant Finnish and Ukrainian organisations.
- Reports and coordinates activities with CTA and regional coordination with ITTs, HEIs CPDs and regional coordinators.
- Contributing to quarterly reports and developing ToRs relevant to the programme.

- Coordination of international and national experts under this Result Area.
- Any other activity relevant to the programme implementation, as requested by the CTA.

Professional experience and requirements:

- Minimum 10 years of expertise in introducing, developing and implementing innovative, integral curricula and e-/learning teaching materials for (upper) secondary education;
- Proven experience developing, piloting and revising multi-disciplinary and integral quality of learning issues; teacher education, pedagogical training and teachers' professional development, skills-based, distance and online learning;
- Experience with working in multi-national and multi-disciplinary programme teams;
- A proven understanding of the challenges of introducing new and innovative teaching methods in challenging circumstances, familiarity with post-soviet context;
- Experience in identifying and developing ToRs for specific short-term assignments related to curriculum development, training materials and textbook development, and any other relevant assignment.

Senior expert support to school management and infrastructure

Duty station: Kyiv, with probable travel to regions and municipalities

Recruitment: International

Duration: 42 months, fulltime

Academic qualifications: MA degree or higher in educational, pedagogical studies, social science, public administration or any other relevant discipline.

This position aims to support the NUS Academic Stream, schools improving their teaching infrastructure as demanded by the NUS and the courses that will be part of the profiles curriculum. In addition, the expert supports the organisational and institutional capacity development and change of schools, providing the USS Academic Stream with training/coaching/support in modern management, leadership, and governance structures required for implementing NUS. This requires the introduction of different and innovative management styles and changes in professional attitudes from principals, deputies and support staff, leading change in coordination with their teachers, and engaging with students, parents and other stakeholders among other things, peers, CPDs, local administrations, and regional and national bodies. The expert will identify and develop, in collaboration with selected universities, one-year pre-service pedagogical programmes to upgrade the skills of professionals in support organisations responsible for developing and delivering the courses and change management programmes (ITTIs, HEIs, CPDs, schools, CSOs). The programmes mainstream inclusivity and diversity, especially the engagement of students residing abroad and disadvantaged groups.

Tasks and responsibilities:

- Identify and outline curricula for modern school management and leadership development, emphasising the changing role of principals supporting profiled education instead of reproducing fixed curricula in coordination with relevant stakeholders and authorities (schools, ITTs, HEIs, CPDs);
- Support (national, regional) ITTs, HEIs, and CPD in providing pre- and in-service leadership and management development programs in line with the principles of NUS USS;
- Support improving their teaching infrastructure and learning environments as demanded by the NUS and the courses that will be part of the profiled curriculum;
- Especially engaging and selecting school principals in developing management and leadership programmes;
- Support the development of a self-sustaining learning quality loop of (regional) ITTs, HEIs, and CPDs supporting improving programme delivery;
- Support partnership development between relevant Finnish and Ukrainian organisations.;
- Reports and coordinates activities with CTA, and regional coordination with ITTIs, HEIs CPDs and regional coordinators;
- Contributes to quarterly reports, and develops ToRs for specific assignment under the programme.

Professional experience and requirements:

- Minimum 10 years of expertise in identifying, introducing, developing and implementing innovative education management and leadership programmes;

- Proven experience supporting and advocating teacher training colleges and Universities in developing state-of-the-art management and leadership programmes;
- Proven experience with mainstreaming HRBA, inclusion and diversity, student well-being and parent participation as part of modern school leadership and management;
- Experience with working in multi-national and multi-disciplinary programme teams
- An understanding of the (potential) challenges of introducing new and innovative teaching methods in challenging circumstances, familiarity with post-soviet context educational challenges;
- Willing and able to work in Kyiv and conduct missions to the regions.

Senior expert education policy coordination

Duty station: Kyiv, with probable travel to regions and municipalities

Recruitment: International

Duration: 42 months, fulltime

Academic qualifications: MA degree or higher in Social Science, Educational, Pedagogical studies, Public Administration or any other relevant discipline.

This position envisages different forms of technical assistance (TA) and collaboration with a range of stakeholders, focussing on improving regulatory frames and proactively removing yet unknown and known bottlenecks; hence, it aims to address a series of pertinent education sector issues that merit attention for the NUS-USS reforms to be successful. These include: (i) the new teacher certification system and how and under what conditions this can be adjusted and/or brought to scale; (ii) the development of an implementation plan for the professional standard for teachers; (iii) the design of a performance appraisal and career planning system for upper secondary school teachers; (iv) the functioning of the current regulatory framework for teacher training and the enforcement of the formula for professional development financing; and (v) decentralisation of USS management and financing within the frame of the NUS-USS reform. In consultation with the MoES, an information campaign on the teacher's professional standards will be designed, implemented, and evaluated. Issues related to capacity and recurrent cost implications of policy advice will get ample attention.

Tasks and responsibilities:

- Provide, develop, and coordinate diverse forms of technical assistance (TA) to support the implementation of NUS-USS reforms. Ensure alignment with broader educational goals of NUS USS and the introduction of the Academic Stream.
- Provide policy advice with a focus on capacity-building initiatives that ensure the sustainability of reforms. Assess the recurrent cost implications of policy advice and offer strategic solutions to mitigate financial challenges.
- Collaborate with various stakeholders, including government agencies, educational institutions, and development partners, to identify and address regulatory and operational bottlenecks.
- Evaluate the current teacher certification system and determine necessary adjustments.
- Develop strategies to scale the certification system (microcredits) for USS Academic Stream Teachers.
- Support, if requested, developing a new, attractive, and sustainable remuneration system for teachers and principals.
- Develop a detailed implementation plan for professional standards for teachers.
- Support the design of a performance appraisal system for upper secondary school (USS) teachers, including creating a career planning framework that supports teachers' professional growth and aligns with reform goals.
- Assess the current regulatory framework governing teacher training. Ensure the enforcement of the professional development financing formula and recommend improvements where necessary.
- Support the decentralisation of management and financial responsibilities within the USS, in alignment with NUS-USS reforms. Promote efficiency and accountability in decentralised education management.

- In collaboration with the Ministry of Education and Science (MoES), design and implement an information campaign to raise awareness of the new professional standards for teachers.

Professional experience and requirements:

- Minimum 10 years of experience in education sector reforms, particularly in the areas of teacher certification, remuneration systems, and professional standards.
- Proven track record in designing and implementing large-scale education reform initiatives that involve collaboration with government entities, such as the Ministry of Education and Science (MoES), regional and local authorities.
- Extensive experience in providing technical assistance to governments, educational institutions, or other stakeholders.
- Ability to work collaboratively with a wide range of stakeholders, including government agencies, education professionals, and development partners, to identify and address regulatory and operational bottlenecks.
- Expertise in policy design and implementation, particularly in creating sustainable systems for teacher remuneration, performance appraisal, and career planning.
- Experience in developing and implementing strategic plans for the professional development of teachers and school leaders.
- Experience in analysing, designing, and improving regulatory frameworks within the education sector, particularly related to teacher training and professional development financing. Proven ability to assess and enhance the functioning of current regulations and ensure their alignment with broader educational reform goals.
- Knowledge and experience in decentralising education management and financing, with a focus on increasing efficiency and accountability in educational institutions.
- Experience in managing or advising on decentralisation processes within education systems, including the transfer of management and financial responsibilities to local authorities.
- Experience in capacity-building initiatives, particularly in implementing new policies and standards within the education sector.
- Proven ability to design, execute, and evaluate information campaigns aimed at raising awareness and ensuring the successful adoption of new professional standards.

Regional / component coordinator (3)

Duty station: Regional, with regular missions to Kyiv

Recruitment: National

Duration: 42 months, fulltime

Academic qualifications: MA degree or higher in social science, educational, pedagogical studies, public administration or any other relevant discipline. The regional coordinator/component coordinators advocate, coordinate, and support mutually supportive programme interventions of NUS USS Academic Stream, to support the design and implementation, to deliver teacher training, curriculum development and learning materials, supporting profiled education. The coordinators ensure that local and regional stakeholders, schools, regional and local administration, ITTs, and HEIs cooperate and are part of the educational results chain and eco-system that is also linked upwards with the national level, such as the MoES, UIED, and State Service of Educational Quality. The coordinators report to the NPC and coordinate with Senior experts for Teacher Training Development and Leadership and Management.

Tasks and responsibilities:

- Advocating and supporting the regional activities of the Learning2Learn2 programme, including the development and implementation of teacher training, management and leadership training, local capacity building, institutional strengthening and organisational development of schools inter alia, ITTs, HEIs, CPDs, local and regional authorities.
- Supporting CTA and NPC, and senior experts in developing and updating plans and budgets for the region.
- Coordinate daily with the programme team in Kyiv, including proactively signaling potential security issues affecting the programme.
- Supports the CTA, the NPC and the Senior Experts Sector Specialist with ToRs and procurement notices.
- Represents the programme at regional and local levels in close coordination with the CTA and the NPC.
- Supports communication and data-driven monitoring, and advocacy of the programme at the regional level.
- Contributes to quarterly reports and develops ToRs for specific assignments under the programme.
- Reports to CTA and NPC.

Professional experience and requirements:

- Minimum 10 years of work experience in educational reform and change management at schools and pre- and in-service institutes and universities.
- Minimum 5 years of programme management, including coordination and result chain development at local regional and local levels for curriculum development, teacher training, management and leadership.
- Experience in teaching ToTs for leadership and management and teacher training programmes.

- Some experience in strategic communication for specific target groups, students, parents, teachers and school management.
- Ukrainian language, proven written and spoken English. Willing and able to conduct missions to other regions and Kyiv.

Senior research, monitoring and evaluation specialist

Duty station: Kyiv

Recruitment: National

Duration: part-time, 24 months

Academic qualifications: MA in data science, social science, educational, pedagogical studies, public administration or any other relevant discipline.

The research, monitoring and evaluation specialist supports the programme by developing a data-driven monitoring system enabling the programme team to conduct the programme based on real-time information. Contributing to the programme's ability to adjust to rapidly changing circumstances and challenges. The expert will also develop a midterm evaluation in close cooperation with the CTA and the NPC. Moreover, the expert will develop ToRs for case studies on best practices generated by the programme and other educational upper secondary education in coordination with HEIs, ITTS, and other organisations such as CSOs with educational reform experience.

Tasks and responsibilities:

- Develop and implement a data-driven monitoring framework and plan, including tools, reporting formats, and instructions.
- Ensure timely collection of information as per the monitoring framework.
- Develop and execute case studies identifying best practices.
- Assist in quarterly, semi-annual, and annual reporting.
- Perform any other duties related to data-driven analysis and monitoring assigned by the Team Leader/Chief Technical Adviser.

Professional experience and requirements:

- At least five (5) years of experience in data-driven, results-based management and monitoring.
- Experience with developing and supporting data-based monitoring systems; experience with Python; Data Mining, web scraping, and visualisation of results.
- Excellent writing and analytical skills in drafting concept notes and reports.

Financial manager (central level)

Duty station: Kyiv

Recruitment: National

Duration: 46 months, fulltime

The purpose of the position is to ensure smooth financial and accounting transactions in accordance with standard international financial and accounting practices. The financial manager is responsible for all daily financial accounting activities of the programme. This includes data entry, reviewing transactions, requesting payments, scheduling expenditures, and paying bills and expenses. He/she prepares monthly, quarterly and annual financial reports and budgets. The position is Kyiv based and might require travel to programme regions. S/he works under the supervision of the CTA and reports to him/her.

Tasks and responsibilities:

- ☐ Manage accounts, record day-to-day financial transactions, prepare financial reports, ensure legal requirements compliance, and prepare quarterly and annual account reconciliations;
- ☐ Monitor and enforce compliance with tax and financial reporting standards;
- ☐ Assist with cash flow forecasting, prepare budgets for the review of the PMT;
- ☐ Update and maintain financial records, including purchases, receipts and payments;
- ☐ Actively develop and propose preventive and follow-up measures for fighting corruption to the CTA/Home Office;
- ☐ Keep and update list of assets;
- ☐ Manage the programme's payroll and ensure timely salary payments to the national staff and experts including employer's contributions;
- ☐ Ensure timely travel advance and daily allowance payments;
- ☐ Liaise with and support the regional financial managers;
- ☐ Other duties as considered necessary by the Chief Technical Advisor or the Home Office.

Professional experience and requirements:

At least Bachelor's degree in accounting, minimum 5 years of experience in similar positions in comparable organisations, in-depth understanding of Generally Accepted Accounting Principles (GAAP), familiarity with accounting software, advanced Excel skills. Experience with international development agencies is a must.

Other skills:

Must be highly organised, efficient, energetic, self-motivated and able to work with little supervision. Demonstrate commitment to teamwork with a high degree of integrity and confidentiality. Languages required: English, Ukrainian.

Procurement manager (central level)

Duty station: Kyiv

Recruitment: National

Duration: 46 months, fulltime

The Learning2gether2 will have a substantial budget allocation for procurements and the purpose of the position is to ensure that all procurement, whether goods or services, are carried out in accordance with the valid legislation and without any corrupt doings. The procurement manager position is Kyiv based and might require travel to programme areas. S/he works under the supervision of the CTA and reports to him/her. There will be three Procurement Managers based in three region-clusters, who will be responsible of supporting the pre-pilot/pilot profiled schools in equipping them and doing the procurements for them. The procurement manager at the central level will support and advice the regional managers whenever need be.

Tasks and responsibilities:

- ☐ Preparation and updating of the Programme's Procurement Plan;
- ☐ Continuous assessment of risks related to procurements;
- ☐ Preparation of bidding documents, with special emphasis on the quality criteria;
- ☐ Publication of the Procurement Notices and Requests for Expression of Interest in Ukraine;
- ☐ Preparation of evaluation grids for bids;
- ☐ Opening of bids and their initial evaluation;
- ☐ Preparation of a written presentation of the proposal for PMT consideration and decision-making (CTA's "no objection")
- ☐ Preparation of contracts;
- ☐ Negotiation with service and goods providers (together with the financial manager);
- ☐ Monitoring contract implementation and their completion;
- ☐ Supervise deliveries and fulfilment of quality criteria;
- ☐ Monitor and enforce compliance with relevant bylaws, standards and other requirements;
- ☐ Keep and update a database on all procurements, prepare reports for CTA/PMT upon request;
- ☐ Dissemination of the internal Code of Conduct to all stakeholders and programme staff;
- ☐ Other duties as considered necessary by the CTA.

Professional experience and requirements:

At least Bachelor's degree in a relevant field, minimum 5 years of experience in similar positions in comparable organisations, in-depth understanding of the Ukrainian procurement legislation, advanced Excel skills. Experience with international agencies.

Other skills:

Must have an excellent track record, high degree of integrity and confidentiality. Be highly organised, efficient, energetic, self-motivated and able to work with little supervision. Demonstrate commitment to teamwork. Languages required: English, Ukrainian.

The team will be supported by the following supporting staff and functions:

- Programme office manager and secretary to the CTA/NPA,
- Communication experts (2), part time,
- Financial manager,
- Procurement manager ,
- Logistic support / driver ,
- Staff supporting regional coordinators (tbc.).

Home office

The implementing agency will organise home office support to the programme implementation. Home office support shall include the following services if not otherwise defined in the Project Document (PD) or Terms of Reference (TOR):

- Recruitment of Technical Assistance (CTA and TA),
- Personnel management of the long-term and short-term experts as defined in the PD and/or approved by the programme's Supervisory Board or Steering Committee,
- Ensures that there is an updated evacuation protocol for the programme and safety measures in place,
- Detailed briefing of the experts on the programme's content and the implementation strategy and each expert's role in the programme,
- Facilitating relevant team building processes for the TA team,
- Ensure that all experts are introduced to Finland's HRBA, anti-corruption policy, results-based management and other relevant policies,
- Supporting the establishment of the programme office in Kyiv, including the management mechanism,
- Preparation of the programme implementation manual, including instructions for anti-corruption measures and procurements,
- Support the kick-off meeting,
- Quality control, including support to the PMT, in substance matters and programme management,
- Ensuring a substitute for the CTA during his/her holidays or other absence from the duty station,
- Organise, together with the CTA, a rest and recovery arrangement for the international TAs so that the programme implementation continues smoothly during the recovery periods,
- Organisation of study visits, expert exchange and TA missions,
- Procurement of goods and services in Finland,
- Responsibility for the development and organisation of the programme's financial administration and controls,
- Responsibility for organising an annual internal and external audit,
- Revise the budget using updated information on salary scales and prices,
- Responsibility for checking the accuracy of invoicing,
- Quality check of reports and other documentation, guidance on reporting,
- Support and advice on procurements to the PMT and procurement managers, including legal advice,
- Liaison with the Ministry for Foreign Affairs of Finland including informing the Ministry of any issues requiring attention and/or action,
- For each home office support mission, specific ToR shall be prepared and approved by the Ministry in advance. A short mission report shall be prepared after each support mission including a description of the issues dealt with and action plans,

- The home office support is included in the consultant's overhead, except for a fixed fee of 1000 euros per month for administrative services.,
- Provision of an experienced Home Office Coordinator.

Annex 2 Stakeholder matrix

Stakeholder group	Rights/entitlements, responsibilities; Capacity gaps and	Expected benefits gained from the programme	Implications for the programme; possible action required
School (lyceums) students Right holder	- Need support for understanding the principles of choosing profiles and elective courses. - Need advise, career counselling, psychosocial support and assessment and mitigation of learning losses.	Obtaining innovative and modern profile education, i.e., knowledge and competences for their future professions and well-being	Participation in the programme activities, involvement in monitoring and provision of feedback
Duty-bearers			
Pilot schools (lyceums) teachers	- understanding of the profiled education model - undergo training in specific topics and methodologies required by the profiled education system - integrated courses development - teaching - adopt competence-based teaching-learning materials - Support students and provide them with counselling	Obtaining knowledge and competences required to develop modern and innovative profiled study programs	Intensive participation in the programme activities as key actors for the change, involvement in monitoring (questioners, surveys, focus-groups, interviews etc.)
Pilot schools (lyceums) administration	Capacity gaps/lacks in: - school level development and evaluation - leadership school management - strategic documents development - communication with local government, communities, parents	Enhanced capacities to implement the NUS profile reform, to build partnership and communication with education regional/local government	Participating in the programme to get support in closing identified gaps/lacks, involvement in monitoring (questioners, surveys, focus-groups, interviews etc.)
Pilot schools (lyceums) students' parents Duty bearer	Gaps/lacks in: - communication with school, children - understanding of profile secondary education model, studying methods	Obtaining innovative and modern profile education, i.e., knowledge and competences for their children	Participation in the programme activities as target audience where it is appropriate, involvement in monitoring, providing feedback
Ministry of Education and Science (MoES)	Gaps/lacks in: policy analysis knowledge and skills in preparation of secondary education reform	Obtaining international support in policy analysis capacity building and horizontal and vertical communication	Participation in the programme; development of policies to institutionalise programme outcomes and systemic changes

	□ horizontal and vertical communication with the key actors and main stakeholders □ human resources in the Directorates responsible for the profile secondary education reform communication and implementation		□ wide communication campaigns for profile secondary education reform □ monitoring
Ukrainian Center for Education Quality Assessment UCEQA	Gaps/lacks in: □ building information flows for summative school-level assessments (State Final Attestation, DPA) DPA-9 and DPA-12, to streamline data and overcome teachers' bias on students' outcomes through semi-standardised school procedures □ AI opportunities to provide reports and verbal summaries for students' assessment □ peer-learning on content of learning assessment and organising interaction amongst parents, students and schools in Finland.	Enhanced capacity to organise standardised assessments for NUS students and international peer support on monitoring policies implementation of upper-secondary school	Participating in the programme to get support in closing identified gaps/lacks, peer learning with the KARVI ICI programme, monitoring of NUS USS students' performance
Ukrainian Institute of Education Development (UIED)	Gaps/lacks in: □ resources (human, technical) □ staff members competences related to the new functions (e.g., expertise and piloting textbooks)	Gaining resources, best international experience, training in closing identified gaps/lacks	□ Participation in the programme □ providing support in capacity building (training, study visit, twinning programme) □ monitoring
State Service of Education Quality (SSEQ)	Gaps/lacks in: □ building capacity in leadership and school management for school administration □ communication on the profile education □ support for SSEQ's methodological capacity building	□ Providing capacity building trainings for schools' administration in leadership and modern school management approaches □ developing methodological support	□ Participation in the programme activities, where it is appropriate, especially in the Service competencies related topics □ involvement in monitoring
Regional In-service Teacher Training Institutes (ITTIs)	Gaps/lack in: □ in-service training courses on competency-based, integrated course, micro-credential approaches □ teachers' and business representatives' involvement in content development □ QA mechanisms to assess ITTIs	□ Obtaining int. methodological support for content preparation building capacity in QA methodologies and approaches	□ Participating in the appropriate programme activities □ involvement in monitoring

Centers of Professional Development (CPDs)	Gaps/lacks in: □ profile secondary education model understanding □ human and financial resources for USS subject □ integrated methodological support □ psychological support for teachers □ communication and partnering mechanisms with local governments	Enhancing capacity to provide methodological and guiding support for teachers, and to build constructive communication with local governments	□ Participating in the appropriate programme activities, particularly related to communication and partnering topics □ participation in monitoring activities
Regional/ local educational authorities	Gaps/lacks in: □ horizontal communication with schools, businesses □ policy analysis knowledge and skills for local policies development	□ Obtaining international experience exchange in QA in education approaches at the local level □ capacity building in local education policy developments	□ Participation in the programme activities, where it is appropriate, particularly aimed at policy analysis and policy developments □ communication □ monitoring

Beneficiaries

Profile schools (lyceums)¹²⁸:

Potential role in the programme: programme partners and main beneficiaries. The programme will target them to create model lyceums with innovative equipment and laboratories to serve as centers of profiled education with modern study programs, curricula and learning materials taught by professionally advanced teachers equipped with subject comprehensive knowledge and innovative competence-based teaching and learning approaches aimed at students as the target audience.

Achievements up to date: Institutionally, schools have started using their autonomy to change for student-centered education and well-being environments for students and teachers. Teachers have obtained the NUS reform experience previously in lower grades, and are getting prepared professionally for the USS reform. Schools follow (some of them still partly) the inclusive education requirements in compliance with the law. Some schools (lyceums) already possess an experience in profile education and career orientation based on their models and local context.

Cooperation interests and needs for:

schools (as institutions): to have modern school infrastructure (innovative laboratories, libraries, study spaces, inclusive facilities etc.); to have electronic gadgets for online and e-learning; to have up-to-date textbooks, to have support in development/ modernisation/adaption of study programs/curricula; familiarise with the Finnish experience on profile school administration (division on groups, organisation of profile study process (arrangements for compulsory and elective courses), principles for selection of courses (modules), compiling profile school time-schedules etc.); **principals (and deputies):** 1) to build or improve capacity in: leadership and team-building competences to drive the reforms; communication and partner building with local government authorities (especially on financing issues); 2) to acquire skills and competences for strategic planning for schools, strategic documents and internal documentation development; making strategic and evidence-based decisions based on data collected in reports, monitoring studies etc.; 3) to get acquainted with Finnish experience in organisation of full cycle profile education (professional orientation, administration support for integrated, compulsory and elective courses (modules) development, advising on profile and course selection, other important issues); **teachers:** 1) to obtain/improve understanding on profile education model functioning, 2) enhance capacity in integrated courses

¹²⁸ Interviews with: Boyarka academic lyceum "Harmony" (Kyiv oblast); Stryi lyceum "Gymnasium by Andrii Sheptytskyi" (Lviv oblast); Ukrainian humanitarian lyceum of the Kyiv National University by Taras Shevchenko (city of Kyiv); Balta lyceum #1 by Oles Honchar (Odesa oblast)

development, innovative teaching, development of teaching-learning materials with competence-based approaches aimed at students; 3) gain experience in innovative teaching, ; 4) to acquire in-service training courses which meet their NUS profile education needs and requirements (incl. digital) in teachers' competence building for competence-based approach, integrated course development, other NUS reform requirements; 5) to get professional psychological support during the wartime; to have silent rooms, spaces to rest and recover; **students:** 1) to understand the profile education principles; how to choose profile(s) and elective course(modules); 2) to be more aware of the student self-governance principles; to raise awareness how to contribute to school well-being environment, inclusive and integrative environment; 3) to get professional psychological support during the wartime; **parents:** 1) to get more information in open public resources on the profiled education reform and its benefits; 2) to build more effective communication on school and reform issues with school, children ; 3) to get professional psychological support during the wartime.

Ministry of Education and Science (MoES)¹²⁹:

Potential role in the programme: partner and beneficiary. The Ministry will perform coordination of the programme activities together with the programme office team, provide support to schools, UIED, SSEQ, ITTIs, CPDs for programme implementation. MoES will be responsible for policy developments to effectively implement the programme and sustain its outcomes and further impact. It will also contribute to the programme promotion and results dissemination to have impact at the systemic level (via policies, policy documents, public events, websites, social media etc.).	Achievements up to date: The curriculum based on the draft State Standard for profile education has been developed as a sample; USS competence-based educational programs and curricula: the MoES plans to join the TALIS+ (Teaching and learning international survey) to obtain a systemic assessment overview of competence-based teaching and learning within the NUS; the new procedures of textbooks development are going to be introduced.	Cooperation interests and needs: advancing policy analysis knowledge and skills for policymaking to comprehensively prepare and implement the USS reform and ensure the programme sustainability and impact; building effective horizontal and vertical communication with the key education actors and main stakeholders for the upcoming USS reform.
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Ukrainian Institute of Education Development (UIED)

Potential role in the programme: a programme partner and beneficiary. The UIED together with the programme office team will perform coordination of the development and expertise of textbook, study programs, and learning and teaching materials. It will also contribute to the programme promotion and results dissemination to have impact at the systemic level (via	Achievements up to date: active participation at the reform process through development of the legal documents (Working Groups); methodological materials (methodological recommendations, manuals); administration of the biggest national online platform (All Ukrainian School online); partnership with may national and international organisations; introducing and monitoring the new procedures related to the textbooks development.	Cooperation interests and needs: obtaining human, technical; building capacity of the staff members related to the new functions (e.g., expertise and piloting the textbooks); participation in training, study visit, twinning programme.
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¹²⁹ Interviews with: Andriy Stashkiv, Deputy Minister (general secondary and upper secondary education); Dmytro Zavgorodnii, Deputy Minister (digital education); Ihor Khvorostiany, Directorate of school education, General director; Oleg Sharov, Directorate of Pre-higher and Higher Education

public events, websites, social media etc.).		
State Service of Education Quality (SSEQ)¹³⁰:		
Potential role in the programme: a programme partner and beneficiary. The SSEQ together with the programme office team will perform coordination of the USS reform implementation assessment within its mandate scope, i.e., institutional auditing, teachers' certification, related monitoring researchers, other identified tasks. It will also contribute to the programme promotion and results dissemination to have impact at the systemic level (via public events, websites, social media etc.).	Achievements up to date: methodological approaches to auditing/assessment/certification the reformed USS are developed and will be adapted accordingly after the profile education model and vision are communicated in details; based on the experience and cases accumulated, the methodological recommendations to build an internal system for quality assurance for schools are prepared and targeted at school principals on administrative processes and document samples and on internal QA systems development.	Cooperation interests and needs: contributing to building capacity of leadership and school management for school principals, administration; providing support for Service's methodological capacity building; contributing to development and establishment of national students' assessment platform; maintenance of the EvaluEd system (institutional auditing, school self-assessment).
Regional In-service Teacher Training Institutes (ITTIs)¹³¹:		
Potential role in the programme: programme partners and beneficiaries. The programme selected ITTIs together with the programme office team will perform coordination of the in-service training for teachers, school administration within their mandates. Also, ITTIs will serve as the target group for the programme since the ITTIs' personnel will go through capacity building training to develop the modern and innovative content for teachers' and school administration. They will also contribute to the programme promotion and results dissemination to have impact at the systemic level (via public events, websites, social media etc.).	Achievements up to date: ITTIs have started using stronger teacher-focused approaches to meet teachers' professional needs to implement the NUS reform (also due to the increased competition in the in-service training sphere because of efficient newcomers in); the NUS previous stage reform lessons learned and obtained experience is planned to be used to improve teachers' preparation for the USS reform.	Cooperation interests and needs: support in development of in-service training courses on competency-based and integrated approaches offered to teachers, on other teachers' professional demands, incl. digital competences development based on the obtained understanding of profile secondary education model; closing the gap in involvement of teachers and business representatives to develop in-service training content development; lack of quality assurance tools and mechanisms to assess the ITTIs' service delivery to educators.

¹³⁰ Interview with Deputy Head of the State Service for Education Quality

¹³¹ Interviews with: Lviv ITTI, Zhytomyr ITTI, Luhansk ITTI

Centers of Professional Development (CPDs) ¹³²		
Potential role in the programme: programme partners and beneficiaries. The programme selected CPDs together with the programme office team will perform coordination in the teachers' professional development and methodological support, planning and determining the trajectory of their professional development, and support for school administration in management. They will also contribute to the programme promotion and results dissemination to have impact at the systemic level (via public events, websites, social media etc.).	Achievements up to date: obtaining of stronger organisational and financial support from local communities due to growing understanding of necessity to develop and improve education services locally; increased methodological support from the Ministry (namely UIED); paying a significant attention to and working on teachers' professional communities.	Cooperation interests and needs: obtaining understanding of profile secondary education model to prepare methodological support for USS teachers; closing of the gap of human and financial resources to provide teachers with all required USS subject and integrated methodological support as well as with psychological support; building effective communication and partnership with local governments.
Regional/local educational authorities ¹³³		
Potential role in the programme: programme partners and beneficiaries. The selected regional/local educational authorities will participate in appropriate programme activities, particularly related to building effective horizontal communication on schools' education needs, financing, ensuring quality assurance. They will also contribute to the programme promotion and results dissemination to have impact at the systemic level (via public events, websites, social media etc.).	Achievements up to date: the decentralisation processes and transfer of duties are completed and legal framework is built (officially, the decentralisation reform in its first and second stages is completed); the mechanisms on education quality assurance at the local level are developed and are being polished; active involvement in overall, the basic understanding of necessity to support education financially by the communities is already in place, although the local context specifics differ.	Cooperation interests and needs: building effective horizontal communication and partnering with local schools, businesses; building capacity in policy analysis knowledge and skills in preparation of education policies at the local level.
Civil society organisations NGOs/CSOs/foundations ¹³⁴		
Involvement in the appropriate programme activities, particularly on challenged topics upon teachers' request.	Gaps/lacks in: □ understanding of profile secondary education model,	□ Methodological support on profile selection; delivery of innovative courses (including digital competences),

¹³² Interviews with: CPD in Chervonograd, Lviv oblast; Kompaniivka, Kirovohrad oblast; CPD in Horodnia, Chernihiv oblast; CPD in Dobropillia, Donetsk oblast; CPD in Vinnytsia, Vinnytsia oblast

¹³³ Interviews with: Department of education and science, Odesa city; Department of education and science, Ivano-Frankivsk city; Department of education and science, Lviv city

¹³⁴ Interviews with EdCamp, Teach for Ukraine, National Assembly for Persons with Disabilities, Osvitoria, SavEd.

involvement in the monitoring expected connection between the NUS reformed 5-7th grades and upcoming USS reform due to certain losses in 5-7th grades reform.	profile defining and selection for providing methodological support ☐ donors' support ☐ psychologists for schools, teachers ☐ training capacity for career advisors/counsellors	☐ Psychological support for teachers, ☐ Methodological support on career counselling ☐ Programme closure of the created gap (5-7th grades) and bridging the reformed PS with the USS.
Universities (involved in teacher preparation for USS)¹³⁵		
Involvement in the appropriate programme activities, e.g., on micro-credentials, competence-based and integrated course approaches, Preparation of the curriculum for one-year pedagogical upgrading course. Monitoring.	Ensuring new USS teacher cohort preparation equipped with competence-based and integrated course approach.	☐ Human resources to develop/modernise study programs (USS teachers, business, others) ☐ Full-scale introduction in Ukraine (no legal regulations yet) of micro-credential approach

¹³⁵ Interviews with V.N. Karazin National Kharkiv, Borys Grinchenko Kyiv Metropolitan University, Kryvyi Rih State Pedagogical University.

Annex 3 Human Rights Based Approach

Basic information	
Title	Learning 2 together 2
Country/ region	Ukraine
Sector/theme	Education
Partners	Ministry for Education and Science of Ukraine
Budget	20.000.000 EUR
Starting date and duration	September 2025. Duration four years.

Human Rights Based Approach and Gender Mainstreaming			
Assessment of whether a Human Rights (HR) Based Approach and Gender mainstreaming has been applied in the programme:			
Human Rights Assessment and Standards			
Issues:	yes	no	Explain:
Have human rights and gender equality been part of the situational analysis for the intervention?	x		Education data has been analyzed by sex.
Which human rights are relevant for the intervention?			Right to Education: UDHR (Article 26), ICESCR (Article 13), CRC (Article 28). Right to Non-Discrimination and Equality: UDHR (Article 2). CRC (Article 2). Convention on the Rights of Persons with Disabilities (CRPD) (Article 24) Right to Safety and Security: CRC (Article 19): Protection of the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. Right to Health (including Mental Health): ICESCR (Article 12). Right to Information: CRC (Article 17)

Which are the main concerns relevant for the intervention brought forth in this analysis?			The Russian full-scale invasion initiated in 2022 impacted the right to education and other basic services. GBV during Russian aggression Corruption is a major concern. The critical importance of education, coupled with inadequate oversight, has led to the emergence and normalisation of certain corrupt practices in Ukraine's secondary education system. Learning gap and measures for learning recovery to create a solid foundation for the USS pilot. (this should be included into the analysis)
Are the risks related to human rights and gender equality mitigated?			The programme will examine what measures are needed for ensuring equal access to persons with disabilities and other vulnerable groups.
Stakeholder analysis			
Have the duty bearers, right holders and other responsible actors and their roles been identified?	x		A detailed stakeholder analysis is conducted and included in the PD with disaggregation by duty bearer and rights holder.
Are there marginalised groups which should be taken into account?	x		- Internally displaced persons: due to the ongoing Russia's war of aggression, many individuals and families have been displaced from their homes, leading to challenges in accessing education; Migrants and refugees - Ethnic Minorities: Roma and other ethnic minorities - People with disabilities (including teachers and students) - Students with special educational needs - Non-heteronormative individuals - Girls: Especially in rural areas - Students coming from poor socio-economic backgrounds
Have the basic needs and strategic interests of women and men taken into account	x		
Assessment of whether Human Rights Principles and Gender Sensitivity have been applied in the planning, implementation and monitoring of the programme			
Issues:	yes	no	Explain:
<u>Equality & Non-discrimination</u>			
Have women and men been targeted equally by the intervention?	x		

Do all rights holders including marginalised groups have equal access and benefit from the intervention?	x		Roma minority is particularly vulnerable and ethnic minorities were not considered in the analysis at all
Are there special measures in place to ensure non-discrimination?	x		
Is sex-disaggregated data collected?	x		Some, but not visible in Results Matrix
Participation and inclusion:			
Do right holders participate in the decision-making processes relating the intervention?	x		The programme will promote participatory approach, engaging teachers and other key stakeholders in all stages of programme planning, implementation and monitoring
Is there gender balance in decision-making?	x		This is addressed by the programme
Have marginalised groups been consulted in the planning process?	x		Broad range of stakeholder consultations were carried out in the formulation process. There is no evidence on this.
Transparency & Accountability:			
Is information related to the objectives, decision-making processes and results of the intervention freely disseminated?	x		This will be addressed by the programme
Is information related to the intervention and produced in appropriate format and accessible for all rights holders, (language, geography, gender, marginalised groups)?	x		This will be addressed by the programme
Are there mechanisms in place to ensure responses to problems and claims during the implementation of the intervention?	x		This will be addressed by the programme
Is compliance with human rights principles and cross-cutting objectives monitored during the intervention?	x		It should be integrated to the monitoring mechanism of the Programme.

Annex 4 Risk matrix

Risk Factor	Likelihood of Risk	Background/ justification to the assessment of likelihood	Impact of Risk	Background/ justification to the assessment of impact	Risk Response
Contextual Risks					
Ukraine faces multiple hazards due to the Russian Aggression. Socio-economic downturn caused by Russian aggression results in significant budgetary challenges.	High	Growing societal and political instability, thousands killed, millions displaced, cities eradicated, apart from on-going manslaughter by Russia it might ignite under currents of frustrations over the pace of reforms, resulting in hindering the implementation of development cooperation programmes.	High	Educational infrastructure, including its Human resources experience fall out budgetary downturns. Delays in Teacher Salary reform may not attract young people to the teaching profession.	Coordination and complementarity with other donor programmes and interventions to meaningfully contribute to recovery and reconstruction efforts. Enough flexibility should remain in the budgeting to respond to immediate needs. Communication to the public of the NUS USS reform and its benefits. A new teacher and principal remuneration system will be designed with the WB funding,
The political environment is turbulent, and changes are possible. Political commitment to the reform is likely to change and policy and legal reforms may not take place as planned.	High	Educational reform processes are typically extensive in both scope and implementation timeline. Integrating short-term cyclic change into long-term reform processes is challenging overall. Continued changes in key government personnel, including MoES and other implementation organisations affect the . reform roll out.	Medium	Continuation of NUS reform beyond primary education in the 5 th and 6 th grade transition phase is taking place currently. Transition from lower secondary education into upper secondary education is another recognised critical transition period for students, teachers and management.	The risk is based on the assumption that MoES, regions and local administrations are committed to and take ownership of the implementation of reform processes. However, as the current situation remains volatile, any changes needed would be agreed in further negotiation between MoES and MFA, and potential other partners. Adaptive management serves for this and PMT will continuously make risk assessment and propose mitigations.
Structural corruption: Underfinanced institutions, low salaries, and vested interests contribute to poor governance and corruption. Misappropriation of funds and corruption are operational risks that need to be mitigated.	Medium	Although anti-corruption measures show some improvement: improving unethical practices remain or backslide. The on-going war efforts create massive budget imbalances, impacting core public services in health, education, and social protection.	Medium	The budget deficit affects the education sector in multitude of ways, including insufficient budget funding for salaries, giving way to unethical practices	Anti-corruption, diversity, well-being, sustainability is an intrinsic part of standing Finnish policies on good governance, transparency and accountability, it will be addressed as a cross-cutting theme for curriculum development, teacher training and coordination with MoES, regional and local administrations. Annual audits are part of programme management. Risk monitoring and response are an integral part Programme management.
Ukrainian stakeholders have limited capacity to advance human rights issues. Human rights and gender implications should be considered during programme	High	Ukraine's human rights situation has been severely affected by the ongoing Russia's war of aggression especially War-Related Violations: Legal and Institutional; Discrimination and Inequality: Various groups, including ethnic minorities, LGBTQ+ individuals, and people with disabilities,	Medium	Risks to the Programme are not high, but Medium. The consequences of the war to the education sector are students and teachers with psychosomatic symptoms, stress and fatigue. The education system	Due to War personnel under extreme pressure, male-female ratio further increases. Increasing pressure on female staff. Dialogue with MoES to discuss possibilities for retaining and reintegration of (male) teachers and principals. Moreover, strong emphasis on integrating disadvantaged groups and war affected students/teachers back into the educational

Risk Factor	Likelihood of Risk	Background/ justification to the assessment of likelihood	Impact of Risk	Background/ justification to the assessment of impact	Risk Response
preparation and monitored during implementation.		face systemic discrimination. Gender-based violence and inequality remain pervasive, with women and girls disproportionately affected by economic hardship and social exclusion.		is functioning and the Programme will address some of these problems	process and school community – providing social psychological support and adjusted curricula extended school attendance. Catch up measures offered to students entering the USS. Policy and regulatory support provided under result field 3.
Safety risks for the Programme staff and participants of Programme events.	Medium	Number of Russian attacks and violations by region.	Medium	In terms of Programme activities, hybrid forms are used.	Continuous follow-up and reporting on safety situation; the Programme will follow the instructions given by authorities; Safety-related costs are added to the contingencies and can be used for rotation and other security related expenses based on approval of the Steering Committee; working with local counterparts, hybrid and distance working modalities will be applied if needed.
Short term urgent needs and priorities substitute more longer-term reform priorities in education sector.	Medium	Resilience, Reconstruction and Recovery are a key short to medium term priorities in education sector in Ukraine to ensure access to education. Some development partners focus on short term priorities.	Medium	Face-to-face education has been substituted by online education or different hybrid modalities. The quality and effectiveness of this modality remains to be assessed and analysed.	To facilitate access to education for populations at risk (including internally displaced populations, returning refugees, people living with disabilities and war veterans) donor efforts are coordinated in the Technical Working Group for Education sector.
Programmatic Risks					
Learning losses caused by the covid pandemic and the war, social isolation of students, post-traumatic stress, difficulties related to post-military service reintegration in the educational process, increased students with physical and psychological-mental disabilities, challenges for students with special learning needs, ultimately increasing dropout rates.	High	The Russia's war of aggression is likely to prolong until the near future. Interviews with teachers and students have clearly shown how stressed they are. The demand for trauma-informed education exceeds the capacity of the service providers	High	UNESCO's assessments of war-affected regions highlight significant educational disruptions, including declining enrolment and attendance rates, which correlate with increased dropout rates. Statistics from the ministry show increased dropout rates in regions heavily affected by the war, alongside reports of inadequate support for students with special needs and those with disabilities.	Policies and practices mainstreaming and adapt to sharply increased inclusive and diverse education approaches and demands in USS Academic Stream. Special focus on developing short term action plans and long-term policies inter alia addressing: mental health support, short and long term actions supporting inclusive education (IDPs and diaspora), flexible learning approaches, financial aid for learning devices, scholarships, and upgrading teacher training focussing on inclusive, diversity and disadvantaged groups education mainstreaming.
Underdeveloped coordination mechanisms: Lack of coordination mechanisms can affect the effectiveness of development cooperation.	Medium	The effectiveness of development cooperation in Ukraine is often hindered by underdeveloped coordination mechanisms. The education sector in Ukraine exemplifies the fragmentation. Various donors, including the World Bank, UNICEF, and the	Low	Efforts often overlap or miss critical areas. MoES has established a new Unit, which will be on top of the coordination of the NUS USS reform, gathering together all stakeholders (excluding CSOs)	NUS Academic Stream support is by now mainly provided by Finland, WB LEARN (mainly supporting lower grades) and OECD as a knowledge partner. Inclusive Coordination initiative and working division to be addressed already prior to kick-off to avoid overlap, to be coordinated by MFA in close coordination with MoES.

Risk Factor	Likelihood of Risk	Background/ justification to the assessment of likelihood	Impact of Risk	Background/ justification to the assessment of impact	Risk Response
		EU, support different aspects of the New Ukrainian School reform.			Programme will have a specific result area (3) geared to improved coordination mechanisms, supporting education decentralisation processes, including good governance, accountability and transparency.
Hazards and disruption of programme activities due to impact of on-going Russian aggression. Insufficient number of professors/ teachers/ trainers/principals at national, regional and local ITTs, HEI's /CPDs and schools might hamper capacity development initiatives.	Medium	The Russia's war of aggression is likely to prolong until the near future. The upgrading of teacher staff at TPDs, ITTs and HEIs in topics related and required by the NUS USS reform is slow.	Medium	Learning and innovation, and resilience of institutions and professional ensure that education as part of Ukraine's national identity building continues .	Support the use of ICT, virtual meetings and training during availability of electricity; optional TA working at distance. Support by solar panels, batteries and generators Also taking into account pre-internet best practices for capacity and training development options; such as using traditional analogue training methods. PMT, Regional coordinators focus at regional and local level on creating a pool (roster) of able and willing "supporters" from all beneficiaries advocating and participating in NUS USS Academic Stream Activities. Supporting by incentives; working visit and study tours, additional funds, adjusted time table for programme activities inputs. Prepare an Evacuation Plan for the Programme Unit and TA experts. Follow the instructions of authorities in case of emergency. Stay in contact with the Finnish Embassy.
Resistance by beneficiaries, mixed reception of earlier phases of NUS by parents, students might lead to reduced effectiveness and sustainability of the capacity building support.	Medium	Team interviews were providing a mixed picture, some steps of NUS have been heralded, but other voiced that NUS is not being well understood. Overall Intransigency as well as misusing context have been mentioned as factors hiding unwillingness for change	Medium	The current situation emphasises the need for long stalled reforms	Open and transparent communication on NUS USS priorities' and challenges, creating young Ukrainians as responsible resilient, innovative and democratic citizens able to take risks, and lead the country. Communication Plan to be developed and public campaigns on the Reform and profiled schools launched.
Institutional					
Changes in legislative framework; Not all Legal regulatory frames of MoES NUS USS are yet approved or are incomplete	Medium	Due to the ongoing NUS reform and alignment of the educational system with EU, the changes in legislative framework are expected to be continuous in the coming years.	Medium	Many of the legislative changes are requisite for successful reforms. Their negative impacts may be encountered with a proper planning and by harnessing lessons learned from similar reforms processes elsewhere.	The programme will conduct baseline studies and will identify potential legal and regulatory bottlenecks and propose mitigating solutions during the inception phase. Result field 3 will address structural education policy and regulatory issues.
Underdeveloped planning monitoring and policy making	Medium	The effectiveness of development cooperation in Ukraine is often hindered by	Medium		Technical support and capacity building given by the PMT and Regional Coordinators (Planning and Budgeting) Create a solid monitoring system for the

Risk Factor	Likelihood of Risk	Background/ justification to the assessment of likelihood	Impact of Risk	Background/ justification to the assessment of impact	Risk Response
		underdeveloped coordination mechanisms. the New Ukrainian School reform..			Programme. Undertake strong monitoring and supervision of the use and accounting of funds.

Annex 5 Results matrix

	Indicator	Baseline	Target value	Sources of verification	Assumptions
Impact					
The Academic Stream of NUS USS contributes to sustainable competence-based human capital development for the revival of Ukraine.	Dropout rates: The percentage of students who leave school before completing their upper secondary education. (disaggregated by sex, socio-economic status, disability, age, ethnicity whenever feasible)	TBE		National statistics Learning outcome surveys TALIS & Surveys	Political support to the reform continues; There will be enough funding for scaling the USS Reform after the pilot phase. The security situation allows the realisation of the planned Reform.
	Graduation rate (disaggregated by sex, socio-economic status etc.)				
	Learning outcome results (disaggregated by sex, socio-economic status etc.)				
	Post-graduation outcomes: The percentage of graduates who go on to attend higher education institutions. (disaggregated by sex, socio-economic status etc.)				
	Teacher/student/parent satisfaction with the quality of USS-education				
Outcome					
A quality-oriented Academic Stream of NUS USS with inclusive, transparent, profiled education system is developed and piloted nationwide for the 11 th and 12 th grades.	Number of profiled academic lyceums implementing new curricula standards (by region)			MoES statistics	Policy commitment in the MoES and the MoF to address teacher salary issues. Sufficient qualified teaching force is available. Opportunities for Profiled Education is
	Graduation rate			MoES statistics	
	Student learning outcomes (by sex)			AIKOM School registers	

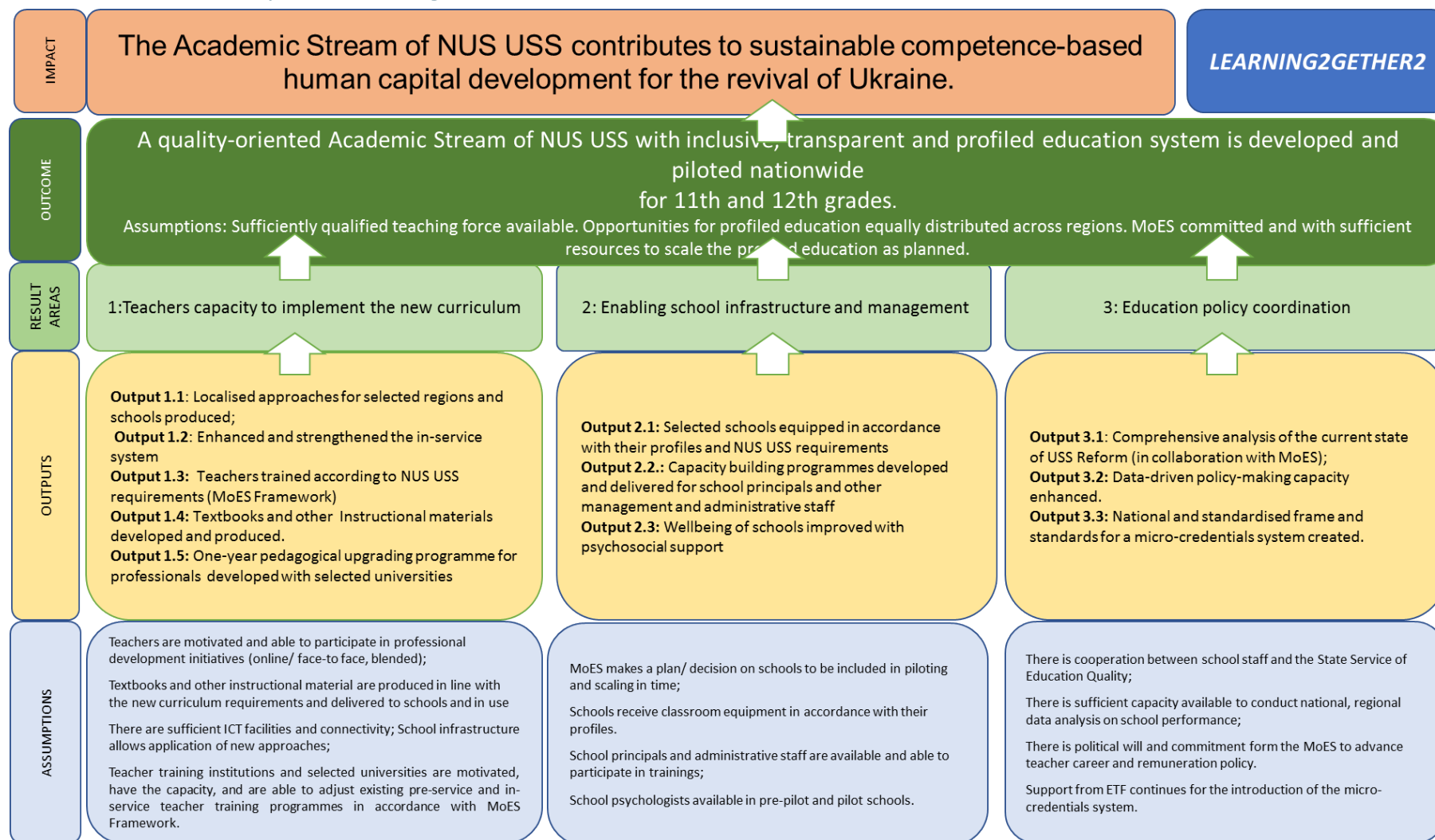
	Indicator	Baseline	Target value	Sources of verification	Assumptions
	Teacher and school staff satisfaction			Survey	equally distributed across regions. The MoES is committed and has sufficient resources to scale the profiled education as planned.
Result area 1: Teachers' capacity to implement the new curriculum					
Output 1.1. Localised approaches for selected regions and schools produced.	Number and % of teachers in piloting schools successfully completed training and certified (by topic, subject and modality) disaggregated by sex, location and subject	zero	TBE	Programme reports Reports from training providers	Teachers are motivated and able to participate in professional development initiatives (online/ face-to face, blended). Textbooks and other instructional material are produced in line with the new curriculum requirements and delivered to schools and in use There are sufficient ICT facilities and connectivity; School infrastructure allows application of new approaches. Teacher training institutions are
	Number of HEI and ITT staff trained to conduct the new curriculum				
	Number of pre- and in-service teacher training programmes / on-line modules developed and /or adjusted in line with NUS principles and available at HEIs and ITTIs	zero	TBE	Programme reports Training programmes	
	Number of courses and microcredits delivered / training modules implemented.	zero	TBE	Programme reports	
	Number and type of instructional materials developed				
	Increased application of new teaching and learning methods			peer review/observation of teaching, survey	
	Student learning outcomes in selected mandatory subjects			Learning outcome assessments	

	Indicator	Baseline	Target value	Sources of verification	Assumptions
	Student feedback and perceptions on changes in teaching and learning and use new teaching and learning materials Teacher feedback and perceptions on changes in teaching and learning and use new teaching and learning materials			Surveys measuring students' satisfaction with their school experience. exit and alumni interviews, student feedback	motivated, have capacity and resources to participate and adjust existing pre-service and in-service teacher training programmes in accordance with MoES Framework
Output 1.2. Enhanced and strengthened in-service system					
Output 1.3. Teachers trained according to NUS USS requirements (MoES Framework)					
Output 1.4. Textbooks and other instructional materials developed and produced					
Output 1.5. One-year pedagogical upgrading programme for professionals developed with selected universities.					
Result area 2: Enabling school infrastructure and management					
Output 2.1. Selected schools equipped in accordance with their profiles and NUS USS requirements.	Number of schools refurbished based on their selected profile, and provided with teaching and learning equipment (by type of equipment)	zero	TBE	Programme reports MTE report #Procurement documentation and	MoES makes a plan/ decision on schools to include in piloting and scaling in time.

	Indicator	Baseline	Target value	Sources of verification	Assumptions
	Number of school management staff trained and certified in modern school leadership, governance, teacher planning, digitalisation of school administration #School management staff trained and certified		TBE	delivery; audit reports (STEM, Infrastructure, Language Labs; #School auditing and school self-evaluation reports	Schools receive classroom equipment in accordance with their profiles. School principals and administrative staff are available and able to participate in trainings. School psychologists available in pre-pilot and pilot schools
	Number of school development plans produced and implementation evaluated together with school staff, parents and local authorities	zero	TBE		
	Number of trained well-being, special needs experts available at schools for students/teachers' well-being and integration of disadvantaged students and war-affected students at ITTs/CPDs		TBE		
Output 2.2. Capacity building programmes developed and delivered for school principals and other management and administrative staff					
Output 2.3. Wellbeing of schools improved with psychosocial support					
Result Area 3: Education policy coordination					
Output 3.1. Comprehensive analysis of the current state of NUS reform (in collaboration with MoES)	Number of education officials at various levels participated in data-driven policy-making capacity development (disaggregated by sex/ region and level of education system/ central/ regional/ local)			Programme reports Decision making notes	There is cooperation between school staff and the State Service of Education Quality. There is sufficient capacity available to conduct national,
	Draft and costed proposals developed for key areas of the technical assistance components,			Expert reports Meeting notes	

	Indicator	Baseline	Target value	Sources of verification	Assumptions
	including such as Teacher certification, USS school teacher and principal remuneration policy, Teacher performance appraisal and career planning, Decentralisation of upper secondary education management,				regional data analysis on school performance There is political will and commitment from the MoES to advance teacher career and remuneration policy. Support from ETF continues for the introduction of the micro-credentials system.
	Number of policy documents/ guides prepared, discussed and approved				
Output 3.2. Data-driven policy-making capacity enhanced					
Output 3.2. National and standardised frame and standards for a micro-credentials system created.					

Annex 6 Theory of change



Annex 7 GoF programme budget

	Months / unit	Unit cost (EUR)	TOTAL	Year 1	2	3	4
1. Technical Assistance , fees			5,758,000	1,353,000	1,602,000	1,526,000	1,277,000
1.1. International TA Fees			3,774,000	914,750	1,017,750	1,002,750	838,750
Long term experts:							
CTA (42 w/m)	42	17,500	735,000	183,750	183,750	183,750	183,750
Senior Expert, Teacher Professional Development	42	16,000	672,000	168,000	168,000	168,000	168,000
Senior Expert Leadership and School Management	42	16,000	672,000	168,000	168,000	168,000	168,000
Senior Expert Governance, Education Policy Coordination	42	16,000	672,000	168,000	168,000	168,000	168,000
Short term experts:							
Senior Expert(s), Student wellbeing; equity in education (gender, disability, non-discrimination)	24	15,000	360,000	75,000	105,000	105,000	75,000
Experts on Instructional Material Development / Subject Matter textbooks	24	15,000	360,000	90,000	120,000	120,000	30,000
Experts on School development/ self-evaluation	10	15,000	150,000	30,000	45,000	45,000	30,000
Expert on Student and teacher career counselling	10	15,000	150,000	32,000	60,000	45,000	16,000
1.2. National TA Fees			1,984,000	438,250	584,250	523,250	438,250
Long term experts:							
Project Coordinator	42	5,000	210,000	52,500	52,500	52,500	52,500
Senior Expert Education Policy Coordination	42	3,500	147,000	36,750	36,750	36,750	36,750
Regional/Component Coordinators (3)	140	3,000	420,000	105,000	105,000	105,000	105,000
Regional Financial Managers (3)	140	2,500	350,000	87,000	87,000	87,000	89,000
Regional Procurement Managers (3)	140	2,500	350,000	87,000	87,000	87,000	89,000
Short term experts:							
Research, Monitoring and Evaluation Specialist	20	3,000	60,000	12,000	18,000	18,000	12,000
Expert(s) in Student well-being; equity in education (gender, disability, , non-discrimination)	36	3,000	108,000	21,000	36,000	36,000	15,000

	Months / unit	Unit cost (EUR)	TOTAL	Year 1	2	3	4
Experts on Curriculum Development	24	3,000	72,000	15,000	21,000	21,000	15,000
Experts on Instructional Material Development/Subject Matter textbooks (10 exps))	50	3,000	150,000	6,000	90,000	40,000	14,000
Experts on School Governance and School Community development	10	3,000	30,000	3,000	15,000	12,000	0
Experts on Policy Development / months	8	3,000	24,000	3,000	12,000	9,000	0
Experts on Student Assessment and School self-evaluation /months	6	3,000	18,000	0	9,000	9,000	0
Expert on Career Counselling and Guidance / months	15	3,000	45,000	10,000	15,000	10,000	10,000
2. Technical Assistance, reimbursable costs			1,127,788	288,084	297,292	276,872	265,540
2.1 International			815,888	220,284	215,892	196,972	182,740
Relocation costs, LT experts	4	10,000	40,000	20,000	0	0	20,000
Housing costs, LT experts	192	1,700	326,400	81,600	81,600	81,600	81,600
Home leave travel, incl start and end travels (LT)	30	800	24,000	4,800	4,800	4,800	9,600
Home office coordination	48	1,000	48,000	12,000	12,000	12,000	12,000
Home Office Coordination visits - flights, DSA, accomm.	6	2,152	12,912	4,304	2,152	2,152	4,304
Rest and Recovery (reservation for 1.5 years)	60	800	48,000	32,000	16,000	0	0
Local travel, LT and ST experts	lmps	22,000	22,000	5,500	5,500	5,500	5,500
ST experts: Int. travels, DSAs, accommodation	68	4,332	294,576	60,080	93,840	90,920	49,736
2.2 National LT advisors:			311,900	67,800	81,400	79,900	82,800
Relocation costs, LT experts	11	1,800	19,800	9,900			9,900
Housing costs, LT experts	224	500	89,600	22,400	22,400	22,400	22,400
Local travel, LT and ST experts	lmps	30,000	30,000	7,500	9,000	7,500	6,000
ST experts: DSAs, accommodation	100	1,725	172,500	28,000	50,000	50,000	44,500
TOTAL			7,197,688	1,708,884	1,980,692	1,882,772	1,625,340

	Months / unit	Unit cost (EUR)	TOTAL	Year 1	2	3	4
PROJECT OPERATIONAL BUDGET 2025 - 2029							
Result area 1: Enhancing Teachers capacity to implement the new curriculum			4,050,000	370,000	1,300,000	1,220,000	1,160,000
1.1. Localisation and Networks of Communities of Practice			80,000	20,000	20,000	20,000	20,000
1.2. Strengthened in-service teacher training			350,000	50,000	150,000	100,000	50,000
1.3. Development of one-year pedagogical studies at selected universities (3)			300,000	0	100,000	100,000	100,000
1.4. Teacher Training Programms development (subject-based task teams etc.)			300,000	75,000	75,000	75,000	75,000
1.5. TPD and teacher training			300,000	75,000	75,000	75,000	75,000
1.6. Instructional and learning material development and production			2,500,000	100,000	800,000	800,000	800,000
1.7. Experience exchange			160,000	40,000	40,000	40,000	40,000
1.8. Communication campaigns			60,000	10,000	40,000	10,000	0
Result area 2: Enabling school infrastructure and management			5,485,000	1,235,000	1,695,000	1,615,000	940,000
2.1. Preparation of plans to improve infrastructure in selected USS schools			45,000	15,000	15,000	15,000	0
2.2. Selected schools refurbished and equipped			4,400,000	1,000,000	1,300,000	1,300,000	800,000
2.3. Capacitating school leaders and other staff; Training on modern school management, leadership, school planning and monitoring and internal quality assurance).			300,000	50,000	100,000	100,000	50,000
2.4. A holistic student counselling and support system (training of school psychologists, and other staff), incl. teaching aids for inclusive resource-centres			400,000	100,000	150,000	100,000	50,000
2.5. Promoting inclusivity			110,000	30,000	40,000	30,000	10,000
2.6 Experience exchange			150,000	30,000	50,000	50,000	20,000
2.7. Communication campaigns			80,000	10,000	40,000	20,000	10,000

	Months / unit	Unit cost (EUR)	TOTAL	Year 1	2	3	4
Result Area 3 : Education Policy Coordination			880,000	235,000	300,000	185,000	160,000
3.1 Comprehensive analysis of the current state of NUS-USS reform			100,000	50,000	50,000	0	0
3.2 Data-driven policy-making capacity (MoES, regional), incl. modernisation of AIKOM			450,000	100,000	150,000	100,000	100,000
3.3 National and standardised frame and standards for a micro-credentials system			200,000	50,000	50,000	50,000	50,000
3.3. Communication			40,000	10,000	10,000	10,000	10,000
3.4. Monitoring, research and evaluation			90,000	25,000	40,000	25,000	0
Project management costs (direct costs)							
Project office manager	46	2,000	92,000	20,000	24,000	24,000	24,000
Administrative Support Staff	46	1,000	46,000	10,000	12,000	12,000	12,000
Communication experts (2), part time	48	2,500	120,000	30,000	30,000	30,000	30,000
Financial Manager	46	3,000	138,000	30,000	36,000	36,000	36,000
Procurement Manager	46	3,000	138,000	30,000	36,000	36,000	36,000
Interpretation services	4	15,000	60,000	15,000	15,000	15,000	15,000
Procurement/communication/coordination assistants (regional, 3)	140	1,700	238,000	61,200	61,200	61,200	54,400
Staff supporting regional coordinators	80	1,500	120,000	30,000	30,000	30,000	30,000
Social security costs for all support staff 22 %	lmps	196,276	196,276	49,069	49,069	49,069	49,069
Procurements (cars)	5	30,000	150,000	150,000	0	0	0
Vehicle fuel, insurances and maintenance costs (5 cars)	180	1,000	180,000	45,000	50,000	45,000	40,000
Communication	48	400	19,200	4,800	4,800	4,800	4,800
Office stationary (computers, printer, phones, etc.)	lmps	81,500	81,500	35,000	30,000	10,000	6,500
Office rent and running costs	48	2,000	96,000	24,000	24,000	24,000	24,000
Banking & financial management	48	90	4,320	1,080	1,080	1,080	1,080
			1,679,296	535,149	403,149	378,149	362,849

	Months / unit	Unit cost (EUR)	TOTAL	Year 1	2	3	4
Operational budget, TOTAL			12,094,296	1,840,000	3,295,000	3,020,000	2,260,000
TA budget, TOTAL			7,197,688	1,708,884	1,980,692	1,882,772	1,625,340
TOTAL without contingency			19,291,984	3,548,884	5,275,692	4,902,772	3,885,340
Contingency (3.67%)			708,016	141,955	211,028	196,111	155,414
GRAND TOTAL			20,000,000	3,690,839	5,486,720	5,098,883	4,040,754

Annex 8 Inception phase work plan

INCEPTION PHASE WORK PLAN FOR SEPTEMBER 2025 – JANUARY 2026					
Activity	09/25	10/25	11/25	12/25	01/26
Home Office Coordinator support mission (1-2 weeks) to support the establishment of the project administrative and management structures					
Weekly coordination meetings with MoES, NIO					
Furnish Programme office (procurement of laptops, copy machines, furniture)					
Elaboration of ToRs and recruitment of office support staff, including regional teams					
Security and Evacuation Protocols introduced to staff and experts					
Collaboration agreements negotiated and signed					
Management systems (M&E, personnel, finance, logistics, communications) set up					
Procurement of five vehicles (two for Kyiv and regions)					
Recruitment of a part time MEL specialist, establishing the monitoring system					
Baseline study ToR prepared and work launched					
Gender and accessibility/inclusion audit and analysis ToR prepared with MoES and recruitment of service provider					
Three regional teams recruited and posted					
The Programme Implementation Manual (PIM) has been produced and introduced to staff & experts					
All staff and experts trained in Finland's development policy, HRBA, anti-corruption policy, RBM					
Development of a communication strategy and plan					
Familiarisation visits to stakeholders					
Updating TOC and Results Chain, in coordination with MoES and NIO					
Kick-off meeting					
Identification of short-term expert needs, preparation of ToRS to be presented for SC					
Elaboration of the Inception Report					
Documentation for Steering Committee meeting prepared (Workplan -26, budget, M&E system, Communications Plan, updated Risk Matrix, etc.)					
First Steering Committee meeting					

Annex 9 Information about the World Bank's LEARN-project

LEARN IPF, Support to Upper-Secondary School, New Ukrainian School

Program Development Objectives

(i) improve conditions for teaching and learning; and (ii) strengthen management capacity of the education system

Project activity				Planning		Subtotal, USD
#	Stage Component	Unit	Quantity	Start	End	
1	Support of NUS reform in grades 8 to 12					
1.1.2	Training of teachers, school principals and deputies	Training	600	9/1/2024	3/31/2026	480 000,00
1.2	Upper secondary school: Grades 10 to 12					9,232,960.00
1.2.1	Development and delivery of the teaching and learning materials (grade 10 pilot)	TLM	172,188	1/1/2025	8/31/2025	300,000.00
1.2.2.	Improving learning environment	Items	100	11/1/2024	8/31/2026	8,932,960.00
2	Building capacity for NUS implementation and sector reform					
2.1	Institutional and operational capacity					8,655,864.00
2.1.1	Strengthening institutional and operations capacity of MoES					2,678,000.00
2.1.1.1	Establishment of the NUS Implementation Office (NIO)	Staff	30	9/1/2024	9/31/2027	2 178 000,00
2.1.1.2	Legal support of the NUS reform			3/1/2025	6/1/2025	250 000,00
2.1.1.3	Communication of the NUS reform			6/1/2025	12/31/2026	250 000,00
2.1.2.	Strengthening institutional and operations capacity of UIED		8			2 882 000,00
2.1.2.1	Organizational development	Lumpsum				
2.1.2.2	Supporting UIED expertise on educational materials expertise	Training	10	9/1/2024	9/1/2027	1,592,000.00
2.1.2.3	IRN for digital learning materials	Lumpsum	1	9/1/2024	6/30/2025	50,000.00
2.1.2.4	Material and technical equipment of teaching laboratories	Lumpsum	1	9/1/2024	12/31/2026	400,000.00
2.1.3	Strengthening national learning assessments			9/1/2024	12/31/2026	840,000.00
2.1.3.1	Strengthening national learning assessments operating by UCEQA	Software	1	11/1/2024	6/30/2026	1 000 000,00
2.1.3.2	Development of a digital national test of competency -based literacy	Software	1			165 000,00
2.1.4	Expanding functionality of AICEM	Software	1	9/1/2024	6/30/2025	1 930 864,00
2.2	Education infrastructure planning					330 000,00
2.2.1	Support to planning of the educational institution infrastructure development	Plans	2	01/01/2025	12/31/2026	300 000,00

LEARN IPF, Support to UpperSecondary School, New Ukrainian School

Sub-component 1.

Support the pilot of NUS in grades 8 to 12.

1.2 Upper secondary school: Grades 10 to 12

- i. Developing, printing, delivering, and testing teaching and learning materials for the NUS pilot (grade 10)
- ii. *Training of school principals and their deputies for the pilot* providing teacher and manager training according to the NUS curriculum
- iii. *Improving the physical learning environment for the pilot* providing STEM, ICT, and other equipment to pilot schools at the basic education level with, inter alia, STEM equipment, furniture, ICT devices, etc., aligned with the NUS standards. No infrastructure works are planned as part of this support.

~30 schools piloting USS in grades 10-12

Sub-component 2.

Strengthen MoES Management Capacity

- i. *Strengthening the teams in charge of the NUS reform, including technical support to i) the Directorate of School Education, through technical assistance to the NUS implementation office (NIO) to plan, monitor and evaluate the reform at national and decentralized levels and ii) MoES teams in charge of NUS reform administration and communication.*
- ii. *Strengthening the UIRO capacity* through a) an organizational capacity audit, b) the design of a capacity development plan, c) staff training, d) the creation of a digital platform for the storage, distribution, organization, and assessment of digital educational materials, and e) provision of material and equipment for educational and methodological labs of UIRO.
- iii. *Creating Special Online Platform for State Final Examination (DPA)* through a) the development and piloting of SOP software, and b) modernizing of SOP software during its implementation and providing technical support.
- iv. *Modernization of AIKOM* through a) development of new AIKOM functionality, b) support for AIKOM interoperability with the solutions/clients; and c) ensuring provision of services and equipment for information systems functioning, management, and security at AIKOM.
- v. *Education infrastructure planning* through the development of innovative designs aligned to the NUS teaching and learning practices and the preparation of investment plans to support schools to meet the NUS standards. These could include, i.e., education infrastructure network characterization, development of architectural principles aligned to the NUS reform and preparation of an education infrastructure plan at system level. No site-specific activities would be supported under this activity.

Identified cohesion areas

Area	Learning2gether2	LEARN
Teacher training	Cascade training in Humanities, STEM, and Social science	Training focus and methodology is to be determined
	Capacity building of IITs & communities of practice	Competitive procurement of services by providers
Teaching and learning infrastructure	Baseline study on school infrastructure	Education infrastructure plans
	Rehabilitation & equipment provisions	ICT & laboratory equipment provision to the NUS-USS pilot schools
Organization and management	Baseline study on school management	Trainings of school managers TEACH Secondary Tool
	Development of school managers capacity	
	Self-evaluation system	
Governance, transparency, administration and coordination	Technical assistance program (legal/regulatory)	Institutional capacity building (MoES, UIED)
		National learning assessments

Annex 10 List of 30 pre-pilot schools

Name of the pre-pilot school	Region
Municipal regional specialised boarding school of II-III levels with in-depth study of individual subjects "Multidisciplinary Lyceum for Happy Children"	Chernivtsi
Ukrainian Humanitarian Lyceum of Taras Shevchenko National University of Kyiv	City of Kyiv
Khust Multidisciplinary Lyceum No. 1 named after Ivan Magula	Transcarpathian
Boyar Academic Lyceum "Harmony"	Kyivska
Fastiv Academic Lyceum No. 9 of the Fastiv City Council, Kyiv Region	Kyivska
Zalishchytska State Gymnasium	Ternopil
Municipal institution "Vinnytsia Technical Lyceum"	Vinnytsia
KZO "Kryvyi Rih Lyceum "Koliya" DOR"	Dnipropetrovsk
Lyceum No. 107 "Vvedensky" of the Podilskyi district of Kyiv	City of Kyiv
Municipal institution "Zaporizhzhya Specialised Boarding School of II-III Degrees "Cossack Lyceum" of the Zaporizhzhia Regional Council	Zaporizhzhia
Baltsky Lyceum No. 1 named after Oles Honchar of the Baltsky City Council of the Odessa region	Odesa
Oleksandr Tsynkalovsky Lyceum of the Volodymyr City Council	Volynska
Chervonograd Lyceum of Chervonograd City Council, Lviv Region	Lvivska
Krasylivka Lyceum of Krasylivka City Council, Khmelnytskyi Region	Khmelnytskyi
Community Center "Bogodukhiv Lyceum No. 2"	Kharkiv
Lyceum No. 12 of the city of Zhytomyr named after S. Kovalchuk	Zhytomyrska
Educational Institution "Chernihiv Regional Scientific Lyceum" of the Chernihiv Regional Council	Chernihiv
Smilyansk Secondary School of I-III Grades 11 of Smilyansk City Council, Cherkasy Region	Cherkasy
Olga Basarab Burshtyn Lyceum	Ivano-Frankivsk
Ternopil Academic Lyceum "Ukrainian Gymnasium" named after I. Franko of the Ternopil City Council	Ternopil
Stryi Lyceum named after Andriy Korchak	Lvivska
Stryi Lyceum "Andrey Sheptytsky Gymnasium"	Lvivska

Varaha Lyceum No. 1 of the Varaha City Council	Rivne
KZ "Lyceum "European Education" of the Kropyvnytskyi City Council"	Kirovohradska
Pervomaisky Lyceum "Leader" of Pervomaisky City Council, Mykolaiv Region	Mykolaivska
Educational territory "Midgard"	City of Kyiv
LLC "NVK "Novopecherskaya School"	City of Kyiv
Kryvyi Rih Pokrovsky Lyceum	Dnipropetrovsk
"Holosievsky" Lyceum No. 241, Kyiv	City of Kyiv
Lyceum No. 34 named after Viktor Maksymenko, Podilskyi district, Kyiv	City of Kyiv