

Specialised Workforce Development to Support Energy Transition in Indonesia (RETENDER)



Terms of Reference | 7 May 2024

The project will develop a national roadmap to fulfil the required specialised workforce to support energy transition in Indonesia. It will develop the nationally accredited Certificate of Competences (COCs) for renewable energy (RE) and energy efficiency (EE) professions, and identify other necessary certifications to be developed and institutionalised. The project assists the Government of Indonesia in developing a cohesive and holistic approach to guide development partners in their efforts to complement existing initiatives such as Patriot Energi, GREEN, and Gerilya by the Ministry of Energy and Mineral Resources (MEMR) and Education, Culture, Research, and Technology (MECRT), and the Renewable Skills Development (RESK) initiatives.

Table of Contents

I. Introduction	3
II. Summary	3
III. Project Details	3
A. Rationale	3
B. Impact	4
C. Outcomes and Outputs	4
D. Sustainability, Gender Equality and Social Inclusion Mainstreaming	6
IV. Timeline for the Project	6
V. Project Deliverables	7
Details of Consultation Workshop Organization	18
Other key information	19
VI. Key Beneficiaries	19
VII. Results-Based Monitoring Framework and Risks	20
A. Results-Based Monitoring Framework	20
VIII. Qualification and experience of the service provider and evaluation criteria	22
A. Qualification and Experience of the Service Provider	22
B. Evaluation Criteria	22
Eligibility and Formal Criteria	22
Qualification Criteria	23
Technical Criteria	24
Section 1: Offeror's qualification, capacity and expertise	24
Section 2: Proposed Methodology, Approach and Implementation Plan	25
Section 3: Key personnel proposed and Sustainability Criteria	26
Financial Criteria (20 maximum points)	29
Formula for computing points: Example	29
Annex 1: Summary of Key Changes in the TOR	31

I. Introduction

1. The Southeast Asia Energy Transition Partnership (ETP) brings together governments and philanthropies to work with partner countries in the region. ETP supports the transition towards modern energy systems that can simultaneously ensure economic growth, energy security, and environmental sustainability. Contributing to the achievement of the UN's Sustainable Development Goals (SDGs) and the Paris Climate Agreement objectives, ETP works in Southeast Asia, with a focus on three priority countries, namely Indonesia, the Philippines, and Vietnam. ETP works through four interrelated Strategic Objectives. These are (i) policy alignment with climate commitments, (ii) de-risking energy efficiency (EE) and renewable energy (RE) investments, (iii) extending smart grids, and (iv) knowledge, awareness, and capacity building.

II. Summary

2. Indonesia lacks the specialised workforce required for sectors responsible for implementing the energy transition. This both hinders progress and results in resistance from civil society. This project develops a roadmap and implementation plan for specialised workforce development in energy transition, in consultation with the Ministry of Energy and Mineral Resources (MEMR) and other relevant ministries stakeholders. The Project will serve as a pillar to energy transition by fulfilling the demand for competent workers thus ensuring the quality and timeliness of the energy infrastructure that is projected to be built.
3. The project will develop the Certificate of Competences (COCs), accredited by the National Professional Certification Agency (BNSP) and/or Training and Education Accreditation Body under the Human Resources Development Agency of MEMR for renewable energy (RE) and energy efficiency (EE) related professions. Additionally, it will identify other required certifications to be developed by the government. It will support the Government of Indonesia in developing a cohesive approach to guide development partners in their efforts to complement existing initiatives such as Patriot Energi, GREEN (Global Renewable Energy and Electricity Knowledge), and Gerilya by the Ministry of Energy and Mineral Resources (MEMR) and Education, Culture, Research, and Technology (MECRT), and the Renewable Skills Development (RESK) initiatives.

III. Project Details

A. Rationale

4. The rationale for this project is rooted in the urgent need to address the severe shortage of a specialised workforce critical for advancing Indonesia's transition to cleaner and more sustainable energy sources. This deficiency not only obstructs progress in the energy transition but also gives rise to resistance from civil society. Such resistance often arises due to concerns about job security, economic implications, and the overall feasibility of the transition. Therefore,

this initiative is propelled by the imperative to bridge the workforce gap and ensure the effective implementation of Indonesia's energy transition goals. It aligns with global climate objectives, including the Paris Climate Goals, the Just Energy Transition Partnership's (JETP) emission reduction target, and Indonesia's Net Zero Emissions (NZE) target by 2060, emphasizing its significance in advancing climate action and sustainability.

B. Impact

5. The project is expected to create a substantial number of jobs in low-carbon industries by addressing the workforce shortage through skill development in renewable energy (RE), energy efficiency (EE), and other related sectors. This will diversify employment opportunities and enhance job security.
6. This workforce empowerment will accelerate clean energy projects, and align with climate targets, thus increasing the share of RE in the total primary energy supply (TPES). A specialised workforce ensures the efficient deployment of RE, and high-quality infrastructure improves RE system reliability, making them competitive compared to fossil fuels. Additionally, a specialised workforce will likely drive innovation and cost-effective RE solutions, further boosting RE's share in TPES.

C. Outcomes and Outputs

7. The outcomes of this project are:
 - a. **Workforce Reskilling and Upskilling:** The project will result in the reskilling and upskilling of the Indonesian workforce, with a particular focus on facilitating a just energy transition. This will ensure that workers are equipped with the necessary skills to adapt to the changing energy landscape.
 - b. **Development of a Strong Human Capacity Pipeline:** A significant outcome will be the establishment of a robust pipeline of skilled professionals capable of meeting the increasing demand for workers in the renewable energy (RE) and energy efficiency (EE) sectors. This will help address the workforce shortage in critical areas.
 - c. **Enhanced Government Capacity and Coordination:** The project will strengthen the capacity and coordination of key ministries, including the Ministry of Energy and Mineral Resources (MEMR), Ministry of Education, Culture, Research, and Technology (MECR), Ministry of Manpower (MOM), and Ministry of Industry (MOI). This enhanced capacity will support a net-zero future through effective educational delivery for energy transition.
 - d. **Increased Public Interest in RE and EE:** As a result of a more specialised workforce in the RE and EE sectors, the project anticipates a rise in public interest in these areas. The

increased competence in the workforce is likely to inspire greater awareness and enthusiasm for clean energy solutions.

8. The outputs of this project are:

- a. Review of Institutional Roles and Governance Mechanisms: The project will conduct a review of institutional roles and governance mechanisms, which includes identifying championing organisations. This process ensures that the right entities are leading and coordinating efforts to develop the specialised workforce needed for the energy transition.
- b. Comprehensive National Roadmap: The project will deliver a comprehensive national roadmap aimed at guiding the Ministry of Energy and Mineral Resources (MEMR) Ministry of Education, Culture, Research, and Technology (MECRT) in developing a specialised workforce to support a just energy transition. This roadmap will provide a clear direction for educational and training initiatives.
- c. Creation of a minimum of 10 New Professional Certification Programs: The project will establish a minimum of 10 new professional certification programs in energy transition through the development of a minimum of 3 new Indonesia National Standard of Indonesian National Work Competency Standards (SKKNI) or Standard of Competencies for Electrical Engineering Personnel, Competency Standards for Electrical Engineering Professionals (SKTTK). These certifications are essential for ensuring that individuals possess recognised qualifications for their roles in the energy transition. Priority areas are to be determined from the result of the roadmap and the guidance of the ministries.
- d. Development of a minimum of 30 Training modules to support the implementation of the revised and newly established training and educational curricula in the energy transition sector. The modules may come from the newly developed curricula or existing curricula. The prioritisation and chosen topic will depend on the findings during the roadmap development and guidance and priorities of the ministries.
- e. Capacity Building Program to Enhance Government Capacity: The project aims to enhance the government's capacity, including accreditations and educational delivery. This capacity-building effort will result in the government being better equipped to provide upgraded educational opportunities to prepare Indonesia's workforce for the energy transition.

D. Sustainability, Gender Equality and Social Inclusion Mainstreaming

9. ETP is committed to promoting and supporting gender equality and social inclusion (GESI) through its project implementation. The implementing partner is expected to conduct a contextual gender equality and social inclusion gap analysis to understand the gaps in the Indonesian workforce, institutional and governance mechanism. In designing the roadmap, GESI mainstreaming shall be taken into consideration. Social groups that will benefit from the educational opportunities shall be identified. The Project shall be inclusive of the invited stakeholders during the consultation and seek a balanced representation of women and other identified groups in project activities. The implementing partner should identify the baseline of gender equality in the energy workforce, implications, outputs and contributions to gender equality and social inclusion in the project activities and promote equal opportunities in Indonesia's workforce reskilling and upskilling. This task shall be accomplished through a clear methodology and approach which must be identified as part of the inception report.

IV. Timeline for the Project

10. The project will require 20 months. The actual project timeline will be presented by the Implementing Partner and agreed upon in the Inception Report.

Table1. Proposed timeline of the project's deliverables

No.	DELIVERABLES	Month																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Inception Report, including a communication plan																				
2	Review of institutional roles and governance mechanisms																				
3	A comprehensive national roadmap																				
4	Creation of 10 new professional certification programs																				
	Formulations and verification meetings																				
5	15 training modules and educational curricula (1)																				

No.	DELIVERABLES	Month																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
6	15 training modules and educational curricula (2)																				
7	a) Capacity building program to enhance the government's capacity (indicative)																				
	b) Final Report																				
	c) Stakeholder workshops and post-workshop report (indicative)																				

V. Project Deliverables

- In line with the outputs and outcomes expected from this project (see Project Background), this section provides additional information on specific deliverables that will be required in order to accomplish the above project outputs.
- Table 2 outlines the key deliverables that are expected in this project. Additional details on associated activities for each deliverable follow Table 2.
- Given the effort required to review the deliverables, it is recommended for the Implementing Partner to submit the deliverables in stages well before the indicated target delivery date, especially for deliverable 4.

Table 2. Key activities and milestones

#	Deliverables	Target delivery and payment date	% of payment
1	Inception Report, including a communication plan	Month 1	10%
2	Report 1: A review of institutional roles and governance mechanisms to strengthen skills development for energy transition, including identifying championing organisations.	Month 3	15%
3	A comprehensive national roadmap for the MEMR and MECRT to drive the development of specialised workforce to support energy transition	Month 4	20%

#	Deliverables	Target delivery and payment date	% of payment
4	Report covering minimum 10 new professional certification programs in energy transition for RE and EE jobs aligned with industry needs through establishment of 3 standards, SKTTK or SKKNI.	Month 11	20%
5	Minimum 15 training modules (set 1) and educational curricula for RE and EE jobs aligned with industry needs.	Month 14	10%
6	Minimum 15 training modules (set 2) and educational curricula for RE and EE jobs aligned with industry needs.	Month 17	10%
7	Final completion report	Month 20	15%
8	Contract monitoring monthly progress report: In addition to the listed deliverables, the consultant will need to provide monthly progress reports as per the provided template. Failure to submit this report will result in the payments being withheld.	Monthly	n/a

14. **Deliverable 1: Inception Report:** The Implementing Partner must develop and submit a detailed inception report detailing the work plan, ensuring the expectations of ETP are aligned with the understanding of the project from the Implementing Partner.

15. The inception report should contain, as a minimum:

- a. Introduction and project background
- b. Scope of Services
- c. Methodology and Workplan, with details on the approach and project Gantt chart
- d. A detailed approach as to how each deliverable will be met and what each submission will contain, including how gender equality and social inclusion will be mainstreamed throughout the project
- e. Audience mapping and communication plan
- f. Identification of suitable media channels to be used for communicating the project and rationale for choosing them
- g. A donor coordination strategy
- h. Project management inclusive of organisational chart detailing key personnel, their roles, and responsibilities, as well as their locations (strong in-country team and project management is expected)
- i. Risks, mitigations, and assumptions

- j. Monitoring and Evaluation Framework, presented in the form of the ETP Results Based Monitoring Framework (RBMF)
- k. Communications Plan as described in the below table.
- l. The Implementing Partner is responsible for drafting a detailed communications plan which will be embedded in the Inception Report and executing the communications materials. The bidder is required to budget the pricing for the execution of these communication materials in the non-personnel costs to be disbursed as per actual. The minimum requirements for the communications materials are as follows:

Table 3: The Minimum Requirements of the Communications Plan

Item	Communications materials	Minimum quantity
1	Social media posts	30
2	Press releases	1 per public workshop/ event
3	Newspaper articles (online) The Implementing Partner is required to connect with at least five relevant news agencies. The news will be based on the press release prepared (item 2)	1 per public workshop/ event in 5 publications
4	Op-ed articles The Implementing Partner must write and place opinion articles for ETP or the beneficiary, ensuring they support project goals and engage the target audience effectively.	4
5	Online presentations of project progress and highlights to the ETP Secretariat, ETP Funders, and/or ETP stakeholders.	3 (30 minutes maximum/ each) <i>The presentations must be recorded and shared with ETP.</i>
6	Maintain/develop a database of photographs/ videos/ vox pops from events/ activities	15-20 high-quality images per workshop/event capturing 'action shots'; capturing key speeches and participant engagement. Minimum 2 short raw video footage (2-3 mins) per workshop/event (ideally, key speeches and/or highlights reel)

16. **Deliverable 2: Review of institutional roles and governance mechanisms to strengthen skills development for energy transition, including identifying championing organisations.** This component of the project is designed to bolster the development of skills needed for the energy transition, with a specific emphasis on recognizing leading organisations. The Implementing Partner shall conduct an in-depth assessment of the existing institutional roles and governance structures related to skills development for the energy transition. This assessment shall encompass the following elements:

- a. Institutional Mapping: Identify and catalogue all relevant institutions, governmental and non-governmental, involved in skills development for the energy transition. This should include educational institutions, regulatory bodies, industry associations, and any other pertinent entities. Identify institutions that support and promote gender-sensitive skills development programs.
 - b. Roles and Responsibilities: Clearly outline the roles and responsibilities of each identified institution in the context of skills development for the energy transition. This should encompass their current functions, objectives, and areas of influence.
 - c. Strengths and Weaknesses: Conduct a comprehensive analysis of the strengths and weaknesses of each institution's involvement in skill development. Assess factors such as resources, capacity, effectiveness, gender-sensitivity and alignment with energy transition goals.
 - d. Stakeholder Engagement: Evaluate the level of stakeholder engagement and collaboration among these institutions. Identify any gaps or areas where coordination can be improved.
 - e. Best Practices: Research and present international and national best practices in institutional roles and governance mechanisms for skills development in the context of energy transition. This can serve as a benchmark for improvement.
 - f. Identification of Championing Organizations: Based on the institutional mapping and analysis, identify organizations that will lead and coordinate skills development efforts. This will include:
 - g. Criteria for Selection: Define clear criteria for selecting lead organizations based on their expertise, commitment, and strategic alignment with the goals of the energy transition.
 - h. Recommendations and Capacity Enhancement: Provide specific recommendations for champion organizations and propose strategies to enhance their leadership and coordination capabilities.
17. Organize one stakeholder workshop¹ to disseminate the outputs delivered by the Implementing Partner and gather input and feedback from relevant stakeholders to be incorporated into the final version of the outputs.
 18. Post-workshop report must be submitted. The outline of the report can be found in the Details of Consultation Workshop Organization section. Implementing Partner to prepare the logistics of the workshop as stated in the Table 4. Summary of meeting categories.
 19. These detailed preparations ensure that the Implementing Partner conducts a thorough evaluation of existing institutional roles and identifies championing organisations equipped to drive skills development for Indonesia's energy transition effectively.
 20. **Deliverable 3: A comprehensive national roadmap for the MEMR and MECRT to drive the development of a specialised workforce to support energy transition and resource allocation**

¹ Bidders shall provide a breakdown of all non-personnel costs associated with the organization of the stakeholder workshop in the financial proposal. The payment for logistical arrangements for the stakeholder workshop will be released as a lumpsum together with deliverable 2 report.

plan: This deliverable serves as a roadmap or guide for the MEMR and MECRT to build a highly specialised workforce ready to support Indonesia's energy transition. The report will be of publishable quality and will have engaged a graphic designer to effectively present the results. The roadmap will consist of the following essential components, with an added focus on workforce projections:

- a. Strategic Framework: This framework will provide an overarching vision and direction for workforce development in support of the energy transition. It includes:
 - i. A clear articulation of the long-term objectives and goals of workforce development.
 - ii. Identification of key priorities, both immediate and long-term, aligned with the energy transition's phases and milestones.
 - iii. Incorporating the gender and social inclusion lens in the skilled workforce development, this includes identifying the baseline of gender equality in the energy workforce, analysing implications and proposing recommendations on gender and social inclusion mainstreaming in the workforce development process.
 - iv. Milestones and targets for workforce development, including the Year-on-Year (YoY) specialised workforce projection up to 2060, based on the government and international organisations' Indonesia Net Zero Emissions (NZE) scenario. This projection will detail the anticipated growth in skilled workers in renewable energy, energy efficiency, and related fields, allowing for better planning and resource allocation.
 - v. A timeline outlining when specific workforce development goals and milestones are expected to be achieved.
- b. Policy Recommendations: This component focuses on providing specific policy recommendations and actions that are essential to align educational and training programs with the evolving needs of the energy transition. It includes:
 - i. An analysis of existing policies and their relevance to workforce development.
 - ii. Recommendations for policy enhancements or changes to address identified gaps or challenges.
 - iii. Proposed policy actions to ensure that educational institutions and training programs adapt to the evolving demands of the energy transition and are gender-responsive.
 - iv. A clear policy implementation plan that outlines responsible agencies, timelines, and performance indicators.
- c. Resource Allocation Plan: To effectively implement the roadmap, a comprehensive resource allocation plan is crucial. This plan will outline how resources, including budgets, personnel, and infrastructure, will be allocated to support workforce development. It includes:

- i. A budget allocation strategy that specifies the financial resources required for various workforce development initiatives.
 - ii. Infrastructure development plans, including the establishment or expansion of educational facilities and training centres.
 - iii. A monitoring and evaluation framework to assess the utilisation and impact of allocated resources.
 - d. Organize one stakeholder workshop² to disseminate the outputs³ delivered by the Implementing Partner and gather input and feedback from relevant stakeholders to be incorporated into the final version of the outputs. Post-workshop report must be submitted. The outline of the report can be found in the Details of Consultation Workshop Organization section. Implementing Partner to prepare the logistics of the workshop as stated in the Table 4. Summary of meeting categories.
21. **Deliverable 4: Establishment of 3 SKTTK/SKKNI⁴ and creation of at least 10 new professional certification programs for energy transition jobs aligned with industry needs through the standards.**
22. SKTTK stands for Certificate of Competency for Electrical Engineering Personnel. It is an official document issued by the Ministry of Energy and Mineral Resources or an appointed institution in Indonesia. This certificate verifies that the holder has the necessary knowledge, skills, and competencies to work in various aspects of the electrical power sector. The development of SKTTK involves a rigorous process of formulation and assessment to align with the National Work Competency Standards (SKKNI) and the specific requirements of the electrical power industry. The SKTTK serves as a crucial element in ensuring safety, quality, and professionalism within the industry, and it is often required for career advancement and compliance with national regulations.
23. SKKNI stands for National Indonesian Work Competency Standards. It is a formulation of work-related abilities that encompasses aspects of knowledge, skills, and/or expertise, as well as work attitudes relevant to the execution of tasks and the requirements of specific positions. During its development, SKKNI involves consultation with relevant industries to ensure alignment with workplace needs. The benefits of SKKNI include serving as a reference for curriculum development, training, competency assessment, certification, and career development
24. This deliverable is focused on building the educational framework required to prepare individuals for careers in renewable energy (RE) and energy efficiency (EE) sectors, including the *just* sector of energy transition. This includes creating certification programs that validate individuals' competence, structuring curricula that provide a coherent path for skill development, and specifying the level of institutions best suited for delivering these educational programs. These serve as the structured blueprints and official endorsements for educating

² Bidders shall provide a breakdown of all non-personnel costs associated with the organization of the stakeholder workshop in the financial proposal. The payment for logistical arrangements for the stakeholder workshop will be released as a lumpsum together with deliverable 3 report.

³ The implementing partner shall submit the roadmap to ETP for review and acceptance (by both ETP and the beneficiary) before organizing the stakeholder workshop for roadmap dissemination.

⁴ For further details on these two standards, please refer to the following link: [SKKNI](#) and [SKTTK](#)

- future RE and EE professionals. The Implementing Partner will take a lead role in the design, development, and official endorsement of these programs with the guidance from MEMR.
25. The implementing partner is responsible for the establishment of 3 Formulation Team, *Tim Perumus*, 1 for each standard. The Implementing partner is responsible for ensuring each drafting team should have the representation of the stakeholders from academics, industry, associations, privates, and users. Typically, the team will consist of 25-30 people, of which 15-20 people are from the relevant ministries.
 26. As part of establishing the standard, the implementing partner is required to organize the 24 formulation and verification meetings⁵ to share findings, outcomes, context of the certification and key information with stakeholders, partners, and the wider community as per the requirement of the standard. It aims to effectively communicate the objective and components of the certification development process among relevant entities. Implementing Partner to prepare the logistics of the workshop as stated in the Table 4. Summary of meeting categories.
 27. Post-workshop reports consolidating the summary of the 24 full-day meetings must be submitted. The outline of the report can be found in the Details of Consultation Workshop Organization section.
 28. **Deliverable 5: Development of a total 15 (set 1) comprehensive training modules and curricula customised to the unique requirements of the RE and EE job market.** These curricula will delineate the precise content of each course. It is estimated that at least 3 training modules will be needed for professionals to pass each certification program. The Implementing Partner shall develop the following for each training module:
 - a. Learning Outcomes: Explicitly specify the learning outcomes that participants should achieve upon completing each curriculum. This helps establish clear expectations for their knowledge and skill acquisition.
 - b. Assessment and Evaluation: Methods to assess and measure students' understanding, progress, and achievement of the learning objectives. This can include exams, projects, presentations, and other assessment tools.
 - c. Materials and Resources: Textbooks, readings, multimedia, tools, and other resources used to support the learning process.
 - d. Sequence and Structure: The organisation and order in which topics are presented and the overall structure of the course or program.
 - e. Instructional Methodologies: Describe the methodologies and resources necessary for delivering these curricula effectively. This ensures that the teaching approaches align with the subject matter and learning objectives.
 29. Organize one stakeholder workshop⁶ to disseminate the outputs delivered by the Implementing Partners and gather input and feedback from relevant stakeholders to be incorporated into the final version of the outputs. Post-workshop reports must be submitted. The outline of the

⁵ For further details about these meetings, please refer to the following link: [SKKNI](#) and [SKTTK](#)

⁶ Bidders shall provide a breakdown of all non-personnel costs associated with the organization of the stakeholder workshop in the financial proposal. The payment for logistical arrangements for the stakeholder workshops will be released as a lumpsum together with deliverables 5 and 6.

report can be found in the Details of Consultation Workshop Organization section. Implementing Partner to prepare the logistics of the workshop as stated in the Table 4. Summary of meeting categories.

30. **Deliverable 6: Development of a total 15 (set 2) comprehensive training modules and curricula customised to the unique requirements of the RE and EE job market.** These curricula will delineate the precise content of each course. It is estimated that at least 3 training modules will be needed for professionals to pass each certification program. The Implementing Partner shall develop the following for each training module:

- a. Learning Outcomes: Explicitly specify the learning outcomes that participants should achieve upon completing each curriculum. This helps establish clear expectations for their knowledge and skill acquisition.
- b. Assessment and Evaluation: Methods to assess and measure students' understanding, progress, and achievement of the learning objectives. This can include exams, projects, presentations, and other assessment tools.
- c. Materials and Resources: Textbooks, readings, multimedia, tools, and other resources used to support the learning process.
- d. Sequence and Structure: The organisation and order in which topics are presented and the overall structure of the course or program.
- e. Instructional Methodologies: Describe the methodologies and resources necessary for delivering these curricula effectively. This ensures that the teaching approaches align with the subject matter and learning objectives.

31. Organize two stakeholder workshops⁷ to disseminate the outputs delivered by the Implementing Partners and gather input and feedback from relevant stakeholders to be incorporated into the final version of the outputs. Post-workshop reports must be submitted. The outline of the report can be found in the Details of Consultation Workshop Organization section. Implementing Partner to prepare the logistics of the workshop as stated in the Table 4. Summary of meeting categories.

32. **Deliverable 7: Workshops and Final Report.** This deliverable consists of 3 outputs: 30 capacity building workshops, final report, and stakeholder workshops. The detail is as follows:

33. Deliverable 7a: Organize minimum thirty (30) capacity-building workshops⁸ to enhance the expertise of government officials on the following skills. The implementing partner must submit a post-workshop report summarizing the result of 30 capacity building workshops.

- a. Roadmap Implementation, Monitoring and Evaluation: This training equips officials with the skills to effectively implement the roadmap, monitor progress, and evaluate outcomes. It focuses on practical techniques for tracking initiatives and making

⁷ Bidders shall provide a breakdown of all non-personnel costs associated with the organization of the stakeholder workshop in the financial proposal. The payment for logistical arrangements for the stakeholder workshops will be released as a lumpsum together with deliverables 5 and 6.

⁸ Bidders shall provide a breakdown of all non-personnel costs associated with the organization of capacity building workshops in the financial proposal. The payment for logistical arrangements for the capacity building workshops will be released as a lumpsum together with deliverable 7 report.

improvements based on clear, measurable results.

- b. Training for trainers specifically designed for government personnel involved in educational delivery and on how to formulate a well-structured plan to enhance the delivery of educational programs. This plan should encompass strategies for improving teaching methodologies, curricula updates, and accessibility.
34. The capacity building programs will be organized in a staggered manner throughout the project timeline. See Table 1 for indicative timeline for workshops arrangement and Table 4 for detailed requirements.
35. Deliverable 7b: The Final Report serves as a comprehensive summary of the entire project. It provides stakeholders, including the MEMR, MECRT, and other relevant government agencies, with a detailed account of the project's objectives, processes, outcomes, and recommendations. The document should also provide a roadmap for future initiatives in energy transition and workforce development. It should be well-structured, evidence-based, and accessible to a wide range of stakeholders to ensure its impact and usefulness.

At a minimum, it should encompass:

- a. Executive Summary: A concise overview of the project, highlighting its purpose, key findings, and recommendations. This section should provide a quick understanding of the project's significance.
- b. Project Background and Rationale:
 - i. Background: A detailed description of the project's background, including the context in which it was initiated, the need it addresses, and the goals it aims to achieve.
 - ii. Rationale: An explanation of why the project is essential, focusing on its alignment with national energy transition goals, the Just Energy Transition Partnership target, and the Indonesian Net Zero Emissions (NZE) target by 2060.
- c. Methodology: A description of the methodologies, tools, and approaches used during the project's execution. This should include information on data collection, analysis, and stakeholder engagement.
- d. Project Activities and Outputs:
 - i. Training and Workshops: Details about the training sessions, workshops, and capacity-building events conducted as part of the project. Include information on topics covered, duration, number of participants, and outcomes. It should incorporate narratives on the results of GESI mainstreaming.
 - ii. Educational Materials: A summary of any educational materials or resources developed during the project, such as curricula, certification programs, and accreditation frameworks. It should incorporate consideration of GESI elements aimed at ensuring equitable access to education and training opportunities.

- e. **Stakeholder Engagement:** An overview of inclusive engagement strategies, highlighting efforts to involve a diverse range of voices engaged throughout the project, including their roles and contributions.
 - f. **Findings and Recommendations:**
 - i. **Key Findings:** A presentation of the project's key findings, including insights gained from training sessions, stakeholder feedback, and data analysis.
 - ii. **Recommendations:** Concrete recommendations for further actions, improvements, or policy changes based on the project's findings. These recommendations should be actionable and specific.
 - g. **Projected Impact Overview:** This section will outline the potential impacts of the project on the energy transition, workforce development, and educational quality. It will provide projections of potential job creation, anticipated increases in renewable energy (RE) and energy efficiency (EE) shares within the energy sector, and expected improvements in participant skills. This overview will highlight how the project could contribute to these areas, based on the planned activities and outputs.
 - h. **Lessons Learned:** Reflection on the lessons learned during the project's execution, including what worked well and areas for improvement in future initiatives.
 - i. **Sustainability and Future Steps:**
 - i. **Sustainability Plan:** A discussion of how the project's outcomes and initiatives will be sustained beyond its completion, including plans for ongoing training and capacity building.
 - ii. **Future Steps:** Recommendations for the next steps or follow-up actions that can build upon the project's achievements.
36. Deliverable 7c: Organize one stakeholder workshop⁹ to disseminate the outputs delivered by the Implementing Partners and gather input and feedback from relevant stakeholders to be incorporated into the final version of the outputs. Post-workshop report must be submitted. The outline of the report can be found in the Details of Consultation Workshop Organization section.
37. Table 4 below provides a summary of minimum number of meetings required for each category.

Table 4. Summary of meeting categories

Type of meetings	Quantity, minimum	Details
Stakeholder workshops	6	<ul style="list-style-type: none"> Half-day, inclusive of lunch and

⁹ Bidders shall provide a breakdown of all non-personnel costs associated with the organization of the stakeholder workshop in the financial proposal. The payment for logistical arrangements for the stakeholder workshop will be released as a lumpsum together with deliverable 7 report.

		<ul style="list-style-type: none"> refreshment Hybrid modality (on-line and in-person), Bilingual, with live-interpreter through Zoom or similar platform Number of participants: <ul style="list-style-type: none"> Minimum 50 offline participants for 5 workshops for Deliverable 2, Deliverable 5, Deliverable 6, and Deliverable 7; Minimum 100 in-person participants for 1 workshop for deliverable 3 Organized in a hotel/meeting venue (up to 4-star) the Jabodetabek area or nearby cities
Formulation and verification meetings	24	<ul style="list-style-type: none"> Full-day meetings, inclusive of lunch and refreshments Hybrid modality (online and in-person), Conducted in Indonesian¹⁰ Minimum 30 in-person participants Organized in MEMR Office or in a hotel/meeting venue (up to 4-star) the Jabodetabek area or nearby cities¹¹
Capacity building workshops	30 (to be completed in 7 days through the project)	<ul style="list-style-type: none"> Conducted in Indonesian¹² Minimum of 1.5 hours per workshop Minimum 40 offline participants per workshop At least 30 capacity building workshops 4-5 workshops can be delivered in one day Delivery of all workshops shall be completed in 7 days (non-consecutive) Capacity building workshops shall be conducted throughout the project timeline, during months 11, 13, 16, 18, and 20 (refer to Table 1)¹³ Organized in a hotel/meeting venue (up to 4-star) the Jabodetabek area or nearby

¹⁰ In the case that the implementing partner's team is international, the bidders shall propose costs for interpreter.

¹¹ Bidders shall provide a breakdown of all non-personnel costs associated with the organization of the formulation and verification meetings. The payment for logistical arrangements for the stakeholder workshop will be released as a lumpsum together with deliverable 4 report. A prorated payment will be made if the meetings are held in the government office, hence, an outside meeting venue is not needed.

¹² In the case that the implementing partner's team is international, the bidders shall propose costs for interpreter.

¹³ Indicative, may change depending on the beneficiary's availability.

		cities
--	--	--------

38. **Monthly Progress Report:** In addition to the listed deliverables, the consultant is required to submit monthly progress reports. Failure to submit this report may result in the payments being withheld.
39. The monthly progress report includes a concise narrative (in short bullet points) of the completed activities contributing towards the milestones and the indicative next steps. It serves as the monitoring report and is an internal facing between the consultant and ETP.
40. The monthly progress report includes the following standard items:
 - a. General progress update
 - b. Updated Gantt chart
 - c. Risk identification and mitigation
 - d. Communications activities and materials
41. The final monthly progress report will include the above items and the followings:
 - a. Summary of lessons learned from the project implementation
 - b. Recommendations on potential next steps to build on this project
42. On a quarterly basis, the consultant is required to provide the updated results against the Results Based Monitoring Framework (RBMF) in a provided template. The data must be gender-disaggregated, where applicable.
43. The templates (Excel spreadsheet) for both the monthly progress report and RBMF will be shared at the project kick-off stage.

Details of Consultation Workshop Organization

44. The consultant is expected to handle all tasks related to the workshop including organizing the logistics, inviting participants and speakers, booking the venue, and executing the actual workshop, and documenting the event. Bidders shall provide a breakdown of all non-personnel costs in the financial proposal. The payment for logistical arrangements for the stakeholder, capacity building workshops, coordination and formulation and verification meetings will be released as a lumpsum together with Deliverables 2 - 7.
45. The Implementing Partner is required to submit a workshop report that includes the following components:
 - a. Description of the workshop (e.g., background, objective, organisation)
 - b. Workshop agenda and participant components
 - c. Workshop proceedings (e.g., a summary of presentations, key points raised, important insights, significant outcomes or decisions)
 - d. Gender considerations and gender disaggregated data of attendees

- e. Stakeholder engagement
- f. Monitoring and implementation
- g. Media and communication
- h. Conclusion and next steps
- i. Annexes (supporting materials such as slides of the presentations, workshop handouts, participant list, list of comments, etc.)

46. The detailed agenda needs to be discussed with ETP. Gender consideration has to be taken into consideration in organising the consultation workshop. The minimum percentage of women participants is 35%. All key stakeholders related to the topic, particularly governmental entities, should be engaged. Journalists should be invited also to promulgate the findings of the workshop.

Other key information

- All public-facing reports should be presented to a professional standard. It is required that once the content is approved, the public-facing reports will undergo professional desktop publishing. A graphic designer and copy editor will be required in the project team.
- A public-facing, publishable Executive Summary (approximately 2 pages) in professional English must be submitted with each deliverable.
- A public-facing, catchy PowerPoint presentation highlighting key information must be submitted with each deliverable.
- All project deliverables and presentations must be submitted in English and the local language.
- All deliverables are subject to review by ETP and beneficiary entity(ies) before approval. If there are comments and suggestions, the deliverables need to be revised accordingly before payment is released.
- The Implementing Partner is required to update the results and achievements of the project in accordance with the agreed project-level Results-Based Monitoring Framework, as per the approved template. All results, where applicable, must be gender disaggregated
- The Implementing Partner is required to organise and execute all aspects of the workshops, including organisation and logistics.
- The Implementing Partner must consider and highlight specific gender considerations in their proposal.
- The Implementing Partner must be available to attend 1 in-person workshop with the ETP secretariat in the region. The costs for this will be covered outside the financial scope of this proposal.
- The Implementing Partner, or an active organisation within the applying consortium, must have an in-country presence.

VI. Key Beneficiaries

47. The key beneficiaries of this project are provided in Table 5.

Table 5. List of beneficiaries of this project

Beneficiary	Benefit	Explanation
Direct Beneficiary: MEMR	Enhanced workforce for energy transition	The Ministry of Energy and Mineral Resources (MEMR) directly benefits from a specialised workforce to drive energy transition initiatives, ensuring the successful implementation of renewable energy and energy efficiency projects.
	Improved capacity in educational delivery	MEMR gains an improved capacity to deliver educational and training programs related to energy transition, enabling better alignment between workforce development and the evolving energy landscape.
Indirect Beneficiary: MECRT	Strengthened educational quality	The Ministry of Education, Culture, Research, and Technology (MECRT) indirectly benefits from the project by enhancing the quality of education and training in the field of energy transition. This leads to a more specialised workforce graduating from educational institutions, ready to contribute to Indonesia's energy goals.
Indirect Beneficiary: Ministry of Manpower (MoM)	Increased employability in the energy sector	The Ministry of Manpower (MoM) benefits indirectly through a more employable workforce in the energy sector. Skilled individuals are more likely to secure employment, contributing to the overall economic development of the country.
Indirect Beneficiary: Ministry of Industry (MoI)	Enhanced industrial growth	The Ministry of Industries (MoI) indirectly benefits from the project by having access to a specialised workforce that can support the growth of energy-related industries. This contributes to industrial expansion and economic development in Indonesia.

48. A donor mapping was conducted to prevent duplication of efforts between ETP and other development partners in the same areas, as well as to identify areas where ETP could provide support for energy transition that had not yet been addressed. See Annex 1.

49. The contractor is expected to identify and engage with other relevant stakeholders as part of this project.

VII. Results-Based Monitoring Framework and Risks

A. Results-Based Monitoring Framework

50. The Results of the Project are monitored through the following Framework in Table 6. All reports will update the achievement of the indicators.

Table 6. Results-Based Monitoring Framework Outline

Specialised Workforce Development to Support Energy Transition in Indonesia

IMPACT

- Energy transition Jobs in low-carbon industries added
- Share of RE in the total primary energy supply (TPES)

OUTCOME

Strategic Objective 4. Knowledge and Awareness Building

OUTPUT

4.1. Stakeholders (relevant Government entities, Public sector companies, Financial institutions, Private entities, Academia, and Consumers) involved in the RE/EE value chain, are knowledgeable and better informed to advance the energy transition agenda

INDICATORS	TARGETS
IN 1.1-02.1 - No. of RE and EE policies, laws, regulations, and/or technical standards developed/revised and presented to/by the government entities	IN 1.1-02.1 - minimum 10 of RE and EE certification programs developed/revised and presented to/by the government entities
IN 4.1-01 – No. of studies, research, new evidence gathered and published, for raising awareness, improving knowledge base, driving decisions, and dissemination	IN 4.1-01 – 3 studies, research, new evidence gathered and published, for raising awareness, improving knowledge base, driving decisions, and dissemination
IN 4.1-02 - No. of trainings, knowledge sharing events, and/or awareness workshops organised at national and regional levels building institutional capacity and knowledge networks	IN 4.1-02 - 30 RE and EE training modules and educational curricula, and 20 trainings for trainers to be able to teach and assess the certification program organised at national and regional levels building institutional capacity and knowledge networks
IN 4.1-04 - No. of articles, press-releases on social-media, and mass-media, for outreach	IN 4.1-04 - 10 news articles, press-releases on social-media, and mass-media, for outreach

ACTIVITIES

- Conduct a comprehensive assessment of the current status and future needs
- Identify the key stakeholders and partners involved
- Analyze the current trends worldwide.
- Develop a roadmap for human resources development on energy transitions in Indonesia, outlining required expertise and the numbers of talents needed in each expertise and key strategies and

initiatives to achieve it

- Disseminate and validate the roadmap with relevant stakeholders and partners
- Provide technical assistance and capacity-building support to effectively implement and monitor the progress of the upskilling and reskilling programs and update the roadmap in the future.

51. The results are reported with additional supporting information and evidence where applicable and necessary.

VIII. Qualification and experience of the service provider and evaluation criteria

A. Qualification and Experience of the Service Provider

52. The Implementing Partner's project team should demonstrate the capacity to execute the works and should include all essential roles filled with personnel with relevant experience. CV's of the personnel proposed should be used to verify this information.

53. The following are the minimum positions that should be included on the team. Bidders should make an assessment of the additional positions needed (if any) to complete the assignment as per the Terms of Reference:

- a. Team Lead
- b. Policy Analyst
- c. Curriculum Development Expert
- d. Stakeholder Engagement Specialist
- e. Social Inclusion Specialist

54. Considering the importance of close coordination with stakeholders in INDONESIA, it is expected that the team proposed consists of Implementing Partner(s) who understand the local context in Indonesia. In addition, at minimum, the Stakeholder Engagement Specialist and Curriculum Development Expert should be **based in Jakarta** to enable closer coordination with the beneficiaries.

In case the 2 positions are not currently based in Jakarta, the person should be willing to move to Jakarta for the project, or will be able to be in Jakarta with a short notice (1 day before) should the needs arise, and the logistics for the travels to be accounted for in the financial proposal. However, it is strongly recommended that the personnel is based in Jakarta.

55. The bidder should also assign a Contract Manager who would liaise on the non-technical part of the contract implementation, including coordination, liaising with key counterparts, and liaising with UNOPS on submission of invoice and payment-related documents.

B. Evaluation Criteria

Eligibility and Formal Criteria

44. The criteria contained in the table below will be evaluated on **Pass/Fail** basis and checked during Preliminary Examination of the proposals.

Criteria	Documents to establish compliance with the criteria
1. Offeror is eligible as defined in Instructions to Offerors, Article 4. In the case of JV, all JV members should fulfil this requirement	<ul style="list-style-type: none"> Form A: Joint Venture Partner Information Form, all documents as required in the Form, in the event that the Proposal is submitted by a Joint Venture. Form B: Proposal Submission Form
2. Completeness of the Proposal. All required Questionnaires (if any), Returnable Bidding Forms, and other documentation requested under the Document Checklist section have been provided and are complete	<ul style="list-style-type: none"> All documentation as requested under Instructions to Offerors Article 10, Documents Comprising the Proposals
3. Offeror accepts UNOPS General Conditions of Contract as specified in Section IV: Contract Forms	<ul style="list-style-type: none"> Form B: Proposal Submission Form

Qualification Criteria

45. The criteria contained in the table below will be evaluated on a Pass/Fail basis and checked during the Qualification Evaluation of the proposals.

Criteria	Documents to establish compliance with the criteria
1. The offeror should have a minimum 3 years of experience with at least 02 similar contracts/projects within the related sector. In case of JV, at least one of the JV members should fulfil this criteria.	<ul style="list-style-type: none"> Certification of incorporation of the Offeror Form F: Performance Statement Form
2. Offeror must provide a minimum of two (2) customer references (including name, email address and/ phone number of the focal point) within any of the last 3 years. In case of JV, at least one reference from the JV should be submitted. UNOPS may contact the customer reference when the bidder is awarded the contract.	<ul style="list-style-type: none"> Form F: Performance Statement Form

Criteria	Documents to establish compliance with the criteria
3. Financial Capacity/financial stability: Offeror should have a minimum annual turnover of USD 250,000 in any of the past 2 years. In case of a joint venture, the annual turnover is calculated based on the total annual turnover of the JV members.	<ul style="list-style-type: none"> Audited Financial statements or documents authorised by the local government authorities of the country of registration of the bidder.

Technical Criteria

46. Technical evaluation will be carried out on bids that pass the eligibility, formal and the qualification criteria, with requirements as follows:
- The maximum number of points that a bidder may obtain for the Technical proposal is 80. To be technically compliant, Bidders must obtain a minimum of 56 points
 - Minimum pass score: 70% of maximum 80 points = 56 points
47. Technical proposal points allocation

Section number/description		Points Obtainable
1.	Offeror's qualification, capacity and expertise	20
2.	Proposed Methodology, Approach and Implementation Plan	35
3.	Key Personnel proposed and Sustainability Criteria	25
Total Technical Proposal Points		80

Section 1: Offeror's qualification, capacity and expertise

Section 1: Offeror's qualification, capacity and expertise		Points	Sub-points
1.1	<p>Brief description of the organisation, including the year and country of incorporation, and types of activities undertaken, including relevance of specialised knowledge and experience on similar engagements done in the past.</p> <p>Bidders partnering up with a local entity to provide for strategic consultation, and translations; as well as the</p>	15	

Section 1: Offeror's qualification, capacity and expertise		Points	Sub-points
	communications expertise is considered a valuable asset. (Max 4 pages written text plus 1 Matrix)		
	1. Experience in projects of comparable size, type, complexity and technical specialty		5
	2. Demonstrates an understanding of the local context with regards key stakeholders, legal, regulatory and policy landscape		5
	3. Demonstrates an ability to engage locally for stakeholder engagement, information gathering and information dissemination		5
1.2	General organisational capability which is likely to affect implementation: management structure, and project management controls. (Max 4 pages written text)	5	
	1. Management structure, management controls, and extent to which any part would be subcontracted. In case of JV, there is clear designation of roles and responsibilities between the JV members'		5
Total points for section		20	

Section 2: Proposed Methodology, Approach and Implementation Plan

Section 2: Proposed Methodology, Approach and Implementation Plan		Points	Sub-points
2.1	Description of the Offeror's approach including risk(s) and mitigation measure(s), and methodology for meeting or exceeding the requirements of the Terms of Reference	25	
	1. Description of the offeror's approach to identification of data sources, scenarios, issues for the deep-dive in the analysis and providing guidance to the government policy makers		5
	2. Description of the offeror's approach to the assessment and development of policy and technical		7

Section 2: Proposed Methodology, Approach and Implementation Plan		Points	Sub-points
	recommendations to support Specialised Workforce Development to Support Energy Transition		
	3. Description of the offeror's approach to the methodology for the development of training modules and the syllabus for selected job certifications.		5
	4. Description of the process for creating detailed educational content, including interactive and practical components. Provide an overview of how these educational materials will be rolled out and the metrics for evaluating their impact on skills development.		8
2.2	Quality Assurance Plan	5	
	1. A plan outlining how the bidder intends to ensure oversight and quality assurance throughout the assignment. Quality Assurance plan should include discussion on risk assessment and its mitigation plan Please discuss specifically the QA plan and risk mitigation plan at the project level		5
2.3	Implementation Timeline	5	
	1. Bidder submits a detailed implementation timeline which includes detailed activities to be undertaken during this assignment, and is completed with Gantt chart		5
Total points for section		35	

Section 3: Key personnel proposed and Sustainability Criteria

48. Note: UNOPS evaluates the consultants based on their relevant past experiences. Positions that do not meet the minimum qualification will be scored 0. Higher scores will be granted for exceeding the minimum qualification requirements.

Section 3: Key personnel proposed and Sustainability Criteria		Points	sub-points
3.1	Qualifications of key personnel proposed aligned with the Terms of Reference	20	

	Team Lead Minimum Qualification: Education <ul style="list-style-type: none"> Advanced university degree (Master's degree or equivalent) OR First level university degree (Bachelor's degree or equivalent) with additional 2 years of relevant experience is considered equivalent. Experience <ul style="list-style-type: none"> 7 years of relevant experience in project or programme management, inclusive 2 years of leadership experience Preferred Qualifications: <ul style="list-style-type: none"> Experience on workforce development and capacity building in Southeast Asia, Experience in managing multi-stakeholder projects and a strong understanding of project management methodologies, Experienced or currently involved in developing a SKKTK/SKKNi Additional relevant qualifications, non-degree education, or professional certification Experience in South East Asia context, especially Indonesia 		Education: 1 Experience: 4 Total: 5
	Policy Analyst Minimum Qualification: Education <ul style="list-style-type: none"> Advanced university degree (Master's degree or equivalent) OR First level university degree (Bachelor's degree or equivalent) with additional 2 years of relevant experience is considered equivalent. Experience <ul style="list-style-type: none"> 6 years of experience in policy analysis, with a specific focus on energy transition policies Preferred Qualifications: <ul style="list-style-type: none"> Experience in policy development processes and their implications for the workforce development and capacity building in Southeast Asia, especially Indonesia Experience in policy development processes and their implications for the energy sector, especially in Indonesia context Additional relevant qualifications, non-degree education, or professional certification is considered an advantage 		Education: 1 Experience: 4 Total: 5
	Curriculum Development Expert Minimum Qualification:		Education: 1 Experience: 4

	Education <ul style="list-style-type: none"> Advanced university degree (Master's degree or equivalent) OR First level university degree (Bachelor's degree or equivalent) with additional 2 years of relevant experience is considered equivalent. Experience <ul style="list-style-type: none"> 5 years of experience in curriculum development, or capacity building activities in energy sector Preferred Qualifications: <ul style="list-style-type: none"> Experience in developing a professional certification for SKKNI/SKTTK, Experience in developing and delivering energy transition-specific training and/or curriculum, especially in Indonesia context Experience in teaching adults at university-level or professional training Additional relevant qualifications, non-degree education, or professional certification is considered an advantage 		Total: 5
	Stakeholder Engagement Specialist Minimum Qualification: Education <ul style="list-style-type: none"> First level university degree (Bachelor's degree or equivalent) Experience <ul style="list-style-type: none"> A minimum of 4 years of relevant experience in a similar role in Indonesia context Preferred Qualifications: <ul style="list-style-type: none"> Experience in stakeholder engagement, especially in the context of government projects or initiatives within the energy sector or workforce development. Experience working with the ministries in similar projects Additional relevant qualifications, non-degree education, or professional certification is considered an advantage 		Education: 1 Experience: 2 Total: 3
	Social Inclusion Specialist Minimum Qualification: Education <ul style="list-style-type: none"> Advanced university degree (Master's degree or equivalent) OR First level university degree (Bachelor's degree or equivalent) with additional 2 years of relevant experience. Experience		Education: 1 Experience: 1 Total: 2

	<ul style="list-style-type: none"> 5 years of experience in mainstreaming gender equality and social inclusion (GESI) or social impact assessment in development projects. <p>Preferred Qualifications:</p> <ul style="list-style-type: none"> Experience in integrating gender-responsive approaches and practices in the energy sector and workforce development Experience mainstreaming GESI in educational setting, both formal or informal Additional relevant qualifications, non-degree education, or professional certification is considered an advantage 		
3.2	The bidder shall provide a clear statement, approach and methodology that demonstrates its commitment to support and mainstream gender equality and social inclusion through its operations and project implementation activities (see para 9).	5	
Total points for section		25	

Financial Criteria (20 maximum points)

48. The financial part of those proposals that are found to be technically compliant will be evaluated as follows.
49. The maximum number of points that a bidder may obtain for the Financial Proposal is 20. The maximum number of points will be allocated to the lowest evaluated price bid. All other prices will receive points in reverse proportion according to the following formula:
50. Points for the Financial Proposal of a bid being evaluated =
- $$\frac{[\text{Maximum number of points for the Financial Proposal}] \times \{\text{Lowest price}\}}{[\text{Price of the proposal being evaluated}]}$$
51. Financial proposals will be evaluated following the completion of the technical evaluation. The bidder with the lowest evaluated cost will be awarded (20) points. Financial proposals from other bidders will receive prorated points based on the relationship of the bidder's prices to that of the lowest evaluated cost.

Formula for computing points: Example

Points = (A/B) Financial Points
Bidder A's price is the lowest at \$20.00. Bidder A receives 20 points
Bidder B's price is \$40.00. Bidder B receives (\$20.00/\$40.00) X 20 points = 10 points

52. The total score obtained in both Technical and Financial proposals will be the final score for the proposal, with 80% allocated to the Technical proposal and 20% to the Financial proposal. The proposal obtaining the overall highest score will be considered as the winning proposal. This proposal will be considered to be the most responsive to the needs of UNOPS in terms of value for money.
53. The selection of the preferred bidder will be based on a cumulative analysis, analyzing all relevant costs, risks, and benefits of each proposal throughout the whole life cycle of the services and in the context of the project as a whole. The lowest-priced proposal will not necessarily be accepted.

Annex 1: Summary of Key Changes in the TOR

Summary of Major Updates to the TOR

Please note: This summary highlights significant updates to the Terms of Reference for ease of reference. However, we strongly advise all bidders to carefully examine the full, updated Terms of Reference when preparing their proposals. Not all changes may be covered in this summary.

Major Updates:

1. The criteria for personnel have been revised to be more inclusive to consider candidates possessing essential skills and established expertise in their field, regardless of precise alignment with academic qualifications.
2. The requirements on reimbursable costs have been revised to non-reimbursable to be paid with main deliverables, simplifying the payment process.
3. The deliverables requirements have been refined to enhance clarity and mitigate potential misinterpretation.
4. The details of the meetings organization have been revised.