

Terms of reference (ToR) for the procurement of services below the EU threshold

CONFIDENTIAL

Development of Instructional Design of 4 (four) upskilling training modules in Circular Economy and Forestry Sector	Project number/ cost centre: G-011842-001
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0. List of abbreviations

Bappenas	Ministry of National Development Planning/ <i>Badan Perencanaan Pembangunan Nasional, Kementerian Perencanaan Pembangunan Nasional</i>
GESIT	Green Jobs for Social Inclusion and Sustainable Transformation
GESI	Gender Equality and Social Inclusion
GIZ	<i>Gesellschaft für Internationale Zusammenarbeit</i> , German Agency for International Cooperation
NTFP	Non Timber Forest Products, <i>Hasil Hutan Bukan Kayu</i>
PV	Photovoltaic
RE	Renewable Energy
RPJMN	National Medium-Term Development Plan, <i>Rencana Pembangunan Jangka Menengah Nasional</i>
RPJPN	National Long-Term Development Plan, <i>Rencana Pembangunan Jangka Panjang Nasional</i>
TNA	Training Needs Analysis
ToRs	Terms of reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training

1. Context

Indonesia's rapid socio-economic growth in the past twenty years has had serious negative effects on the environment and increased CO₂ emissions. In response, the government is focusing on the shift to a green economy, integrating it into national strategies like the Low Carbon Development Initiative and long-term planning documents (RPJMN 2025-2029 and RPJPN 2025-2045). Several policies, including the Green Economy Index, Circular Economy Roadmap, and Green Jobs Roadmap, are being created.

However, a key challenge is the lack of skilled workers needed for green sector jobs. The vocational education and training (VET) system is not currently meeting labour market demands. There are no clear strategies or incentives for developing green skills or creating green jobs. Public and private stakeholders often lack the necessary tools, incentives, and capabilities to promote green employment and business practices.

Green Jobs for Social Inclusion and Sustainable Transformation (GESIT) project is a bilateral initiative between Indonesia and Germany (2024-2028). It aims to support Indonesia's green transition by fostering inclusive employment in green jobs. The project addresses the existing gaps in awareness, strategies, and tools for green skills and job creation. It focuses on three priority areas: Energy, Forestry, and Circular Economy, and operates in four main intervention areas:

1. Strengthening national policy frameworks for promoting employment in green jobs (Output 1),
2. Strengthening inclusive upskilling and reskilling approaches (Output 2),
3. Initiating green jobs strategies and partnerships on subnational level (East Java, East Kalimantan, Riau Islands) (Output 3) and
4. Improving coordination and monitoring of green jobs promotion (Output 4).

Upskilling and Reskilling

The GESIT project aims to boost the capacity of selected Indonesian public and private stakeholders to inclusively promote green job employment. Lessons learned from inclusive approaches during the piloting of upskilling and reskilling for green jobs will form the foundation for expanding training within the Indonesian TVET system. Ultimately, 50 TVET institutions—25 of which are outside Java—are expected to incorporate initial training, upskilling, and reskilling for green jobs into their offerings. The goal is to train 1,000 people, including 300 women, through national and subnational efforts.

The GESIT project defines "inclusive" training modules as those that promote equal participation in VET and employment for women, young people, and other disadvantaged groups in the labour market, using suitable language, learning content, teaching methods, and delivery modes.

Upskilling programs should have clear learning content and objectives for specific qualifications, with a minimum duration of five full-time days or 35 hours. Completion should be certified, evidencing skill acquisition and mastery through meeting standards, passing assignments and exams, and achieving specific grades. The certificate must be issued by an international, national, or certified trainer.

Through various stages, starting with mapping skills demand and holding discussions with relevant stakeholders, the GESIT Project has identified 15 priority upskilling courses to be piloted, which include:

Energy	Circular Economy	Forestry
<ol style="list-style-type: none"> 1. Community relationship management for RE projects 2. Smart grid 	<ol style="list-style-type: none"> 7. Waste Process Facility Management 8. Sustainable Packaging Design 	<ol style="list-style-type: none"> 11. Community Empowerment Program in and around forests 12. Planning of Integrated Agroforestry & Agricultural Cropping Patterns

3. Advanced Solar PV System Engineering	9. Circular Economy Coordination	13. Development of Technical Designs for Forest and Land reclamation
4. Solar PV Project Management	10. Reverse Logistic Management	14. Supervision of Forest Restoration and Land Rehabilitation Activities
5. Renewable Energy Project Planning (incl. Financial Modelling and Investment Analysis)		15. Sustainable Management of Non-Timber Forest Products (NTFP)
6. Green cooling technologies.		

This assignment aims to support the GESIT project in achieving its Output 2 indicators by developing demand-oriented and inclusive training modules and their instructional designs for four upskilling programs focusing on (1) Circular Economy Coordination, (2) Reverse Logistics Management, (3) Community Empowerment Programs in and around Forests, and (4) Sustainable Management on Non-Timber Forest Products (NTFP).

2. Tasks to be performed by the contractor

The contractor is responsible for providing the following services for each trainer's module:

- **Manage the overall assignment, ensuring high technical quality, timely delivery of outputs and effective coordination with stakeholders**

Specifically, the consultant should:

- Coordinate and participate in series of meetings with GIZ, Bappenas, and other relevant stakeholders (TVET institutes, line ministries, etc)
- Review results from previous assignments (minutes of workshops, skills demand mapping and suggested module structures)
- Actively participate in socialization events
- Coordinate with other consultants (technical resource person and module writer, GESI consultant) and other relevant stakeholders (sector association, practitioners)

- **Develop instructional designs/ trainers 'modules for upskilling training**

Specifically, the consultant should:

- Together with the module developer consultant(s), conduct a joint analysis of national or industrial work competency standards relevant to the selected occupation to identify the required competency units.
- Co-facilitate workshops for needs analysis to identify competency gaps and training needs and analyze the result of the TNA
- Together with the module developer consultant(s) finalize the module structure
- Liaise with Gender Equality and Social Inclusion expert to ensure trainee module content is inclusive
- Define instructional goals, target audience, and learning materials
- Create inclusive learning instruments (syllabus, training plan) to ensure quality and inclusive training delivery
- Develop training plan covering strategies and scenarios for effective learning
- Develop a reliable system to monitor and evaluate the training program

- **Co-facilitate the Training of Trainers (ToT) for the above-mentioned upskilling training modules and support the trained trainers during the pilot trainings implementation.**

Specifically, the consultant should:

- Co-facilitate the implementation of first batch of Training of Trainers (as master trainer)
- Provide a comprehensive evaluation of the pilot trainings' effectiveness
- Support the revision of the training modules based on feedback and lessons learnt from the piloting

Certain milestones, as laid out in the table below, are to be achieved during the contract term:

Milestones/process steps/partial services	Deadline/place/person responsible	Criteria of Acceptance
<p><u>Output 1:</u></p> <p>Inclusive upskilling training modules on community empowerment programs in and around forest</p> <p>Up to 45 days</p>	September 2026	<p>Partial services:</p> <ul style="list-style-type: none"> - Final instructional design and trainer modules submitted to and approved by GIZ, including review and revision. - Training of Trainers (ToT) successfully implemented, including delivery of planned sessions, provision of training materials to participants and documentation of the training (summary report) - Pilot training effectively implemented by trained trainers, with technical support/coaching provided by the contractor and submission of a brief report documenting implementation, key outcomes and recommendations for improvement
<p><u>Output 2:</u></p> <p>Inclusive upskilling training modules on Reverse Logistics Management</p> <p>Up to 45 days</p>	November 2026	<p>Partial services:</p> <ul style="list-style-type: none"> - Final instructional design and trainer modules submitted to and approved by GIZ, including review and revision. - Training of Trainers (ToT) successfully implemented, including delivery of planned sessions, provision of training materials to participants and documentation of the training (summary report) - Pilot training effectively implemented by trained trainers, with technical support/coaching provided

		by the contractor and submission of a brief report documenting implementation, key outcomes and recommendations for improvement
<u>Output 3:</u> Inclusive upskilling training modules on Circular Economy Coordination Up to 45 days	January 2027	Partial services: <ul style="list-style-type: none"> - Final instructional design and trainer modules submitted to and approved by GIZ, including review and revision. - Training of Trainers (ToT) successfully implemented, including delivery of planned sessions, provision of training materials to participants and documentation of the training (summary report) - Pilot training effectively implemented by trained trainers, with technical support/coaching provided by the contractor and submission of a brief report documenting implementation, key outcomes and recommendations for improvement
<u>Output 4:</u> Inclusive upskilling training modules on Sustainable Management on Non-Timber Forest Products (NTFP). Up to 45 days	April 2027	Partial services: <ul style="list-style-type: none"> - Final instructional design and trainer modules submitted to and approved by GIZ, including review and revision. - Training of Trainers (ToT) successfully implemented, including delivery of planned sessions, provision of training materials to participants and documentation of the training (summary report) - Pilot training effectively implemented by trained trainers, with technical support/coaching provided by the contractor and submission of a brief report documenting implementation, key outcomes and

		recommendations for improvement
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Period of assignment: from **July 2026** until **April 2027**.

3. Concept

In the tender, the tenderer is required to show *how* the objectives defined in Chapter 2 (Tasks to be performed) are to be achieved, if applicable under consideration of further method-related requirements (technical-methodological concept). In addition, the tenderer must describe the project management system for service provision.

Note: The numbers in parentheses correspond to the lines of the technical assessment grid.

Technical-methodological concept

Strategy (1.1): The tenderer is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see Chapter 1 Context) (1.1.1. – 12 out of 100 possible points). Following this, the tenderer presents and justifies the explicit strategy with which it intends to provide the services for which it is responsible (see Chapter 2 Tasks to be performed) (1.1.2. – 13 out of 100 possible points).

Processes

The tenderer is required to describe the key **processes** for the services for which it is responsible and create an **operational plan** or schedule (1.4.1. – 12 out of 100 possible points) that describes how the services according to Chapter 2 (Tasks to be performed by the contractor) are to be provided. In particular, the tenderer is required to describe the necessary work steps and, if applicable, take account of the milestones and **contributions** of other actors (partner contributions) in accordance with Chapter 2 (Tasks to be performed) (1.4.2. – 13 out of 100 possible points).

Learning and Innovation

The tenderer is required to describe its contribution to knowledge management for the partner (1.5.1. – 5 out of 100 possible points) and GIZ and to promote scaling-up effects (1.5.2. – 5 out of 100 possible points) under **learning and innovation**.

Further requirements (1.7) experienced in developing at least 2 training modules for trainers in short-term program aimed at further enhancing the skills required for green jobs in Indonesia (10 out of 100 possible points).

4. Personnel concept

The tenderer is required to provide personnel who are suited to filling the positions described, on the basis of their CVs (see Chapter 7), the range of tasks involved and the required qualifications.

The below specified qualifications represent the requirements to reach the maximum number of points in the technical assessment.

Instructional Design expert

Tasks of the Instructional Design Expert

- Manage the overall assignment, ensuring high technical quality, timely delivery of outputs and effective coordination with stakeholders
- Develop instructional designs/ trainers 'modules for upskilling training.

- Co-facilitate the Training of Trainers (ToT) for the above-mentioned upskilling training modules and support the trained trainers during the pilot trainings implementation

Qualifications of the Instructional Design Expert

- **Education/training (2.1.1):** Doctoral degree in (vocational) education science or other relevant discipline (15 out of 100 possible points).
- **Language (2.1.2):** C1-level language proficiency in English and C2-level language proficiency in Indonesian (2 out of 100 possible points).
- **General professional experience (2.1.3):** (7 out of 100 possible points).
 - at least 10 years of professional experience in the vocational education and training (TVET) development sector
 - at least 10 years of professional experience in designing and developing short-format training modules, particularly for adult learners
- **Specific professional experience (2.1.4):** (6 out of 100 possible points).
 - 10 years of experience in implementing instructional design models (e.g. ADDIE, SAM, Bloom's taxonomy)
 - 10 years of experience in developing materials using blended learning approaches (videos, slide decks, case studies, microlearning)
 - 5 years of experience serving as a national/ provincial trainer of Ministry of Basic and Secondary education, master trainer and facilitating Training of Trainers.

The tenderer must provide a clear overview of all proposed short-term experts and their individual qualifications.

5. Costing requirements

Assignment of personnel and travel expenses

Per diem allowances are reimbursed as a lump sum up to the maximum amounts permissible under tax law for each country as set out in the country table in the circular from the German Federal Ministry of Finance on travel expense remuneration (downloadable from the [German Federal Ministry of Finance – tax treatment of travel expenses and allowances for international business travel as of 1 January 2025 \(GERMAN ONLY\)](#)).

Accommodation allowances are reimbursed as detailed in the specification of inputs below.

All business travel must be agreed in advance by the officer responsible for the project

Sustainability aspects for travel

GIZ has undertaken an obligation to reduce greenhouse gas emissions (CO₂ emissions) caused by travel. When preparing your tender, please incorporate options for reducing emissions, such as selecting the lowest-emission booking class (economy) and using means of transport, airlines and flight routes with a higher CO₂ efficiency. For short distances, travel by train (second class) or e-mobility should be the preferred option.

CO₂ emissions caused by air travel must be offset. GIZ specifies a budget for this, through which the carbon offsets can be settled against evidence.

There are many different providers in the market for emissions certificates, and they have different climate impact ambitions. The [Development and Climate Alliance \(German only\)](#) has published a [list of standards \(German only\)](#). GIZ recommends using the standards specified there.

Specification of inputs

Fee days	Number of experts	Number of days per expert	Total	Comments
Designation of Key Expert	1	180	180	Based on timesheet + report
Travel expenses	Quantity	Number per expert	Total	Comments
Per-diem allowance in country of assignment	25	1	25	Lump sum based on performance in city of assignment
Accommodation	25	1	25	Against evidence
Transport	Quantity	Number per expert	Total	Comments
(Return) Domestic flights	8	1	8	Against evidence
CO ₂ compensation for air travel <i>Link to working aid and table for determining the budget and Guidance for GIZ service providers on avoiding, reducing and offsetting GHG emissions on setting the budget.</i>	8	1	8	A budget of up to IDR 5.200.000 is earmarked for settling carbon offsets, against evidence.
Airport transfer	8	1	8	(Return) travel expenses to and from airport. Lumpsum based on performance
Transport	Quantity	Number per expert	Total	Comments
Flexible remuneration	1	1	1	A budget of IDR 25.000.000 is foreseen for flexible remuneration. Please incorporate this budget into the price schedule. Use of the flexible remuneration item requires prior written approval from GIZ.

6. Requirements on the format of the tender

The structure of the tender must correspond to the structure of the ToR. In particular, the detailed structure of the concept (Chapter 3) should be organised in accordance with the positively weighted criteria in the assessment grid (not with zero). The tender must be legible (font size 11 or larger) and clearly formulated. It must be drawn up in English (language).

The complete tender must not exceed 10 pages (excluding CVs). If one of the maximum page lengths is exceeded, the content appearing after the cut-off point will not be included in the assessment. External content (e.g. links to websites) will also not be considered.

The CVs of the personnel proposed in accordance with Chapter 4 of the ToRs must be submitted using the format specified in the terms and conditions for application. The CVs shall not exceed 4 pages each. They must clearly show the position and job the proposed person held in the reference project and for how long. The CVs can also be submitted in English (language).

Please calculate your financial tender based exactly on the parameters specified in Chapter 5 Quantitative requirements. The contractor is not contractually entitled to use up the days, trips, workshops or budgets in full. The number of days, trips and workshops and the budgets will be contractually agreed as maximum limits. The specifications for pricing are defined in the price schedule.