

# TERMS OF REFERENCE (TOR) FOR SPECIAL SERVICE AGREEMENT

<b>SERVICE:</b>	<b>Consultancy on Producing a Baseline Report on Green Growth education in Vietnam</b>
<b>PROJECT ID AND TITLE:</b>	<b>00091412/Capacity building for policy research and training and education to advance green development</b>
<b>TITLE:</b>	<b>02 national experts (maximum 80 person days during a 4-month period), including:</b> <ul style="list-style-type: none"><li>- <b>01 National Team Leader</b></li><li>- <b>01 National Team Member</b></li></ul>
<b>DURATION:</b>	<b>September 2015 through December 2015</b>
<b>DUTY STATION:</b>	<b>Ha Noi and selected field locations, Viet Nam</b>
<b>REPORTING:</b>	<b>UNDP Viet Nam and the National Programme Director (NPD)</b>

## 1) GENERAL BACKGROUND

Green Growth is a policy objective based on the premise that economic growth and development objectives can be achieved with more sustainable levels of natural resource use, reduced emissions (including GHG emissions and other pollutants), and with less harmful impacts on biodiversity and ecosystems. It reflects an appreciation of the dependence of the economy on the environment. Conversely, environmental damage harms the economy, increasing costs for all levels of society as ecosystem services degrade and severe weather events increase.

In recent years, Viet Nam has been reconsidering its development strategy and undertaking reform efforts to overcome internal barriers to sustainable development. Viet Nam's policy makers have acknowledged the need to refine the strategic development policy framework to achieve the objective of a modern industrialized country status by 2020, while ensuring sustainable development of the country. Such commitment is embodied in the Vietnam Green Growth Strategy (VGGS) and most recently the National Action Plan on Green Growth (GGAP) for the Period of 2014-2020. Approved in September 2012, the VGGS aims to increase the resource-efficiency of the economy, and increase sustainability while achieving development and economic objectives.

Universities can provide the knowledge and tools necessary for future, as well as current, experts and decision-makers to help Viet Nam pursue a greener economic pathway and to support aspects of the VGGS. Pursuing Green Growth requires, on the one hand, Viet Nam experts with integrated technical and policy knowledge of a wide range of environmental as well as social and economic issues. On the other hand, it also requires specific knowledge of tools and skills, some of which may be associated with particular disciplines. The interdisciplinary nature of Green Growth expertise makes designing a curriculum a challenge.

In collaboration with UNDP Viet Nam, Vietnam National University, Hanoi (VNU) and VNU-University of Economics and Business launched the Research, Education and Training for Green Development (GDP RTE) project with the objective of "Strengthened capacity of VNU to undertake policy research; improved teaching capacities and education and training materials, and enhanced networking among national and international universities; strengthened linkages between research and policy-making". The project is established for a 3-year period. It is composed of three components: 1.) Evidence-based policy research on selected topics and policy dialogues; 2.) Education and Training on Climate Change/Green Growth; and 2.) Pilot Low Emission Development (NAMA) in Quang Ninh.

Component 2 of the GDP RTE aims to improve the teaching and learning skills of the VNU-UEB and develop a revised curriculum on climate change and green growth, to be used with partner universities. The UNDP and VNU-UEB are now looking for two Vietnamese consultants to conduct a Baseline Report and Scoping Analysis of the situation and options for Green Growth academic and

professional education in Vietnam. The purpose is to inform the GDP RTE Project (VNU-UEB PMU, UNDP and international advisors) in the design and delivery of education and training curricula and materials.

## 2) OBJECTIVES OF THE CONSULTANCY

The overall objective of this consultancy is to identify gaps, assess training needs and explore options relating to the inclusion of Green Growth knowledge and tools in universities in Viet Nam. Post-consultancy, the results will help with the design and delivery of training and education materials, capacity-building for lecturers and researchers, and the implementation of a Green Growth curriculum in universities.

*Specific objectives:*

- 1.) Assess the status of Green Growth education in selected Viet Nam universities by undertaking a gap analysis, which will evaluate the extent and manner in which selected Green Growth and climate change concepts, issues and tools are incorporated into university curricula, and which will refer to international examples;
- 2.) Conduct a needs-assessment of lecturers, researchers and students with respect to the selected Green Growth concepts, knowledge and tools;
- 3.) Conduct a needs-assessment of universities with respect to the selected Green Growth concepts, knowledge and tools;
- 4.) Conduct a labour market and government policymaking green-growth knowledge needs-assessment with government and possibly other stakeholders (including the private sector) for current and future staff;
- 5.) Building on the gap analysis and training need assessment, propose and analyse options for improving Green Growth education in the selected universities, including: mainstreaming concepts into existing courses and programs; the creation of new courses; the use of existing online or other Green Growth training material developed by academic organizations; and the creation of new degrees or certificates relating to Green Growth; and explore potential cost-recovery and financing of the Green Growth education options listed.

## 3) SCOPE OF WORK AND ACTIVITIES

### 3.1. Scope of Work

The study is composed of three phases: *an Inception Phase* during which the scope is decided and the questionnaires and research activities are finalized; *a Survey Phase* where information and feedback is collected; and *an Analysis Phase*, which completes the analysis of data, complemented by desk research, and finalizes all deliverables. However, it is expected that desk research and analysis will begin from the start of the project.

The study has three main components, which are all contained in the Final Report on the Green Growth Education Baseline and Options in Viet Nam.

The first is the **Baseline Component**, complemented by a Gap Analysis. This sets out a range of potential Green Growth topics, and evaluates to the extent to which they are reflected in Viet Nam university curricula.

The second are the **Needs Assessments**. These will assess the needs of professionals (in government and the private sector), the universities and the capacity building needs of lecturers, as well as the needs of students. These needs assessments taken together will help inform the prioritization of topics for Green Growth education and training over the short-, medium- and long-term, as well as the capacity needs of trainers/lecturers.

The **Options Analysis** will investigate how certain Green Growth topics can be delivered (via courses, degrees, mainstreaming topics into existing programmes, etc.) and will acquire feedback from

university faculties and students, as well as refer to international examples where applicable, and evaluate the feasibility of the various options.

### **(1) The Baseline Component**

The Baseline study will include a Green Growth and a Gap Analysis assessing the extent and manner in which selected elements of Green Growth education are presently incorporated into existing university curricula.

The precise scope of the elements of Green Growth will be finalized by week 3, during the Inception Phase.

The consultant will conduct a desk review identifying any programs or courses related to Green Growth in major universities across Viet Nam. Based on the desk research, the consultant will select and visit at least **15 universities** for further in-depth study. The consultants should propose the list of the universities, however, the selection should be based on the following criteria:

- Be the major universities in Vietnam in the areas presented in Annex IV. The consultants are expected to select multi-disciplinary and inter-disciplinary universities.
- Be regionally balanced with approximately the same number selected for the North, the Center and the South of Viet Nam. The different number of universities in each region could be approved with appropriate justifications.

The following is an example of a preliminary list of elements<sup>1</sup> of Green Growth education which could be the subject of the Gap Analysis. This list will be considered during the Inception Phase and may be modified and simplified in order to limit the scope of the Gap Analysis:

- **Fundamentals of Green Growth:**
  - Green Growth: the concepts, rationale and principle
  - Related concepts to Green Growth: Sustainable development, Green development, Green economy, Low-carbon Development, Inclusive Green Growth
  - Conditions for greening the national economies
  - Indicators to measure green growth progress
  - Challenges and opportunities for greening key economic sectors;
  - Major international, regional and national initiatives and support to foster Green Growth
  - Resource mobilization and financing for Green growth investments and programmes
- **Reform of institutional framework for green growth:**
  - Economic instruments and policies for the environment and sustainable investments;
  - Mainstreaming environment into development planning
  - Climate change mitigation and adaptation,
  - Fiscal Instruments: Green/Carbon/Environmental Taxes
  - Environmental Harmful Incentives
  - Budget reform and mobilization for Green growth
- **Effectiveness and efficiency of energy use, reduction of energy consumption in production activities, transportation and trade**
  - Source of Green House Gases (GHG) Emissions
  - The development of green technology to reduce GHG
  - Technology to increase effectiveness and efficiency of energy use
  - Measures to reduce energy consumption
  - Renewable energy
- **Green production**
  - Investment in natural capital;
  - Development of green infrastructure

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<sup>1</sup> These topics are proposed based on different aspects of the VGGs.

- Green business
- Green agriculture/aquaculture/forestry/ industry/services
- Green jobs
- Industrial waste management
- **Green lifestyle and sustainable consumption**
  - Determinants of green lifestyle and sustainable consumption
  - Models of eco-city, green rural areas, green housing, sorting wastes at source through the approach reduce- reuse-recycle (3R)
  - Green/Eco labelling of products.

The consultant will investigate whether the selected elements of a potential Green Growth Curriculum are presently taught in universities in Viet Nam and how they are delivered, including via: a.) degrees or programs; b.) training modules c.) entire courses or d.) aspects of courses and e.) other forms of delivery.

For each of the agreed-upon elements in the scope of the study, the consultant will only survey specific disciplines.

- 1.) A desk review of all available online sources, accompanied by communication with the universities, where appropriate;
- 2.) Interviews with key stakeholders of the selected universities, including representatives of board of management, head of training department, scientific research and international relations departments, head of relevant faculties.

The Baseline and Gap Analysis should be presented in database (Excel or other spread sheet) with accompanying explanatory text and analysis. It is not expected to be exhaustive, as it is acknowledged that it is not possible to fully determine whether the selected Green Growth topics are present in university curricula in Viet Nam.

## **(2) The Needs Assessment Component**

The Scoping and Needs Assessment component will also focus on the same selected elements of Green Growth education and training, as well as the same universities.

The needs assessment will focus on capacity-building needs for trainers/lecturers, as well as on the education needs of students (university as well as government officials and other practitioners).

These needs assessments can also serve as a baseline for future monitoring and evaluation of the results of the GDP RTE curriculum and training, by determining if the training and curricula has increased awareness and knowledge of Green Growth concepts.

There are 3 needs assessments.

**The first one** will focus on the labour market and on government Green Growth policymaking/implementation needs, and will assess the education and training needs of government officials and others involved in green growth decision-making or implementation, including potentially the private sector.

This can be used, post-consultancy, to inform the design and delivery of training sessions to government officials and others in the short-term (2016-2017), and can also inform the design of the Green Growth University Curriculum such that it provides skills for policymaking/implementation of Green Growth. Some of the training sessions eventually provided to government may be undertaken by university faculty trained for this purpose.

The method of in-depth interviews with government officials at central and local level and others should be employed to conduct the first needs assessment. During the Inception phase, the Green Growth experts, government agencies, departments and officials to be interviewed and the sample size will be determined. However, it is expected that the respondents should include officials from Ministry of Investment and Planning, Provincial Department of Planning and Investment; and from

businesses as well.

The scope of this assessment and the questionnaires will be determined in conjunction with the Project and the advisors.

**The second needs assessment** will determine the needs of university with regard to teaching Green Growth topics and tools. The consultant team should employ the method of interview with key stakeholders of the selected universities, including representatives of board of management, head of training department, scientific research and international relations departments, head of relevant faculties. These assessments could be carried out simultaneously while conducting interviews to investigate green growth baseline.

**The third needs assessment** will determine the training needs of the lecturers as well as the needs and views of students with respect to Green Growth topics. This can help select which Green Growth topics can be integrated into university over the medium term. It can lead to the design and delivery of Green Growth Training of Trainers (ToT) over the short-term, in order to increase the capacity of lecturers to teach Green Growth topics in university, as well as to deliver potential trainings to government and conduct research projects on relevant Green Growth topics.

The consultants should employ the survey data collection technique using questionnaires to lecturers and students of selected universities. The consultant team is free to choose the data collection modes, where appropriate, including, postal, telephone, online or personally administered questionnaires. It is expected that the number of respondents is **at least 100** for each target group (i.e. lecturers group and students group).

### **(3) The Scoping of Options Component**

The Scoping task will investigate how the elements of Green Growth education can be delivered (e.g. via courses, degrees, specific training courses, mainstreaming concepts into existing structures, etc.).

The Scoping task will explore the options available for developing and delivering the elements of Green Growth education examined in the Gap Analysis, it will provide some analysis of the potential delivery option. It can use the same database as the Gap Analysis, although other forms of presenting and analysing options can also be used.

The following delivery options, among others, will be considered for particular Green Growth topics:

- Mainstreaming the topics or tools into existing courses (by creating sub-chapters, questions on exams, etc.);
- Creating new courses addressing a number of the topics and tools, which may be required for certain disciplines;
- Creating an interdisciplinary certificate utilizing a combination of existing courses, and new courses;
- Creating a degree (eg. a master's program);
- Creating short courses for lecturers and researchers (training-of trainers);
- Creating training programmes for both university students, as well as other stakeholders;
- Utilizing existing online courses offered by international organizations (UN, World Bank, IUCN, others) and universities, and describing their cost and any necessary agreements with the organizations;
- Others

For each option, the consultant will consult with university faculty on its feasibility (ease of implementation, potential cost, and cost-recovery strategies, etc.) and with students regarding their needs and interests.

Some case studies (in universities regionally and internationally) will be used to highlight examples of

the delivery options provided above.

### **3.2. Activities:**

- 1.) Submit the implementation plan of this assignment (Week 1)
- 2.) Conduct a high-level review of Green Growth university education in Viet Nam, indicating any major Green Growth programs and courses, or lack of, in all major Viet Nam universities. Produce a long-list of universities for potential in-depth study. Describe key aspects of the Viet Nam university system which differ from some international examples, and which could inform the development of a curriculum.
- 3.) Attend an Inception Group Meeting with the Project and present preliminary overview of Activity 1 (week 2).
- 4.) Finalize the scope of the study, in conjunction with the Project: a.) select and briefly describe the elements of Green Growth education to be included in the Gap Analysis; b.) select at least 15 universities for in-depth study and consultation, based on the high-level survey in activity 1; c.) select the targets groups for the needs assessments.
- 5.) Develop the questionnaires for the needs assessments, the options scoping, and the Survey Workplan of universities and government agencies to consult.
- 6.) By week 4, produce the Inception and Survey Report, with the high-level review, the scope, and the questionnaires and workplan finalized.
- 7.) Conduct meetings with the selected universities as well as others across Vietnam in order to obtain information for the Baseline and Scoping Report, and to complete the needs-assessments. It is expected that there will be three groups of meetings: one group in selected locations in the South of Viet Nam, another for Central Viet Nam, and another for Northern Viet Nam.
- 8.) Produce a Survey Results progress report (Week 8). Complete the database for the Green Growth Education Gap Analysis, and compile the results of the questionnaires and interviews (data-processing).
- 9.) Conduct analysis on the data and interviews, with additional desk research, reference to international examples of how Green Growth Education is integrated into curricula, and follow-up communications. Complete the Baseline component, the Needs Assessments, and the Options analysis.
- 10.) Produce the Draft "Final Report: Viet Nam Green Growth Education Baseline and Options Report" (Week 10)
- 11.) Revise the draft report by addressing comments by the Project and peer reviewers, and produce the Final Report (Week 12).
- 12.) Attend meetings with the Project as needed.

## **4) DURATION OF ASSIGNMENT, DUTY STATION AND EXPECTED PLACES OF TRAVEL**

The assignment is to be completed during the period September 2015 until December 2015.

Duty station: Hanoi, Da Nang, Hue, Nha Trang, Can Tho, HCMC and other potential locations.

## **5) FINAL PRODUCTS**

The final products produced by the research team will be:

**The Inception Report: Background and Survey Plan between 20-30 pages (due at approximately the end of week 4)**

- Completed high-level review of major initiatives and Green Growth content in universities across Viet Nam, and overview of key aspects of the Viet Nam university system.
- Completed Scope: a.) Selected Topics of Green Growth Education for the Gap Analysis, with a

brief description of each element, b.) Selected Universities for in-depth consultations; c.) Selected target groups for the needs assessments (government agencies, research centres, potentially some private sector, universities management, lecturers, researchers).

- The Survey Workplan: a.) Parameters and Format of the Gap Analysis database; b.) Questionnaires for the needs assessments, as well as for the Gap Analysis and Scoping if necessary; c.) structure of focus group meetings; d.) Survey Schedule and methods (sample size, delivery, etc.); e) the assessment of the sample to ensure quality sample sources (for example, sanity check, the sample process in its entirety or the sample validation)

#### **Interim Report: Survey Activities between 15-20 pages (due at approximately the end of week 8)**

- A log of the Survey Activities (Type, time and date, location, participants, results, etc.)
- The compilation of survey and data gathering results: The preliminary database for the Green Growth Education Gap Analysis; database of results from the questionnaires for the needs assessments and other; minutes of focus groups and results of other consultations.

#### **Final Report: Viet Nam Green Growth Education Baseline and Options Report between 50-60 pages (due at approximately the end of week 12)**

- 1.) The Green Growth Education Baseline and Gap Analysis, including the database and explanatory and analytic text;
- 2.) A scoping of options and opportunities to address Green Growth Education gaps identified in the Gap Analysis, and the potential delivery method and cost recovery (eg. courses, programs, certificates);
- 3.) The needs assessments of the labour market (government as well as private sector employers) for Green Growth training over the short-term, with data and analysis;
- 4.) The needs assessment of faculty and students for the development of a Green Growth curriculum, with data and analysis;
- 5.) References to relevant international examples of delivery options (programs, courses, etc.), where applicable.
- 6.) Conclusion and recommendations for training, implementation or further study.

## **6) TEAM MEMBER RESPONSIBILITIES**

### **Team member Responsibilities**

#### **1 National Team Leader (tentatively 45 days)**

- Lead the team, formulate, organize and manage assignments to control quality and ensure timely delivery of outputs.
- Lead the Scoping, the design of the surveys tools (questionnaires, etc.) and approach, the compilation of data, the final analysis, recommendations and report writing and other activities.
- With the Project, agree on the scope of work. The scope of work and the survey plan must be endorsed by the Project.
- Lead the drafting of all outputs and deliverables. Revise the drafts based on comments from the Project.
- Attend and present at all group meetings and workshops;
- Participate in some or all of the survey and consultation activities.

- Prepare the 1-2 page monthly progress reports.
- Perform other related duties as required

**1 National Technical Consultant (tentatively 35 days):**

- Assist the Team Leader with the scoping, the design of the surveys tools (questionnaires, etc.) and approach, the compilation of data, the final analysis, recommendations and report writing, and other activities.
- Contribute text to the drafts of all outputs and deliverables. Revise the drafts based on comments from the Project.
- Participate in some or all of the survey and consultation activities.
- Attend and present at all group meetings and workshops;
- Perform other related duties as required.

*Note: The number person days for each team member are subject to change based on actual implementation plan of the group.*

**7.) PROVISION OF MONITORING, REVIEW, QUALITY CONTROL AND PROGRESS CONTROLS**

The team will provide monthly updates on the progress of the study to the project. The format of the monthly reports will be limited to 1 - 2 pages in order to reduce workload, and will be finalized during the Inception Phase.

The Project (consisting of the PMU at VNU-UEB in connection with the UNDP) will establish a technical team to do technical reviews and quality assurance on the service provider’s outputs.

Reports, drafts and updates will be submitted in English. The final report will be submitted in both English and Vietnamese.

**8.) DEGREE OF EXPERTISE AND QUALIFICATIONS**

The bidding team of 2 persons will include expertise or experience in the following:

- (i) Environment and/or economic qualification;
- (ii) Design of education, training and capacity-building curricula and material;
- (iii) Environmental issues, trends, impacts and indicators;
- (iv) Social Science and Economic Research Methods;
- (v) Stakeholder Consultations.
- (vi) Work experience in sustainability and Green Growth is considered an asset.

The Team leader should preferably have a PhD and the national consultant should have at least a Master degree in a field related to education, economics, environment, and the social sciences.

Please see the detailed requirements in the criteria table for evaluation of technical proposals, attached with these TOR.

**9.) ADMINISTRATIVE SUPPORT**

The selected team is required to fulfil all necessary tasks and deliver the agreed products.

The project will assist with necessary formal introductions to stakeholders and experts/specialists with whom the service provider is required to meet.



The number of flights to each region will be determined by the consultant group and the Project in the survey plan. The Project will, however, support to cover two return flight tickets for the team to Ho Chi Minh City to attend the group meeting between the Project and a number of universities in this city. The trip plan will be arranged by the Project.

All other costs for consultation activities will be paid by the service provider, and the cost of such activities should be included in the financial offer.

The updated UN-EU Cost Norms for Viet Nam should be used by bidders for reference in developing the financial offer for the proposal.

## 10.) REFERENCE DOCUMENTS

The following reference documents are available to all bidders:

- Annex 1 of these TOR, on the Detailed Evaluation Criteria for Technical Proposal Evaluation
- UN-EU Cost Norms (available online at:

[http://eeas.europa.eu/delegations/vietnam/documents/eu\\_vietnam/un\\_eu\\_costnorms2015\\_en.pdf](http://eeas.europa.eu/delegations/vietnam/documents/eu_vietnam/un_eu_costnorms2015_en.pdf)

## 11.) REVIEW TIME REQUIRED AND PAYMENT TERM

10 working days will be required by the project to review/approve any outputs prior to authorizing payments. Once payments have been authorized, funds will be disbursed in approximately 30 days

The project shall organize payments to the service provider in **three instalments**, upon acceptance of the outputs/deliverables defined in the TOR by the project:

- 1st payment: 20% of total contract value upon submission of the implementation plan;
- 2nd payment: 40% of total contract value upon submission and endorsement of the *Inception Report: Scope and Survey Plan*;
- 3rd payment: 40% of total contract value upon submission and approval of the *Final Report: Green Growth Education Baseline and Options*.

## 12.) CONSULTANT PRESENCE REQUIRED ON DUTY STATION/UNDP PREMISES

The presence of the research team at the project office is not required.

## Annex I Detailed Evaluation Criteria for Technical Proposal Evaluation

Technical Proposal Evaluation Form		Points Obtainable
<b>1.</b>	<b><i>Approach, methodology and work plan</i></b>	<b>50</b>
1.1	<i>Technical approach and methodology</i>	25
	<p>The proposal demonstrates:</p> <p>An understanding of the interdisciplinary nature of a broad range of Green Growth subject matters, definitions and associated concepts, and how the scope of this research may be refined in order to arrive at useful data and analysis.</p> <p>A consideration of various ways of integrating Green Growth topics into a university curriculum (certificates, dedicated courses, mainstreaming into existing programs, etc.).</p> <p>A consideration of the possible needs of policymakers and other stakeholders for training on specific Green Growth research needs over the short term, and how these needs could also impact a university curriculum over the longer term.</p> <p>A consideration of methodological issues in designing and administering the surveys and consultations (including the questionnaires).</p> <p>Ability to compile and analyse results of quantitative and qualitative data.</p>	
1.2	<i>Work plan and resources allocation</i>	20
	<p>A schedule is created which clearly shows all activities, workshops/meetings, deliverables on a timeline with the phases, respecting the approximate due dates of deliverables as indicated in this document.</p> <p>(It is understood that the schedule is tentative, and that the scope of universities and agencies to survey will be finalized during the Inception Phase and with the approval of the Project.)</p> <p>Work approach to activities of particular interest, importance or difficulty is described (it is not necessary to address each activity separately), including methodological approaches and challenges to gathering and analysing data and producing useful results.</p> <p>Comments on how the activities, the schedule, methodology and objectives can be undertaken in a realistic way, with concerns listed if any.</p>	
1.3	Conformity with bidding document Requirements, clarity of presentation, follows instructions i.e. standard forms/templates; clear presentation and sequence of activities and the planning is logical, realistic; other requirements met.	5
<b>2.</b>	<b><i>Personnel/ Expertise and Experience</i></b>	<b>50</b>
2.1.	<i>Team leader</i>	<b>30</b>
2.1.1	A post-graduate degree in Economics/Environment/Education, or	5

	other relevant fields.	
2.1.2	Experience developing training and educational programmes and materials	6
2.1.3	Experience in research methods (social and economic sciences), and gathering and analysing primary qualitative and qualitative data.	5
2.1.4	<p>Knowledge of:</p> <ul style="list-style-type: none"> <li>- Stakeholder Consultations and focus group meetings;</li> <li>- Environmental issues, trends, impacts and indicators;</li> <li>- Other Green Growth related issues (Economic instruments and policies for the environment, sustainable investments, mainstreaming environment into development planning, climate change mitigation and adaption, biodiversity, etc.) and government policy.</li> </ul>	6
2.1.5	A proven consultancy track-record with roles as consultant/team leader	4
2.1.6	Competent in English report writing (Provide 1-2 reference reports)	4
2.2.	<i>National Team Member</i>	<b>20</b>
2.2.1	A post-graduate degree in Economics/Environment/Education, or other relevant fields.	3
2.2.2	Experience developing training and educational programmes and materials	4
2.2.3	Experience in research methods (social and economic sciences), and gathering and analysing primary qualitative and qualitative data.	4
2.2.4	<p>Experience in:</p> <ul style="list-style-type: none"> <li>- Stakeholder Consultations;</li> <li>- Environmental issues, trends, impacts and indicators;</li> </ul> <p>Other Green Growth related issues (Economic instruments and policies for the environment, sustainable investments, mainstreaming environment (SEAs, EIAs, other) into development planning, climate change mitigation and adaption, biodiversity, etc.)</p>	4
2.2.5	A proven consultancy track-record with roles as consultant/team leader	2.5
2.2.6	Competent in English report writing (Provide 1-2 reference reports)	2.5
	<b>Total</b>	<b>100</b>

## Annex II Technical Proposal Form

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### TECHNICAL PROPOSAL FORMAT

The Technical Proposal should not exceed 20 pages (excluding the cover page, table of contents and writing samples, and other documents.) The bidding team should aim to write as succinctly as possible, and shorter proposals, if meeting the evaluation criteria, will not be penalized.

The Technical Proposal will respond directly to the evaluation criteria described above. The Technical Proposal will include the following, in this order and with indicative contents.

#### SECTION 1

- Introduction

*[Brief Introduction summarizing the team, overall approach and relevance of this study (max 2-3 paragraphs).]*

- Overview: Knowledge of Green Growth concepts and tools

*[Demonstrate high-level understanding of the topic.*

*Demonstrate understanding of Green Growth as a concept, and how it may be included in a curriculum.*

*Demonstrate understanding of the debates and issues surrounding potential definitions of Green Growth.*

*Demonstrate understanding of the interdisciplinary nature of Green Growth topics, tools, and concepts, and how this could create a challenge as well as present opportunities to developing a curriculum.*

*Provide several (2-3) very brief examples of how some of the concepts of Green Growth have been mainstreamed into curricula internationally.]*

- Scoping

*[The potential scope of the research will be described.*

*Comment on how the scope of Green Growth topics for the Gap Analysis could be feasibly refined and surveyed during this consultancy.*

*List some universities which could potentially be a part of the survey and questionnaires, and why they would be potential candidates for Green Growth education piloting.*

*List some potential government agencies, departments, etc. which could be surveyed as a part of a Green Growth needs assessment, and a description of their potential relevance to Green Growth.]*

- Survey and Primary Data Gathering

*Describe the approaches to three components of the final report which may be adopted. List some methodological and practical issues related to the questionnaires and consultations, including target groups, sample size, etc. Provide an indication of how the questionnaires may be designed, their content, and how they may be administered.*

*Provide an indication of the typical activities the consultants would undertake at visits to universities.*

*Describe how the data (qualitative results from in-depth interviews and focus groups, and possibly questionnaires as well and quantitative results) could be compiled, analysed, and presented. Statistical tests may not be appropriate or necessary, and simple ranking of options may be suitable in some cases. In some cases the data could simply be described (eg. number of respondents choosing an option, etc.) without further analysis.*

*Describe how the options of curriculum delivery (degrees, courses, mainstreaming concepts, etc.) and financing/cost recovery could be explored, both via visits to universities as well as via desk research.*

*Note that the suggestions in this section do not necessarily reflect what will be implemented, if the consultant is chosen. Rather, the content and scope of the survey will be determined during the Inception phase, in conjunction and with the approval of the Project.*

*Describe any other ideas/approaches your team may have with regard to successfully undertaking the objectives of this consultancy, and note any concerns.]*

**Section 2 – Approach and Implementation Plan**

*[as detailed below in the Section 2 form, and addressing the evaluation criteria]*

**Section 3 - Personnel**

*[as detailed below, and addressing the evaluation criteria]*

Note: Technical Proposals not submitted in this format may be rejected. The financial proposal must be included in separate envelope/email.

<b>Country of Registration:</b>	
<b>Name of Contact Person for this Proposal:</b>	
<b>Address:</b>	
<b>Phone/Fax:</b>	
<b>Email:</b>	

**SECTION 2 - APPROACH AND IMPLEMENTATION PLAN**

Please provide information/documents which respond to the specific requirements indicated under form 2 “ Adequacy of the proposed approach, methodology, work plan and quality control responding to the TOR” in the evaluation criteria table, which includes among others:

2.1 Implementation Timelines: The Proposer shall submit a Project Schedule which clearly shows in a timeline diagram the activities, workshops/meetings, deliverables. The timeline should be divided into the 3 phases, respecting the approximate due dates of deliverables as indicated in this document.

The consultant should indicate the approximate schedule, duration and participants of field trips.

2.2 Comments: Any other comments or information regarding the project approach and methodology that will be adopted.

Work approach to activities of particular importance is described (it is not necessary to address each activity separately).

Comments on how the activities, the schedule, methodology and objectives can be undertaken in a realistic way, and note concerns if any.

2.3. Technical Quality Assurance Review Mechanisms: Include details of the Proposer’s internal technical and quality assurance review mechanisms

2.4 Statement of Full Disclosure: This is intended to disclose any potential conflict in accordance with the definition of “conflict” under Annex IV of this document, if any.

## SECTION 3 – PERSONNEL

### 3.1 Qualifications of Personnel.

Provide short 1 - 2 paragraph summaries of the qualifications, experience, and expertise of each team member most relevant to Green Growth Education.

**In an Appendix,** Provide the CVs for personnel (Team Leader, team member) that will be provided to support the implementation of this project. CVs should demonstrate qualifications in areas relevant to the Scope of Services (form enclosed).

**In an Appendix,** Provide information/documents which respond to the specific required degrees, qualifications under **Form 3 - “competencies of Key Personnel”** in the evaluation criteria table mentioned under DS 32 of the RFP. Please use the below format as reference.

### 3.2 Staff Time Allocation:

**In an Appendix,** provide a spreadsheet showing the activities of each staff member and the time allocated for his/her involvement.

(Note: No substitution of personnel with other personnel outside of the bidding team will be tolerated once the contract has been awarded except in extreme circumstances and with the written approval of the Project.

If substitution is unavoidable it will be with a person who, in the opinion of the Project, is at least as experienced as the person being replaced, and subject to the approval of the Project. No increase in costs will be considered as a result of any substitution.

**It is understood, however, that after the project begins, within the team tasks may be allocated differently than proposed if this does not alter the total proposed number of person-days for each team member.)**

3.3 Management Structure: Describe the overall management approach toward planning and implementing this activity.

<b>Name:</b>		
<b>Position for this contract:</b>		
<b>Nationality:</b>		
<b>Contact information:</b>		
<b>Countries of Work Experience:</b>		
<b>Language skills:</b>		
Educational and Other Qualifications:		
<b>Summary of Experience:</b> <i>Highlight experience in the region and on similar projects.</i>		
<b>Relevant Experience (from most recent):</b>		
<b>Period: From – To</b> <i>e.g. June 2008-January 2009</i>	<b>Name of activity/project/funding organisation, if applicable:</b>	<b>Job title and activities undertaken/description of actual role performed:</b>

<b>Referees (minimum of three):</b>		
<b>Referee No. 1</b>	<i>Name</i> <i>Designation</i> <i>Organization</i> <i>Contact Information – Address; Phone; Email; etc.</i>	
<b>Referee No. 2</b>	<i>Name</i> <i>Designation</i> <i>Organization</i> <i>Contact Information – Address; Phone; Email; etc.</i>	
<b>Referee No. 3</b>	<i>Name</i> <i>Designation</i> <i>Organization</i> <i>Contact Information – Address; Phone; Email; etc.</i>	
<b>Declaration:</b>		
<p>I confirm my intention to serve in the stated position and present availability to serve for the term of the proposed contract. I also understand that any wilful misstatement described above may lead to my disqualification, before or during my engagement.</p>		
<hr/> Signature of the Nominated Team Leader/Member		<hr/> Date Signed

## Annex III Financial Proposal Form

The Contractor is required to prepare the Price Schedule as a separate envelope or email from the rest of the proposal submission.

The Price Schedule must provide a detailed cost breakdown. Provide separate figures for each functional grouping or category.

Estimates for cost-reimbursable items, if any, such as travel, and out of pocket expenses should be listed separately.

In case of an equipment component to the service provided, the Price Schedule should include figures for both purchase and lease/rent options. The project reserves the option to either lease/rent or purchase outright the equipment through the Contractor.

The format shown on the following two tables should be used in preparing the price schedule. The format includes specific expenditures, which may or may not be required or applicable but are indicated to serve as examples only.

*Note: The maximum total number of person-days of the consulting team is 80 days. It is expected that **approximately 35 days will be spent on surveys**. Costs related to flights and per diem should be included in the proposal.*

### Cost Breakdown by Cost Component:

The Proposers are requested to provide the cost breakdown for the above given prices for each deliverable based on the following format. The project shall use the cost breakdown for the price reasonability assessment purposes as well as the calculation of price in the event that both parties have agreed to add new deliverables to the scope of Services.

Description of activities	Remuneration per Unit of Time (e.g., day, month, etc.)	Total period of engagement	# of personnel	Total rate for the period
<b>I. Personnel services</b>				
1. Services from Home Office				
a. Expertise 1				
b. Expertise 2				
2. Services from Field Office				
a. Expertise 1				
b. Expertise 2				
<b>II. Out of pocket expenses</b>				
1. Travel costs				
2. Daily allowance				
3. Communications				
4. Reproduction				



5. Equipment lease				
6. Others				
<b>III. Other related costs</b>				

[Name and Signature of the Service Provider's Authorized Person]

[Designation]

[Date]

## Annex IV: List of education and training categories

(Selected from List of education and training categories of - level IV (colleges and universities) in consolidated document of Circular No. 14/2010 / TT-BGDĐT dated 27 / 4/2010 and Circular No. 32/2013 / TT-BGDĐT dated 5/8/2013 of Minister of Ministry of Education and Training)

<b>Code</b>	<b>Category</b>
<b>5231</b>	<b>Social and Behavioral Science</b>
<b>523101</b>	<b>Economics</b>
52310101	Economics
52310106	International Economics
<b>5234</b>	<b>Business and Management</b>
<b>523401</b>	<b>Business</b>
52340101	Administration Management
52340103	Tourism Services and Travelling Management
52340107	Hotel Management
52340109	Restaurant and catering services management
52340115	Marketing
52340116	Real Estates
52340120	International Business
52340121	Commerce
<b>523402</b>	<b>Finance-Banking-Insurance</b>
<b>52340201</b>	Finance and Banking
<b>523404</b>	<b>Governance - Management</b>
52340401	Management Science
<b>5242</b>	<b>Life Sciences</b>
<b>524201</b>	<b>Biology</b>
52420101	Biology
<b>524202</b>	<b>Applied Biology</b>
52420201	Biotechnology
52420202	Bioengineering *
52420203	Applied Biology
<b>5244</b>	<b>Natural Science</b>
<b>524401</b>	<b>Physical science</b>
52430122	Materials Science
<b>524402</b>	<b>Earth Science</b>
52440201	Geology
52440217	Natural geography
52440221	Meteorology

52440224	Hydrological
52440228	Oceanography
<b>524403</b>	<b>Environmental Science</b>
52440301	Environmental Science
52440306	Soil Science
<b>5251</b>	<b>Technology</b>
<b>525101</b>	<b>Architecture and construction technology</b>
52510102	Architecture and construction technology
52510103	Construction technology
52510104	Transportation technology
52510105	Building materials technology
<b>525102</b>	<b>Mechanical engineering technology</b>
52510201	Mechanical engineering technology
52510202	Manufacturing technology
52510203	Mechatronics Technology
52510205	Automotive Engineering Technology
52510206	Thermal technology
52510210	Rural affairs
<b>525103</b>	<b>Electrical engineering technology, electronics and telecommunications</b>
52510301	Electrical engineering technology, electronics
52510302	Electronics and telecommunications
52510303	Control technologies and automation
52510304	Computer Engineering Technology
<b>525104</b>	<b>Chemical technology, materials, metallurgy and environment</b>
52510401	Chemical technology
52510402	Materials Technology
52510406	Environmental technology
52510601	Industrial Management
52510602	Industrial Systems Engineering
52510603	Industrial engineering
52510604	Industrial Economy
<b>5262</b>	<b>Agriculture, forestry and fisheries</b>
<b>526201</b>	<b>Agriculture</b>
52620101	Agriculture
52620102	Agriculture extension
52620105	Livestock
52620109	Agronomy

52620110	Crop Science
52620112	Plant Protection
52620113	Horticulture and landscaping technology
52620114	Agribusiness
52620115	Agricultural Economics
52620116	Rural development
<b>526202</b>	<b>Forestry</b>
52620201	Forestry
52620202	Urban Forestry
52620205	Silviculture
52620211	Forest resources management
<b>526203</b>	<b>Aquaculture</b>
52620301	Aquaculture
52620302	Aquatic Pathology
52620304	Fishing techniques
52620305	Management of fisheries resources
<b>5285</b>	<b>Environment and environmental protection</b>
<b>528501</b>	<b>Environment protection and management</b>
52850101	Management of resources and environment
52850102	Economics of natural resources
52850103	Land Management

**Annex V PROPOSAL SUBMISSION FORM<sup>2</sup>**

[insert: *Location, Date*]

To: The Project Management Unit  
Capacity Building for Policy Research, Training and Education to advance Green Development  
Room 501, Building E4  
144 Xuan Thuy Road, Cau Giay District,  
Hanoi  
Vietnam

Dear Sir/Madam:

We, the undersigned, hereby offer to provide professional services for research consulting to the project of “Capacity Building for Policy Research, Training and Education to advance Green Development” of University of Economics and Business – Vietnam National University funded by UNDP Vietnam in accordance with your Request for Proposal dated ..... and our Proposal. We are hereby submitting our Proposal, which includes the Technical Proposal and Financial Proposal sealed under a separate envelope.

We hereby declare that:

- a) All the information and statements made in this Proposal are true and we accept that any misrepresentation contained in it may lead to our disqualification;
- b) We are currently not on the removed or suspended vendor list of the UN or other such lists of other UN agencies, nor are we associated with, any company or individual appearing on the 1267/1989 list of the UN Security Council;
- c) We have no outstanding bankruptcy or pending litigation or any legal action that could impair our operation as a going concern; and
- d) We do not employ, nor anticipate employing, any person who is or was recently employed by the PMU or UNDP.

We confirm that we have read, understood and hereby accept the Terms of Reference describing the duties and responsibilities required of us in this TOR. We agree to abide by this Proposal for 120 days. We undertake, if our Proposal is accepted, to initiate the services not later than the date indicated in the TOR.

We fully understand and recognize that the PMU is not bound to accept this proposal, that we shall bear all costs associated with its preparation and submission, and that PMU will in no case be responsible or liable for those costs, regardless of the conduct or outcome of the evaluation.

Yours sincerely,

Authorized Signature [*In full and initials*]: \_\_\_\_\_

Name and Title of Signatory: \_\_\_\_\_

Name of Firm: \_\_\_\_\_

Contact Details: \_\_\_\_\_

[please mark this letter with your corporate seal, if available]

<sup>2</sup> No deletion or modification may be made in this form. Any such deletion or modification may lead to the rejection of the Proposal.