

The World Bank
Kathmandu, Nepal
Development of Business Plan for Center of Excellence for Environmental and Social Capacity Building Program
Terms of Reference

In October 2018, the World Bank adopted its new Environmental and Social Framework (ESF) with a commitment to enhance sustainable development. The ESF focuses on due diligence and systematic measures for enhancing development outcomes of projects whilst addressing the environmental and social impacts of projects. The framework covers themes such as labor, waste and pollution management, biodiversity and climate change adaptation, community health and safety, land acquisition and resettlement, indigenous people, cultural heritage management, and stakeholder engagement. The ESF is a three-part framework: (i) a vision for sustainable development; (ii) an environmental and social policy for the Bank's investment projects; and (iii) ten Environment Social Standards. The ESS emphasizes the need to avoid, minimize and manage, mitigate risk and improve the environmental and social performance consistent with the international good practice. Each standard expresses key objectives and requirements for assessing and addressing notable environmental and social risks and impacts of projects.

Background

In Nepal, the attempts by project implementing agencies and contractors to address environmental and social impacts of infrastructure projects is less than satisfactory. Whilst the ESF offers a comprehensive set of requirements and guidance for addressing project impacts, early experiences showed significant constraints in implementing the full span of the ESF. Despite placing considerable pressure on the regulatory system and substantial investment in building ESF capacity in institutions, regulations, and procedures, capacity gaps still exist. Additionally, there has been a realization that project-limited attempts to build ESF capacity are not necessarily efficient and sustainable and considerable efforts is expended in designing capacity building programs. The constraints include:

- Inadequate client capacity for addressing the broad range of thematic issues under the ESF
- Inconsistencies between country policy and regulations and the ESF, making it difficult to regularize the requirements of the ESS on issues such as livelihood restoration, economic displacement, Occupational Health and Safety, and Critical Habitat Management.
- Poor quality of environmental and social management plans, resulting from weak local expertise/staff and poor understanding of the scope of the ESF
- Struggle of implementing agencies (IAs) to address the expanded scope of E&S issues prescribed by the various ESSs, their objectives, and key requirements

To address these gaps, the World Bank's office in Nepal has planned a three-year capacity support and development plan to improve the capacity of project implementors and contractors for effective project delivery and managing the E&S impacts of Bank-funded projects. The plan aims to achieve three main objectives:

- i. Assess and scale-up project level capacity for planning and implementing E&S plans.

- ii. Strengthen country E&S policy and regulatory environment for consistency and alignment with the World Bank's ESF.
- iii. Create sustainable institutional structures and platforms for continuous learning.

In respect of objective three above - '*Create sustainable institutional structures and platforms for continuous learning*' - the World Bank is exploring opportunities to partner and collaborate with the local universities and training institutions to conceptualize and implement a curriculum focusing on the environment and social thematic areas relevant to the Bank's ESF. The idea is to develop a ***Center of Excellence*** dedicated to training, technical support for projects, as well as research and knowledge management on Environmental and social performance of projects. As a priority, the Centre is expected to develop and deliver periodic (i.e., summer courses) training curriculum on environmental and social sustainability of development programs to practitioners, consultants, and industry associations in Nepal. It is envisaged that the center will also serve as a focal point for ESF capacity building at national level.

As such, the Bank has formed a working group comprising representatives from the Bank and Kathmandu University¹. The objective of the working group is:

1. Identification of specific topics and thematic areas for curriculum development – (exploring training programs and understanding how they are structured.)
 - i. Review and strengthen the existing courses that align with ESF.
 - ii. Developing summer-courses (short courses) curriculum in two-folds
 - Orientation and awareness of ESF, targeting bureaucrats and providing them knowledge about the Bank's E&S standards.
 - Prioritize and develop training curriculum/modules on themes that are central to the ESF
 - iii. Provide periodic Deep-dive training on E&S risk management for practitioners, consultants, contractors, and project implementation unit (PIU).

2. Financial Support:

To implement these objectives, the World Bank will provide financial support which includes technical support for the selected university towards developing the course curriculum and providing minimal logistical support that may be required to establish the training course. This includes providing access to educational experts to design curriculum and teaching resources, and opportunities to engage the University students in ESF aligned projects.

3. Potential Challenges:

However, there are potential challenges that the Bank foresees in the implementation of the program.

- i. Identification of existing courses and integrating ESF in the existing curriculum, as the ESF is trans-disciplinary.
- ii. Identification of short-term courses that are necessary for the market.
- iii. Market mapping of the intervention to ensure demand and supply of the courses offered.
- iv. Continuity and sustainability of the program in the long run.
- v. Approval of training program by higher management prior to rollout.

As such, the Bank seeks consulting support in developing a business plan to ensure the success of the Center of Excellence program.

¹ School of Arts, School of Education, School of Engineering, School of Environmental Science, School of Management

Objectives

Key objective of the project is to support the Working Group *to develop a business plan for the establishing, operating and sustaining the Center of Excellence*. The Consultant will carry out the following critical tasks among others leading to the business.

i. Market survey and mapping

- In collaboration with the working, lead the process of identifying and mapping existing and potential demand for capacity building programs on environmental and social sustainability of development projects.
- Consult with Industry Associations, consultants and project implementers on Institutional capacity needs and challenges relating to the environmental and social aspects of projects.
- Identify opportunities (curriculum and existing Institutional Infrastructure) for undertaking specialized courses on environment and social programs.
- Identification of target market, readiness to pay, price points, and market demand

ii. Identify and recommend a course structure: content, curriculum, training approach

- Design of curriculum, learning materials, pedagogy, resources, and capacity enhancement of faculty (staff and visiting faculties).
- Modes of delivery and the target audience. Identification of resource person(s) to facilitate training programs or courses.
- Determine initial appetite of selected universities in terms of creating and hosting a potential CoE on Environmental and Social Sustainability of Development programs.

iii. Develop a sustainable business model (including financing)

- Identification of focal School to lead the CoE and institutional readiness of the school, including existing course, infrastructure, faculties, resources, and alignment of programs with the CoE objectives.
- Engage with selected universities and ensure that the proposed CoE aligns with their existing strategic and business plans.
- Determine and elaborate on strategies for creating awareness and marketing for the courses.
- Consider ways by which universities can operate and sustain the CoE over long term.
- Design value creation model to be communicated to various stakeholders including but not limited to the University, faculties, students, public sector, governmental institutions, private sectors, training institutions, etc.

Required Skills of the Consultants

The Consultant must have graduate degree in the following Business Sustainability, Education for Sustainability, Business Management, and Education Management and Leadership; with 15 years practical experience. The consultant will have expertise in curriculum development, organizational development, experience working with universities, particularly in terms of designing academic, training and educational business plan. Additionally, the consultant should have expertise in conducting market mapping and knowledge on sustainability frameworks.

Deliverables

The consultant will be required to hold consultations and focus group discussions with various partners and stakeholders relevant to development of the business plan, with collaboration with the representatives of the Working Group.

The final output will be the business plan of the CoE that has been discussed with concerned partners and stakeholders.

Timeline: 65 days, starting from March 1 and ending June 10, 2023 (Negotiable).

1. Inception Report²: Within 10 days after contract signing [March 14, 2023]
2. Mid-term Progress Report: Within 40 days after contract signing [April 25, 2023]
3. Draft Business Plan – Within 50 days after contract signing [May 10, 2023]
4. Final Business Plan – Expected on May 30, 2023.

Reporting Arrangements

The Consultant will communicate with and report directly to Alidu Babatu Adam (World Bank, Nepal) and Sandeep Shrestha (Kathmandu University). For further communications, please contact Sandeep at sshrestha24@worldbank.org.

² The inception report noted above must address the approach, methodology, timeline for completing the tasks.