

THE SOUTHEAST ASIA REGIONAL PROGRAMME ON COMBATING MARINE PLASTICS (SEA-MAP) Terms of Reference

Regional Training Programme on Plastic Waste Management

Project duration: Q3 2024 – Q1 2026

1. Background

a. The SEA-MaP project

The Southeast Asia Regional Program on Combating Marine Plastics (SEA-MaP) Regional Project is funded by the World Bank. Its objective is to support the Association of Southeast Asian Nations (ASEAN) Member States (AMS) in the implementation of the ASEAN Regional Action Plan (RAP) for Combating Marine Debris, which seeks to reduce marine plastic pollution and mitigate its negative impacts.

ASEAN implements the project through the ASEAN Secretariat (ASEC). Existing ASEAN structures and mechanisms allow collaboration and consultation across all the AMS and other partners. A Project Steering Committee (PSC) is co-chaired by the Chair of the ASEAN Working Group on Coastal Marine Environment (AWGCME) and the Deputy Secretary-General of ASEAN for the ASEAN Socio-Cultural Community (ASCC) and includes members of the AWGCME. A Project Management Unit (PMU) within ASEC provides oversight, monitoring, and reporting. More information on the project can be found in the Project Appraisal Document (PAD).

A Regional Implementation Support Unit (RISU) is established within the United Nations Office for Project Services (UNOPS) to assist ASEAN in project activities, providing technical support on project implementation, procurement, financial management, environmental and social compliance, and monitoring, evaluation, and reporting.

The SEA-MaP Regional Project is divided into two main components:

(i) Strengthening Policies and Institutions for Plastics Circularity.

The SEA-MaP Regional Project will support regional actions aligned with the ASEAN RAP. Through the development of regional guidelines, enhancement of plastics metrics and monitoring, and support for policy harmonization, the project aids in implementing the ASEAN RAP. The project's goals are designed to surpass its lifespan, aiming to strengthen regional actions and integrate them within the existing ASEAN structure, alongside fostering capacity building for decision-makers, private-sector champions, and other relevant stakeholders.

(ii) Establishing Regional Platforms for Innovation, Knowledge Sharing, and Partnerships.

The SEA-MaP Regional Project is committed to creating and institutionalizing Platforms for innovation, investment, knowledge sharing, and partnerships across ASEAN to address plastic pollution. These platforms, aiming to bolster sustainability, will foster collaboration with regional private-sector champions and support existing data and research networks. They are designed to promote circular economy solutions and encourage plastic reduction partnerships. Further, these platforms seek to catalyze private sector investment and support. The Platforms will provide technical assistance to plastics innovators, especially focusing on women-owned innovations, social

enterprises, and NGOs, to help turn innovative ideas into proofs of concept, pilots, and bankable business solutions.

The table below outlines the deliverables of the SEA-MaP Project under each component.

Table 1. Overview of SEA-MaP Regional Project Components and Deliverables

Components	Deliverables
Component 1: Strengthen Regional Policies and Institutions for Plastics Circularity	
1.1: Supporting Regional Policy Development, Harmonization, and Implementation	<ul style="list-style-type: none"> • Best Practice Manual on Standards for Plastic Packaging • Regional Guidebook on Standards for Responsible Plastic Waste Trade, Sorted Plastics, and Recycled Plastics • Regional Guidebook on Financial Mechanisms for Investments in Plastic Waste Management • Regional Guidebook on Phasing Out Single-Use Plastics • EPR Handbook and Customized Toolkit
1.2: Supporting Regional Collaboration and Strengthening Monitoring Capacity	<ul style="list-style-type: none"> • Regional Baseline Report (including on policies) • Guidebook for Common Methodologies for Assessment and Monitoring of Plastic Pollution • Regional Training Program on Plastic Waste Management
Component 2: Establish Regional Platforms to promote Innovations, Knowledge, and Partnerships for Plastics Circularity	
2.1: Regional Platform for Innovation and Investments	<ul style="list-style-type: none"> • Regional Platform for Innovation and Investments • Web Platform/ 'Marketplace' for Investments/Innovation • Annual Technology/Innovation Expos Sustainability Strategy
2.2: Establishing a Regional Platform for Knowledge and Partnerships	<ul style="list-style-type: none"> • Resource Mobilization Strategy • Knowledge Sharing and Training • High-Level Policy Dialogue and Discussion • Communications

b. The assignment

The Terms of Reference (ToR) delineate the requirements for creating a Regional Training Program on Plastic Waste Management. The commencement of this assignment is anticipated in Q3 2024, unfolding across several sequential phases. These phases encompass initial scoping, desktop research and analysis, the formulation of training, documents, and supplementary materials, drafting of materials, subsequent reviews and revisions, piloting, and a final review and approval process.

The generation of the outputs constitutes a significant deliverable of the SEA-MaP Regional Project, aligning with Action 10 of the ASEAN RAP for Combating Marine Debris 2021-2025. Action 10

specifies coordinating training programs on plastics and plastic waste management as an opportunity for developing capacity building initiatives at a regional level to leverage economies of scale and streamline design costs. The ultimate execution of these initiatives will facilitate the mainstreaming and broader uptake and dissemination of the various knowledge products currently under development within the SEA-MaP project, encompassing various topics related to plastic pollution, as presented in Table 1.

2. OBJECTIVE AND OUTCOMES

Objective:

To develop a Regional Training Program on Marine Plastics for the ASEAN Region that includes creating a Best Practices Manual for the Training of Trainers (ToT), containing instructions for building the knowledge and capacities of relevant stakeholders. The Manual will contain an overarching set of courses regarding plastic waste management, developed based on a comprehensive assessment of (1) needs and gaps in the ASEAN region and (2) existing knowledge resources and capacity development (CapDev) programs.

The developed training courses should aim to fill gaps in the landscape of already available courses, and provide stakeholders from national and local government, universities, private businesses, and consumers with insights into emerging technologies, innovations, and best practices in plastics and plastic waste management. Courses should also focus on reaching out to women, informal waste pickers, and youth stakeholders in both urban and rural settings by equipping them with valuable skills and knowledge to participate in the waste management sector.

Outcomes:

- A comprehensive stocktaking and review of existing resource materials and training courses/programs pertaining to marine plastics, including identifying training bodies and resource providers for marine plastic pollution courses, is conducted. Courses are logically categorized into a specific framework built around value-chains or other key considerations that shows available capacity development and existing gaps.
- A compendium of best practice training modules covering various aspects of plastic waste management.
- A Training Needs Assessment (TNA), both sectoral and by stakeholders, is conducted to get a widespread picture of the current training desires and requirements in ASEAN.
- The creation of a minimum of 7 new (or modified) training modules/courses developed to fill gaps and needs. These should be developed with adjustments made to incorporate recent content, enhance inclusivity, and ensure ASEAN-focused relevance. These courses/modules will target specific audiences, such as Local Government Unit officials, and other stakeholders. The initiative will specifically target vulnerable groups, including women, informal waste pickers, and youth, taking into account the accessibility of the training by these groups.
- Training course materials are developed as necessary, encompassing pre- and post-assessment tools, resource materials/references, presentations, instructor guides, activity templates, videos, etc.
- Capacity building approaches and platforms for delivering CapDev programs and training courses are identified and/or developed. These should be accessible to the targeted stakeholder audience (eg. MOOCs may be useful in some situations.)
- Pilot training sessions are conducted for each of the new modules to allow for the assessment of user acceptance and effectiveness.
- A Best Practices Manual for ToT is prepared.

3. POINTS TO CONSIDER FOR THE DETAILED PLANNING OF THE ASSIGNMENT

- The SEA-MAP is currently working on developing a study tour and knowledge exchange program. A rapid stocktaking of the training program landscape in ASEAN was conducted and the report can be utilised to supplement the data collection for this assignment.
- Work done on course creation should work to complement existing programs and capacity development programs/entities within ASEAN. Where appropriate these existing programs should be included in the Knowledge Platform, developed by SEA-MaP, alongside novel work. The firm will closely work with the consultants selected for developing the Knowledge Platform to integrate the products into the platform. Roll-out and promotion of the training program will be done through the knowledge platform.
- The courses may be written to be useful to different target audiences. The Best Practices Manual for the ToT should specify training courses relevant to particular target audiences alongside other details in its coverage.
- As appropriate, the consultancy firm will ensure coordination with implementing partners involved in other ongoing and soon-to-be-launched assignments within SEA-MaP (see Table 1 as a preliminary guide with a specific focus on workshop series under the Regional Platform for Knowledge and Partnership) and other related work carried out by the World Bank, in collaboration with the PMU. This will be especially important for developing other guidebooks and manuals, which may be incorporated into the training modules identified.
- PMU, through the RISU, will be closely engaged with consultations, communications, needs assessment and feedback-seeking process.

4. SCOPE OF THE SERVICES TO BE PROVIDED

Phase 1: Baseline research and reporting

This phase builds upon existing work that took some stock of the supply or availability of marine plastics capacity development programs in the region, including knowledge products, training courses and programs, and providers of these resources, alongside the surveyed desired capacity needs within the region. This previous work allows for an understanding from the supply side (the landscape assessment of existing resources) and the demand side (surveyed capacity training needs).

Task 1. Stocktaking and enhanced landscape review/assessment of existing/available training courses and resources on marine plastics in the ASEAN Region

Starting with the surveyed courses already identified through SEA-MaP, and adding their additionally developed site visit courses, create a broad landscaping assessment and a short guide to each course. The information within the guide for each course should include the training objectives, the training organization, target stakeholders and intended class size, details of the curriculum, and the delivery format (eg. online or in-person, and what timezone/where) and course duration. This information should help those aiming to implement a new marine plastics program to assess how they might build their personal capacity or the capacity of their teams.

The broad landscaping assessment should provide different ways to categorize the courses. Information that should be collected includes the course/program title, course topic/focus (often related to the part of the plastics value chain being covered), target stakeholders/audience, geographic scope, the platform(s) used/how courses are delivered (if they are delivered in person, online, or in a hybrid fashion), the language(s) used, course duration, course fees, and countries/areas and sectors served.

Stakeholder groups that should be identified include government officials, professionals, other private sector individuals, educators, students, and other civil society individuals). There should be particular focus on stakeholder groups that may be insufficiently covered by existing courses, such as women entrepreneurs and the informal sector. For geographic scope, identify if they target a particular geographical area and training that may be appropriate to city-level officials as well as country-level. Local experts from AMS can be engaged to explore information on existing courses, needs and prioritizing courses for respective AMS. Engagement of local experts can be determined through discussion with ASEC. However, it is expected that bidders will propose their plans on engaging local experts.

Additional courses may be added to this database throughout the project duration if encountered during project work.

The compiled best practices and the results of the training needs analysis will be part of the basis for recommendations of resources and capacity development programs to be developed in Phase 2.

Task 2. Carry out a large-scale Training Needs Assessment (TNA) to identify which courses are needed for the ASEAN region

To help guide users in their course selection, a TNA tool should be created. This should help identify the capacity already had by an individual and/or a group, and what gaps exist in that capacity. The identification of these gaps should lead to recommendations on what courses might help fill those gaps.

Sub-Task 2.1. The selected bidder will propose the methodology for carrying out a TNA and finalize it with RISU, and in consultation PMU. The TNA will identify stakeholder needs and current capacity gaps as appropriate for each sector/stakeholder along the plastics value chain (i.e. governments, private sector/business and industry, informal sectors, women, etc.). It will be carried out by surveying all 10 AMS. Questions should be tailored for the stakeholders being interviewed. Questions for government officials might include:

- What are the biggest challenges or obstacles you face in handling and managing plastic waste?
- What knowledge and skills do you think you need to better manage your work with plastic and/or plastic waste?
- Have you had any training or skills development for handling plastic and/or plastic waste? If yes, what did it cover and where did you receive it?
- Are there any specific areas that you feel are not adequately addressed in current training programs?
- Where do you usually find information about relevant training opportunities?
- How much will you or your organization spend/allocate budget on training or skill development?
- What's the ideal duration for a training course you'd like? Which language would you prefer for the training?
- What kinds of training and skill-building activities do you prefer, and where do you usually access them?
- How much would training courses benefit from having certification and/or other incentives?

The firm must suggest any additional questions and engagement strategies that any other stakeholders may require to be included in the TNA.

Sub-Task 2.2 Develop recommendations for training courses/programs and resource materials

through consultations

Expanding on the initial ideas of the inception report, relevant outputs from the SEA-MaP knowledge exchange program, and the results of the TNA, develop specific and detailed proposals for the courses that will be developed. These will address known gaps in the compiled courses, or iterate to include the newer work being carried out within SEA-MaP. These proposals should include clear information on the topic covered, the target stakeholder group(s), the tools needed for the teaching of the course, and the expected format of the course.

Courses should include information on policy implementation, links to circular economy and behavioral change principles, coverage of innovative practices, and environmental and social impacts and considerations. Where possible issues and examples should be ASEAN-focused, including local impact assessments. Interactive tasks/activities may improve these courses.

The formats proposed should be aligned with the needs of the topic and with the stakeholder groups targeted. For example, a course aimed at those involved in informal or semi-informal waste management activities should be conducted at a local level. A course that requires extensive feedback and analysis should come with sufficient moderating capacity. Training materials should be as accessible as possible, and applicable to as wide an audience as possible while maintaining focus on the target stakeholders.

Task 3. Determine potential courses to be adapted into MOOCs and create a Training Needs Assessment (TNA) tool

Assess whether any external courses identified are already in a MOOC-compatible format, or might be easily adapted into a MOOC. In addition to content considerations, it is important they are licensed for reuse/adaptation, or an agreement could be made with the course provider. Consider also scalability, accessibility, and engagement factors.

A self-paced and self-led MOOC format is ideal here. The potential for users to engage in these courses in this manner should be explicitly noted in the relevant section of the Best Practices Manual for ToT.

The final outputs from this task will be hosted on a Knowledge and Partnerships Platform being developed as part of the SEA-MaP program. The bidder will be expected, with the cooperation of the PMU, to communicate with the developers to ensure the outputs are in a format compatible with the platform.

Alongside this assessment of course content, an assessment of course purpose should flow into the adaptation of the Training Needs Assessment (TNA) used in Task 2 into a TNA tool that can be included within the manual to help guide users towards the identified courses which would most effectively meet their needs. The TNA tool should systematically evaluate the training requirements of the target audience and match them with suitable course offerings. It should help identify the audience purpose, competency gaps, and relevance of included courses to those gaps.

Task 4. Stakeholder Consultations

The thoroughness of the course stocktaking and the proposals for gap-filling courses will require stakeholder and expert feedback to ensure it is comprehensive and meets actual demands, consultations will also provide opportunities to verify and validate data from the gap analysis and TNA.

Through online, hybrid, or in-person stakeholder consultations the firm will secure mutual agreement on the principles for developing the training courses, and for developing a guiding manual including an overview of each course and a TNA which will help users identify which courses would benefit them.

The selected firm will coordinate and confirm the specific structure of the various types of consultation engagements with the RISU, in consultation with the PMU. Budgetary provisions need to be included in the financial proposal.

Two rounds of technical consultations should help to refine assessment data and information obtained, ensure key stakeholders have been identified, review the collation of known courses, review the draft TNA, and discuss the information needed to be included for each course in the Manual. For these consultations, the organizers should seek to invite representatives from training-providing organizations, academe, directly involved private sector parties, and others who can provide input. Attendees should be selected mainly from the AMS, although key representatives from elsewhere can be considered.

A governmental consultation should proceed with invited policymakers (waste management, training, and capacity building) and other representatives from the AMS and discuss the revised draft of the Manual along with the associated guiding principles and technical information. It should ensure the Manual is applicable and usable for stakeholders in the AMS and can be adopted and promoted for use by relevant training bodies.

- Bidders will organize at least two technical online/hybrid consultations and one government-level hybrid consultation.
- Consultation planned and organized by the consultant should include around 40 participants, where at least thirty percent of representatives should be women. This should include 2 participants from each AMS, participants from the ASEC, the World Bank, and representatives of the private sector, civil society, academe, and other stakeholders from the vulnerable groups the consultants feel may be relevant to include.
- For hybrid consultation, bidders must consider a venue in the ASEAN region.
- Such large consultations may be time limited, however, more limited direct consultations can be held in addition to these in mutual agreement between the bidder, RISU, PMU, and the relevant third-party organization.

Bidders may also include other consultations as per the proposed methodology. Detailed planning for these events should be closely coordinated with the RISU, in consultation with the PMU.

To organize these meetings, the selected consultancy firm will be responsible for the following tasks:

- Prepare concept notes, programs, and other relevant meeting materials, including presentations in close coordination with the RISU, in consultation with the PMU.
- Identify and invite resource persons (as needed).
- Deliver the consultation online and hybrid events in one of the ASEAN countries. Bidders to propose the location in discussion with the RISU, and in consultation with the PMU:
 - Make necessary logistic arrangements (rental of venues/rooms, equipment, catering, and other necessary arrangements including IT ones; event and invitation management; when appropriate, travel arrangements for the participants and resource persons, including per diem, accommodations, and so on).
 - Liaise communication among the participants and organizers before, during, and after the events.
 - Conduct pre and post-event surveys to collect participant feedback and summarize them.

- Compile the final report with the event summary and the satisfaction survey with recommendations for future events. The report should include an analysis of the gender dynamics of the programs (e.g., participation rates, issues related to gender equality, and recommendations for improving gender integration in future programs).
- Facilitate the discussions and produce meeting summaries, press brief/media package and coordinate with media with the support of respective AMS.

These consultations and events should be recorded in the proposed project, including through a summary table such as the one below:

Sl #	Name of the Event	Purpose	Possible Venue	# of Participants	Modalities (online/offline/hybrid)	Remarks/Other Information
1.						
2.						
..						

Phase 2: Development of courses and manual

The duration of these tasks, and the content needed to be developed based on the results of Phase 1.

Task 5. Develop training courses

Sub-Task 5.1. Using the recommendations made during Phase 1, training courses should be developed to fill identified priority gaps. These should cover specific targets across the plastics value chain and be crafted explicitly for particular groups of stakeholders. Training contents must be interactive involving quizzes, peer reviews, problem solving, discussions, etc. as per feasibility.

If there are relevant best practices from other parts of the world that would address gaps in the existing courses conducted in the ASEAN region, those can also be included in new/modified courses in subsequent work.

Materials for each training course/module should include pre and post-assessment tools, resource materials/references, presentations, instructor guides and profiles, activity templates, videos (if necessary), etc. These should match the mode of delivery, with courses being as far as possible developed towards a self-driven MOOC format that can be run remotely with minimal supervision.

Based on the identified CapDev needs, explore and recommend the most effective modalities and formats for content delivery for each course. This should ideally be in a form that can be used through a self-driven online course, including workshops and webinars if needed. Other approaches may be needed for particular courses, such as one targeting vulnerable groups which may need a close local focus. Consider accessibility, including linguistic, geographic, gender, and technological aspects, which can be added as recommendations in the best practice manual. Consider whether there can be a mechanism to monitor the number of users or people who have completed these modules. Different courses can use different delivery methods. This choice will impact what certification process can be used to note the completion of the module.

For courses that will be delivered online, their materials and delivery methods are intended to be hosted on the forthcoming Knowledge and Partnerships Platform. The platform will also host the course materials needed for any offline or hybrid courses that are developed.

It is expected that a minimum of 7 courses will be developed based on the needs assessment findings, as part of this ToR, with some flexibility depending on the size and scope of the individual courses. Some initial course ideas are provided here, although selected bidders are expected to discuss with the RISU, in consultation the PMU with further details and potential ideas and modifications as part of their inception report :

- Designing plastic packaging for minimal impact and maximal recyclability
 - With reference to the ongoing SEA-MaP Best Practice Manual development, this course delves into the principles of sustainable design for plastic packaging, catering to industry professionals and relevant government officials. Topics covered should include material choice, consideration of packaging purpose, life cycle assessment, and circular economy principles.
- Implementing Extended Producer Responsibility (EPR) and Deposit Return Schemes (DRS)
 - Accessible to the government, private sector, and civil society, this course should provide practical steps towards the design and implementation of Extended Producer Responsibility (EPR), as well as the related Deposit Return Schemes (DRS) for different products and at various scales. This can incorporate the EPR Handbook and Toolkit under development within SEA-MaP as materials.
- Consumer attitudes towards plastics and implementing behavioural change
 - With both public policy and private initiatives requiring understanding and cooperation from consumers and the wider civil society to succeed, this course should cover the associations of plastic in various uses, and how consumer attitudes towards new programs or alternatives can be shifted. This is an area identified as currently underserved, which may be validated by the large-scale Training Needs Assessment of Phase 1. This can refer to the upcoming SEA-MaP deliverable related to behavioral change, namely the Behavioral Change Communication Strategy Playbook
- Plastic pollution monitoring at different spatial scales
 - This should be accessible to government officials and academe and provide the principles behind gathering plastic pollution data in specific locations and in aggregate across a city, province, or country. This can make reference to the Guidebook for Common Methodologies for the Assessment and Monitoring of Plastic Pollution being developed within SEA-MaP.
- Financing of large-scale plastic waste management projects
 - Focusing on officials involved in the planning and execution of large-scale (municipal or higher) plastic waste management projects, this course provides a comprehensive overview of financing mechanisms and investment strategies. The work should make reference to the Regional Guidebook on Financial Mechanisms for Investments in Plastic Waste Management under development as part of SEA-MaP.
- Accessing digital resources
 - This course equips informal workers with the necessary skills to navigate and leverage available digital resources effectively, including understanding available online platforms for general information and utilizing communication tools to share information with relevant officials. It may need flexibility to allow for local adaptation based on the administrative needs of different sites.
- Small-scale sustainable practices and green entrepreneurship opportunities

- Targeted at small-scale entrepreneurs, especially those from vulnerable groups, this course should cover different opportunities related to plastic alternatives and the circular economy, as well as providing basic business advice.

The inception report must include the proposed sequencing of course development, specifically whether courses are expected to be developed sequentially or simultaneously, and what milestones are expected during this time. It is expected that the courses will all be complete within 40 weeks. Final piloting for some courses may occur in the weeks following this, but can also occur in preceding weeks for courses finished earlier.

Sub-Task 5.2. For the developed training courses, specific Knowledge, Attitudes, and Practices (KAP) tools should be created to be filled out by individuals taking part in the selected courses. These tools will allow trainers to evaluate the effectiveness and impact of the training course. They should reflect the aims of the course, and thus inform course selection for specific needs, as well as provide a mechanism for further course refinement or adaptation into the future. If they lack such tools, similar KAP tools may be created for other pre-existing courses.

Task 6. Develop a Best Practices Manual for the Training of Trainers

This overarching manual will guide users in identifying useful courses for their needs. It is meant for use by a person/institution wanting to identify capacity needs and how these may be addressed, rather than serving as a coursebook by itself.

The manual will incorporate all the information created from Phase 1 and Phase 2, including:

- A TNA tool and use guide to help users identify their capacity gaps and what courses might address those.
- An index of categorized courses allows for simply identifying potential courses to match needs. This should contain summaries of the various courses identified during the stocktaking, organized per the landscaping categorization.
- A detailed summary of available courses, including content, duration, format, and institutional hosting.
- Annexes covering details for the courses developed as part of this project and any other relevant documents

The courses delivered through the manual should be customizable by the potential training providing organizations depending on the needs of their specific stakeholders and sites.

Advice should also be provided on the capacities of trainers who will lead the training. This should help training providers to organize plastic waste management training by hiring appropriate consultants when an external trainer may be required (for example, for an online course that may benefit from additional guidance or a course not hosted by an established institution). Considerations include length of experience, working knowledge of the topic, and institutional capacity.

Annexes can be added to this manual containing more detailed information on the courses developed during this project.

Phase 3: Implementation and refinement

Task 7. Pilot implementation of developed courses

Carry out a pilot teaching of the developed courses and developed tools. Monitor their impacts. Execute pilot programs, one for each of the developed courses, with a small, representative group,

closely monitoring its effectiveness and gathering participant feedback. The format should be the one intended for the final course, based on what is identified as the most appropriate format to reach the target audience.

Potential recipients are parties who would be interested in delivering and offering these kinds of training, including government agencies and academic institutional training providers.

Task 8. Sustainability plan and handover

Follow the feedback from the piloting to make necessary adjustments to the Best Practices Manual for the ToT. Ensure the operational platform used is sufficient for needs.

Create a sustainability plan based upon the final report for the pilot training and other learnings during the project period. This sustainability plan should include advice on how to best manage the courses in the near to mid-future.

The training program will be rolled out under SEA-MaP component 2, “Establishing a Regional Platform for Knowledge and Partnerships.” All the products developed under this assignment fall under the copyright and ownership of the ASEAN Secretariat, and must be handed over to RISU and PMU for dissemination and later modification on behalf of the ASEAN Secretariat.

5. ENVIRONMENTAL AND SOCIAL RISK MANAGEMENT

For the SEA-MaP Regional Project, an Environmental and Social Management Framework (ESMF) has been prepared to address environmental and social risks and impacts - associated with technical assistance supported under the Programme - following the ASEAN legal requirements and the World Bank’s Environmental and Social Framework (ESF).

All outputs of this assignment must be consistent with the SEA-MaP Regional Project’s ESMF, which may require regular coordination with the E&S specialists of the Project. For example, training manuals should include key environmental and social risk management considerations in line with the ESMF, where training could lead to operations that may have adverse environmental and social impacts. Outputs and recommendations should not create or result in adverse downstream impacts on the environment and society. This includes compliance with ESS3 on Resource Efficiency and Pollution Prevention and Management. Outputs and recommendations must consider downstream impacts on environmental and social aspects and, if necessary, provide mitigating measures.

Furthermore, the bidder must conduct this assignment following the ESF’s labor and working conditions (ESS2), as defined in the Labor Management Procedures set out in the ESMF, including for grievance redress vis-a-vis its employees and consultants.

In dealing with stakeholders, the bidder shall be guided by the provisions of the ESMF on stakeholder engagement, including the Project Stakeholder Engagement Plan (SEP). In particular, the bidder shall give special attention to the vulnerable stakeholders to ensure they can participate and their voices are heard.

The bidder shall also comply with the World Bank Group’s Environmental, Health, and Safety Stocktaking (ESHG), specifically regarding Occupational Health and Safety (OHS) and potential downstream risks and impacts from the assignment outputs.

6. DELIVERABLES AND TIMELINE

The assignment is expected to start in Q4 2024 and end in Q3 2025. By the end of each calendar quarter, a quarterly report will be shared with RISU. Required information in these reports is detailed at the bottom of the timeline table below.

The main deliverables should be produced according to the following timeline:

3 weeks following onboarding and project signing	<p>Inception report, including:</p> <ul style="list-style-type: none"> ● Detailed workplan and schedule. ● Quarterly cash-flow plan. ● Resource plan – team structure with details of the required technical expertise, its in-house availability, and/or the process and timeframe to follow to procure it. Turnaround time for the deployment of the expert to ensure that the implementation timeline of the activities is respected. If needed, a procurement plan for services will be developed, along with the modality to be used and the completion time for each relevant item. ● A discussion of the standard quality management methodology used to ensure that services provided will maintain consistently high levels of technical accuracy and be appropriate for the context. ● All environmental and social risk management measures and gender considerations are relevant to the activities. ● Plans for landscape review and training needs analysis (TNA). ● Description of the internal and management assurance, control, and governance in place to ensure effective implementation oversight. ● Project results monitoring and reporting mechanisms. ● Any relevant constraints, assumptions, risks, issues, and mitigation plans. ● A draft stakeholder engagement plan (covering stakeholder mapping, engagement, and communications). ● Proposed sequencing of course development and pilot trainings.
7 weeks from the project signing	<ul style="list-style-type: none"> ● Task 1 Landscape review/assessment of existing/available training courses and resources on marine plastics in the ASEAN Region.
12 weeks from project signing	<ul style="list-style-type: none"> ● Task 2. Report of the large-scale TNA to identify which courses are needed for the ASEAN region. ● Task 3. Detailed recommendations for training courses to be developed.
16 weeks from project signing	<ul style="list-style-type: none"> ● Task 4: Technical consultations organized and report submitted
40 weeks from project signing	<ul style="list-style-type: none"> ● Task 5. Agreed training courses designed and materials developed, finishing here per agreed sequencing.
42 weeks from project signing	<ul style="list-style-type: none"> ● Task 6. The best practice manual drafted and guidance document for who would be eligible to be a trainer developed, with a guidance document for those who will be responsible for acquiring and implementing these courses.
45 weeks from project signing	<ul style="list-style-type: none"> ● Task 7. Pilot implementation of Training of Trainers.

48 weeks from project signing	<ul style="list-style-type: none"> • Task 8. Submit a sustainability plan. • Finalize the best practice manual and handover.
Quarterly Reports (5 days before the end of each calendar quarter)	Quarterly Reports will highlight the progress of the project in the quarter and any significant results. The selected firm will report against the work plan and schedule as approved with the inception report. It will synthesize the main activities implemented in the quarter in consistency with the Project’s ESMF, the preliminary progress, and the planned activities for implementation in the next quarter; it will also include the consultant’s considerations and reflections. The final quarterly report will accompany the final deliverables.

All outputs will be reviewed and approved before they can be accepted. Bidders should factor at least 4 weeks into their schedules to review each deliverable.

The project will maintain regular oversight involving quarterly implementation reviews and coordination meetings, as necessary. Bidders must prepare and submit quarterly plans and quarterly reports throughout the implementation. Bidders are advised to factor those into the work plan and budgets.

7. REQUIREMENTS OF THE PROJECT TEAM

7.1 The composition of the team could look as follows. A consultancy firm that prefers a different team composition should elaborate on the key qualifications and experiences needed to complete the assignment and ensure they are available successfully. **The team leader, and preferably the full team, should be based within Southeast Asia for the duration of this assignment.**

Each phase of the project requires different specialists: Phase 1 will focus on research, data gathering, and analysis, Phase 2 will focus on training program/course development, and Phase 3 will focus on training delivery. It is essential that all team members have working experience in the Southeast Asia context.

<u>Title</u>	<u>Tasks</u>
Team Leader/Project Coordinator	<p><u>Education</u> Master’s degree in an appropriate discipline such as Environmental Science, Environmental Economics, Education, Instructional Design, or in a relevant field; but a PhD is preferred.</p> <p><u>Work experience</u></p> <ul style="list-style-type: none"> • At least fifteen years of experience in developing training in solid waste management, plastic-related projects, plastics issues, plastic pollution prevention, circular economy, and related topics • At least 5 years (out of 15 years) of experience in capacity development related projects on environmental issues in Southeast Asia. • Proven experience in leading large scale capacity development at the international level • Strong communication and facilitation skills. <p><u>Language</u></p>

Title	Tasks
	Fluency in both written and spoken English is essential.
Course Developer	<p><u>Education</u> A Master’s degree in Environmental Education, or a related field. Additional qualifications or certifications in training and development, instructional design, or adult education are beneficial.</p> <p><u>Work experience</u></p> <ul style="list-style-type: none"> • At least five years of experience in developing training, ideally related to solid waste management, plastics issues, plastic pollution prevention, and related topics of which at least two years must be in Southeast Asia • Demonstrated experience in developing training courses, educational materials, or e-learning modules on environmental topics, preferably with a focus on plastic waste management. • Experience in designing interactive and multimedia-rich learning experiences is desirable. • Experience working with government stakeholders in training projects <p><u>Language</u> Fluency in both written and spoken English is essential.</p>
Researcher/Writer on plastic waste management	<p><u>Education</u> A Master’s degree in Environmental Science, Environmental Engineering, Waste Management, Marine Biology, Sustainability, or a related field</p> <p><u>Work experience:</u></p> <ul style="list-style-type: none"> • At least five years of experience in the field of plastic waste management, preferably in roles such as waste management consultant, environmental scientist, or sustainability manager of which at least 2 years must be in Southeast Asia • Direct experience with waste audits, recycling programs, pollution monitoring, or policy development related to plastic waste is beneficial. • Demonstrated knowledge of plastic pollution issues, including the sources, distribution, impacts, and mitigation strategies in the ASEAN Region. • Strong writing skills with the ability to create clear, concise, and engaging training materials. Proficiency in crafting instructional content, learning objectives, lesson plans, and assessments that effectively convey key concepts and promote active learning. • Strong understanding of instructional design principles, adult learning theory, and best practices in curriculum development. • Field experience with the environmental, social, and economic implications of plastic waste on marine and terrestrial ecosystems in the ASEAN Region. • Experience in capacity development projects is desirable. <p><u>Language</u></p>

Title	Tasks
	Fluency in both written and spoken English is essential.
Graphic/Visual Communications Specialist	<p><u>Education</u> A Bachelor's or Master's degree in Graphic Design, Visual Communication, Multimedia Design, or a related field. Additional certifications in environmental communication or sustainability would be an advantage.</p> <p><u>Work experience</u></p> <ul style="list-style-type: none"> • At least three years of professional experience in using contemporary graphic design software for creating visual assets, illustrations, infographics, and multimedia content of which at least one year must be in Southeast Asia • Strong ability to communicate complex concepts and data through visual storytelling techniques. Experience in creating visually compelling narratives that engage learners and enhance comprehension of training content. • Proficiency in illustration techniques and animation software to create custom illustrations, animations, and motion graphics that convey key messages and concepts effectively. <p><u>Language</u> Fluency in both written and spoken English is essential.</p>
Knowledge Management/IT Specialist for web-based platforms	<p><u>Education</u> A Bachelor's or Master's degree in Computer Science, Information Technology, or a related field. Additional certifications in instructional technology, e-learning development, or multimedia design may be beneficial.</p> <p><u>Work experience</u></p> <ul style="list-style-type: none"> • At least three years of professional experience in using IT tools and technologies relevant to training development, including learning management systems (LMS), authoring tools, multimedia software, and content management systems (CMS). Proficiency in programming languages such as HTML, CSS, JavaScript, and XML. • Experience in designing and developing e-learning modules, online courses, and digital training materials. Proficiency in e-learning authoring tools • Ability to create and edit multimedia content, including graphics, animations, videos, and interactive simulations, to enhance the learning experience. Proficiency in multimedia software <p><u>Language</u> Fluency in both written and spoken English is essential.</p>
Master Trainers/Facilitators	<p><u>Education</u> A Bachelor's or Master's degree in Environmental Science, Environmental Engineering, Waste Management, Sustainability, or a related field.</p>

Title	Tasks
(2 personnel) – Sustainable Plastic Waste Management	<p>Additional certifications or specialized training in plastic waste management may be advantageous.</p> <p><u>Work experience</u></p> <ul style="list-style-type: none"> • At least two years of professional experience working in the field of plastic waste management, preferably in roles such as waste management Trainer, Environmental Scientist, Sustainability Manager, or Recycling Coordinator. • Experience in delivering training programs, workshops, or educational sessions on environmental topics in Southeast Asia, preferably with a focus on plastic waste management. • Strong presentation skills and the ability to engage and motivate diverse audiences. <p><u>Language</u></p> <p>Fluency in both written and spoken English is essential.</p>

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

8. WORKPLACE AND TRAVEL REQUIREMENTS

The project is expected to be conducted mainly as desk work and through online meetings, but will require travel for in-person large-scale consultation meetings. If a consultancy firm sees a need for additional traveling as part of the assignment, this should be indicated in their proposal, including explaining why these travels are necessary for producing the required deliverables and outcomes.

9. APPLICATION PROCEDURE AND SUBMISSION DEADLINE

All submissions should be made through the UNOPS e-sourcing platform. UNOPS does not accept submissions of proposals through email / other means.

10. FINANCIAL OFFER AND PAYMENT SCHEDULE

Bidders are expected to submit the financial offer based on their assessment of the scope of work and level of effort needed to complete the assignment. The cost should include all management and administrative overheads and any applicable fees, taxes, and insurance that may apply. All rates should be provided in USD.

Referring to the section above, quarterly reports will be submitted to UNOPS. Along with the said report, an invoice will be presented every quarter. The following table summarizes the payment schedule for this assignment:

No.	Milestone	% Payment and Timeline
1	Upon contract signing	10% of the contract amount
2	Upon submission of the inception report	15% of the contract amount

No.	Milestone	% Payment and Timeline
		(expected 3 weeks following the signing of the contract)
3	Upon submission of <ul style="list-style-type: none"> - Landscape review report - TNA Report - Recommendations for training courses Upon submission of <ul style="list-style-type: none"> - Course materials - Draft Best Practice Manual 	45% of the contract amount (expected 42 weeks following the signing of the contract)
5	Upon submission of <ul style="list-style-type: none"> - Pilot Implementation of ToT report Upon submission of the final products and other requested documents along with <ul style="list-style-type: none"> - The Final Best Practice Manual - Sustainability plan - Refined training materials 	30% of the contract amount (end of the assignment)

11. QUALITY MANAGEMENT

The bidder shall include a detailed discussion of the standard quality management methodology used by the firm to ensure that services provided to UNOPS will maintain consistently high levels of technical accuracy and be appropriate for the context.

12. SUSTAINABILITY AND GENDER

Bidders are requested to complete the DRiVE (Delivering Responsibility in Vendor Engagement) Supplier Sustainability Questionnaire. The DRiVE questionnaire is part of UNOPS' commitment to sustainability and risk management in procurement to ensure that UNOPS vendors operate responsibly and by high standards of integrity. This supplier self-assessment questionnaire is designed to give us a better understanding of how your company manages its impact, awareness, and mitigation in these areas. The DRiVE submission is mandatory but will not be scored as part of the evaluation process. However, please note that UNOPS reserves the right to verify the completeness and accuracy of information provided as part of our due diligence process and in the spirit of fostering an open and honest dialogue and continuous improvement.

The DRiVE questionnaire covers key sustainability topics related to the bidder's operations, including

- Environmental - such as energy reduction, promoting energy efficient and water efficient technologies, and waste management (solid waste and wastewater).
- Social - such as gender equality and social inclusion, and several women at senior level in the organization. Women-owned firms are strongly encouraged to apply.

To reduce the impact of excessive travel on the climate, services offered under this contract will limit unnecessary travel by prioritizing teleworking where possible. Where travel cannot be avoided, every

effort will be made to minimize the creation of emissions. In addition, all flights will be economy class.

13. RESULTS FRAMEWORK

Standardized approaches to plastic management will be key aspects of wider plastics policies and overall management within the public and private spheres.

The manual will provide key information to stakeholders within the ASEAN region on the considerations needed to implement effective training programs on plastic waste management. It will serve as a reference to the AMS to develop and adopt standards in their respective national contexts and thus contribute to:

PDO indicator 1 - *Plastic policies, guidelines, or standards established and aligned with the ASEAN Regional Action Plan.*

The expected output will directly contribute to the Intermediate Result - *Strengthen Institutions and Regional Policies for Plastics Circularity*, specifically to:

- IR indicator 1.2 Plastics-related regional guidelines and guidebooks produced and disseminated.
- IR indicator 1.3 Staff trained on methods and skills
- IR indicator 2.3 Percentage of beneficiaries satisfied with the engagement process in the consultations, training, seminars, and workshops.
- IR indicator 2.6 Individuals reached through online events, consultations, seminars, and workshops to support plastics-related knowledge sharing and technology transfer.

The results of the project are monitored through the below framework. In addition, the bidders may provide input indicators, as appropriate, to meet the project's output expectations and monitor results through quarterly reports.

SEA-MaP Outcome	Project Outputs	Sub-Indicators	Target	Data Source and Means of Verification
PDO - To strengthen plastics policies and regulatory frameworks and promote innovative solutions to help reduce plastic pollution in Southeast Asia.				
Indicator - PDO1 Number of plastic policies, guidelines, or standards established and aligned with the ASEAN Regional Action Plan (Number)				
Intermediate Result - Strengthen Institutions and Regional Policies for Plastics Circularity				
Indicator - IR1.2 Plastics-related regional guidelines and guidebooks produced and disseminated	The training manual	1.2.1 Sign-off and acceptance of the final deliverables. 1.2.2 The Manual is published	TRUE	Training manual and other relevant documents and materials are present on the Knowledge Hub and/or the ASEAN

				website
Indicator IR 1.3 Staff trained on methods and skills	Pilot Training of Trainers	1.3.1 Number of ToT programs organized (online/ in-person) 1.3.2 Number of participants trained (disaggregated by Region/ AMS/ and Gender)	Government Vulnerable groups	Training reports
Indicator - IR2.3 Percentage of beneficiaries satisfied with the engagement process in the consultations, training, seminars, and workshops (Percentage)	Stakeholder consultations held to facilitate deliberations	2.3.1 No. of stakeholder consultations held. 2.3.2 No. of participants engaged in the consultation (disaggregated by Region/ AMS, and Gender) 2.3.3 Percentage of feedbacks received from participants attending the trainings and consultations 2.3.4 Percentage of participants satisfied with the training and consultations	2 Technical 1 Government 30 - 50 in each consultation with 30% women (tbc) 90% 85%	Participant Registration and Attendance records Event summary with photos Feedback Forms filled out by the participants at the end of the consultation meetings Quarterly Reports
Indicator IR2.6 Individuals reached through online events, consultations, seminars, and workshops to	Pilot Training of Trainers Stakeholder consultations held to facilitate deliberations	2.6.1 No. of participants engaged in the consultations, training (disaggregated	40 participants At least thirty percent of representatives should be women	Participant Registration and Attendance records Quarterly Reports

support plastics-related knowledge sharing and technology transfer.		by region/ AMS, and gender)		
---	--	-----------------------------	--	--

Bidders may propose additional indicators and revised targets in their Results Framework and M&E Plan, as feasible and relevant, based on the proposed plans and implementation approach.

14. ELIGIBILITY AND SELECTION CRITERIA

14.1 Eligibility and Formal Criteria

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

Criteria	Documents to establish compliance with the criteria
1. Bidder is eligible as defined in Instructions to Bidders, Article 4. In the case of JV, all JV members should fulfill this requirement.	<ul style="list-style-type: none"> Form A: JV Partner Information Form, all documents as required in the Form, if a JV submits the Proposal Form B: Proposal Submission Form
2. Completeness of the Proposal. All documents and technical documentation requested in Instructions to Bidders Article 10 have been provided and are complete	<ul style="list-style-type: none"> All documentation as requested under Instructions to Bidders Article 10, Documents Comprising the Proposals
3. Bidder accepts UNOPS General Conditions of Contract as specified in Section IV	<ul style="list-style-type: none"> Form B: Proposal Submission Form

14.2 Qualification Criteria

The criteria 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. Bidders should be in the business of providing similar services in the past 3 years. In the case of a JV, at least one of the JV members should fulfil this requirement.	<ul style="list-style-type: none"> Certification of incorporation of the Bidder Form F: Performance Statement
2. Bidder must provide a minimum of two (2) customer details from which similar services have been successfully provided within any of the last 3 years	<ul style="list-style-type: none"> Form F: Performance Statement

In case of JV, the customer references of the JV members can be combined	
<p>3. Financial Capacity/financial stability: Bidder should have a minimum annual turnover of 500,000 USD in any of the past two years.</p> <p>The liquidity / quick ratio should be a minimum of 1 in the past two years.</p> <p>In the case of a JV, the annual turnover is calculated based on the total annual turnover of the JV members. In the case of a JV, at least one of the JV members should have one liquidity/quick ratio in any of the past two years.</p>	<ul style="list-style-type: none"> • Financial statement • Audit report(s) covering the past two years • Any relevant analysis document authorized or accepted by the local government, where the offeror is legally registered

14.3 Technical Criteria

Technical evaluation will be carried out on bids that pass the eligibility, formal, and qualification criteria, with requirements as follows:

- The maximum number of points a bidder may obtain for the technical proposal is 80. To be technically compliant, Bidders must receive a minimum of 56 points
- Minimum pass score: 70% of maximum 80 points = 56 points

Section number/description		Points Obtainable
1	Bidder's qualification, capacity, and expertise	20
2	Key Personnel	25
3	Quality Assurance and Sustainability Requirements	10
4	Understanding of the Scope of Work and Implementation Strategy	25
Total Technical Proposal Points		80

Section 1: Bidder's qualification, capacity, and expertise		Points	Sub-points
1.1	Brief description of the organization, including the year and country of incorporation, and types of activities undertaken, including the relevance of specialized knowledge and experience on similar engagements done in the past.	15	
	Experience in the specific technical specialty		15

1.2	A general organizational capability will likely affect implementation: management structure and project management controls. (Max 4 pages written text)	5	
	1. Management structure, management controls		5
Total points for section		20	

Section 2: Key personnel proposed		Points	Sub-points
2.1	Qualifications of Key Personnel Proposed	25	
	1. Qualification of Team Leader/Project Coordinator		5
	2. Qualification of Course Developer		4
	3. Qualification of Researcher/Writer		4
	4. Qualification of Graphic/Visual Communications Specialist		3
	5. Qualification of Knowledge Management/IT Specialist		3
	6. Qualification of Master Trainers/Facilitators (1)		3
	7. Qualification of Master Trainers/Facilitators (2)		3
Total points of the section		25	

Section 3: Quality Assurance and Sustainability Requirements		Points	Sub-points
3.1	Methodology of confirming accuracy and quality of submitted deliverables: discussion on quality management risks as well as mitigation plan for each of the services that the bidder proposes to offer	5	
3.2	Bidder's plan to ensure gender is mainstreamed in the implementation of the project is reflected by the following: Gender balance in the composition of the team (2) Bidder's plan to incorporate gender equality measures during the implementation of the project (3)	5	
Total points of the section		10	

Section 4: Understanding the Scope of Work and Implementation Strategy		Points	Sub-points
4.1	Understanding of the scope of work for the assignment	15	

	<ol style="list-style-type: none"> 1. Analysis of the context 2. Offeror's approach to the identification of primary and secondary data sources and its collection methods based on the proposed scenarios 3. Offeror's approach to develop the analytical methods and technical approaches and strategies to implement the assignment 4. offeror's approach to obtaining the buy-in from the ASEAN member states 		<p>3</p> <p>4</p> <p>4</p> <p>4</p>
4.2	Implementation plan for deploying the relevant experts for the scope of work	5	
4.3	Planned strategy for liaising with relevant stakeholders for the completion of the work	5	
Total points of the section		25	

14.4 Financial Criteria (20 maximum points)

The financial part of those proposals found to be technically compliant will be evaluated as follows.

- The maximum number of points a bidder may obtain for the Financial Proposal is 20. The maximum points will be allocated to the lowest evaluated bid. All other prices will receive points in reverse proportion according to the following formula:
- Points for the Financial Proposal of a bid being evaluated:

$$\frac{[\text{Maximum number of points for the Financial Proposal}] \times [\text{Lowest price}]}{[\text{Price of the proposal being evaluated}]}$$
- 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.
- The 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 $(\$20.00/\$40.00) \times 20$ points = 10 points

- The total score obtained in technical and financial proposals will be the final score, with 80% allocated to the technical proposal and 20% to the financial proposal. The proposal obtaining the highest score will be considered the winning proposal. This proposal will be the most responsive to the needs of UNOPS regarding value for money.
- 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: Sample Analysis Framework

The below framework is a sample visualization of potential gap analysis. This is a barebones framework which includes only minimal thoughts and some SEA-MaP products. Bidders are free to deviate from a table format/this table format present their analysis in a way that best illustrates their research.

Stages	Generation (Processing, manufacturing, distribution)	Waste Minimization/ reduction	Waste Reuse	Waste Recycling	Waste Recovery	Waste Disposal	Monitoring and Incentives
Sectors involved	Public/government Private sector/businesses	Private sector Community/sectors Consumers Government	Private sector Community/s ectors Businesses Consumers	Private sector Community/sectors	Government Private sector (PPP)	Municipality/LG U (PPP)	From government to private sector, communities, etc.
Landscape Assessment Results							
TNA Results (per sector)							
Examples / Possible Focus of Training topics Separated per stakeholder involved	Public/government [Placeholder] Private sector/businesses Designing plastic packaging for minimal impact and maximal recyclability (based on manual) Implementing Extended Producer Responsibility (EPR) and Deposit Return Schemes (DRS) (based on manual) Small-scale sustainable practices and green entrepreneurship opportunities	Private sector Regional Guidebook on Phasing Out Single-Use Plastics (based on manual) Small-scale sustainable practices and green entrepreneurship opportunities Focus on product life cycles (rather than end-of-pipe solutions) Reconciling investment costs with long-term goals Community/sectors Regional Guidebook on Phasing Out Single-Use Plastics (based on manual) Understanding economic benefits/recovery of waste Consumers [Placeholder] Government Regional Guidebook on Phasing Out Single-Use Plastics (based on manual) Understanding economic benefits/recovery of waste Decentralized administration of waste	Private sector [Placeholder] Community/sectors [Placeholder] Businesses [Placeholder] Consumers [Placeholder]	Private sector Breaking down of materials from waste streams into raw materials which are then reprocessed into the same material (called a closed loop system for resource recovery) or a new product (open loop). Community/sector s Waste separation and material	Government [Placeholder] Private sector (PPP) [Placeholder]	Municipality/LGU Open dumping Landfilling Incineration Move into: Resource recovery Recycling Private sector (PPP) [Placeholder]	Government Plastic pollution monitoring at different spatial scales (based on manual) Financing of large-scale plastic waste management projects (based on manual).
Manuals to be developed that may be used in Training	Best practice Manual on Standards for Plastic Packaging EPR Handbook and Customized Toolkit	Regional Guidebook on Phasing Out Single-Use Plastics		Regional Guidebook on Standards for Responsible Plastic Waste Trade, Sorted Plastics, and Recycled Plastics			Regional Guidebook on Financial Mechanisms for Investments in Plastic Waste Management Guidebook for Common Methodologies for Assessment and Monitoring of Plastic Pollution
Existing courses							
GAPS	Training for government		Training for Private sector Community/s ectors Businesses Consumers		Training for Government (PPP)	Training for Municipality/LG U PPP	