



**Introduction to
Sustainable Consumption
and Production in Asia**
EVALUATION REPORT

2nd Edition, 21 Sept – 13 Nov 2015



switchasia
POLICY SUPPORT

Introduction to Sustainable Consumption and Production in Asia

ABOUT THE COURSE

- Highly interactive foundational course on Sustainable Consumption and Production
- Designed to meet the needs of countries and change agents in Asia and the Pacific
- Methods include e-books, group discussions, exercises, peer review, and more
- Personal feedback and coaching provided to each participants.

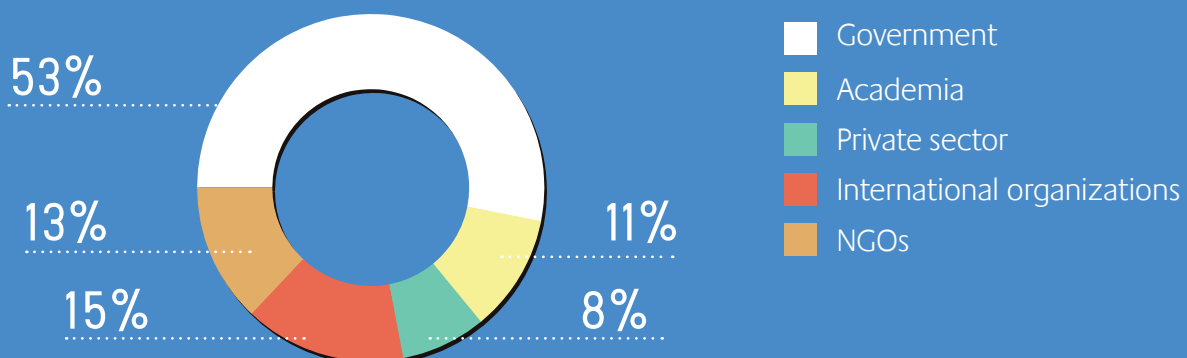
The 2nd edition of the “Introduction to Sustainable Consumption and Production in Asia” e-learning course took place from 21 September to 13 November 2015.

Highlights

PARTICIPANTS AND COMPLETION RATES

- 62 participants from 21 countries, 55% female – 45% male
- Learners originated from: Nepal, Sri Lanka, India, Pakistan, Bhutan, China, Mongolia, Cambodia, Vietnam, Thailand, Maldives, Singapore, Bangladesh, Indonesia, Philippines, Germany, UK, Australia, Japan, South Korea & South Africa
- Representatives from government and other key sectors
- 86% of participants met the criteria for a Course Certificate

Participants' sectors of employment



EXAMPLES OF ACTION PLANS PREPARED AND PEER-REVIEWED

- Green Buildings in Vietnam
- Strengthening the education and knowledge of SCP in Mongolia
- Sustainable Energy Production for the Maldives

FEEDBACK FROM PARTICIPANTS

- 98% rated the course as very or mostly useful
- 95% stated that the course fulfilled their interest and expectations
- 98% indicated that the content was relevant to their job
- 100% stated that they would likely use the information and knowledge acquired
- 98% stated that they would recommend the course to a colleague.

SMALL GRANTS FOR SMALL SCP PROJECTS

- An innovative new feature in the 2nd edition
- Support provided for greening the campuses and curricula of Sri Lankan universities

TESTIMONIALS

“

The topic of SCP is extremely relevant in today's day and age, not only for my profession but also in my personal life.

Very relevant for understanding the SCP issues and the SCP policy instruments for policy-makers!

1. Introduction

This report presents the results from the 2nd edition of the e-learning course “Introduction to Sustainable Consumption and Production in Asia”. The course was delivered by the United Nations Institute for Training and Research (UNITAR) jointly with the United Nations Environment Programme (UNEP), within the framework of the SWITCH-Asia Programme of the European Union.

The course was developed specifically for use in the Asia-Pacific context. Key publications by UNEP, such as the manual “Sustainable Consumption and Production: A Handbook for Policy Makers” were drawn upon to develop the course content. After its pilot edition in 2014, the course materials have been reviewed and updated to reflect new developments and publications. Experts from UNEP SCP Branch in Paris and the UNEP Regional Office for Asia and the Pacific (ROAP) in Bangkok provided valuable input and support for the development and delivery of the course.

The 2nd edition of the course took place from 21 September – 13 November 2015. Around 200 people expressed interest to participate. 62 participants were selected to take part and 48 participants received fellowships.

This report is based on assessment tests and an online evaluation questionnaire that participants completed at the end of the course. It provides background information and statistics about the course, presents the main results of the course evaluation, and provides an analysis of specific aspects, including content, methods, the course platform and human resources support.

2. Course Overview

The course aimed to assist high- and mid-level civil servants in the Asia-Pacific region (e.g. 10YFP and SWITCH-Asia National Focal Points) in developing, implementing, monitoring and evaluating policies supporting a transition towards SCP. Other individuals engaged in the policy planning and implementation processes, such as representatives from civil society organizations, industry (e.g. SWITCH-Asia project managers) and the academia were also eligible for participation.

Participants learned about different concepts and facets of SCP, as well as regional, national and sector-specific challenges and opportunities to advance low-carbon, resource efficient and socially responsible production and consumption. Additionally, participants developed basic skills for applying the SCP concept in a real world economic, policy and/or personal context.

Specific learning objectives of the course included:

- Define the concept of SCP and explain its value for sustainable development and 2030 Sustainable Development Agenda
- Distinguish key elements of effective policy planning in support of SCP
- Identify enabling conditions for mainstreaming and implementing SCP policies in national governance
- Discuss principal challenges and opportunities for advancing SCP in national contexts
- Summarize the range of global and regional initiatives to support SCP in national governance
- Apply SCP to a real-life policy-making context.

The course was composed of 5 modules:

<p>Module 1 Introduction to SCP: Definition, Rationale and Fundamentals</p>	<p>Module 2 Designing and Implementing National SCP Policies: The Policy Cycle and SCP in National Governance Structures</p>	<p>Module 3 Applying Policies for Sustainable Production: Addressing the Supply Side in Key Thematic Areas</p>
21 – 27 September	28 September – 4 October	5 – 11 October
<p>Module 4 Applying Policies for Sustainable Consumption: Addressing the Demand Side</p>	<p>Module 5 International Collaboration, Regional Initiatives and Priorities to Achieve SCP in the 2030 Sustainable Development Agenda</p>	<p>Week 6 Week 7 Week 8*</p>
12 – 18 October	19 – 25 October	26 October – 13 November

* Weeks 6-8 were reserved for wrap-up and allowed participants to evaluate the course and make final revisions to their action plans, based on the peer-reviews received from other participants.

3. Learning Approaches and Methods

The course was delivered through UNITAR's online Virtual Learning Environment (VLE). The course pedagogy was adapted for professionals in full-time work. Participants were provided with the opportunity to learn through various experiences: absorb (read); do (activity); interact (socialize); and reflect (relate to one's own reality). To support this learning, the course featured a range of learning activities and experiences that include exercises, discussion forums, and experiential learning. In support of the interactive elements of the course background reading in form of e-book was provided. The estimated average workload was 4-5 hours per week over an 8-week period.

3.1 Discussion Forums

Weekly discussion forums allowed participants to interact and reflect on specific issues linked to the module topic and objectives. The course moderators initiated, facilitated, and summed up the discussions. Contributions/reactions were directly posted in the online forum, enabling participants to view comments made and partake in the discussions. Participants also had the possibility to start new discussion streams themselves.

3.2 E-Books and Additional Resources

Each week, an e-book was made available to participants as background reading through the online learning platform. The e-books represented the mandatory minimum reading material for each Module. The e-books summarized and digested in a learner-friendly format key content from a range of documents and studies and featured a body of knowledge directly responding to the learning objectives. The e-books were available as downloadable PDF versions to allow offline access.

Additional resources, including videos and readings were also provided to help participants deepen their understanding of specific issues depending on their particular needs and interests. Glossaries of terms provided definitions of relevant concepts and technical terms for each Module.

3.3 Interactive Exercise

Module 2 featured the interactive exercise "Exploring Data and Indicators for Resource Efficiency in Your Country". This exercise gave participants the opportunity to:

- Research data on the efficient use of resources in their country (or a country of their choice) to benchmark against the regional average data provided; and,
- Reflect on the challenges and opportunities for policy responses based on the data retrieved.

Participants uploaded their work to a discussion forum, which provide an opportunity for peers to comments and complement each other's work. During Module 4 the course moderator published an analytical summary of the interactive exercise.

3.4 Assessment Tests and Practice Exercises

Assessment tests appraised the comprehension of key facts and concepts at the end of each Module. The questions addressed all learning objectives and covered a multitude of different question styles (e.g. multiple choice, true and false, matching questions etc.). For each assessment test participants were allowed three attempts. Before taking the tests, participants had the possibility to take practice exercises. At the end of the course, participants were required to complete an overall course assessment test, which drew upon the comprehensive content of the five course Modules.

3.5 SCP Action Plan and Peer-Reviews

Participants were required to develop a practice-oriented SCP Action Plan, which required them to apply the SCP concept to an existing situation in their country, region, city, sector, organization, professional setting, etc.

In developing a SCP Action Plan, participants were encouraged to take into account the learning materials provided throughout the course. By developing a SCP Action Plan, participants identified a concrete problem context and relevant issues, and defined appropriate measures, resources and means of implementation. Thus, the Action Plans made a practical link between participants' professional settings, interests and priorities, and the application of SCP.

Each Action Plan was expected to be around 4-5 pages in length. In addition, each participant was requested to peer-review 2 other SCP Action Plans. In this way, the respective authors were provided with feedback, which they could use to improve and resubmit their plans.

3.6 Small Grants for SCP Project Implementation

The small grants aimed to tap into participants' potential for action and link SCP theory to SCP implementation. This innovative element was introduced for the first time during the 2nd edition of the course "Introduction to SCP in Asia". It gave participants the opportunity to apply for funds of up to 7000 USD to implement the SCP Action Plans they developed during the course. In order to receive a small grant, participants had to undergo a dedicated application process and pass through two rounds of selection.

3.7 Completion Requirements and Certificates

In order to receive the Certificate of Completion participants needed to:

- pass four out of five Module assessment tests, as well as the overall course assessment test, with a result of 70% or higher;
- participate actively in the discussion forums and other course activities; and,
- submit a SCP Action Plan of 4-5 pages, and provide 2 peer-reviews.

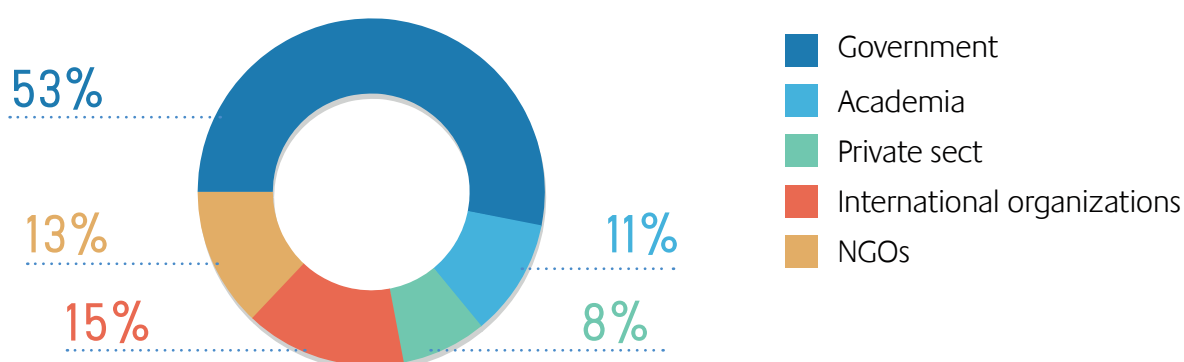
A Certificate of Participation was awarded to participants, who had actively participated in the course, but were unable to meet all final requirements for completion.

4. Participants

In total, 62 participants registered for the course, including 34 women and 28 men. 56 participants came from the Asia and the Pacific region (90%); 4 came from Europe (6%), 1 from Australia (2%) and 1 from Africa (2%).

53% of the participants worked in the government sector (all on central level); 13% worked for civil society and non-governmental organizations; 11% came from academic institutions; 15% were representatives of international organizations; and 8% worked in the private sector (see Figure 1).

Fig. 1: Participants' sectors of employment



86% of the participants received Certificates for Completion or Certificate for Participation in the course. Of these:

- 49 persons received Certificate of Completion;
- 4 persons received Certificate of Participation.

Participants that did not manage to complete or participate actively in the course indicated unexpected professional or personal circumstances as the primary reason.

81% of all participants who received fellowships were rewarded a certificate. Of these:

- 36 persons received Certificate for Completion;
- 3 persons received Certificate for Participation.

41 participants completed the online course evaluation form, which served as a basis for this report.

5. Summary Evaluation

5.1 Participants' Reaction

Participants' satisfaction was measured by the use of level 1 of the Kirkpatrick Model, which looks at the participants' reaction to a training event. 98% of the respondents rated the course as very or mostly useful (see Figure 2) and equally 95% stated that the course fulfilled their interest and expectations (see Figure 3).

Fig. 2: How would you rate the usefulness of the course?

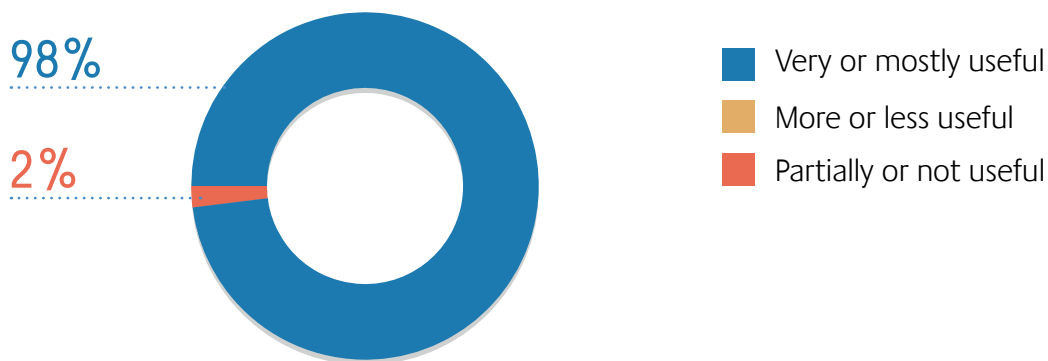


Fig. 3: The course met my expectations



Furthermore, 85% of the respondents agreed that the workload of the course was appropriate/not too much and 98% stated that they would recommend it to a colleague.

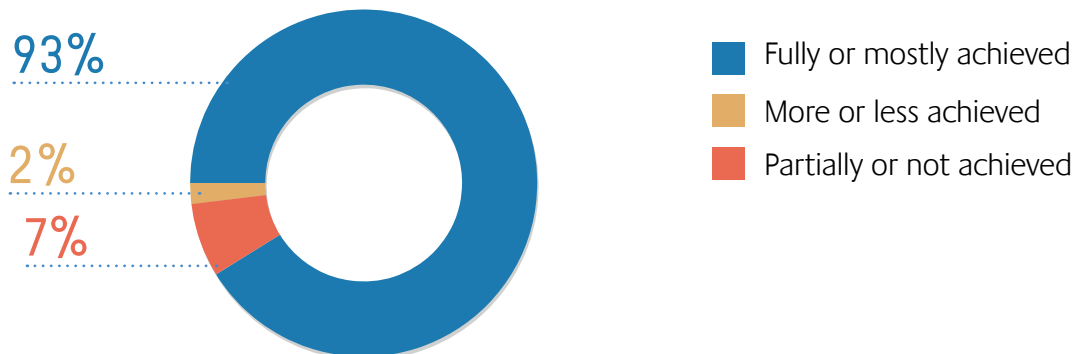
5.2 Achievement of Learning Objectives

Indication of the learning that has occurred through the course can be made by the use of the assessment tests, as well as through the self-evaluation of participants. Concerning the assessment tests, the average grade showed that a high percentage of the participants provided correct answers to quiz questions:

Module 1 84%	Module 2 80%	Module 3 89%
Module 4 87%	Module 5 92%	Final Assessment Test 85%

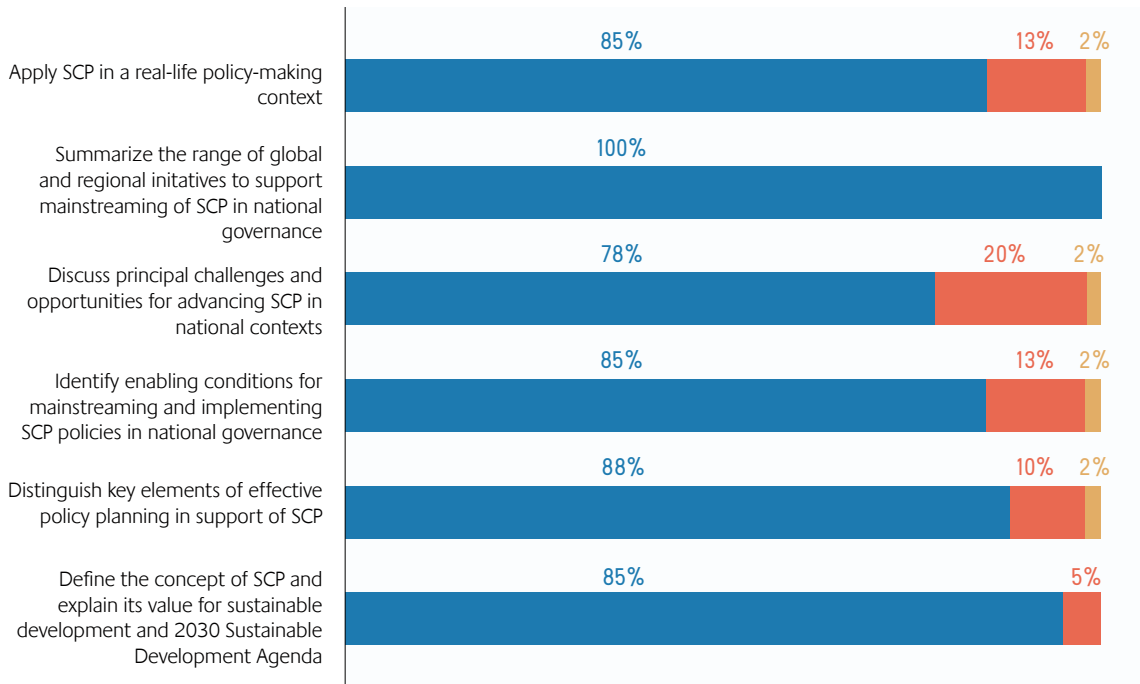
93% of the respondents stated their perception that they had fully or mostly achieved the learning objectives of the course (see Figure 4).

Fig. 4: To what extent do you believe you have achieved the objectives of the course?



In terms of achievement of specific learning objectives, respondents ranked highest their ability to “Summarize the range of global and regional initiatives to support the mainstreaming of SCP in national governance” (100% responded with “fully or mostly achieved”), followed by “Define the concept of SCP and explain its value for sustainable development and 2030 Sustainable Development Agenda” (95%) (Figure 5).

Fig. 4: To what extent do you believe you have achieved the objectives of the course?



5.3 Behaviour Change and Learning Outcomes

98% of the respondents indicated that the content of the course was relevant to their job (see Figure 6). 100% stated that they would likely use the information acquired in the course (see Figure 7).

Fig. 6: The content of the course was relevant to my job

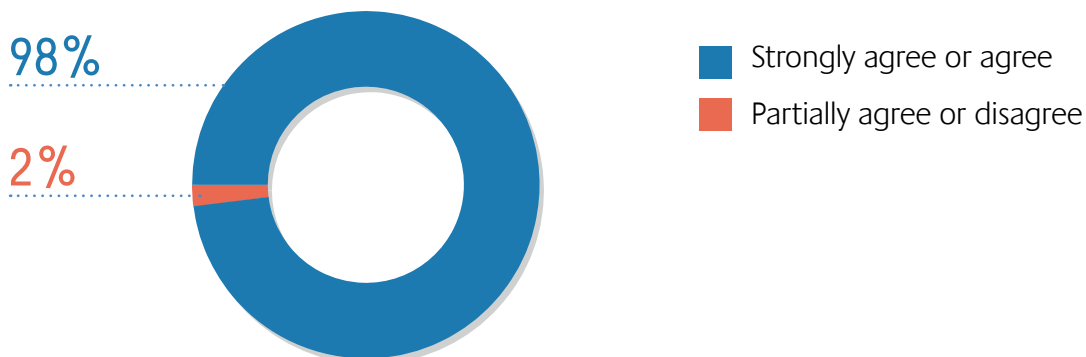
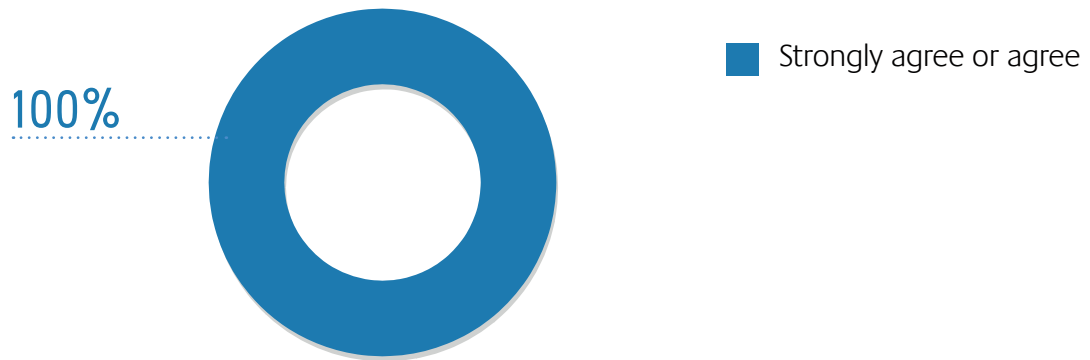


Fig. 7: I will most likely use the information acquired in this course



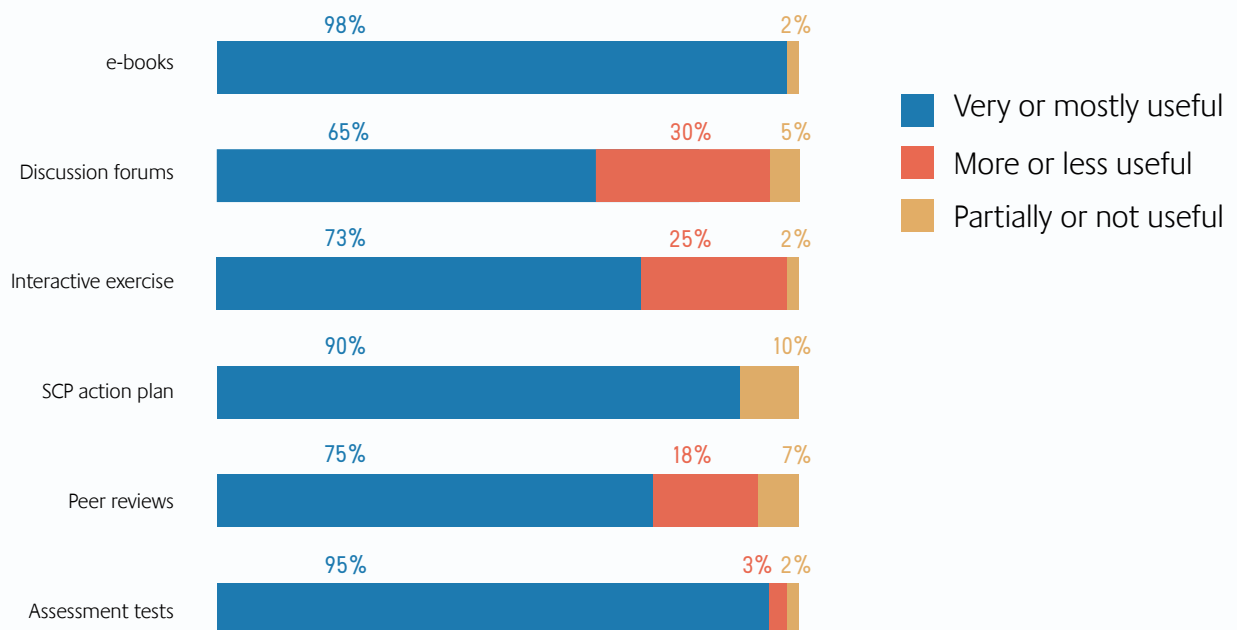
6. Analysis of Specific Aspects of the Course

6.1 Methods

E-Books and Additional Resources

A large part of the content of this course was covered by the e-books. 98% of the participants appreciated the e-books as very or mostly useful (see Figure 8).

Fig. 8: Usefulness of different methods/tools



Participants found Module 2 “Designing and Implementing National SCP Policies” and Module 4 “Applying Policies for Sustainable Consumption” most useful, followed by Module 5 “International Collaboration, Regional Initiatives and Priorities to Achieve SCP in the 2030 Sustainable Development Agenda” and Module 3 “Applying Policies for Sustainable Production”.

Some suggestions were made to change the format of the e-books in order to increase their interactivity, include more SCP examples and best practices, as well as complement the readings with live feeds and webinars.

Discussion Forums

65% of the participants indicated that the forums were very or mostly useful for developing their understanding of SCP in the context of Asia (see Figure 8). Suggestions made by participants for increasing the effectiveness of this element included: developing a face-to-face webinars/chat space/ or video conferencing between participants and the course moderators, as well as limiting the length of each post in order to make the discussions livelier.

Interactive Exercise

The interactive exercise on “Exploring Data and Indicators for Resource Efficiency in Your Country” was found to be very or mostly useful by 73% of the respondents (see Figure 8). A suggestion was made to complement the assignment with additional tasks and extend its timeline beyond Module 2.

SCP Action Plans and Peer-Review

A majority of the participants (90%) considered the development of a SCP Action Plan and the peer-review process very or mostly useful (see Figure 8). Participants applied the SCP economy concept to various circumstances, on diverse topics such as waste management, infrastructural development, sustainable lifestyles, capacity development and many more.

Some examples of SCP Action Plans include:

- Green Buildings in Vietnam
- Strengthening the education and knowledge of SCP in Mongolia
- Sustainable Energy Production for the Maldives
- Eco-label - A Way to Achieve Sustainability in Hospitality Industry in China
- Enabling Sustainably Produced Food Choices in Supermarkets in Singapore

Through the SCP Action Plans participants acquired new skills and worked on products they could use in practice. In some cases, more time was requested to submit the Action Plans and the period to work on the case studies was extended. The complete list of SCP Action Plans developed is included in Annex 2. Almost all SCP Action Plans submitted by participants within the official deadline were peer reviewed by at least one other participant. Various suggestions were made on how to improve and enrich the SCP Action Plan and peer-review process, including by making the SCP plans public (beyond the course), provide more time for action plan development, and organize participants in study groups from an earlier stage.

Assessment Tests and Practice Exercises

The majority of respondents (95%) thought the assessment tests were useful or mostly useful (see Figure 8). Suggestions by participants were made that the assessment test be less factual and more thought-provoking, as well as that correct answers are made available to participants after the end of the course.

Small Grants for SCP Project Implementation

With regard to this newest and most practice-oriented element of the course, participants recommended that future editions allow for more interactions and teaming up between candidates to submit joint project proposals.

6.2 Platform

The use of the online platform made it possible for participants from all over Asia and the Pacific, as well as from outside of the region, to collaborate with each other. Because of the possibilities to communicate asynchronously, participants had the flexibility to contribute at a time that was suitable to them.

6.3 Support Team

UNITAR and UNEP collaborated closely in the development and preparation for the course, and in ensuring a smooth delivery and engagement of participants. UNITAR, as an executing agency for the course, specifically provided the following services: developing course content, instructional design and quality control, managing applications and fellowships, engaging the course moderators, technical implementation on the VLE, communications with participants, coordinating the SCP Action Plan exercise and the peer review process, monitoring and assessing learning results, issuing certificates of completion, preparing a course evaluation, and administrative and contractual support. Regular posts in the Announcement Forum guided participants throughout the course.

98% of the participants strongly agreed or agreed that questions about various aspects of the course were answered by UNITAR in a timely and satisfactory manner (see Figure 9).

Fig. 9: The responses by the UNITAR Support Team to inquiries about technical/organizational issues were timely and satisfactory



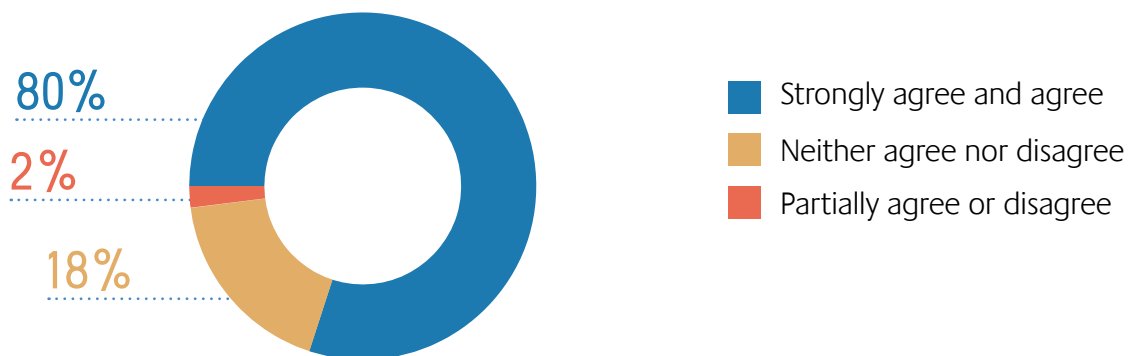
UNITAR engaged Prof. Dr. (Anthony) Shun Fung Chiu, an international expert and advocate for SCP, to serve as Course Moderator for the 2nd edition of the course.

The Course Moderator provided an introduction to each Module and wrapped up main substantive points at the end of each week. He managed effectively to engage participants in the discussion forums by raising stimulating questions, inviting participants to respond, and providing timely input. The Course Moderator also stimulated online socialization, provided individualized feedback, and summarized main discussion points. The interaction with the Course Moderator through the weekly discussion forums was enriching and effective for 93% of the respondents (see Figure 10).

Fig. 10: The interaction with Course Moderators via the discussion forums was enriching and effective.



Fig. 11: The explanation in the “Questions to the Moderators” Forum met my expectations.



In addition, the Course Moderator answered questions by participants in the “Questions to the Moderators” Forum. The explanations given through the forum met the expectations of 80% of the participants (see Figure 11).

7. Follow-up with Participants

A number of actions will be taken as a follow-up to the course, including:

- 1- UNITAR and UNEP will follow-up with participants several months after the end of the course to evaluate the impact of knowledge gained in the context of their professional settings.
- 2- To keep the momentum, course alumni are encouraged to register at the SCP Clearinghouse working group on Asia and the Pacific region (www.scpclearinghouse.org).
- 3- Following the successful 2nd edition, UNITAR and UNEP will offer a 3rd edition of the course in the period 21 March – 13 May 2016.

Small Grants for SCP Project Implementation

During this pilot implementation of the small grants scheme, Ms Uthpala Sankalpani and Ms Upendra Arjeewani from the National Cleaner Production Centre (NCPC) in Sri Lanka, were selected to receive small grant funding for the implementation of their SCP Action Plans aiming to introduce the concept of SCP to the students and faculty body in two of the main higher education institutions in the country, as well as to improve the resource efficiency and waste management on university campuses.

UNITAR, in close collaboration with UNEP, is providing technical and substantive support for the implementation of the small grant SCP projects. A field visit will take place after the projects' implementation, with the goal of documenting and sharing experiences and results throughout the region.

Annex I

List of Participants

Participant	Country	Position / organisation
Khaled Golam Mortuza*	Bangladesh	Technical Manager - Learning and Advocacy SWITCH Asia - Jute Value Chain Project CARE Bangladesh
Md. Mahbub Ullah*	Bangladesh	Team Leader, SWITCH-Asia Promoting Sustainable Consumption & Production of Jute Diversified Products, CARE Bangladesh (International NGO)
Md Mamunur Rahman*	Bangladesh	Deputy General Manager Small and Medium Enterprise Foundation Ministry of Commerce
Ngawang Gyeltshen*	Bhutan	Ministry of Agriculture and Forests, Department of Forests & Park Services, Deputy Chief Forestry Officer
Sean Leapvanrath*	Cambodia	Official of Ministry of Environment (MOE)
Sun Chhavivann*	Cambodia	Official of Economic Research and International Cooperation Department, National Bank of Cambodia (NBC)
Thorng Vichheka*	Cambodia	Research Assistant to Head of R&D Department of International Institute for Scientific Research (IISR Organization)
Fan Wenjia*	China	China Asean Environmental Center (CAEC)
Guan Lixin*	China	Chinese Academy of International Trade and Economic Cooperation (CAITEC)
HUANG Yiyang*	China	China-ASEAN Environmental Cooperation Center (CAEC) Researcher, Division of Policy Studies
Huiying Yao*	China	China Environmental United Certification Center, MEP (CEC)
Jia Ning*	China	China Asean Environmental Center (CAEC)
Jiali Pan*	China	Project Manager, The Sustainability Consortium (TSC)
Yuanfei Kang*	China	Beijing Energy Conservation and Environmental Protection Center (BEEC)
Mingming Li*	China	Ministry of Finance China Environmental United Certification Center, MEP (CEC)
Lingling Mu*	China	Tianjing Supply Chain Center
Siyuan Song*	China	Chinese Academy of International Trade and Economic Cooperation (CAITEC)
Jiyong Sun*	China	Chinese Academy of International Trade and Economic Cooperation (CAITEC)
Cheng Wang*	China	China Environmental United Certification Center, MEP (CEC)
Runzhuo Wang*	China	Beijing Energy Conservation and Environmental Protection Center (BEEC)
Weitao Yang*	China	Tianjing Supply Chain Center
Anjali Ramakrishnan*	India	TERI University
Ankit Gupta*	India	Junior Manger (Forest & Environment) with Steel Authority of India Limited, a Public Sector Enterprises, Government of India Undertaking

Archana Datta*	India	Senior Assistant Director FICCI Quality Forum Federation of Indian Chambers of Commerce and Industry
Atik Sheikh*	India	Confederation of India Industry (CII), CII- Sohrabji Green Business Centre, Hyderabad
V.S.Balasubramanian*	India	Asst. General Manager & I/C, Programme Management Unit National Bank for Agriculture and Rural Development(NABARD)
Dede Krishnadianty*	Indonesia	RENEWABLE ENERGY AND ENERGY ACCESS, Yayasan WWF Indonesia
Ilham Atho Mohamed*	Maldives	Assistant Director at Ministry of Environment and Energy
Lisama Sabry*	Maldives	Environment Analyst Ministry of Environment and Energy
Ismail Ajmal *	Maldives	Environment Analyst Ministry of Environment and Energy, new focal Point of 10FYP
Altantsetseg Sodnomtseren*	Mongolia	PAGE national coordinator, Ministry of Environment, Green Development, and Tourism, Mongolia
Dulam Bum-Erdene*	Mongolia	Managing Director of “Researchers’ Centre for Development” NGO
Sugar Erdenetsetseg*	Mongolia	Ministry of Environment, Green Development and Tourism, senior specialist
Govinda Prasad Kharel*	Nepal	Senior Divisional Engineer Ministry of Science, Technology and Environment Ministry of Physical Infrastructure and Transport (changed position during the course)
Jay Ram Adhikari*	Nepal	Under Secretary Ministry of Science, Technology and Environment Kathmandu, Nepal
Rupak Koirala*	Nepal	President, Centre for Environmental Action and Development (CEAD) Environmental expert for Project for Agriculture Commercialization and Trade / Ministry of Agriculture Development
Sushil Kumar Shah Teli*	Nepal	Under Secretary (Technical) Nepal Bureau of Standards and Metrology
Areej Riaz *	Pakistan	Leadership for Environment & Development (LEAD) Pakistan
Noel M. Unciano*	Philippines	Department of Science and Technology Environment and Biotechnology Division - ITDI
Gamini Senanayake*	Sri Lanka	SWITCH-Asia SCP NPSC for Sri Lanka
K.D.Ariyapala*	Sri Lanka	Head Livestock Planning and Economics, Department of Animal Production and Health
Upendra Arjeeewani*	Sri Lanka	National Cleaner Production Centre
Uthpala Sankalpani*	Sri Lanka	National Cleaner Production Centre, Sri Lanka
Yvani Deraniyagala*	Sri Lanka	Munasinghe Institute for Development (MIND), Researcher
Nonglak Sopakayoung*	Thailand	Office of International Cooperation on Natural Resources and Environment
Rawinorn Dulyakasem*	Thailand	Office of International Cooperation on Natural Resources and Environment

Siriya Wongtip*	Thailand	Economist Tax Policy Bureau, Fiscal Policy Office Ministry of Finance
Nhung Nguyen*	Vietnam	Vietnam Cleaner Production Centre, Communication Officer
Claire Oei	Signapour	Executive, Climate Change Programme Department, National Environment Agency
Cosima Stahr	Germany	Senior Project Manager, Adelphi
Nicole Heppner	Germany	GIZ Office Jakarta Country Desk Officer Portfolio Management ASEAN Strategic Planning
Que Anh Thi PHAM	Indonesia/ Vietnam	GIZ Office Jakarta Country Desk Officer Portfolio Management ASEAN Strategic Planning
Xiu Ping (Steven) Lim	Australia	Social services
Oliver WOOTTON	UK	Chemicals and Waste Management Programme, UNITAR
Sanjeevan BAJAJ	India	Federation of Indian Chambers of Commerce and Industry (FICCI) Chief Executive Officer-FICCI Quality Forum and Cluster Head for five FICCI divisions including Carbon Advisory and Resource Conservation Management
Rhulani Baloyi	South Africa	Deputy Director: International Sustainable Development, Department of Environmental Affairs National Focal Point of the 10YFP SCP Programmes, SWITCH Africa Green & Partnership for Action on Green Economy (PAGE)
Woori Cho	South Korea	Associate Programme Officer Executive Office, Post-2015 and SDGs United Nations Environment Programme (UNEP)
Mei-Ling Park	Thailand	UNEP ROAP
Yan Wenjing	China	UNEP China Office, project associate
Rong Rong	China	UNEP China Office, project associate
Bettina Heller	Germany	Associate Programme Officer Sustainable Lifestyles, Cities and Industry Branch United Nations Environment Programme Division of Technology Industry and Economics (DTIE)
Mari Nishimura	Japan	Junior Professional Officer, UNEP

*Participants awarded a fellowship.

Annex II

List of SCP Action Plans Developed by Participants

Participant	Country	Name of SCP Action Plan
Khaled Golam Mortuza*	Bangladesh	Promotion of Food Grade Jute Bag (FGJB) in light of Sustainable Consumption and Production (SCP)
Md. Mahbub Ullah*	Bangladesh	SCP Action Plan: New Design & Production of Jute Diversified Products
Md Mamunur Rahman*	Bangladesh	SCP action plan to use solid waste of garment industry as raw material for sanitary napkin
Ngawang Gyeltshen*	Bhutan	Promoting sustainable consumption of forest resources in Bhutan: safeguarding displacements
Sun Chhavivann*	Cambodia	Improving Access to Finance for Green SMEs Development - The Case of Cambodia
Thorng Vichheka*	Cambodia	Community Development-Driven Eco-Tourism: from Jasmine Plantations to Poverty Reduction and Socio-Economic Improvement
Guan Lixin*	China	Action Plan for Propaganda of Sustainable Consumption Policy Demonstration in China
Huiying Yao*	China	Sustainable Development Lifestyle Public Cognition, Investigation, Publicizing, and Promotion: Action Plan in China
Jiali Pan*	China	New Approach Exploration: Sustainable Public Procurement in China
Mingming Li*	China	SCP Action Plan: Eco-label - A Way to Achieve Sustainability in Hospitality Industry
Cheng Wang*	China	Sustainable Interior Decoration Materials Promotion Action Plan
Runzhuo Wang*	China	SCP Action Plan- Promote the Sustainable Energy Consumption in Campus by Setting up the Energy Consumption Quota for Buildings at Campus in Beijing
Anjali Ramakrishnan*	India	
Ankit Gupta*	India	SCP Action Plan for Iron Ore Mining Industry in Indian Context
Archana Datta*	India	SCP Action Plan: FICCI's Recycle Café – Mobile App based solution to reduce, reuse and recycle E-Waste
Atik Sheikh*	India	Circular Economy– Accelerating the Shift towards Sustainable Consumption and Production in India
V.S.Balasubramanian*	India	Promoting Resource Use Efficiency in Irrigated Agriculture in India
Dede Krishnadianty*	Indonesia	SCP ACTION PLAN on Organic Waste Management in Laboan Bajo, Komodo National Park-Indonesia
Ilham Atho Mohamed*	Maldives	The Green Action Plan for Coconut: 2016-2020
Lisama Sabry*	Maldives	SCP Green Action Plan- Clean Beaches for Enhancing Livelihood and Biodiversity Conservation in a Selected Demonstration Island
Ismail Ajmal*	Maldives	SCP Action Plan: Sustainable Energy Production for the Maldives
Altantsetseg Sodnomtseren*	Mongolia	Green Neighborhood and Lifestyle
Dulam Bum-Erdene*	Mongolia	Green Economy Learning Strategy

Sugar Erdenetsetseg*	Mongolia	Strengthening the education and knowledge of SCP
Jay Ram Adhikari*	Nepal	Developing National SCP Policy for Nepal
Rupak Koirala*	Nepal	SCP Action Plan - Managing Waste in Coffee Value Chain
Sushil Kumar Shah Teli*	Nepal	Improvement of material consumption pattern in cement industry in Nepal: A way forward to Sustainable Consumption and Production
Areej Riaz *	Pakistan	SCP Action Plan – Renewable Energy Uptake in Industries
Noel M. Unciano*	Philippines	SCP Green Technology by Solvent Water Footprint Analysis in EBD Technologies
Gamini Senanayake*	Sri Lanka	Standardization of policymaking process of Sri Lanka
Upendra Arjeewani*	Sri Lanka	Strengthening the Education for Sustainable Development through Greening the University of Sabaragamuwa, Sri Lanka
Uthpala Sankalpani*	Sri Lanka	Enabling SCP through developing a waste management plan to University of Sri Jayawardenapura
Yvani Deraniyagala*	Sri Lanka	National or sector-wide policy reform to advance SCP
Nonglak Sopakayoung*	Thailand	SCP Action Plan to Address the Poor Central Coordination on SCP Policies in Thailand
Rawinorn Dulyakasem*	Thailand	SCP action plan to reduce the consumption of fossil energy in the transportation sector in Thailand
Nhung Nguyen*	Vietnam	Empowering agricultural households for resource efficiency and organic/safe farming
Claire Oei	Signapour	Enabling Sustainably Produced Food Choices in Supermarkets in Singapore
Cosima Stahr	Germany	SCP Action Plan – Green Buildings in Vietnam
Nicole Heppner	Germany	Sustainable Consumption and Production (SCP) Action Plan on Plastic Bag Management in Jakarta
Que Anh Thi PHAM	Indonesia/ Vietnam	Promoting solar energy uptake in Vietnam through consumer information & multi-stakeholder engagement
Xiu Ping (Steven) Lim	Australia	SCP Action Plan to Improve the Resource Efficiency in an Aged Care Facility
Oliver WOOTTON	UK	SCP Action Plan: sustainable consumption and production of nanotechnologies and manufactured nanomaterials at the global level
Sanjeevan BAJAJ	India	Liberation from Litter
Rhulani Baloyi	South Africa	Designing an SCP Action Plan: South Africa's Perspective
Woori Cho	South Korea	Promoting Integrated Solid Waste Management (ISWM) policy for Kenya
Mei-Ling Park	Thailand	SCP Action Plan: '4 Billion Dreams'
Yan Wenjing	China	Scaling up Sustainable Consumption and Production (SCP) practices facilitated by Public-Private Partnerships (PPPs)

Bettina Heller	Germany	SCP Action Plan: Encouraging demand-side pressure for SCP – the example of the textile sector
Mari Nishimura	Japan	Engaging Youths and Local Agricultural Farms to Promote Sustainable Food Consumption and Waste Management in Jakarta, Indonesia

*Participants awarded a fellowship.

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