

Winter School Programme Report



SACEP/UN Winter School on Sustainable Consumption and Production in South Asia

7-18 November 2016
Kandy, Sri Lanka

Organized by:

South Asia Co-operative Environment Programme (SACEP)
United Nations Environment Programme (UNEP)
University of Peradeniya, Sri Lanka
SCP NPSC Sri Lanka Project

Financial Assistance of:

SWITCH-Asia Programme of European Union

Report Prepared by:

South Asia Co-operative Environment Programme (SACEP)



switchasia
POLICY SUPPORT



CES
UNIVERSITY OF PERADENIYA



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POLICY SUPPORT
Sri Lanka
National Policy
Support Component
Sustainable Consumption and Production



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Executive Summary

South Asia Co-operative Environment Programme (SACEP) and the United Nations Environment Programme (UNEP), in collaboration with University of Peradeniya, Sri Lanka and SCP NPSC Sri Lanka Project with the financial assistance of UNEP managed and EU funded SWITCH-Asia Regional Policy Support Component, successfully organized an intensive two week (7-18 November 2016) Winter School programme on Sustainable Consumption and Production (SCP) in South Asia. A total of 34 participants from SACEP member countries participated in the training. Majority of participants were mid-to-higher level professionals who are working in their respective government agencies and the others were from universities, private sector, and NGOs. This Winter School programme was able to improve the knowledge of future decision makers in the area of Sustainable Consumption and Production and thus contribute to the design and implementation of policies, business models and practices that can promote sustainable resource management in a life cycle perspective for goods and services produced and used by governments, business and civil society.

This two-week training programme was conducted with following seven modules which included lectures, practical sessions and field visits:

- Module 1: Sustainable Development Goals (SDGs) and SCP
- Module 2: Resource Efficiency and Global Economic System
- Module 3: Sustainable Production Theory
- Module 4: Tools for Practicing Sustainable Consumption
- Module 5: SCP in Various Sectors
- Module 6: SCP Policy
- Module 7: SCP Financing and SCP in Private Business

A number of eminent international and local resource persons including professors from renowned Universities/academic institutions, professionals from the United Nations Environment Programme (UNEP), professional practitioners of ongoing SWITCH-Asia projects and representatives from the private (business) sector conducted the training course. Besides the in-house lectures and practical sessions, participants were given opportunity to get first-hand experience on SCP applications by taking them to the field in groups to five different sites.

At the end of the training programme, participants provided positive feedback on the overall winter school programme including logistic arrangements, resource materials, and the overall quality of the course delivery. The training programme was able to meet its objectives to improve the knowledge and enhance the working capacity of professionals from countries of South Asia in the area of Sustainable Consumption and Production.

Introduction & Training Objectives

SACEP/UN Winter School on the Sustainable Consumption and Production (SCP) in South Asia was organized from 7-18 November 2016 in Kandy, Sri Lanka. It was organised by South Asia Co-operative Environment Programme (SACEP) and the United Nations Environment Programme (UNEP) in collaboration with University of Peradeniya, Sri Lanka and SCP NPSC Sri Lanka Project. Participants were selected on competitive basis by calling for applications published in SACEP website, social media, Switch-Asia network, and disseminating the advertisement among selected government institutions of all South Asian countries. Out of 170 applications received, the selection committee selected 24 participants covering 8 countries. Apart from that, the SCP NPSC Sri Lanka Project sent additional 10 participants from their resources to participate at the training programme (refer **Annex 1**). The profile of participants was diverse, with people representing from government officials, private sector, environmental organizations, academia, and masters and doctoral students.

The programme started with a brief opening session in which the Deputy Vice Chancellor of the University of Peradeniya attended as Chief Guest with the participation of Deans of many faculties and Head of departments as well. Director General of SACEP, representative of UNEP and many more invitees together with all participants were there.



The Strategic objective of SACEP/UN Winter School on SCP in South Asia was to improve the knowledge of future decision makers in the area of Sustainable Consumption and Production and thus contribute to the design and implementation of policies, business models and practices that can promote sustainable resource management in a life cycle perspective for goods and services produced and used by governments, business and civil society.

Other specific objectives included:

1. Assist future decision-makers from South Asian countries to respond better in the growing needs to mainstream SCP by raising their knowledge in this field.
2. Enhance the capacity level of junior governmental professionals from developing countries to work with projects that promote SCP.
3. To increase the understanding of the need for - and challenges to - implementation of SCP in different sectors and thereby enable participants to effectively engage with and contribute to mainstreaming and upscaling of Sustainable Consumption and Production through their daily management practices.
4. Create networks of junior professionals in South Asia in the field of SCP.

5. To provide credible knowledge on SCP to post-graduate students and equip them with skills that can support their research and professional activities.

After the completion of the course it was expected that the participants will be able to:

1. Clearly understand what SCP and resource efficiency is and how they contribute to sustainable development, poverty alleviation and sustainable livelihoods (and the relative contributions by different socio-economic sectors, geo-political countries, etc.)
2. Know how to use alternative policy instruments, strategy options and institutional arrangements (including networks) for achieving resource efficiency and its subsequent development, climate and environmental conservation outcomes (e.g. regulatory, market based, information, etc instruments in environment, industry, technology, education, training and other policy domains).
3. Developing analytical, advocacy and implementation capabilities and skills, in particular through practical piloting of selected resource efficiency methods, techniques and policy instruments, as appropriate to the backgrounds and interests of participants.
4. Have a better understanding and appreciation of the different perspectives and interests of various stakeholders as these are affected by, and could potentially contribute to, resource efficiency and its development, climate and environmental benefits.

To achieve the above objectives and outcomes, the Winter School course was designed to link SCP and resource efficiency to the overall sustainable development, poverty alleviation, and sustainable lifestyles. Participants became familiar with using alternative policy instruments, strategy options and institutional arrangements (including networks) for achieving resource efficiency and its subsequent development. The Winter school delivered various modules on sustainable developmental goals interlinking SCP, resource efficiency and global economic system, cleaner production, design for sustainability, sustainable public procurement, sustainable supply chain management, SCP in cities and infrastructure, SCP in tourism sector, policies for SCP, financing mechanism and tools for SCP and SCP in private business.

Course contents of the Winter School was delivered by eminent experts from academic, business and international organizations (refer **Annex 2**) and ran across seven modules for a period of 2 weeks.

Effective learning mechanisms including classroom discussion sessions, group work, field visits, debate session, etc. were applied throughout the training period. The Winter School was concluded on 18th November 2016 with a closing ceremony in which the Vice Chancellor of the University of Peradeniya attended as the Chief Guest and awarded certificates to participants for their achievement.

Winter School Module & Training Methodology

Similar to the other Winter School programmes conducted in the Asia and the Pacific region, the Winter School on SCP in South Asia was also an intensive two-week course, spread over 7 modules. Each module included a variety of topics for facilitating sustainable consumption and production in South Asia. These modules addressed information and cases in the area of resource use and quality of life. The course was a balanced mix of fundamental concepts of sustainable production (lifecycle approach, cleaner and safer production and Design for Sustainability), sustainable consumption (Sustainable Procurement, Social and Environmental Responsible Supply Chains), a policy mix for mainstreaming SCP into sustainable development programmes and plans, sectoral application of SCP (in cities, infrastructure, and tourism), and business case of SCP.

The seven modules and respective topics under each modules ran throughout the winter school programme is as follows:

- **Module 1:** Sustainable Development Goals (SDGs) and SCP
 - Fundamentals of Sustainable Development
 - Fundamentals of SCP
 - SDG and SCP
 - SCP and poverty reduction
- **Module 2:** Resource Efficiency and Global Economic System
 - **Module 2a:** Resource Efficiency
 - SCP definition
 - SCP indicators
 - Resource efficiency and SCP
 - **Module 2b:** SCP and global economic system
 - SCP in the private sector
 - Greening macro-economics
 - Benefits for national budgets
- **Module 3:** Sustainable Production Theory
 - **Module 3a:** Cleaner Production
 - Concept of Cleaner Production
 - Life cycle thinking
 - Cleaner production technology
 - **Module 3b:** Design for Sustainability (D4S)
 - Concept of Design for sustainability
 - Components of D4S
 - Benefits of D4S
- **Module 4:** Tools for Practicing Sustainable Consumption
 - **Module 4a:** Sustainable Consumption
 - Consumerism
 - Resource constraints
 - Waste and emission
 - **Module 4b:** Sustainable Supply Chain Management (SSCM)
 - Concept of SCM
 - Concept of Green SCM
 - Strategies of SCM
 - **Module 4c:** Sustainable Public Procurement (SPP)
 - Concept of SPP
 - Benefits of SPP
 - Elements of SPP
- **Module 5:** SCP in Various Sectors

- **Module 5a:** Cities and Infrastructure
- **Module 5b:** Tourism Sector
- **Module 6:** SCP Policy
 - Integration of SCP in the policy
 - Principles of SCP
- **Module 7:** SCP Financing and SCP in Private Business
 - Financial aspects of SCP
 - Corporate Social Responsibility
 - Sustainability reporting mechanism

The sessions were designed in a workshop format, where the respective session moderator took lectures on theoretical concepts (half day), followed by group based assignments and the plenary presentation of the group work outputs (refer **Annex 3**). Each lecture session and group presentations were followed up by further discussions, question & answers, and feedback. Participants were provided with training resource materials and background reading in advance.

Besides the seven modules, participants were given the opportunity to get first-hand experience on SCP applications by taking them a day-long field visit in groups to five different sites. The sites selected were as follows:

- Tea factory
- Livestock farm
- Building construction site
- Transport hub
- Market place

All five groups were tasked to observe SCP applications such as resource usage (materials, energy, water etc.), waste generation and management, burden shifting, life cycle approach, greening the supply chain, eco-innovation, design for sustainability, guard against rebound effect, policies, awareness and understanding, communication, behaviour etc. All five groups were asked to make a 15 minutes presentation at a plenary session at the final day in lieu of written exam. Presentations were made to the hosts of the sites visited and the hosts were given the opportunity to express their views regarding the practicality of implementing their proposals.

Participants conveyed their learning on SCP in a consolidated message in the form of debate at the last day of the Winter School. Each participant was awarded the certificate of participation after successful completion of the course.

Outcomes of the UN Winter School on SCP- Programme Evaluation/Feedback from the Participants

At the end of the two-week winter school programme, participants were provided the evaluation form (**Annex 4**) to seek their feedback on various components of training, design and approach (training contents and methodological reflections), and the overall relevance and need for the SCP training. The evaluation form consisted of the following subsection and the following highlight excerpts:

Self- Assessment Questionnaire on Learning

To measure level of knowledge, skills and/or competencies before and after training, participants were asked to provide an informal measurement on how this training contributed to increasing your knowledge, skills and/or competencies in the following four specific learning outcomes;

LO1: Clearly understand what SCP and resource efficiency is and how they contribute to sustainable development, poverty alleviation and sustainable livelihoods (and the relative contributions of different socio-economic sectors, geo-political countries, etc.) comments.

LO2: Know how to use alternative policy instruments, strategy options and institutional arrangements (including networks) for achieving resource efficiency and its subsequent development, climate and environmental conservation outcomes (e.g. regulatory, market-based, information, etc. instruments in environment, industry, technology, education, training and other policy domains).

LO3: Have analytical, advocacy and implementation capabilities and skills, in particular through practical piloting of selected resource efficiency methods, techniques, and policy instruments.

LO4: Have an understanding and appreciation of the different perspectives and interests of various stakeholders as these are affected by, and could potentially contribute to, resource efficiency and its development, climate and environmental benefits.

On the scale of 1 to 5 (Low-to-High), all the learning outcomes are reported to have increased significantly, i.e., from 'some' to 'moderate' knowledge an average, the average change in the learning outcome are as follows:

Learning outcome	Change by	Before the Training	After the training
LO1	1.7	2.9	4.6
LO2	2.0	2.2	4.2
LO3	1.6	2.6	4.2
LO4	1.6	2.8	4.4

Highlight excerpts from the comments

- It was a good addition to my skills and knowledge that how to achieve sustainable development through SCP. Being a naturalist, biologist and biodiversity specialist I learnt how to connect basic natural science with the sectors of development like infrastructure, industry and urbanization.

- After understanding many concepts of SCP i.e. life cycle approach, 3R, 5S and even 7R concepts to incorporate in the National Plans and Policy would help leap frogging the development path instead of Linear approach.
- I have worked/studied the broad areas of Sustainable Development for 15 years, but not devoted so much focus to SCP before, so the knowledge gained was incremental and value-adding.
- As I am working in a project of SWITCH Asia Programme titled "Promoting Sustainable Building in Bangladesh", I have a prior knowledge on SCP. But after this workshop where I got to exchange knowledge with other SA countries and resource persons, I got appropriate concept of SCP.

Questionnaire on Resource Persons

Participants were asked to rate all nine resource persons based on the course content and delivery/teaching style in the scale of 1 to 5 (Poor – Below Average- Average- Good – Excellent).

All resource persons were regarded 'good' in their module content and teaching style, with an average rating in the scale of above 4.

Resource Person	Content	Teaching Style	Comment
Dr. Anthony Chiu	4.7	4.8	His method of teaching is perfect and he makes the content more attractive for the listener. His content has direct alignment with South Asian countries present practices.
Dr. Magnus Bengtsson	4.5	4.1	He has a good understanding on SCP and clarify the issues which arises during the sessions.
Ms. Loraine Gatlabayan	4.5	4.5	She coordinated the sessions very interactively using different examples in the region.
Ms. Janet Salem	4.1	4.0	Janet had given us the full picture when it came to resource efficiency.
Eng. Gamini Senanayake	4.4	4.1	Coordinated the sessions successfully by having the full attention from the audience and gave local examples in the field of SCP.
Eng. M.W. Leelaratne	4.0	3.7	Session coordinated interactively on supply chain management and environmentally friendly product manufacturing
Mr. Ravi de Silva	3.9	4.1	Coordinated the sessions productively by having the local practises used in Kandalama Hotel development.
Mr. Buddhika Hemashantha	4.4	4.2	Mr. Hemashantha was very knowledgeable and gave us some great insights in to the financing aspect of things.
Mr. Nicholas Taylor	3.9	4.2	Very interesting and interactive session of applying SCP in environmental protection as well as socioeconomic development.

Questionnaire on UN Winter School

Under this section, various aspects of the winter school programme including content, quality and logistics were rated by the participants. The rating was done on the scale from scale from 5 (Excellent) to 1 (Poor)

Content:	
Parameter	Average Scale
Usefulness and applicability of the SACEP-UN Winter School's content for your functions within your organization or your work	4.6
Agenda and available time for the workshop	4.2
The workshop material and power point presentations	4.4
The Group works	4.4
The debates	4.4
The Field visits	4.4
Overall comments: Well organized course content including very interactive sessions with group work, debate and field work.	
Quality:	
Parameter	Average Scale
Performance of main presenters and trainers	4.4
Extent to which the workshop achieved its objectives	4.5
Level of training (issues covered and explanation of technical issues)	4.2
Overall comments: Quality of workshop have maintained and it have covered all the expected objectives.	
Logistics	
Parameter	Average Scale
Venue and technical facilities	3.7
Pre-workshop arrangements	4.4
On-site support	3.9

Questionnaire on the satisfaction level of the participants

All participants were asked to submit their post evaluation forms by electronically. Out of the 34 participants, by the time this report is made, 17 participants submitted their evaluation forms. Out of those 17, 15 participants marked their full satisfaction while the remaining 2 were fairly satisfied. None of the participants reported to be 'not satisfied' with the winter school.

Questionnaire on the further organization of the UNEP winter school program

All the participants agreed that the 'UN Winter School Programme on SCP' needs to be further organized.

Questionnaire on how can the workshop be improved

Key responses received to this question are;

- SCP Pre-school could be arranged as a knowledge platform and web based programme to attract majority of young junior managers /executives /government officers to familiarize the SCP concepts at lowest cost and selecting candidates from that pool for winter school
- More case studies can be included may be inviting people to present success stories in the host country.
- Time management can be improved
- Selection notification could be done quite before start of the school in order for enabling the participants to smoothly apply for visa and other arrangements.
- Provide hard copies of the presentations and some main handbooks
- More leisure time could be absorbed by reducing lecture.
- In addition to group work, individual short assignment (maximum 300 words) could be given which should be presented to the audience on following day.
- Previous participants can be invited to share their knowledge, how they have implemented their learning.
- Cultural night or some kind of entertainment can be included to avoid monotonous ambience.
- Provide all the materials and the presentations beforehand

Questionnaire on the use of knowledge acquired in the workshop

Participants shared that they will use the knowledge learned during the two-week winter school into their work, as in;

- Utilizing this skill to make aware the at all forums about sustainable consumption and production.
- Integration of SCP concepts with current plans and providing guideline to integration of SCP and SDGs to mainstream programmes.
- Sharing knowledge on sustainable consumption patterns of general public
- Incorporating SCP into project planning
- Awareness and capacity building
- Sharing SCP regional practices using social media networks.
- Promoting and campaigning on behaviour and attitude changes in family, working place and the society
- Sharing the knowledge with colleagues and in the workplace
- Include them in the curriculum revision of the students
- Practice the green public procurement within my Ministry and encourage to do the same in the other organization as well
- Apply it in the further academic career

Conclusion

The two weeks Winter School programme on sustainable consumption and production in South Asia was well received by the participants. The intended objective of the Winter School programme to train and enhance the capacity level of junior to mid-level professionals from South Asian countries to work with projects that promote SCP was met to a great extent, as reflected by the positive feedback on the increased knowledge and skills on SCP by the participants. A maximum number of participants agreed for continued sessions of such Winter/Summer School in future. The capacity of the resource persons and the course content were marked to be highly satisfactory by all the participants. Overall, the Winter School programme can be evaluated to be highly successful in meeting its objective with high quality and goodwill.

Annex



Annex 1. List of Participants

SACEP - UN Winter School on Sustainable Consumption and Production in South Asia

7 – 18 November 2016

Kandy, Sri Lanka

Academic Committee (SACEP, UNEP and University of Peradeniya, Sri Lanka):



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Director General, SACEP
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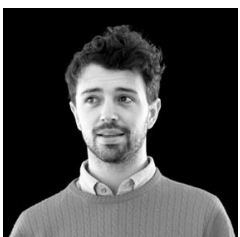
INSTRUCTORS:



**Dr. (Anthony) Shun Fung CHIU (PIE ASEAN Eng FAPIEMS)
University Fellow, Professor and Research Fellow, JM Reyes
Professorial Chair of Industrial and Mechanical Engineering,
Gokongwei College of Engineering, De La Salle University,
Philippines; Member, UNEP International Resource Panel
E-mail: anthonychiu@gmail.com**



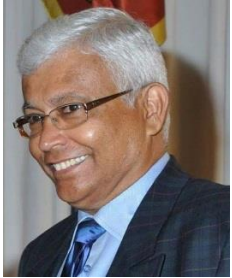
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Mr. Ravi De Silva
Consultant, Aitken Spence Hotel Management Sri Lanka
E-mail: ravikandalama@gmail.com



Mr. Buddhika Hemashantha
CEO, Sri Lanka Climate Fund
E-mail: buddika@carbonfund.lk

LIST OF PARTICIPANTS



"... I have felt dire need to understand "sustainable production and consumption" to lead project formulation and implementation in respect to "managing for impact" and "contributing in sustainable development" principles."

Mr. Abdul Sami Zhman: Afghanistan.
Cooperation for Peace and Development.

Mr. Abdul Sami Zhman
E-mail: abzhman@gmail.com



"Bangladesh is a developing country based on agriculture with limited resources. So my participation in this training will be a direct assistance to the poor people of Bangladesh."

Mr. Fuad Hossain: Bangladesh.
University of Ruhuna.

Mr. Fuad Hossain
E-mail: fuadhossain777@gmail.com



"I would like to take part in the 'UN Winter School on Sustainable Consumption and Production in South Asia' not only for an effective education but also to share my experiences and concerns... I have experienced the economic transformation of Bangladesh; from an agrarian economy to a manufacture-based economy."

Mr. Mohammad Monower Hossain: Bangladesh.
Bangladesh Garment Manufacturers and Exporters Association.

Mr. Mohammad Monower Hossain
E-mail: mithu051029@gmail.com



"I am eager to learn about the different green technologies that other South Asians countries have adopted, how they have switched to sustainable consumption and production, types of advocacy strategies they have conducted, enacted policies regarding this issue of their countries and challenges they have faced."

Ms. Tasmia Kabir: Bangladesh.
Bangladesh Environmental Lawyers Association.

Ms. Tasmia Kabir
E-mail: tasmiakabir26@gmail.com



"...the Ministry of Health is the second largest procurer in the country... I shall use the inferences derived above and share it to one of the forums of larger decision making groups, educate them on the same and convince them to adopt international best practices to streamline the current procurement procedures."

Ms. Jambay Lhamo: Bhutan.
Ministry of Health.

Ms. Jambay Lhamo
E-mail: jlhamo@health.gov.bt



"After completing the Winter School Program, it will benefit in the process of having a more fair, transparent and accountable procurement process in the nation. This will help our nation as a whole to procure works and goods with value for money and quality."

Mr. Mani Tshering: Bhutan.
Election Commission of Bhutan.

Mr. Mani Tshering
E-mail: dargyallingtt@gmail.com



"This opportunity will give me the chance to interact and learn from participants from different countries with different perspectives and experiences. I believe that by giving me this opportunity, I will gain theoretical and practical experience to contribute to planning the SCP activities efficiently and strategically in a way that is well suited to Bhutan."

Ms. Tenzin Dolma: Bhutan.
National Environment Commission.

Ms. Tenzin Dolma
E-mail: tensindj@gmail.com



"As a Project Manager, I am responsible for all types of design works, procurement of goods, works and services and taking care of social and environmental aspects in the development of the upcoming Nyera Amari Project. Therefore, I am interested in attending this training on "Sustainable Consumption and Production" to ensure sustainable production of our already clean energy."

Mr. Tshering Peljor: Bhutan.
Druk Green Power Corporation.

Mr. Tshering Peljor
E-mail: tshering.peljor@gmail.com



"Being Indian, it is my opinion that for our country to progress and achieve the [sustainable development] targets in a short time with sustainable results, we need to focus on promoting the concept of environment sustainability to industry."

Mr. Akshay Koul: India.
Confederation of Indian Industry.

Mr. Akshay Koul
E-mail: akshaykoul.as.94@gmail.com



"I hope to be able to promote sustainable resource management through informed and effective decision making that I may be able to influence through my interactions with the representatives of local governments, informal leaders and community members."

Ms. Rithika Fernandes: India.
Local Governments for Sustainability South Asia.

Ms. Rithika Fernandes
E-mail: rithika.fernandes@iclei.org



"I am collaborating with a citizens' initiative to strengthen governance in the aftermath of the 2015 December floods....The same study focuses on the real estate sector as a driver of Biodiversity loss, and attempts to highlight good practices (and challenges) of pioneering and pacesetting eco-friendly Indian builders."

Ms. Sandhya Chandrasekharan: India.
Centre for Biodiversity Policy and Law

Ms. Sandhya Chandrasekharan
E-mail: fmeacebpol@nbaindia.org



"To remove deeply rooted challenges, sustainability is essential. As a student of rural development, I am very eager and enthusiastic about sustainable development. As sustainable Consumption and Production (SCP) links economic process to environment and natural resources, it provides policy instrument tools to encourage cleaner production and responsible consumption."

Ms. Devi Poudel: Nepal
Nepal Bureau of Standard and Metrology.

Ms. Devi Poudel
E-mail: debipoudel@gmail.com



"Being raised in Nepal, where resource management issues such as load shedding and fuel crisis are rampant, I have always been curious to strengthen my knowledge on making the country self-sufficient, conserving environment and also ensuring a sustainable future for the people."

Ms. Jyoti Shrestha: Nepal.
Government of Nepal .

Ms. Jyoti Shrestha
E-mail: jyoteesth@gmail.com



"Forests are a major source of livelihoods in developing countries like Nepal. Nepal is 40 percent forest. But the deforestation rate is 1.3% per year. I am a social forest activist. I want to learn how my ideas could work for people in developing countries. I want to share this."

Mr. Sunil Kumar Pariyar: Nepal.
Dalit Alliance for Natural Resources.

Mr. Sunil Kumar Pariyar
E-mail: danar.chairperson@gmail.com



"I'm optimistic this winter school on sustainable consumption and production in South Asia will be helpful in understanding the multi-stakeholders that need to be managed and engaged for sustainable agricultural and behavior outcomes."

Mr. Sushil Raj Ghimire: Nepal.
Welthungerhilfe.

Mr. Sushil Raj Ghimire
E-mail: sushilrajg@yahoo.com



"I aim to raise my knowledge in the field of SCP and mainstream it in the National Action Plan and National Sustainable Development Strategy (NSDS) of the country."

Ms. Faiqa Aziz: Pakistan.
Sustainable Consumption and Production Project.

Ms. Faiqa Aziz
E-mail: f.aziz.arid@gmail.com



"This opportunity will definitely enhance my skills to educate the policy makers that can stimulate the sustainable resource management of a country like Pakistan which is already prone to climate change and natural calamities..."

Mr. Ghulam Sarwar: Pakistan.
Ministry of Climate Change.

Mr. Ghulam Sarwar
E-mail: sarwargh2002@yahoo.com



"My great passion is bringing healing to the people by formulating micro and macro-economic reforms so they can find a healthy perception of themselves. Meeting fellow students from all over South Asia interested in a joint multi-perspective examination of the topic of Sustainable Consumption and Production will allow me to expand my thought process and enable me to think out of box."

Ms. Sehrish Rani: Pakistan.
Government of Punjab.

Ms. Sehrish Rani
E-mail: irtaza.adeel@yahoo.com



"My aim is to provide quality education through advance learning to the highest level attainable through research, teaching and dissemination of knowledge for the benefit of women in particular and society in general."

Dr. Sofia Khalid: Pakistan.
Fatima Jinnah Women University.

Dr. Sofia Khalid
E-mail: sofiarahim@hotmail.com



"In order to achieve the real results of programs, we need to make the general public aware of "Sustainable Consumption & Production" in a language they can understand."

Mr. Chamikara Jayakody: Sri Lanka.
Varga Pvt Ltd.

Mr. Chamikara Jayakody
E-mail: chamikara.jayakody@gmail.com



"Currently, I am trying to promote sustainable waste management practices, raise public awareness on the benefits of reducing food waste and promote our traditional waste reduction practices."

Dr. Wasana Gunawardana: Sri Lanka.
Environmental Services Unit of Industrial
Services Bureau.

Dr. Wasana Gunawardana
E-mail: wasanag@isb.lk



"Rapid economic growth and industrialization in my country has increased demand for sustainable consumption and production concepts, which also changes many aspects of this area with simple changes can have a big impact on society as a whole in many sectors in Sri Lanka."

Ms. Janani Jayatilake: Sri Lanka.
Department of Motor Traffic.

Ms. Janani Jayatilake
E-mail: jananijayatilake@ymail.com



"In my career I am involved in implementation of cleaner production practices in industries, GHG quantification, water footprint calculation, construction of wastewater treatment systems.... I believe this UN Winter School on Sustainable Consumption and Production in South Asia will be extremely helpful in growing my knowledge and enhancing my experience."

Mr. Tharindu Maddumage: Sri Lanka.
National Cleaner Production Centre.

Mr. Tharindu Maddumage
E-mail: tharinduncpc@gmail.com

Dr. S. Rathnayake
E-mail: sanjaya@cea.lk

Ms. D.K.H.W.R. Senevirathne
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Mr. J.S.B. Abeysinghe
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Mr. R.W.S.M.N. Manorathne
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Annex 2. Programme Agenda

Programme Agenda

SACEP / UN Winter School on Sustainable Consumption and Production in South Asia

7 – 18 November 2016

Kandy, Sri Lanka

The Winter School will be conducted over two weeks that will include courses and group work under 7 modules and respective topics as follows:

Module 1: SDGs and SCP

- Fundamentals of Sustainable Development
- Fundamentals of SCP
- SDG and SCP
- SCP and poverty reduction

Module 2: Resource Efficiency and Global Economic System

2a: Resource Efficiency

- SCP Definition
- SCP Indicator
- Resource Efficiency and SCP

2b: SCP and global economic system

- SCP in the private sector
- Greening macro-economics
- Benefits for national budgets

Module 3: Sustainable Production Theory

3a: Cleaner Production

- Concept of cleaner production
- Life cycle thinking
- Cleaner production technology

3b: Design for Sustainability (D4S)

- Concept of Design for sustainability
- Components of D4S
- Benefits of D4S

Module 4: Tools for Practicing Sustainable Consumption

4a: Sustainable Consumption

- Consumerism
- Resource constraints
- Waste and emission

4b: Sustainable Supply Chain Management (SSCM)

- Concept of SCM
- Concept of Green SCM
- Strategies of SCM

4c: Sustainable Public Procurement (SPP)

- Concept of SPP
- Benefits of SPP
- Elements of SPP

Module 5: SCP in Various Sector

5a: Cities and Infrastructure

5b: Tourism Sector

Module 6: SCP Policy

- Integration of SCP in the policy
- Principles of SCP

Module 7: SCP Financing and SCP in Private Business

- Financial aspects of SCP
- Corporate Social Responsibility
- Sustainability reporting mechanism

Monday, 7 November 2016	
08:00 - 09:00	Registration
09:00 - 10:30	Opening & Welcome Session
10:30 - 10:45	Coffee Break
10:30 - 12:00	Introduction Round by Participants
12:00 - 13:00	Lunch
Module 1: Sustainable Developmental Goals and Sustainable Consumption and Production (SCP)	
13:00 - 15:00	<p>Module 1: SDGs and SCP</p> <p>Instructor: SACEP and UNEP</p> <p>The Module will cover the following topics:</p> <ul style="list-style-type: none"> ○ 2030 Agenda for Sustainable Development and the SDGs ○ SCP and SCP-related SDGs linkages ○ Post 2015 South Asia Development Agenda (SADA) ○ SCP Indicators <p>Reading: Transforming our World: the 2030 Agenda for SD, Post 2015 South Asia Development Agenda, Indicators for a Resource Efficient and Green Asia and the Pacific</p>
15:00 - 16:30	Group work (+Coffee Break)
16:30 - 17:00	Deliverables of Group work

Tuesday, 8 November 2016	
Module 2: Introduction to Fundamental Concepts of SCP	
09:00 - 10:30	<p>Module 2: Fundamental concept of SCP</p> <p>Instructor: Ms. Loraine Gatlabayan, EU SWITCH Asia Regional Policy Support Component, UN Environment Asia Pacific, Secretary General, APRSCP</p>

	<p>Module 2 introduces the definition of SCP, discusses the rationale for advancing SCP, and outlines key principles and concepts. It presents the importance of SCP in the South Asian context and draws linkages of SCP with poverty reduction and inclusive economic growth.</p> <p>Reading: SCP: Handbook for policy makers asia pacific edition ABC of SCP, SCP for poverty alleviation</p>
10:30 - 10:45	Coffee Break
10:45 - 12:00	<p>Continuation: Module 2</p> <p>The module continues on presenting SCP as a fundamental element of a systems approach to sustainability.</p>
12:00 - 13:00	Lunch
13:00 - 15:00	Group work (+Coffee Break)
15:00 - 16:30	Deliverables of Group work

Wednesday, 9 November 2016

Module 3: Sustainable Production Theory and Application in Manufacturing Sector

09:00-10:30	<p>Module 3a: Cleaner Production</p> <p>Instructor: Prof. Dr. (Anthony) Shun Fung CHIU DBA PIE ASEAN ENG FAPIEMS, JM Reyes Professorial Chair and Senior Research Scientist</p> <p>De La Salle University, Manila, Philippines;</p> <p>International Expert, United Nations</p> <p>This module will deliver the concepts, the evolutionary stages of moving from cleaner production to resource efficiency, through Life cycle thinking (LCT). It reviews Resource Efficiency and Cleaner Production (RECP), as well as other methods to strengthen resource efficiency in the industrial and manufacturing sector.</p> <p>Reading:</p> <p>Towards a Lifecycle Assessment Approach</p> <p>Design for Sustainability</p> <p>Design for Sustainability: A step by step approach</p>
10:30 - 10:45	Coffee Break
10:45 - 12:00	Group Work
12:00 -13:00	Lunch

13:00 - 14:30	<p>Module 3b: Design for Sustainability:</p> <p>Instructor: Prof. Dr. (Anthony) Shun Fung Chiu</p> <p>Module 3 continues focusing on 'Design for Sustainability'. Material flow accounting (MFA) representing a resource utilization scenario will be explained in detail.</p>
14:30 - 15:30	Group work (+Coffee Break)
15:30 - 16:30	Deliverables of Group work

Thursday, 10 November 2016	
Module 4: Tools for Practicing Sustainable Consumption	
09:00 - 10:30	<p>Module 4a: Sustainable Consumption</p> <p>Instructor: Dr. Magnus Bengtsson, Principal Researcher, IGES</p> <p>Module 4 reviews the sustainability lifestyles in the South Asian context today and practices for supporting sustainable consumer behaviour through SCP tools and reviews policies and programmes for consumer information, sustainable products and product information, also examining the importance of eco-labelling. It looks at formal and non-formal methods of SCP education, and the importance of redefining what education for SCP means.</p> <p>Reading: Sustainable consumption guide for policy makers; SCP: Handbook for policy makers asia pacific edition</p>
10:30 - 10:45	Coffee Break
10:45 - 12:00	Continuation: Module 4a
12:00 - 13:00	Lunch
13:00 - 15:00	Group Work (+Coffee Break)
15:00 - 16:30	Deliverables of Group work

Friday, 11 November 2016	
Module 4: Tools for Practicing Sustainable Consumption	
09:00-10:30	<p>Module 4b: Sustainable Supply Chain Management, Instructor: Eng. M.W. Leelaratne, Team Leader, EU SWITCH Asia National Policy Support Component (NPSC) Sri Lanka</p>

	<p>Module 4b will discuss on Socially and Environmentally Responsible Supply Chain Management – overlooking the entire supply chain facilitating the green/environmentally friendly product manufacturing, and delivering to the end customers.</p> <p>Reading: Sustainability of supply chain management</p>
10:30 - 10:45	Coffee Break
10:45 - 12:00	Continuation: Module 4b
12:00 - 13:00	Lunch
13:00 - 14:30	<p>Module 4b: Sustainable Public Procurement</p> <p>Instructor: Dr. (Anthony) Shun Fung Chiu, Past President, APRSCP</p> <p>Module 4b reviews policies and programmes for consumer information, sustainable products and product information, also examining the importance of sustainable public procurement.</p> <p>Reading: SCP: Handbook for policy makers asia pacific edition SPP implementation guidelines</p>
14:30 - 14:50	Coffee Break
14:50 - 16:30	Continuation: Module 4b

Field Visit	
Saturday, 12 January 2016	
07:30 – 17:00	Field Visits
Sunday, 13 January 2016	
07:30 – 17:00	Free day

Monday, 14 November 2016	
Module 5: SCP in Various Sector	
09:00 - 10:30	<p>Module 5b: SCP in Tourism</p> <p>Instructor: Ms. Loraine Gatlabayan</p>

	<p>Module 5b will provide knowledge on Sustainable Tourism and its linkages to Sustainable Consumption and Production (SCP) and to increase the understanding of mainstreaming and up-scaling SCP in the tourism value chain through policy making and through strategic partnerships with key stakeholders.</p> <p>Readings:</p> <p>Sustainable Consumption and Production: A Handbook for Policy Makers, Second Edition, Asia Pacific region, United Nations Environment Programme, 2015. pp. 153 – 165. SCP: Handbook for policy makers asia pacific edition</p> <p>Making Tourism More Sustainable, United Nations Environment Programme, 2005. pp. 13 - 38. Making Tourism More Sustainable</p> <p>Global Sustainable Tourism Council 2012, Global Sustainable Tourism Criteria for Hotels and Operators. Available from: http://www.gstcouncil.org/resource-center/sustainable-tourism-gstc-criteria/criteria-for-hotels-and-tour-operators.html</p> <p>United Nations Environment Programme 2012, Green Passport – Holidays for a living planet. www.unep.fr/greenpassport></p>
10:30 - 10:45	Coffee Break
10:45 - 12:00	Continuation: Module 5b Presentation of Cases on mainstreaming SCP in Tourism.
12:00 - 13:00	Lunch
13:00 - 15:00	Group Work (+Coffee Break)
15:00 - 16:30	Deliverables of Group Work

Tuesday, 15 November 2016

Module 7: SCP in Private Business and SCP Financing

09:00 - 10:30	<p>Module 7: SCP in Private Business</p> <p>Instructor: Mr. Ravi De Silva – Consultant, Hotel Kandalama</p> <p>Module 7: SCP in Private Business will showcase the experience of Hotel Kandalama demonstrating how resource efficient and cleaner production makes good business sense as it covers the application of preventive management strategies that increase the productive use of natural resources, minimize generation of waste and emissions, and foster safe and responsible production. Benefits are eminent in many enterprises, regardless of sector, location or size,</p>
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	<p>as demonstrated by the experiences of Heritance Kandalama Hotel that it makes good business sense to improve resource productivity and reduce pollution intensity.</p> <p>Reading: Enterprise benefits from RECP, Sustainable development and green concepts, The business case for eco-innovation</p>
10:30 - 10:45	Coffee Break
10:45 - 12:00	<p>Module 7: SCP Financing</p> <p>Instructor: Mr. Buddhika Hemashantha, CEO, Sri Lanka Climate Fund</p> <p>Module 7 on SCP Financing looks at opportunities for fiscal reforms for SCP and highlights its benefits and challenges and discusses opportunities for their use in South Asia.</p> <p>Reading: Fiscal Reforms, p. 166 SCP: Handbook for policy makers asia pacific edition</p>
12:00 - 13:00	Lunch
13:00 - 14:00	Continuation: SCP Financing
14:00 - 15:30	Group work (+Coffee Break)
15:30 - 16:30	Deliverables of Group Work

Wednesday, 16 November 2016	
Module 6: SCP Policy Mainstreaming	
09:00 - 10:30	<p>Module 6: SCP policy</p> <p>Instructor: Eng. Gamini Senanayake, Key Expert, EU SWITCH Asia National Policy Support Component (NPSC) Sri Lanka</p> <p>Module 6 SCP Policy explain the stages of the policy cycle and specific policy tools to foster SCP in a national policy planning context and discusses challenges & solutions for mainstreaming SCP in national governance.</p> <p>Reading: SCP: Handbook for policy makers asia pacific edition, Mainstreaming SCP in Development Planning</p>
10:30 - 10:45	Coffee Break
10:45 - 12:00	Continuation: Module 6

	Continuation of Module 6 focuses on the experience of mainstreaming SCP in policy development through the initiative of the EU SWITCH Asia NPSC with the objective to support the Sri Lankan Government in selecting, adapting and implementing suitable economic and regulatory policy instruments to promote SCP, thereby enhancing the long-term sustainability of consumption and production patterns.
12:00 - 13:00	Lunch
13:00 - 15:00	Group Work (+Coffee Break)
15:00 - 16:30	Deliverables of Group Work

Thursday, 17 November 2016	
Module 5: SCP in Various Sector	
09:00 - 10:30	<p>Module 5a: SCP in Cities and Infrastructure</p> <p>Instructor: Mr. Nicholas Taylor, Urban Development Consultant, The Rockefeller Foundation, Former consultant of UNDP and UN ESCAP</p> <p>Module 5 a looks at the current trends, challenges and opportunities on building sustainable cities and infrastructure in South Asia. It looks at policy options and whole system designing to create sustainable infrastructure. It will provide define urban planning in the context of sustainable cities where principles or elements of sustainability are taken into consideration through environmental protection as well as socioeconomic development.</p> <p>Reading: SCP: Handbook for policy makers asia pacific edition, The state of Asian and Pacific Cities 2015, Sustainable Resource Efficient Cities - Making it Happen</p>
10:30 - 10:45	Coffee Break
10:45 - 12:00	Continuation: Module 5a
12:00 - 13:00	Lunch
13:00 - 15:00	Group Work (+Coffee Break)
15:00 - 16:30	Deliverables of Group Work

Friday, 18 November 2016	
Exam, Feedback, Debate and Award Ceremony	
09:00 - 10:30	Final Exam
10:30 - 10:45	Coffee Break
10:45 - 12:00	Detail Feedback from Participants
12:00 - 13:00	Lunch
13:00 - 14:30	Debate
14:30 - 15:00	Coffee Break
15:00 - 16:00	Award Ceremony and Farewell Reception

Annex 3. Training Photographs



Opening of the Winter School



Opening Remarks by Prof. Nissanka



Deans of many Faculties participated



Group Photograph



During the Sessions



Country Presentation



Presenting Group Work



Feedback from Hosts of sites



Debate



Participant's Feedback



Awarding Certificates



Celebrates Success

Annex 4. Training Evaluation Form

UN Winter School on Sustainable Consumption and Production in South Asia

7 - 18 November 2016

Kandy, Sri Lanka

Self-Assessment Questionnaire on Learning

to measure level of knowledge, skills and/or competencies before and after training.

INFORMATION & INSTRUCTIONS: This self-assessment is designed to provide an informal measurement on how this training contributed to increasing your knowledge, skills and/or competencies. Based on your understanding at the end of the UN Winter School, please rate your level of knowledge, skill, competencies in relation to each learning objective <i>before and after</i> the training.										
Learning Objectives	Before					After				
As a result of participating in this UN Winter School, I...	Rate your level of knowledge, skill or competency before the "Introduction to SCP" training workshop.					Rate your level of knowledge, skill or competency after the "Introduction to SCP" training workshop.				
	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	low	some	average	moderate	high	low	some	average	moderate	high
Clearly understand what SCP and resource efficiency is and how they contribute to sustainable development, poverty alleviation and sustainable livelihoods (and the relative contributions by different socio-economic sectors, geo-political countries, etc.)										

Comments										
<p>Learning Objectives</p> <p>As a result of participating in this UN Winter School, I...</p>	<p>Before</p> <p>Rate your level of knowledge, skill or competency before the "Introduction to SCP" training workshop.</p>					<p>After</p> <p>Rate your level of knowledge, skill or competency after the "Introduction to SCP" training workshop.</p>				
<p>Know how to use alternative policy instruments, strategy options and institutional arrangements (including networks) for achieving resource efficiency and its subsequent development, climate and environmental conservation outcomes (e.g. regulatory, market based, information, etc instruments in environment, industry, technology, education, training and other policy domains).</p>	<p>1 <input type="checkbox"/> low</p>	<p>2 <input type="checkbox"/> some</p>	<p>3 <input type="checkbox"/> average</p>	<p>4 <input type="checkbox"/> moderate</p>	<p>5 <input type="checkbox"/> high</p>	<p>1 <input type="checkbox"/> low</p>	<p>2 <input type="checkbox"/> some</p>	<p>3 <input type="checkbox"/> average</p>	<p>4 <input type="checkbox"/> moderate</p>	<p>5 <input type="checkbox"/> high</p>
Comments										

Have analytical, advocacy and implementation capabilities and skills, in particular through practical piloting of selected resource efficiency methods, techniques and policy instruments.	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	low	some	average	moderate	high	low	some	average	moderate	high
Comments										
Have an understanding and appreciation of the different perspectives and interests of various stakeholders as these are affected by, and could potentially contribute to, resource efficiency and its development, climate and environmental benefits.	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	low	some	average	moderate	high	low	some	average	moderate	high
Comments										

Questionnaire on Resource Persons

Please rate

INFORMATION & INSTRUCTIONS: Please rate the content and teaching style of each resource person.										
Resource Person	Content The content of the modules the resource person presented.					Teaching style The teaching style of the				
Dr. Anthony Chiu	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
Comments:										
Dr. Magnus Bengtsson	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
Comments:										
Ms. Loraine Gatlabayan	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
Comments:										
Ms. Janet Salem	1	2	3	4	5	1	2	3	4	5

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Poor	Below average	Average	Good	Excellent	Poor	Below average	Average	Good	Excellent
Comments:										
Mr. Gamini Senanayake	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
Comments:										
Eng. M.W. Leelaratne	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
Comments:										
Mr. Ravi de Silva	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
Comments:										

Mr. Buddhika Hemashantha	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Poor	Below average	Average	Good	Excellent	Poor	Below average	Average	Good	Excellent
Comments:										
Mr. Nicholas Taylor	1	2	3	4	5	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Poor	Below average	Average	Good	Excellent	Poor	Below average	Average	Good	Excellent
Comments:										

Questionnaire on UN Winter School

On a scale from 5 (Excellent) to 1 (Poor) please rate the following aspects of the workshop:

INFORMATION & INSTRUCTIONS: Please rate the following elements of the UN Winter School						
Evaluation Parameter		Rating				
CONTENT	<i>Usefulness and applicability of the SACEP-UN Winter School's content for your functions within your organization or your work</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
	<i>Agenda and available time for the workshop</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
	<i>The workshop material, power point presentations</i>					

		1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
	<i>The Group works</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
	<i>The debates</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
	<i>The Field visits</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
<i>Comments:</i>						
<i>Quality</i>	<i>Performance of main presenters and trainers</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
	<i>Extent to which the workshop achieved its objectives</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
	<i>Level of training (issues covered and explanation of technical issues)</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
<i>Comments:</i>						

<i>Logistics</i>	<i>Venue and technical facilities</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
	<i>Pre-workshop arrangements</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
	<i>On site support</i>	1 <input type="checkbox"/> Poor	2 <input type="checkbox"/> Below average	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	5 <input type="checkbox"/> Excellent
<i>Comments:</i>						

Overall how satisfied are you with the UN Winter School?

Fully satisfied

Fairly satisfied

Not satisfied

Comments:

Would you suggest to UNEP to continue organizing this Winter School?

Yes

No

How this workshop can be improved?

How do you plan to use the knowledge you acquired in the Workshop?

Thank you for your cooperation!