

# INTRODUCTION TO SUSTAINABLE CONSUMPTION AND PRODUCTION IN ASIA

An e-learning course for  
Policymakers and Practitioners

*FROM LEARNING TO IMPACT*



**switchasia**  
POLICY SUPPORT

# About the course



The e-learning course **“Introduction to Sustainable Consumption and Production (SCP) in Asia”** aims to provide policymakers from the region with a comprehensive introduction to the SCP approach and its application opportunities. It is the first course of its kind, produced specifically for the Asia-Pacific context.

There have been three editions so far - in 2014, 2015, and 2016 respectively. Through the course, more than 170 key stakeholders have been trained in all 18 countries supported by the SWITCH-Asia Programme. This has led to measurable results and evidence of impact across the continent. For example:

- ✿ In Sri Lanka, the action plans produced by participants in the course informed new national policies on Green Procurement and Cleaner Production in various sectors.
- ✿ In Nepal, an alumnus of the course working at the Central Bureau of Statistics is using knowledge gained to elaborate a System of Environment Economic Accounts for the forestry sector.

To develop and deliver the course, the United Nations Institute for Training and Research (UNITAR) collaborated with UN Environment, within the framework of the SWITCH-Asia Programme of the European Union.

**Trained 173  
policymakers  
and practitioners**



**46%**



**54%**

**Professional  
background**



Policymakers

**41%**

Civil society  
and NGO's

**26%**

Academia

**18%**

International  
organizations

**11%**

Private sector

**6%**

**Participants from  
35 countries such as:**

Afghanistan Myanmar  
Bangladesh Maldives  
Bhutan Mongolia  
Cambodia Nepal  
China Pakistan  
India Philippines  
Indonesia Sri Lanka  
Laos PDR Thailand  
Malaysia Vietnam

**Fellowships for Decision  
Makers**

Fellowships were awarded in **each course edition** to participants from Asia-Pacific countries working in the public sector, academia or NGOs, with support from the EU-funded SWITCH-Asia Programme.

**45**

## Key Course Features



# 32

**HOUR** hand-on  
interactive course  
in 8 weeks

**CUSTOMIZED  
FEEDBACK**

WIDE RANGE OF  
**LEARNING  
METHODS**

**DIRECT  
FUNDING  
FOR  
SCP PROJECTS**

## Learning Objectives



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

*I helped incorporate 'green issues' in Bangladesh Industrial Policy 2016 and Seventh Five Year Plan (2015-2020).*

**Md Mamunur Rahman,**  
SME Foundation,  
Bangladesh

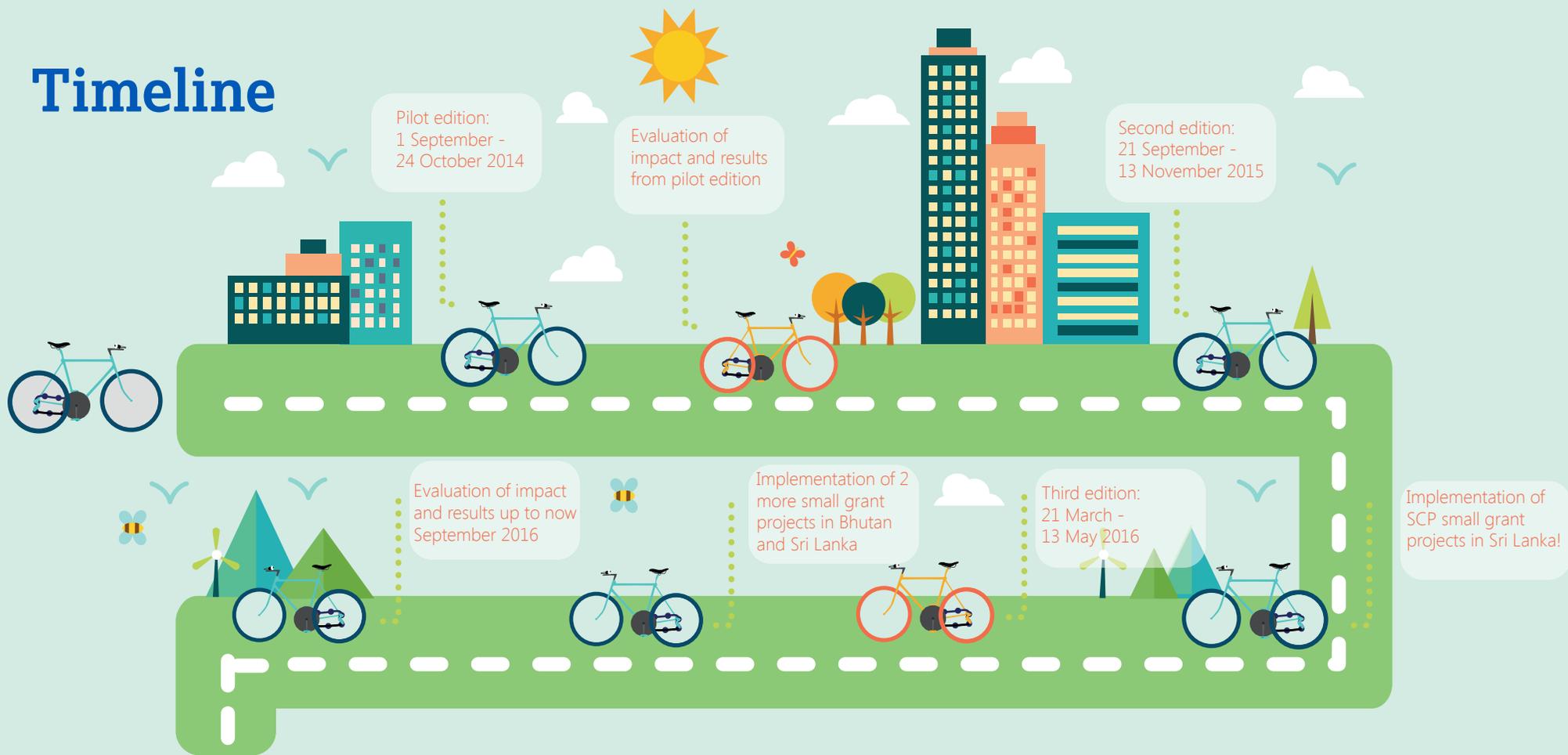
*My case study helped minimize waste in ten coffee projects that I oversee. More than 150 people were trained on SCP approaches in the agricultural sector.*

**Rupak Koirala,**  
Ministry of Agriculture  
Development, Nepal

*I have incorporated the SCP holistic approach into climate change policies, programmes and projects on adaptation and mitigation.*

**Ali Shareef,** Ministry  
of Environment and  
Energy, Maldives

# Timeline

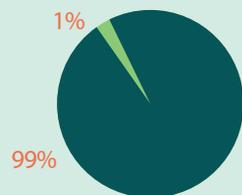


## EXAMPLES OF ACTION PLANS DEVELOPED AND PEER-REVIEWED THROUGH THE COURSE

- ✿ National Green Public Procurement in Sri Lanka
- ✿ Green Buildings in Vietnam
- ✿ Sustainable Tourism in China
- ✿ Sustainable Energy Production for the Maldives
- ✿ Enhancing Education and Knowledge for SCP in Mongolia

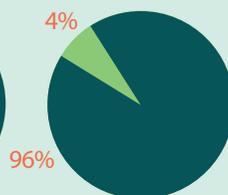
## END OF THE COURSE FEEDBACK

### Future use of knowledge



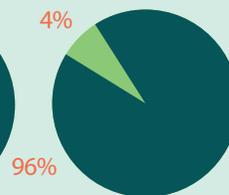
The content of the course was very or mostly helpful

### Expectations met



The course met my interests and expectations

### Recommend to a colleague



I would recommend the course to a colleague

## RESULTS AND IMPACT FROM THE SCP COURSES\*

- ✿ 97% of respondents evaluated the course as very or mostly useful after 6 months
- ✿ 83 % often or very often use the knowledge acquired (e.g. in their profession)
- ✿ The course has triggered diverse actions and impacts in the region

\* 36% of all course alumni took the online survey which serves as basis for this evaluation



# Greening Universities in Sri Lanka

In Sri Lanka, economic development is on the rise. However, this has come at a cost. Consumption has increased and consequently so has waste.

To tackle this issue, two participants from the second edition of the SCP course, Upendra and Uthpala, realized projects aimed at greening Sri Lankan universities, and educating students and university staff on the benefits of waste management and resource efficiency.

Watch the video to follow the journey of Upendra and Uthpala while they implement their SCP projects.

The project demonstrates how education for sustainable consumption and production (SCP) can positively influence the behaviour of young people, in Sri Lanka, enabling them to find practical solutions to the challenges of over-consumption and waste generation. This is of particular importance for a country, where 44% of the population is under the age of 24.

## What are the small grants for SCP projects?





# Sustainable School Competition in Bhutan

Children can become ambassadors for sustainable lifestyles in their schools, families and communities.

During the 3rd edition of the SCP course in Asia, Ms Pem Lama from Bhutan developed a project aimed at empowering students and teachers to rethink daily habits and embark on more sustainable lifestyles.

Nine schools entered the EGO-to-ECO Sustainable School Competition and developed

inspiring projects that will change their schools and communities forever!

For example, students from Loselling Middle Secondary are bringing PET bottles from their homes and communities to the collection point at the school. Children in Changzamtog Lower Secondary School are making their own sitting mats from plastic wrappers after school hours every day.

*It was great to receive the small grant to implement my action plan. The course has had direct benefit to schools in Bhutan that have great potential to further SCP via education.*

**Pem Lama, GPP Bhutan**

*I want to be an "ECO" person, not an "EGO". I had a lot of positive impact with my actions. Now my relatives and neighbours are taking care of their waste through recycling, and using a car-pooling system.*

**Meghna Pradhan, age 12, Student at Jigme Losel Primary School**

# Looking Ahead

Following positive feedback and results from the SCP e-learning course in Asia, two more regional courses on SCP are being delivered for Africa and Latin America with the support of the 10-Year Framework of Programmes on Sustainable Consumption and Production Patterns, SWITCH Africa Green, and the Regional Offices of UN Environment for Africa and Latin America and the Caribbean.

## Africa

- ✿ Pilot edition 5 September - 28 October 2016
- ✿ Parallel courses in English and French
- ✿ More than a 100 decision makers trained

## Latin America

- ✿ Pilot edition coming up in 1st half of 2017
- ✿ Parallel delivery in English and Spanish
- ✿ Strong focus on Life Cycle Thinking

## For more information:

**United Nations Institute for Training and Research**  
Green Development and Climate Change Programme:

URL: [www.unitar.org/egp](http://www.unitar.org/egp); [www.learnatunitar.org](http://www.learnatunitar.org)

Email: [gcp@unitar.org](mailto:gcp@unitar.org)

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Find out the dates of the next course edition here:

