



# Sustainable Consumption and Production

## Instructions for trainers

Second edition - Asia-Pacific region



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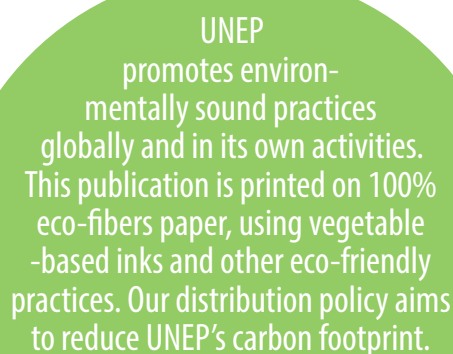
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# **Sustainable Consumption and Production**

## **Instructions for trainers**

**Second edition - Asia - Pacific region**

# I. Introduction

The purpose of this booklet is to complement the publication Sustainable Consumption and Production: A Handbook for Policymakers. The handbook is designed to assist policymakers in developing, implementing, monitoring and evaluating policies that support the transition towards Sustainable Consumption and Production (SCP). Complementarily, this booklet is a guide to developing trainings programs with the aim of building the capacity of policymakers on SCP. This booklet provides guidance on organising and developing workshops and details lesson plans for the delivery of the handbook's 14 key modules on SCP.

This booklet and its accompanying training materials have been developed as part of the SWITCH-Asia Regional Policy Support Component (PSC) funded by the European Union (EU).<sup>1</sup> UNEP is responsible for the Regional Policy Support Component of the programme, working towards incorporation of SCP into national and regional policy.

## II. Training Objectives

The modules provided in this booklet can be used to deliver training that will address the following general learning objectives:

- Review SCP and Resource Efficiency concepts and their importance for countries across Asia-Pacific.
- Be familiar with the SCP policy cycle and the available policy tools and instruments.
- Assess the role of government in shifting towards sustainable production and encouraging sustainable consumption.
- Analyse a range of thematic policy options and practical advice to put SCP policy into practice.

Each lesson plan however, has specific learning objectives that can be tailored to the target audiences, country contexts and languages used for each training.

## III. Suitable audiences

This booklet and its lesson plans are primarily targeting an audience of policy makers in the Asia-Pacific region. Successful SCP policy design and implementation requires the engagement of many different ministries and a range of stakeholders, to develop cross sectoral, holistic policy – SCP is not purely the responsibility of a government's environment department. This training is useful for policy makers from many different divisions, in particular working in any of the following fields:

- Environment
- Planning
- Development
- Finance and Economics
- Energy
- Transport
- Natural Resource Management

The content is targeted at national, regional and local levels of government. The material is also useful for university students, educators and interested parties. However, it is important to remember that in selecting training participants there are many factors involved to ensure the effectiveness of the training. Some of these factors include participant or institutional commitment to apply lessons learned, actual financing and other enabling conditions that can facilitate behavioral and institutional policy change as a result of capacity-building. Participants should ideally be chosen based on their or the institution's willingness to learn and apply the knowledge, skills and capabilities they will gain in training.

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<sup>1</sup> For more information on the European Union's support for SCP in Asia visit [http://ec.europa.eu/europeaid/where/asia/regional-cooperation/environment/switch\\_en.htm](http://ec.europa.eu/europeaid/where/asia/regional-cooperation/environment/switch_en.htm) or [www.SWITCH-Asia.eu](http://www.SWITCH-Asia.eu)



## IV. Training, Institutional Change and Capacity Development

Trainers must also remember that one short training may not lead to large changes among the target audience or institutional policy change. These changes can be incremental in nature and if training is effective they can lead to sustained capacity development. Capacity development or building capacities is not a short-term process. “Capacity is the ability of individuals, institutions, and broader systems to perform their functions effectively, efficiently and achieve their development objectives in a sustainable way. While, capacity development is a long process whereby people, organisations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time.”<sup>2</sup>

**Table 1: Level of Capacity Development and their Inter-relationship**

Levels of capacity development	Description
Individual Level	The goal is to develop the skills, experience and knowledge to increase an individual's performance on a specific topic or overall. Access to resources and experiences that can develop individual capacity are largely shaped by the organisational and environmental factors described above, which in turn are influenced by the degree of capacity development in each individual.
Organisational Level	The goal is to contribute to the internal structure, policies and procedures that determine an organisation's effectiveness. It is here that the benefits of the enabling environment are put into action and a collection of individuals come together. The better resourced and aligned these elements are, the greater the potential for growing capacity.
Enabling Environment (Societal Level)	The goal is to bring about systemic change through the social system within which people and organisations function as a society. It includes all the values, rules, laws, policies, power relations and social norms that govern civic engagement. It is the enabling environment that sets the overall scope for capacity development.

Adapted from UNDP, 2009<sup>3</sup>

As such, over time effective trainings can lead to capacity development and influence the three inter-dependent levels for effective policy and systemic change at the i) individual ii) organisational or institutional and the iii) systemic or societal level. In implementing training on SCP and resource efficiency for policy change, the goal is to engage at the individual and organisational level first, to bring about eventual policy, governance and society change.

## V. Adult learning Principles and Rules of Thumb

This booklet provides detailed lesson plans for 14 different modules related to SCP. Part A (modules 1-6) covers the fundamentals of SCP and the SCP Policy cycle, Part B (modules 7-13) covers thematic policy options for SCP and Part C (module 14) provides guidance for a closing group discussion on putting the learning into practice. The following section details how the content can be tailored to the learning needs, priorities and challenges of the specific target audience participating in the training.

The training should be accompanied by Sustainable Consumption and Production: A Handbook for Policy Makers, which provides further detail on each of the modules. The relevant chapters of the handbook are referred to in the lesson plans.

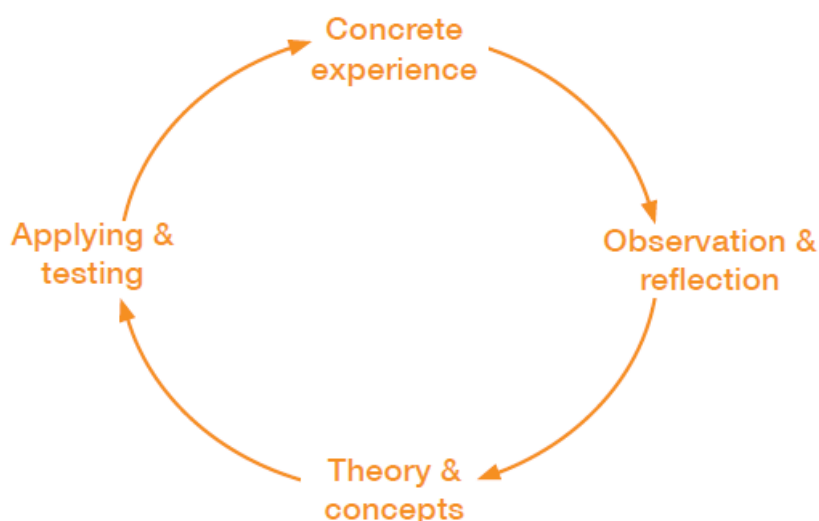
<sup>2</sup> United Nations Institute for Training and Research (UNITAR) Learning and Training Wiki, Online at: [http://www.click4it.org/index.php/Capacity\\_Development](http://www.click4it.org/index.php/Capacity_Development)

<sup>3</sup> *Capacity Development: A UNDP Primer*, United Nations Development Programme, Capacity Development Group, New York, 2009.

While the handbook has an extensive amount of content, this content should be filtered into the lesson plans bearing in mind the "cognitive load" of the target audience. "The cognitive load is a very important aspect to be considered while designing a learning process. The information provided to learners must be carefully selected and filtered so that they are confronted only with what is essential. Information that exceeds learners' working memory capacity overwhelms it, compromising the retention of essential elements."<sup>4</sup> The rule of thumb is to clearly identify what is mandatory for training participants to learn or 'need to know' versus what is 'nice to know' information.

A second rule of thumb to remember in using this booklet is that adults learn differently not only from youths or children, but also between each other. Learning among adults can be defined as "a relatively permanent change in behavior that occurs as a result of practice or experience."<sup>5</sup> Each adult can learn effectively through visual media, written text, learning by doing or practical exercises and other methods. Generally though, adult learning processes can be embodied into a Learning Cycle centered around experiential learning (which is learning by doing, rather than purely theory).

### Learning Cycle (David Kolb)



Source: OECD, Quick Guide for Trainers and Hosts, 2007.

Training participants will engage the different stages of this cycle, learning to practically relate concepts of SCP and resource efficiency to their current knowledge, skills and contexts. The lesson plans below and the handbook should be applied in a training context that includes this "learning by doing" approach, relating theoretical knowledge on SCP to its practical application within the policy and governance context.

4 United Nations Institute for Training and Research (UNITAR) Learning and Training Wiki, Online at: [http://www.click4it.org/index.php/Cognitive\\_Load](http://www.click4it.org/index.php/Cognitive_Load)

5 OECD, Quick Guide for Trainers, 2007. Online at: <http://www.oecd.org/dac/incaf/40310423.pdf>

## VI. Suggested Training Programme Structure

The following table details the suggested flow of training sessions in a workshop, which can be adapted according to the target audience's analysis and utilising a mix from the following modules, including a welcome session to start. It is highly recommended to conclude with Part C, a group discussion considering how the learnings can be put into practice – to further the transition towards SCP.

The training is made up of the following modules, with suggested durations as shown.

Part A (Modules 1-5)		
1	Introduction to SCP	45 mins
2	SCP in Asia-Pacific & SCP and poverty alleviation	45 mins
3	The policy cycle & policy tools and instruments	90 mins
4	Policy implementation	90 mins
5	Policy monitoring and evaluation	90 mins
Part B (Modules 6-13)		
6	Resource Efficient and Cleaner Production (RECP)	75 mins
7	Sustainable lifestyles	75 mins
8	Strategic investments towards resource efficient cities	75 mins
9	Sustainable Public Procurement (SPP)	90 mins
10	Sustainable tourism	90 mins
11	Fiscal reform	35 mins
12	Education and training	60 mins
13	Energy efficiency	30 mins
Part C – Module 14		
	Concluding session – group discussion	90-120 mins

## **Workshop timing**

The workshop duration can be adapted to the needs of the participants. For a general workshop on SCP policies that uses all of the modules, the suggested duration is 2-3 days. For shorter workshops it is important to select the most relevant modules, based on the target audience assessment. If only a short duration is available (a couple of hours to half a day) it is likely that the training will be more of an awareness raising session (modules 1-3) or could focus on a specific thematic policy area relevant to the participant priorities (such as energy efficiency, sustainable lifestyles, etc). If more time is available the SCP policy cycle can be detailed and more thematic areas explored. The duration of the training can be tailored, by altering the time given for case studies and discussion questions.

## **Session Methodology**

Each session is broken into the following steps

- Introduce the session
- Key learning objectives
- Presentation of the substantive content
- Discussion questions/question & answer
- Group feedback of discussion
- Closing discussion of how this can be useful in the policy makers own context

The suggested training format is designed to be interactive, with a focus on discussion questions and group activities. The content presentations are generally kept to a minimum, favouring collaborative learning, to fuel ideas for practical policy change. Participants should be grouped so as to encourage networking and discussion.

## **Materials required**

- Copies of Sustainable Consumption and Production: A Handbook for Policy Makers
- Slide packages for the selected modules
- Projector for the PowerPoint presentation
- Pens, paper and flip charts

# **VII. Preparing for the training**

1. Familiarise yourselves with the content of the training materials, including this handbook and Sustainable Consumption and Production: A Handbook for Policy Makers. Guidance for further information on the topics can be found in the further reading section at the end of each chapter in the handbook. Refer to the notes section in the training slides for more information on delivery of the material.
2. Select suitable participants.
3. Select a date for the training and organise the logistics, including inviting the participants.
4. Decide which modules to teach, based off the time available and the needs of the participants, and develop an agenda.
5. Deliver the training!

Appendix 1 provides a more detailed checklist of steps to guide the preparation of this training. It is meant as a general guide to be followed indicatively.



## VIII.Extra Tips for trainers

- Preparing to implement any workshop takes a lot of time. Allow sufficient time to prepare, in particular understanding the content.
- While the trainers should have familiarity with SCP as a topic, the session modules have been detailed step by step, so that someone whose primary duties are not related to training and facilitation will be able to implement the workshop.
- The timing for the various sessions are flexible and the sessions can be adjusted if more or less time is available.
- The key learning objectives guide the content of the session and can be used by the participants and the trainers to assess understanding of the module.
- During the discussion session, go around to each of the groups and pay attention to what is being discussed, and if necessary, help them to clarify any discussion points that they may not have understood.



## **IX. Description of Workshop Modules for Trainers, in line with SCP – A Handbook for Policymakers**

### **Part A :**

## **AN INTRODUCTION TO SCP POLICY**

# SCP?

## 1 Introduction to SCP

<b>Session Title</b>	Introduction to SCP
<b>Length of Session</b>	45 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 1.1 and Chapter 3.1
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Define SCP – using the UNEP definition as in Chapter 1, while recognising that SCP is also about resource conservation and efficiency, as well as decoupling economic growth from a) resource utilisation and b) environmental impact.</li> <li>2. Review the evolution of SCP as a concept – from the Brundtland Commission to Rio+20, including Rio '92, JPOI, Marrakech Process and the 10YFP.</li> <li>3. Describe the links between Green Growth, Green Economy, SCP –, noting the inter-relationships, similarities and differences between the approaches. Summarise Rio+20 agreements as they relate to SCP, resource efficiency, green economy and similar topics.</li> <li>4. Describe the 10YFP on SCP how it relates with regional and national SCP activities and how participants can play a role.</li> </ol>
<b>Useful Reference Materials</b>	Sustainable Consumption and Production – A Handbook for Policy Makers
<b>Structure of the session</b>	<p><b>First 10 minutes</b></p> <p>Ice-breaker: ask participants of their understanding of SCP – not round-robin, but at random. Summarise these up on a white-board for comparative discussion. Consolidate findings – then proceed depending on level of knowledge.</p> <p><b>Next 25 minutes</b></p> <p>Not more than 10 slides covering:</p> <ul style="list-style-type: none"> <li>• fundamentals – various definitions</li> <li>• links between SCP, GG, GE, SD.</li> <li>• key principles (Chapter 1)</li> <li>• resource efficiency</li> </ul> <p>N.B. Participants should be free to seek explanations of each slide and need not wait till end of presentation.</p> <p><b>Next 10 minutes</b></p> <p>Q&amp;A and discussions.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Important: This session is confined to definitions only. Relevance in Asia-Pacific is covered in the next session. It is important to refrain from the jumping the gun.</li> <li>• For applied learning it is useful to give examples of SCP in actual practice – different sectors (e.g. tourism) without too much detail. Examples to mention can be found in Part B of the handbook.</li> <li>• The slides for this session are self-explanatory. The notes will expand the points to be stressed.</li> </ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"> <li>• How can a democratic government enforce sustainability in consumption patterns? Answer: developing policies which support RECP, sustainable lifestyles, sustainable cities, SPP, sustainable tourism, energy efficiency etc.</li> <li>• “Unfairness” of asking developing countries to curb consumption while it's Business as Usual (BAU) in developed countries. Answers - a) current patterns of consumption and production are not sustainable. b) developing countries need to look at SCP from the viewpoint of enlightened self-interest, since they are most affected by resource depletion and climate change, and have more opportunity to avoid resource intensive production and consumption patterns before they are in place (N.B: This can be a good place to start discussions within the group), and c) many developing countries already have parts of the population in the middle and upper class with lifestyles similar to those in developed countries.</li> </ul>
<b>Suggested activities/group work/exercises</b>	Divide participants into groups according to country or home institutions and ask groups to list out if they feel that SCP is important in their countries and if so, why, and in which sectors? Share answers through a whiteboard or powerpoint slide for further discussion.



<b>Session Title</b>	SCP in Asia-Pacific & SCP and poverty alleviation
<b>Length of Session</b>	75 mins
<b>Relevant Chapter of the Handbook</b>	Chapter 1.2 and Chapter 2.1
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <p>Part 1: SCP in developing countries</p> <ul style="list-style-type: none"> <li>Review the dual objectives of economic growth (poverty alleviation) and environment and decoupling within sustainable development as these relate to their countries.</li> <li>Examine the role of a growing consumer classes and increasing material standards of living in decoupling and sustainable development.</li> <li>Describe the role of infrastructure (production, housing, waste, and transport) and similar investments in SCP and resource efficiency.</li> <li>Assess linkages between human development and resultant environmental costs within their national contexts.</li> </ul> <p>Part 2: SCP and Poverty Alleviation</p> <ul style="list-style-type: none"> <li>Relate SCP as a critical element of poverty reduction.</li> <li>Recognise that sustainable economic growth need not be restrained in integrating SCP as SCP calls for different growth paths, not curtailed growth.</li> <li>Describe how consumption need not be restrained, merely channelled into more sustainable goods and services. Recognise that SCP policies and practices cannot alleviate poverty alone; rather they must be part of a holistic programme aimed at poverty alleviation.</li> </ul>
<b>Useful Reference Materials</b>	Sustainable Consumption and Production – A Handbook for Policy Makers
<b>Structure of the session</b>	<p>Explain that the presentation has 2 components: In the first part, we examine SCP in Asia-Pacific. In the second part, we examine the link between poverty alleviation and SCP.</p> <p><b>Warm up (5 minutes):</b> Ask participants if they know of SCP policies/practices being followed in their countries. Note down on the whiteboard or powerpoint slide for later reference.</p> <p><b>Presentation (25 minutes)-</b> Go through slides</p> <p><b>Discussion (5 minutes)</b> Again ask for SCP practices in their countries. Add to list on whiteboard. This is the second part of the 2-part presentation.</p> <p><b>Part 2 warm up (5 minutes)</b> Ask participants their opinion: from what they have heard so far, can SCP help alleviate poverty? Note down on whiteboard.</p> <p><b>Presentation (25 minutes)</b> Go through slides</p> <p><b>Final Discussion (10 minutes)</b> Question for participants: can they give examples of SCP practices or policies which have reduced poverty?</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>Refer to the notes included in the slides while making the presentation.</li> <li>Go round to the different discussion groups and pay attention to what is being discussed, and if necessary, help them to clarify the discussion points that they may not have fully understood.</li> </ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"> <li>Trainers should be prepared for questions about comparisons between developing countries and developed countries.</li> </ul>





### 3 The policy cycle & policy tools and instruments

<b>Session Title</b>	The policy cycle & policy tools and instruments
<b>Length of Session</b>	90 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 4
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the four main stages of the policy cycle and relate it to SCP</li> <li>2. Differentiate among the four policy tools.</li> <li>3. Examine the application of the policy cycle process within their national contexts.</li> <li>4. Recognise that creating the right policy mix can create more effective policy packages towards SCP.</li> <li>5. Identify tools and strategies for successful policy.</li> </ol>
<b>Useful Reference Materials</b>	Copenhagen Resource Institute, n.d., <i>Sustainable Consumption and Production Policies: a policy toolbox for practical use</i> , SWITCH-Asia Network Facility
<b>Structure of the session</b>	<p><b>Warm up (10 minutes)</b> Start with a discussion question.</p> <p><b>Presentation (30 minutes)</b> Based on PowerPoint slides and the included notes.</p> <p><b>Q&amp;A (10 minutes)</b> Time given to participants to ask questions and seek clarifications.</p> <p><b>Group Discussion (20 minutes)</b> Using the questions below.</p> <p><b>Reporting back (15 minutes)</b> Each group makes a short report on the main findings of group discussion.</p> <p><b>Summary (5 minutes)</b> Facilitator summarises the main learning points from the session and thanks the participants.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Refer to the notes included in the slides while making the presentation.</li> <li>• Go round to the different discussion groups and pay attention to what is being discussed, and if necessary, help them to clarify the discussion points that they may not have fully understood.</li> </ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"> <li>• How can policies be utilised effectively to influence consumer behaviour considering cultural differences, economic wellbeing and environmental awareness?</li> <li>• What factors should governments prioritise in designing policies? Should implementation costs be the determinant?</li> <li>• Determine country-specific SCP policies that have been successful/ unsuccessful in their intended outcome, and identify factors at play.</li> <li>• Identify sector and fiscal policies that support and are in conflict with sustainability objectives.</li> </ul>







## 4 Policy implementation

<b>Session Title</b>	SCP policy implementation
<b>Length of Session</b>	90 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 5
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Review how high level political support is necessary for successful SCP policy implementation.</li> <li>2. Recognise that SCP policies are highly cross-cutting: their formulation, implementation and monitoring require a high degree of inter-agency collaboration within government.</li> <li>3. Recognise the integration of SCP policies into broader key policies as the preferred approach, rather than formulating them as stand-alone policy areas.</li> <li>4. Describe the multiples roles government can play in pursuing SCP and its limitations, recognising that SCP policies need multi-stakeholder engagement and partnerships.</li> <li>5. Review the importance of engaging with multiple stakeholders such as the business community, civil society groups and other non-governmental organisations such as consumer groups and the media.</li> </ol>
<b>Useful Reference Materials</b>	<p>United Nations Environment Programme 2009, <i>Mainstreaming sustainable consumption and production and resource efficiency into development planning</i>, UNEP, Paris.</p> <p>IGES 2010, <i>Sustainable Consumption and Production in the Asia-Pacific Region. Effective Responses in a Resource Constrained World</i>, IGES White Paper III 2010, Institute for Global Environmental Strategies.</p>
<b>Structure of the session</b>	<p><b>Warm-up (10 minutes)</b> Participants are asked to answer 2 questions:</p> <ol style="list-style-type: none"> <li>1. Make a list of ministries that are concerned by SCP in their respective countries.</li> <li>2. How to ensure that SCP policies are integrated into key policies, strategies and plans in their respective countries.</li> </ol> <p><b>Presentation (30 minutes)</b> Based on PowerPoint slides and the included notes.</p> <p><b>Q&amp;A (10 minutes)</b> Time given to participants to ask questions and seek clarification.</p> <p><b>Group Discussion (20 minutes)</b> <b>Reporting back (15 minutes)</b> Each group makes a short report on the main findings of group discussion.</p> <p><b>Summary (5 minutes)</b> Facilitator summarises the main learning points from the session and thanks the participants.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Refer to the notes included in the slides while making the presentation.</li> <li>• Go round to the different discussion groups and pay attention to what is being discussed, and if necessary, help them to clarify the discussion points that they may not have fully understood.</li> </ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"> <li>• Which SCP areas are already being addressed by existing policies, activities and initiatives?</li> <li>• Which SCP areas would be the easiest to implement and which would be the most challenging?</li> <li>• Which people, groups or institutions (including politicians, researchers, media, technocrats, consumer groups and the private sectors) have the greatest influence on the system?</li> </ul>



## 5 Policy monitoring and evaluation

<b>Session Title</b>	SCP policy monitoring and evaluation
<b>Length of Session</b>	90 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 6
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise that policy monitoring and evaluation is an ongoing activity, essential for measuring and assessing the need for extending, adjusting or ceasing a policy.</li> <li>2. Conclude that effective policy monitoring and evaluation requires well thought out indicators for the ongoing measurement and M&amp;E process.</li> <li>3. Explore important frameworks that can be utilised when identifying indicators and when devising indicators systems.</li> <li>4. Summarise commonly used criteria for good indicator systems, in the context of developing and emerging countries.</li> </ol>
<b>Useful Reference Materials</b>	UNEP, 2008, <i>SCP Indicators for Developing Countries. A guidance framework</i> , UNEP.
<b>Structure of the session</b>	<p><b>Warm-up (5 minutes)</b> Participants are asked about a few impressions of the importance of monitoring and evaluation in their own work and what kind of information they have used for this purpose.</p> <p><b>Presentation (20 minutes)</b> Based on PowerPoint slides and the notes provided.</p> <p><b>Q&amp;A (10 minutes)</b> Time for participants to ask questions and seek clarification.</p> <p><b>Group discussion (20 minutes)</b> Please discuss the questions given below in small groups.</p> <p><b>Reporting back (10 minutes)</b> Each group gives a short report on their discussion and findings.</p> <p><b>Summary (5 minutes)</b> Facilitator summarises the main take-home points from the session and thanks the participants.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Refer to the notes included in the slides while making the presentation.</li> <li>• Go around to the different discussion groups and pay attention to what is being discussed, and if necessary, help them to clarify the discussion points that they may not have fully understood.</li> </ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"> <li>• What are the key areas in which you have got (will need) information and indicators to design SCP policies and to identify the policy instruments you will choose?</li> <li>• How are indicators used in your country (department) to design policies and to monitor policy implementation?</li> </ul>



**Part B :**

## **THEMATIC POLICY OPPORTUNITIES**



## 6 Resource Efficiency and Cleaner Production (RECP)

<b>Session Title</b>	Resource Efficiency and Cleaner Production (RECP)
<b>Length of Session</b>	75 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 7
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise that tools and approaches such as RECP, PRE-SME, responsible production and D4S offer most companies practical solutions to improve resource efficiency and embed preventive strategies at the company level.</li> <li>2. Recognise that eco-innovation offers opportunities to embed sustainability in a company's business strategy.</li> <li>3. Review appropriate policies that can create an enabling environment for RECP, encouraging industry to transition towards sustainable production.</li> <li>4. Define how capacity building in SMEs is particularly important, as they contribute a significant portion of industrial production and are often vulnerable to poor resource efficiency and environmental performance.</li> </ol>
<b>Useful Reference Materials</b>	United Nations Environment Programme & United Nations Industrial Development Organization 2010, <i>PRE-SME Resource Kit</i> , UNEP & UNIDO.
<b>Structure of the session</b>	<p><b>Presentation (30 minutes)</b> Based on PowerPoint slides and notes prepared.</p> <p><b>Group discussion questions (30 minutes)</b> Discuss the questions listed below in small groups – approximately 5-10 minutes per question.</p> <p><b>Reporting back (10 minutes)</b> Each group gives a short report on their discussion and findings.</p> <p><b>Summary (5 minutes)</b> Facilitator summarises the main take-home points from the session and thanks the participants.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Note the major industry in the country or region of the trainees, and relate these industries to CP and RECP. Usually high-pollutant, high-energy, high-carbon and mass-material consumption industries should be given more focus.</li> </ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"> <li>• What are some opportunities for RECP and eco-innovation development in your countries?</li> <li>• Assess the capacity that exists for RECP implementation in the above identified opportunities. What capacity building would be required?</li> <li>• How can RECP and Eco-Innovation be integrated or complemented with government policies or measures?</li> <li>• What opportunities exist for RECP networking?</li> <li>• Identify RECP interventions/measures applicable in a local industry.</li> </ul>





## 7 Sustainable lifestyles

<b>Session Title</b>	Sustainable lifestyles
<b>Length of Session</b>	75 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 8
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Review how macro-economic factors, production culture, and social and physical infrastructure have a controlling influence on consumer behaviour.</li> <li>2. Assess the strong impact that food, housing and transportation sectors have on the environment through domestic consumption.</li> <li>3. Define choice editing and collaborative consumption concepts and demonstrate sample approaches beyond individual consumers.</li> <li>4. Compare how the right stakeholder attitude, facilitators, and sustainable infrastructure are three pre-conditions for mainstreaming sustainable consumption.</li> </ol>
<b>Useful Reference Materials</b>	<p>Sustainable Consumption Guide for Policymakers: Debunking Myths and Outlining Solutions (Asia Edition)            UNEP (2015), <i>Sustainable Consumption Guide for Policymakers: Debunking Myths and Outlining Solutions (Asia Edition)</i>, United Nations Environment Programme, Bangkok.</p>
<b>Structure of the session</b>	<p><b>Warm up (5 minutes)</b>            Ask participants to say, in their opinions, the differences between green consumerism (TIP: purchasing green products, individual consumer approach, rebound effects) and sustainable consumption (TIP: includes non-purchasing behaviour, addresses social and physical infrastructure).</p> <p><b>Presentation (25 Minutes):</b>            Based on PowerPoint slides and the notes provided.</p> <p><b>Q&amp;A (10 Minutes)</b>            Questions and answers from the group on the presentation material.</p> <p><b>Group Exercise (25 minutes)</b>  <u>Instructions</u></p> <ul style="list-style-type: none"> <li>• Ask participants to form two groups, depending on which question (see below) they would like to discuss.</li> <li>• Give each group a question.</li> <li>• Ask each group to choose a rapporteur who will present results of the discussions at the end.</li> <li>• Groups discuss. Recommended to spend 10 minutes per sub-question (there are two each).</li> </ul> <p><u>Note:</u></p> <ul style="list-style-type: none"> <li>- If there are less than 6 participants, there should be one group, and address just one of the questions.</li> <li>- Remind them after 10 minutes discussion to start addressing sub-question 2.</li> <li>- It's OK if presenters don't fully address both questions. The point is to impress these perspectives upon their thinking so it is at the back of their minds during policy design. See below for the questions.</li> </ul> <p>TIP: if possible, ask them to draw from (but not limit to) the presentation's key sectors where consumption has the most impact on the environment.</p> <p><b>Reporting (10 minutes):</b>            Each group has 5 minutes to report on results of their discussions. If there's time, they can answer one or two questions from the other group.</p>



<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Most of the slides are just graphics and pictures. This allows the presenter freedom to develop the key learning points in his or her own style. However presentation notes are included in the slides (check the notes feature of PowerPoint)</li> <li>• There are a few optional slides after the end of the presentation that the presenter could decide to incorporate where needed in the presentation</li> <li>• For practical purposes, after the THANK YOU slides, there is a slide for GROUP EXERCISES with instructions and questions for participants.</li> </ul>
<b>Possible discussion topics/questions</b>	<p>Group 1: Preserving sustainable practices</p> <ul style="list-style-type: none"> <li>• What are some sustainable aspects of your country's or region's traditions and/or lifestyles that need to be protected/preserved?</li> <li>• How can these be protected and/or preserved?</li> </ul> <p>Group 2: Anticipating future issues</p> <ul style="list-style-type: none"> <li>• What are emerging trends in lifestyles in your country/region over the coming 20 years that would have strong influence on society and environment?</li> <li>• What actions can be taken in the context of your country to ensure that these lifestyles are within ecological and socially sustainable limits?</li> </ul>





## 8 Strategic investments towards resource efficient cities

<b>Session Title</b>	Strategic investments towards resource efficient cities
<b>Length of Session</b>	75 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 9
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine global urbanisation trends and statistics, and discuss notable changes occurring in developing countries.</li> <li>2. Recognise that urban development needs to address uncertainties and vulnerabilities such as climate change, to develop resilient cities.</li> <li>3. Examine a holistic approach to sustainable urbanisation, which considers all resource flows within a city, helps in developing sustainable, resource-efficient, and resilient cities.</li> <li>4. Compare key opportunities for sustainable urban development and how these relate to buildings and construction, urban transport, water and waste management sectors in their home countries.</li> <li>5. Examine sustainable infrastructure decisions today, and how these can lock cities into a low-carbon, resource-efficient future.</li> </ol>
<b>Useful Reference Materials</b>	UNECLAC, UN-Habitat, UNESCAP & Columbia University 2011, <i>Are we building competitive and liveable cities? - Guidelines for developing eco-efficient and socially inclusive infrastructure</i> , United Nations, Bangkok.
<b>Structure of the session</b>	<p><b>Warm-up (5 minutes)</b> The session starts with the projection of a short video ( less than 3 minutes) entitled “Built to last”: <a href="http://www.youtube.com/watch?v=VGJt_YXloJI">http://www.youtube.com/watch?v=VGJt_YXloJI</a> Participants are asked whether the video, which is actually targeting American audiences, has any relevance for developing countries.</p> <p><b>Presentation (25 minutes)</b> Based on PowerPoint slides and the notes provided.</p> <p><b>Q&amp;A (10 minutes)</b> Time given to participants to ask questions and seek clarifications.</p> <p><b>Group Activity: (20 minutes)</b> See below.</p> <p><b>Reporting back: (10 minutes)</b> Each group makes a short report on the main findings of the discussion.</p> <p><b>Summary (5 minutes)</b> Facilitator summarises the main learning points from the session and thanks the participants.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Refer to the notes included in the slides while making the presentation.</li> <li>• Go around to the different discussion groups and pay attention to what is being discussed, and if necessary, help them to clarify the discussion points that they may not have fully understood.</li> </ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"> <li>• Participants are divided into two groups and are asked to prepare examples of vicious cycle of energy and materials use in cities and what initiatives would be needed to convert the vicious into virtuous cycles of urban development.</li> </ul>





## 9 Sustainable Public Procurement (SPP)

<b>Session Title</b>	Sustainable Public Procurement (SPP)
<b>Length of Session</b>	90 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 10
<b>Key Learning Objectives</b>	By the end of the module participants will be able to: 1. Explain how SPP can play a powerful role in the transition towards SCP. 2. Assess how SPP has been implemented in different countries; including its pre-requisites, potential opportunities and challenges. 3. Summarise successful SPP initiatives and how these can have a positive impact on national economies, including within participant national contexts.
<b>Useful Reference Materials</b>	United Nations Environment Programme 2012, <i>Sustainable Public Procurement Implementation Guidelines</i> , UNEP.
<b>Structure of the session</b>	<b>Presentation (30 minutes)</b> Based on PowerPoint slides and the notes provided. <b>Q&amp;A (10 minutes)</b> Q & A Session on the presentation material. <b>Group Discussion: (35 minutes)</b> Based on the discussion questions – questions should be written on the white board/or circulated on paper. <b>Reporting back: (15 minutes)</b> Each group makes a short report on the main findings of the discussion. Alternatively each group could present on one specific discussion point.
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• If there is already a national SPP Policy in place, switch the discussion points to a SWOT-type analysis at a state/provincial/local government level.</li> <li>• Research reveals that even when SPP policies are in place, there remain many obstacles even in developed countries – participants should be asked to voice these.</li> <li>• Transparency in the procurement process, and availability of sustainable products and services, are very likely to come up for discussion. The problem remains the same whether it is BAU or an SPP initiative – do not get diverted.</li> <li>• Stress the need for a buy-in by stakeholders as a way of overcoming challenges.</li> <li>• It should be acknowledged that strong political commitment and support is necessary for a successful SPP programme.</li> </ul>
<b>Possible discussion topics/questions</b>	<p>The above topics can be used for discussion, also expect participants to present a list of reasons why not to implement SPP. This should be further discussed.</p> <ul style="list-style-type: none"> <li>• Additional topics to consider during the discussion questions time can be based on the following common questions:</li> <li>• At local government level particularly, “What’s in it for us?” may be asked.</li> <li>• Standards/criteria for establishing “green-ness” of a product may come up as an objection. Most products are not ecolabelled, so how to decide?</li> <li>• Initially higher outlay for “green” products – is often cited as a hurdle. Response lies in attacking the assumption which is false in many cases, and in others, whole-life costing will assist in justification (for example, for LED lights vs incandescent light bulbs).</li> </ul>





## 10 Sustainable tourism

<b>Session Title</b>	Sustainable tourism
<b>Length of Session</b>	90 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 11
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine when and how tourism is sustainable?</li> <li>2. Recognise that sustainable tourism policies should address the challenge of poverty.</li> <li>3. Describe the various economic, social and environmental impacts from sustainable tourism.</li> <li>4. Review the tourism sector's complex value chain and the international and multilateral organisations, frameworks for sustainable tourism developed by various international organisations, industry bodies and NGOs.</li> <li>5. Recognise that developing sustainable tourism policies requires the engagement of a large range of stakeholders.</li> </ol>
<b>Useful Reference Materials</b>	UNEP-WTO 2005, <i>Making Tourism More Sustainable – A Guide for Policy Makers</i> , UNEP-WTO.
<b>Structure of the session</b>	<p><b>Presentation (20 minutes)</b> Based on PowerPoint slides and the notes provided.</p> <p><b>Q&amp;A (10 minutes)</b> Q &amp; A session based on the presentation content.</p> <p><b>Group Case Study Discussion: (45 minutes)</b> Issue each participant with a print out of the case study for review. Discuss the case study (see below for possible issues which group should discuss/resolve).</p> <p><b>Reporting back: (15 minutes)</b> Each group makes a short report on the main findings of the discussion.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Everyone has been a tourist and so everyone will have a pet annoyance or grouse – important to bring discussions back to sustainability.</li> <li>• Likely question: “is there a method of assessing which establishment or operation is sustainable?” How to avoid ‘green-washing?’</li> <li>• From the employment perspective, how is sustainable tourism better than the BAU model?</li> <li>• How to modulate customer expectations?</li> </ul>
<b>Possible discussion topics/questions</b>	<p>Depending on which case study is selected, participants to discuss:</p> <ul style="list-style-type: none"> <li>• Categorise the initiatives into Social, Environmental, Economic.</li> <li>• Motivation – what could motivate owners?</li> <li>• Replicability of the models?</li> <li>• Could the hotel under discussion have done better with supporting policy tools (incentives etc)?</li> </ul> <p>If no case study is used, then ask participants' views on:</p> <ul style="list-style-type: none"> <li>• What is the situation in their country? Specifically, do they have a scheme for certification – do they feel the need for one?</li> <li>• The common questions cited in the tips for trainers can be used for discussion topics.</li> </ul>
<b>Case Studies</b>	<ul style="list-style-type: none"> <li>• Discuss either of these 2 cases: PATA (Pacific Area Travel Association) leaflets on sustainable practices of hotels.</li> </ul>





## 11 Fiscal reform

<b>Session Title</b>	Fiscal reform
<b>Length of Session</b>	35 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 12
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Summarise a number of economic instruments available for SCP.</li> <li>2. Define key economic instruments, including cap and trade, 'polluter pays' principle, ecological budget and tax reform, and subsidies reform and removal, and how these relate to their national policy contexts.</li> <li>3. Recognise that ecological budget and tax reform can generate multiple dividends (environmental, employment, efficiency).</li> </ol>
<b>Useful Reference Materials</b>	<p>Bosquet B 2000, Environmental tax reform: does it work? A survey of the empirical evidence, <i>Ecological Economics</i> Vol. 34(1): 19–32.</p> <p>UNEP, 2011, <i>Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication</i>, UNEP. Chapter on Enabling conditions - Supporting the transition to a global green economy (page 545).</p>
<b>Structure of the session</b>	<p><b>Presentation (10 minutes)</b> Based on PowerPoint slides and the notes provided.</p> <p><b>Q&amp;A (5 minutes)</b> Time given to participants to ask questions and get clarifications.</p> <p><b>Short video presentation: (10 minutes)</b> The story of Cap and Trade, downloadable from: (<a href="http://www.storyofstuff.org/downloads/movie-files-2/">http://www.storyofstuff.org/downloads/movie-files-2/</a>)</p> <p><b>Discussion around the video (10 minutes)</b> Participants are encouraged to discuss the issues raised in the video.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Refer to the notes included in the slides while making the presentation.</li> <li>• Go around to the different discussion groups and pay attention to what is being discussed, and if necessary, help them to clarify the discussion points that they may not have fully understood.</li> </ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"> <li>• How to avoid the pitfalls of "cap and trade" as discussed in the video?</li> <li>• Which of the 4 tools described could be useful in your country context? What are you already using? What options for improvement exist?</li> </ul>







## 12 Education and Training

<b>Session Title</b>	Education and training
<b>Length of Session</b>	45 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 13
<b>Key Learning Objectives</b>	<p>By the end of the module participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise the importance of knowledge development and education for SCP and mass behavioural change, while examining the differing roles between awareness-raising, capacity and formal education programmes</li> <li>2. Examine how evolving and increasing knowledge and learning competencies are required to fulfil the SCP challenge.</li> <li>3. Review which programmes and processes already exist across regions that have been helpful in initiating required learning processes.</li> <li>4. Illustrate how policy measures provide an opportunity for upscaling and mainstreaming necessary educational initiatives for behavioural change.</li> </ol>
<b>Useful Reference Materials</b>	<p>International Labour Organization, 2011, <i>Skills for Green Jobs: A Global View</i>, Report of the ILO prepared by Strietska-Ilina O, Hofmann C, Durán Haro M &amp; Jeon S, Geneva.</p> <p>United Nations Environment Programme 2010, <i>Here and Now! Education for Sustainable Consumption: Recommendations and Guidelines</i>, UNEP, Paris.</p> <p>Fadeeva Z, Payyappallimana U &amp;, Petry R 2012, <i>Towards more sustainable consumption and production systems and sustainable livelihoods: learning contributions of the RCE Network</i>. UNU-IAS.</p>
<b>Structure of the session</b>	<p><b>Introductory discussion (10 minutes)</b> Where does learning for SCP need to happen in the context of their country and what competencies are most urgently needed to pursue development of SCP systems?</p> <p><b>Presentation (20 minutes)</b> Based on PowerPoint slides and notes prepared.</p> <p><b>General discussion (10 minutes)</b> Discussion focuses on recommendation of measures that would facilitate educational responses that support transition towards greener and just society (reflected in the slides).</p> <p><b>Summary (5 minutes)</b> Facilitator summarises the main points complementing them with additional considerations (see the PowerPoint presentation), shares other relevant observations and closed the session.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Refer to the notes included in the slides while making the presentation.</li> <li>• Go around to the different discussion groups and pay attention to what is being discussed, and if necessary, help them to clarify the discussion points that they may not have well understood.</li> </ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"> <li>• Identified throughout the slides in the notes section.</li> </ul>
<b>Suggested activities/group work/exercises</b>	<ul style="list-style-type: none"> <li>• With longer time available (or with readjustment of the time, e.g. skipping first introductory discussion and shortening presentation by the facilitator), the general discussion on possible educational responses could be done in small groups.</li> </ul>





## 13 Energy efficiency

<b>Session Title</b>	Energy efficiency
<b>Length of Session</b>	30 minutes
<b>Relevant Chapter of the Handbook</b>	Chapter 14
<b>Key Learning Objectives</b>	By the end of the module participants will be able to: <ol style="list-style-type: none"> <li>1. Describe the importance of energy efficiency for sustainable development in their countries.</li> <li>2. Categorise the economic, social and environmental benefits from energy efficiency.</li> <li>3. Examine the various drivers, barriers and policy options to achieve energy efficiency, especially within their national contexts.</li> <li>4. Review how energy efficiency improvements reduce demand and can often alleviate or negate the need to increase energy supply.</li> </ol>
<b>Useful Reference Materials</b>	<p>von Weizsacker &amp; E.U et al 2009, <i>Factor Five: Transforming the Global Economy through 80% Improvements in Resource Productivity</i>, The Natural Edge Project, Earthscan Publication, UK.</p> <p>* Excel spreadsheet activity 'Energy Efficiency Activity', included with workshop materials.</p>
<b>Structure of the session</b>	<p><b>Presentation (10 minutes)</b> Based on PowerPoint slides and notes prepared</p> <p><b>Q&amp;A (5 minutes)</b> Time given to participants to ask questions and get clarifications.</p> <p><b>Short exercise using Microsoft excel sheet: (15 minutes)</b></p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"> <li>• Refer to the notes included in the slides while making the presentation.</li> <li>• Go around to the different discussion groups and pay attention to what is being discussed, and if necessary, help them to clarify the discussion points that they may not have well understood.</li> </ul>
<b>Possible discussion topics/questions</b>	Discussion based on the conclusions of the findings of the Excel spreadsheet exercise.
<b>Suggested activities/group work/exercises</b>	An Excel sheet shows the energy consumption of standard home appliances (lamps, fans, refrigerators, TV, washing machines) of a city with 1 million households. A cost-benefit analysis is done in the case of substituting standard by energy efficient appliances and compared with the benefits accrued in terms of avoiding investment and operation of fossil-fuel fired power plants.



**Part C :**

**Final Group Discussion**



## 14 Final group discussion

<b>Session Title</b>	Group discussion - SCP in Asia-Pacific post Rio+20
<b>Session Duration</b>	90-120 minutes
<b>Key Learning Points</b>	<ul style="list-style-type: none"><li>Examine how the learnings from the workshop can be put into practice and translated into policy within participant's national contexts.</li></ul>
<b>Structure of the session</b>	<p><b>Discussion led by presenter (20 minutes)</b> Facilitator to lead a discussion identifying key learnings and opportunities for SCP.</p> <p><b>Group Discussion (40-60 minutes)</b> Based on the discussion topics below.</p> <p><b>Reporting back: (20 minutes)</b> Each group makes a short report on the main findings of the discussion.</p> <p><b>Concluding statements of the trainer (10-20 minutes)</b> Emphasise the importance of SCP and encourage participants to take action and put their new learning into practice. Address any outstanding issues or questions. Thank the participants for their valuable contributions and encourage them to take action towards transitioning to SCP.</p>
<b>Tips for Trainers</b>	<ul style="list-style-type: none"><li>Go around to the different discussion groups and pay attention to what is being discussed, and if necessary, help them to clarify the discussion points that they may not have fully understood.</li></ul>
<b>Possible discussion topics/questions</b>	<ul style="list-style-type: none"><li>Discuss the current state of SCP in their country/region/government agenda</li><li>Identify barriers and opportunities for SCP initiatives.</li><li>Groups to work towards developing a vision or action plan for transitioning towards SCP.</li></ul>



## Appendix 1: Checklist

The following checklist details a few steps to guide the preparation of this training. It is meant as a general guide to be followed indicatively.

Task	Responsible	Deadline before the training	Done
Initial Analysis of target audience's training needs	Coordinator and Trainer(s)	6 months before	
Design and Define specific objectives for workshop (e.g. priority topics)	Coordinator and Trainer(s)	6 months before	
Initial contact with partner and co-financing organisations	Coordinator	6 months before	
Draw up budget	Coordinator and Trainer(s)	5 months before	
Identify resource persons or additional trainers and presenters	Coordinator and Trainer(s)	5 months before	
Revise training objectives according to identified participant needs and priorities	Coordinator and Trainer(s)	5 months before	
Develop final training lesson plans and content	Coordinator and Trainer(s)	5 months before	
Prepare preliminary workshop programme (agenda) and methodology	Coordinator and Trainer(s)	4-5 months before	
If applicable, contact experts (for technical presentations)	Coordinator	4-5 months before	
Select and visit training facilities (venues) and develop contract for services	Coordinator and Trainer(s)	3-5 months before	
Define profile of participants, criteria, selection process	Coordinator and Trainer(s)	4 months before	
Announce training and disseminate invitations or call for participants among relevant institutions	Coordinator	3 months before	
Final selection of experts, verification of their availability, travel arrangements	Coordinator and Trainer(s)	3 months before	
Finalise training agenda and methodology (e.g. exercises, case studies, assignments, etc.) and consult with experts if necessary	Coordinator and Trainer(s)	2 months before	
Begin confirming participants and travel arrangements if necessary	Coordinator and Trainer(s)	2 months before	
Conduct brief survey (5 questions) during participant registration to assess basic knowledge, priorities and gaps on SCP understanding – and adjust learning and training content based on these findings	Coordinator and Trainer(s)	2 months before	
Finalise travel arrangements for experts and other personnel as necessary	Coordinator and Trainer(s)	2 months before	
Identification of required technical equipment, rent or purchase	Coordinator and Trainer(s)	2 months before	
Last clarification of logistical needs with the training facility	Coordinator and Trainer(s)	1 month before	



Task	Responsible	Deadline before the training	Done
Disseminate final information to participants and experts (agenda, list of participants, presentations, pre-requisite assignments or readings)	Coordinator and Trainer(s)	2-3 weeks before	
Buy and organise all materials required for training	Coordinator	1 week before	
Prepare first day of the training	Coordinator and Trainer(s)	1-2 days before	
Meeting of the training team	Coordinator, experts, and Trainer(s)	Afternoon before the training	
Implement the training	Coordinator, experts, and Trainer(s)	Days of training	
Evaluate training (final day of event) and collect data for reporting afterwards	Trainer(s)	Final day of training	
Closing of training – photos and concluding comments and materials collected for reporting on training results	Coordinator	Final day of training	
Send follow up e-mail on conclusions, next steps and extra materials as required to participants	Coordinator and Trainer(s)	1 week after training	
Send thank you e-mails to experts and follow up with experts and participants as necessary	Coordinator	1-2 weeks after training	
Finalise evaluation report on training results and analyse internally for follow up	Coordinator	1 month after training	

Source: Adapted from OECD, Quick Guide for Trainers and Hosts, 2007.



**Notes:**

Sustainable Consumption and Production: Instructions for Trainers, developed by the United Nations Environment Programme (UNEP), provides guidance for trainers on delivering a capacity building module on Sustainable Consumption and Production. The training is aimed at policy makers across Asia-Pacific. The publication provides general guidance on organising the training course, selecting suitable participants and most importantly details how to deliver the training material. This training package complements the publication 'Sustainable Consumption and Production: A Handbook for Policy Makers'.

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