

Assessment of training course and needs: Scenarios & Policy Training, AIT Bangkok Thailand 5-6 July 2006

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report after 9 responses for BKK training workshop 28 Feb, 2007

Summary	
Total number of answers	9
Filter	no
Group by question	no

Dear course participant, this is an online evaluation tool where you can provide us with feedback on the training workshop sessions addressing emission scenarios and air pollution policy making, and the training materials that we introduced you to here.

As these training sessions were only brief and introductory in nature, and because the "policy case manual" and "scenarios manual" are still both under development your feedback can be very valuable to us as we try to shape future workshops, future training materials and indeed the scenarios interface with the emissions inventory.

Here we shall ask you questions in 4 key areas:

your perceptions of the relevance of scenario work as it was communicated to you

your perceptions of air quality management in your home countries

your feelings regarding your skills and competency strengthening needs in the areas introduced in this workshop

and finally:

your feelings regarding the conduct of the Scenarios and Policy sessions during this workshop.

The responses to this questionnaire are to be used for internal RAPIDC project work only. You may choose to remain anonymous if you wish. Thus while we ask some profiling questions here, you may choose not to answer

them if you wish.

Please indicate which country you are from

8 have answered this question

- Bangladesh
- Bangladesh
- pakistan
- India
- India
- Pakistan
- India
- Maldives

Please describe your major academic or professional qualifications or skills (e.g. BSc in Environmental Studies, Bachelor of Engineering, etc.)

8 have answered this question

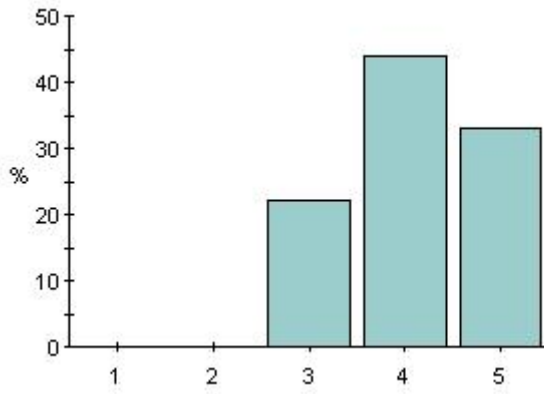
- Master Of Technology in Environmental Engineering
- Masters in Environmental Engineering
- Ph.D in Combustion and Atmospheric Chemistry
- MSc in Environmental Science
- M.Sc Physics, MS-Meteorology
- BSc in Meteorology and Oceanography
- B.Sc in Agriculture (Hons.), PGD in Computer Science, Diploma in Risk Assessment and Monitoring for Environmental Chemicals, Japan
- B.SC (Hons) & M.Sc in Geology from Dhaka university and Ph.D in Hydrology from Ehime university in Japan

Questions on Scenario Development

How do you perceive the need and/or relevance of Emission Scenario work for the Malé countries in your professional work environment?

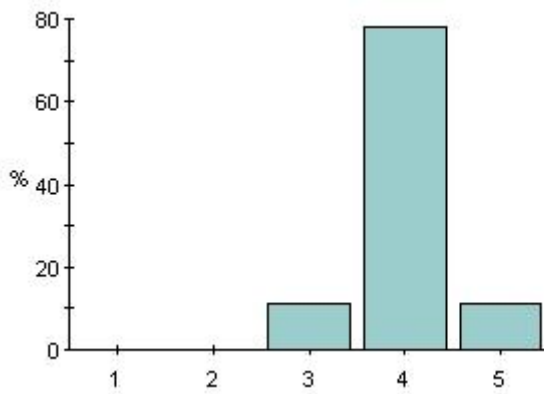
Please rank the following areas of utilisation with 5 indicating the HIGHEST level of relevance/need.

Scientific assessment



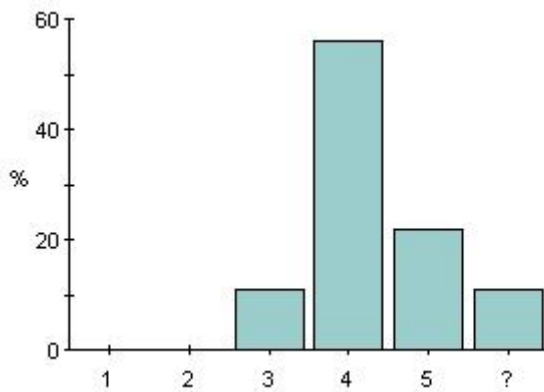
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4	44.4%	4
5	33.3%	3
Total	100%	9
Mean		4.1

Exploration of issues



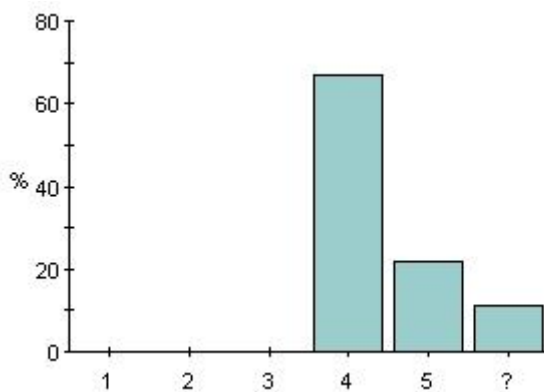
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2	0%	0
3	11.1%	1
4	77.8%	7
5	11.1%	1
Total	100%	9
Mean		4

Public policy making



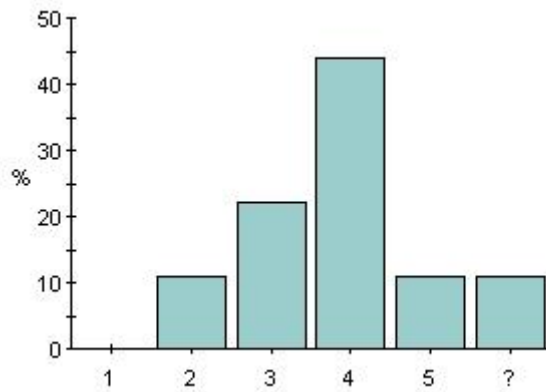
	%	#
1	0%	0
2	0%	0
3	11.1%	1
4	55.6%	5
5	22.2%	2
?	11.1%	1
Total	100%	9
Mean		4.1

Public policy planning



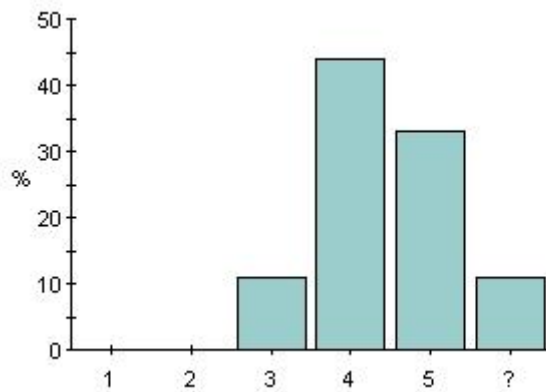
	%	#
1	0%	0
2	0%	0
3	0%	0
4	66.7%	6
5	22.2%	2
?	11.1%	1
Total	100%	9
Mean		4.2

Strategic planning



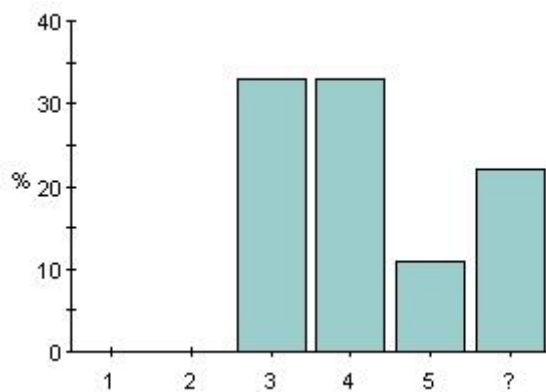
	%	#
1	0%	0
2	11.1%	1
3	22.2%	2
4	44.4%	4
5	11.1%	1
?	11.1%	1
Total	100%	9
Mean		3.6

Education



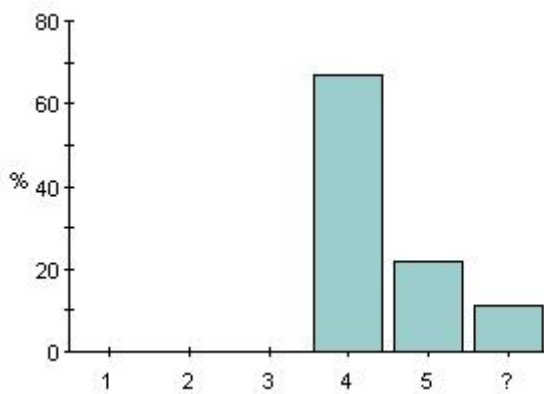
	%	#
1	0%	0
2	0%	0
3	11.1%	1
4	44.4%	4
5	33.3%	3
?	11.1%	1
Total	100%	9
Mean		4.2

Moralizing



	%	#
1	0%	0
2	0%	0
3	33.3%	3
4	33.3%	3
5	11.1%	1
?	22.2%	2
Total	100%	9
Mean		3.7

Learning & capacity building



	%	#
1	0%	0
2	0%	0
3	0%	0
4	66.7%	6
5	22.2%	2
?	11.1%	1
Total	100%	9
Mean		4.2

If you have comments or suggestions for other areas that you perceive Scenario work to be relevant, then please comment here.

One has commented on this question

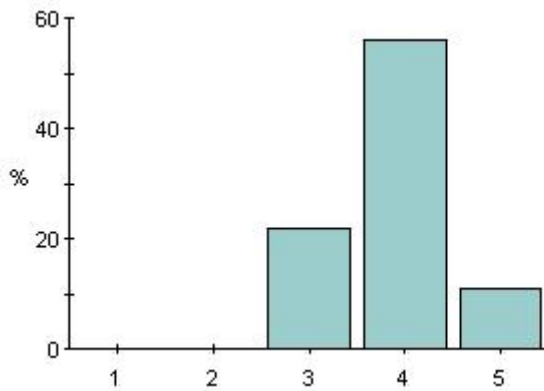
Grade = 4 (one comment)

— Mass awareness and education Capacity building at appropriate level

Where could you - in your specific professional environment - see the need for EMISSION scenarios?

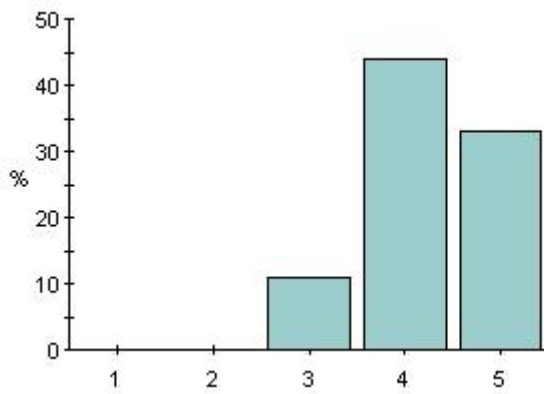
Please again provide a relevance/need grade.

Evaluating the environmental and health consequences of NON-INTERVENTION futures?



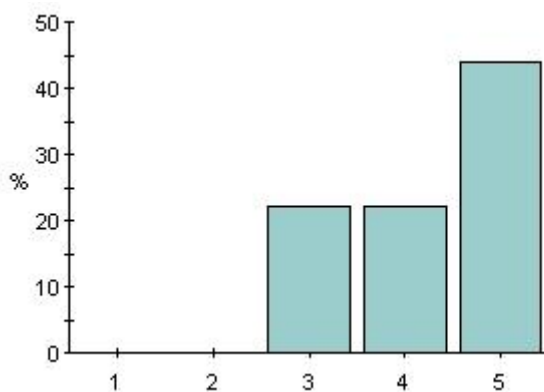
	%	#
1	0%	0
2	0%	0
3	22.2%	2
4	55.6%	5
5	11.1%	1
?	11.1%	1
Total	100%	9
Mean		3.9

Evaluating the environmental and health consequences of INTERVENTION futures?



	%	#
1	0%	0
2	0%	0
3	11.1%	1
4	44.4%	4
5	33.3%	3
?	11.1%	1
Total	100%	9
Mean		4.2

Describing possible emissions reductions for different countries and regions?



	%	#
1	0%	0
2	0%	0
3	22.2%	2
4	22.2%	2
5	44.4%	4
?	11.1%	1
Total	100%	9
Mean		4.2

If you have comments or suggestions for other areas, then please comment here.

One has commented on this question

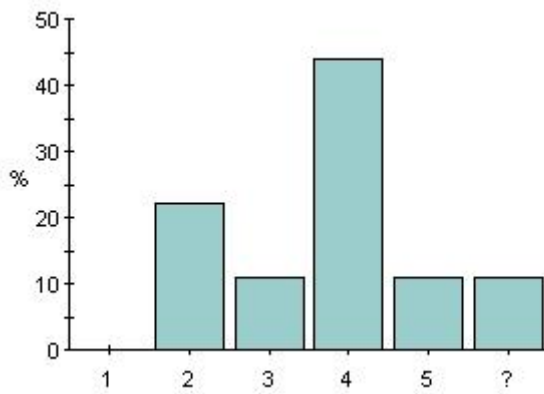
Grade = 5 (one comment)

— Clean Development Mechanism in developing countries for reduction of GHG emission

To which audience would you consider these scenarios most relevant?

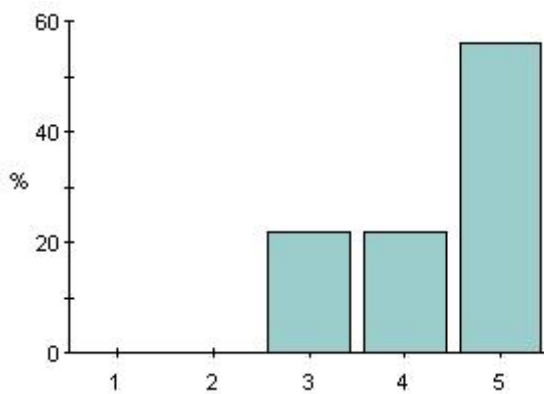
Again, please rank your perception of the relevance of emission scenarios to these audiences.

Top-level politicians in your country



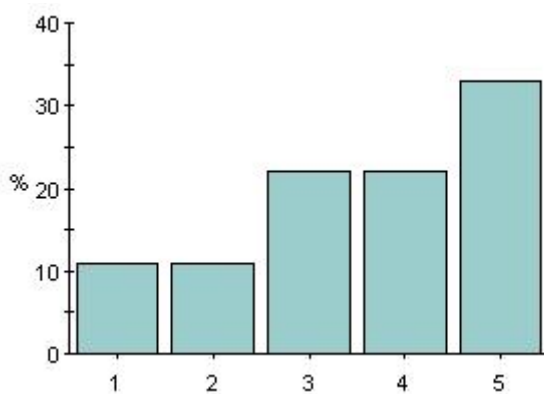
	%	#
1	0%	0
2	22.2%	2
3	11.1%	1
4	44.4%	4
5	11.1%	1
?	11.1%	1
Total	100%	9
Mean		3.5

Experts in governmental agencies in your country



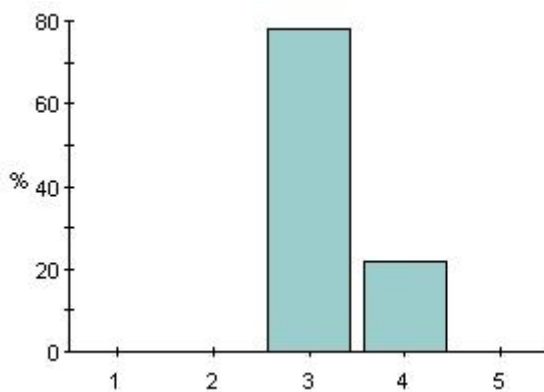
	%	#
1	0%	0
2	0%	0
3	22.2%	2
4	22.2%	2
5	55.6%	5
Total	100%	9
Mean		4.3

Universities and research institutes



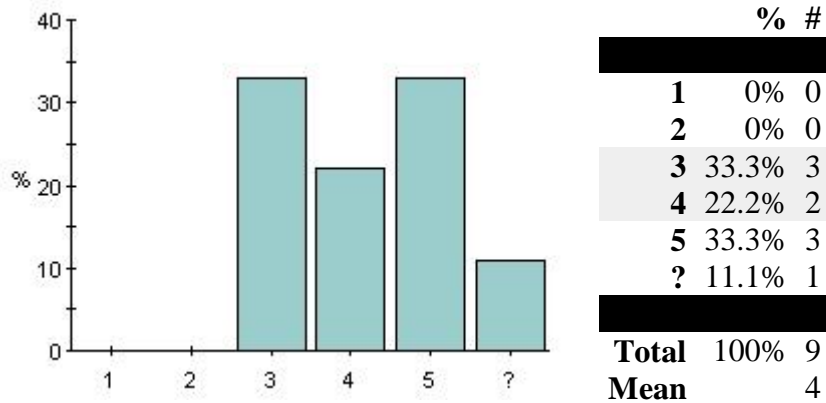
	%	#
1	11.1%	1
2	11.1%	1
3	22.2%	2
4	22.2%	2
5	33.3%	3
Total	100%	9
Mean		3.6

The media and the general public

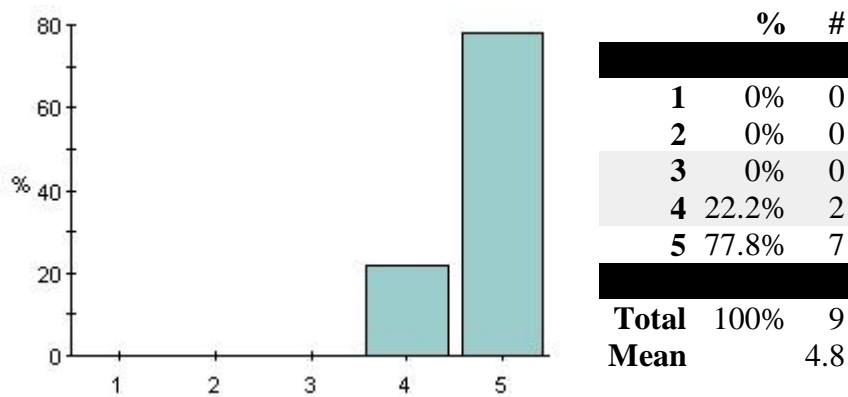


	%	#
1	0%	0
2	0%	0
3	77.8%	7
4	22.2%	2
5	0%	0
Total	100%	9
Mean		3.2

Governmental staff in neighbouring countries / the region



The International Community (e.g. UNEP, WHO, Worldbank, NGOs etc.)



If you have comments or suggestions for other audiences, then please comment here.

2 have commented on this question

Grade = 5 (2 comments)

- SAARC region need to reduction of GHG emission policy
- Almost all area already covered In India NGO can play significant role. The role of judiciary in accepting public interest litigations on this matter.

Questions on the Policy CaseBook

Do you know interesting Good-Practice cases in Air Quality Management from your countries that should be shared with others? If so, please very briefly describe them here and provide a contact detail so that we can follow-up

5 have answered this question

- sorry, i donot know
- Following few good practice cases in air quality management: 1. Government of Punjab, Pakistan has banned two stroke auto rickshaws in Lahore this year and planning to replicate the same decision to other big cities of the province. 2. Ministry of environment, Government of Pakistan

has implemented a project to provide safe drinking water to all by the year 2007. For this purpose, water filtration plants are being installed in each city, town and at each union council level. 3. Government of Pakistan has provided incentive to the local investors and multinational companies to open CNG stations for automobiles all over the country. Presently more than 90% small cars and vans are converted on CNG. This will help to maintain better environment in the cities areas. Now CNG buses are being introduced for intracity route.

— Air quality of Delhi has been improved considerably after introduction of CNG as fuel for all public transport systems. The success could be attributed to the Hon'ble Supreme Court of India and the Delhi Govt. for implementing the same. The Central POLLution Control Board has provided necessary feedbacks to the Govt. of India as well as to Hon'ble Supreme Court. Policy frame work is being drafted for 15 major cities in India to reduce air pollution due to vehicular traffic and industrial pollution.

— - Bangladesh Government has been banned on plying of two strokes three wheelers in Dhaka City from January 2003. Moreover, a ban has been imposed on plying in Dhaka City from 1 January 2002 of Bus, Minibus, Microbus, Taxi older than 20 years and Truck, Mini truck, Tank lorry, Van older than 25 years. - Recently a report entitled "Report on Roadside Vehicle Emission Testing Program in Dhaka" has been published by the Air Quality Management Project implemented by the Department of Environment, Bangladesh. Anybody can get support from this report if needed. The contact e-mail address is aqmp@doe-bd.org

— *To ban two stork three wheeler vehicle in Dhaka city for air pollution control * Environment friendly CNG vehicle to encourage in Bangladesh

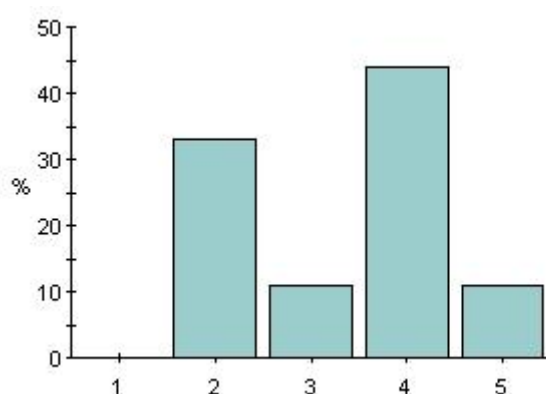
Questions on your perceptions of the state of air quality management in the countries of the Malé Declaration

Where do see in your country the key deficiencies (or challenges) for efficient and functioning air quality management?

Rank your answers from 1 (LOW deficiencies) to 5 (HIGH deficiencies)

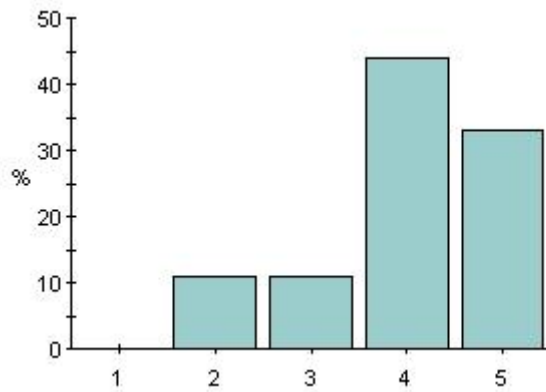
Within Government

Top-level governmental support



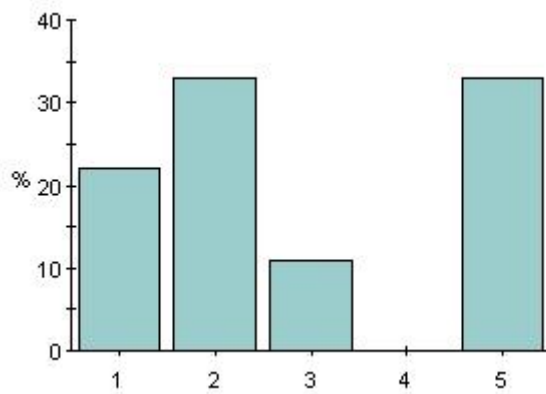
	%	#
1	0%	0
2	33.3%	3
3	11.1%	1
4	44.4%	4
5	11.1%	1
Total	100%	9
Mean		3.3

Financial resources



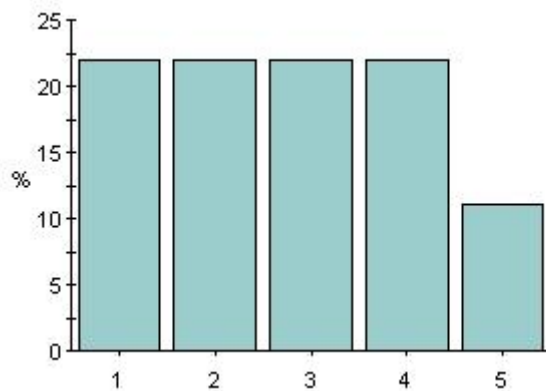
	%	#
1	0%	0
2	11.1%	1
3	11.1%	1
4	44.4%	4
5	33.3%	3
Total	100%	9
Mean		4

Institutional capacities



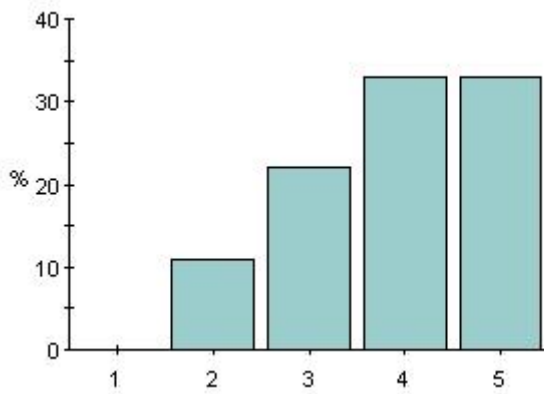
	%	#
1	22.2%	2
2	33.3%	3
3	11.1%	1
4	0%	0
5	33.3%	3
Total	100%	9
Mean		2.9

Skilled and experienced staff



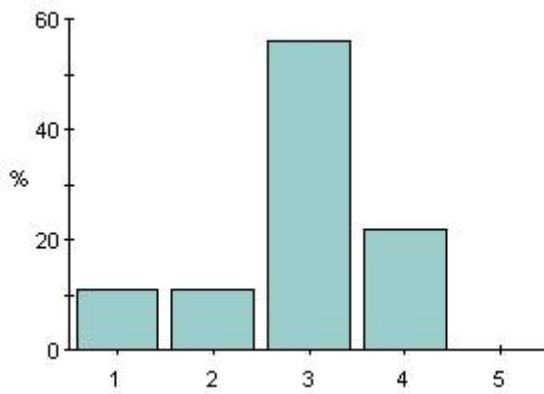
	%	#
1	22.2%	2
2	22.2%	2
3	22.2%	2
4	22.2%	2
5	11.1%	1
Total	100%	9
Mean		2.8

Coordination and/or overlapping of competencies between governmental agencies



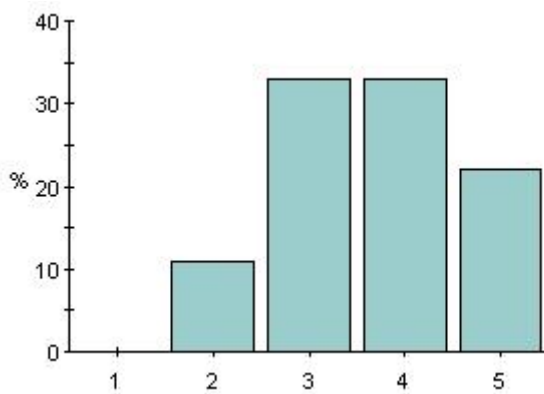
	%	#
1	0%	0
2	11.1%	1
3	22.2%	2
4	33.3%	3
5	33.3%	3
Total	100%	9
Mean		3.9

Opposition from industry / the public towards tighter measures



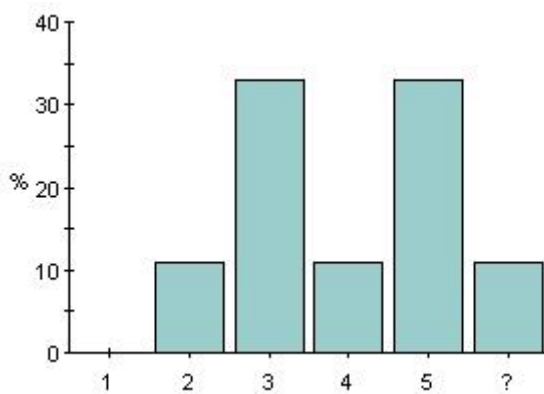
	%	#
1	11.1%	1
2	11.1%	1
3	55.6%	5
4	22.2%	2
5	0%	0
Total	100%	9
Mean		2.9

Policy enforcement



	%	#
1	0%	0
2	11.1%	1
3	33.3%	3
4	33.3%	3
5	22.2%	2
Total	100%	9
Mean		3.7

Corruption



	%	#
1	0%	0
2	11.1%	1
3	33.3%	3
4	11.1%	1
5	33.3%	3
?	11.1%	1
Total	100%	9
Mean		3.8

If you have comments or suggestions for other audiences, then please comment here.

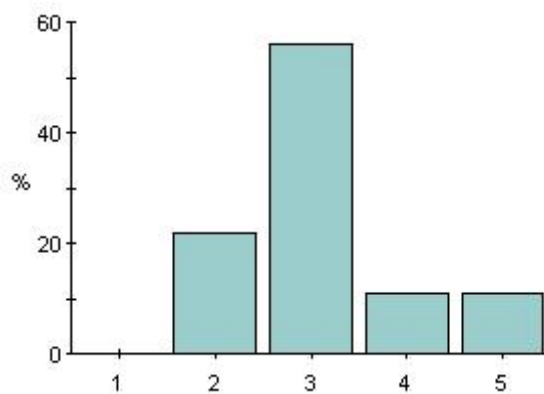
One has commented on this question

Grade = 3 (one comment)

— •Awareness building among Government agencies also

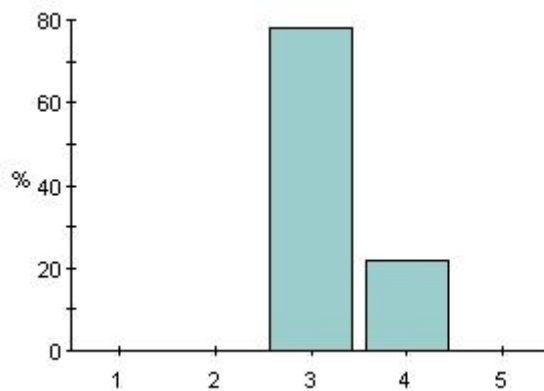
At the level of large-scale polluters (industry / power sector)

Top-level management support



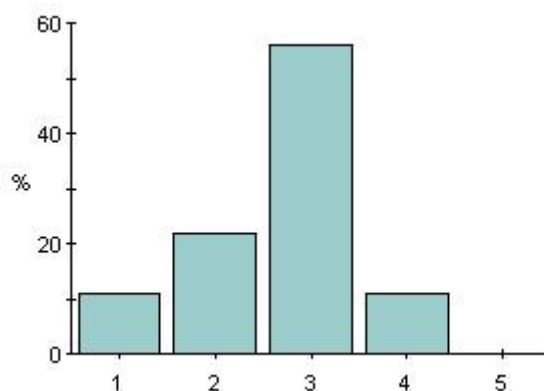
	%	#
1	0%	0
2	22.2%	2
3	55.6%	5
4	11.1%	1
5	11.1%	1
Total	100%	9
Mean		3.1

Financial resources, (including things such as intense competition, etc.)



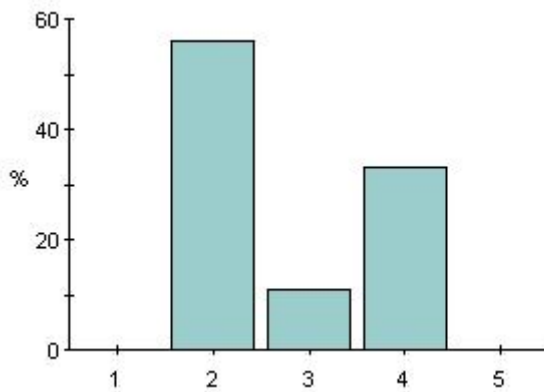
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1	0%	0
2	0%	0
3	77.8%	7
4	22.2%	2
5	0%	0
Total	100%	9
Mean		3.2

Skilled and experienced staff



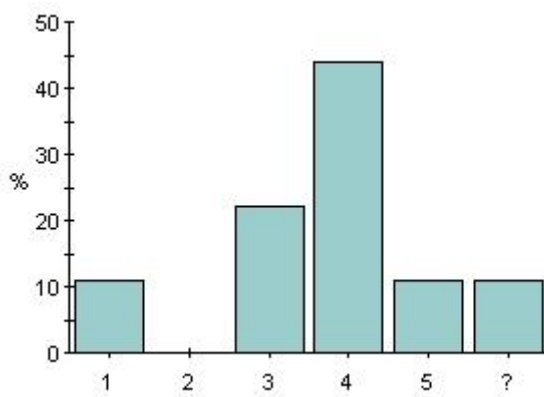
	%	#
1	11.1%	1
2	22.2%	2
3	55.6%	5
4	11.1%	1
5	0%	0
Total	100%	9
Mean		2.7

Organisational/institutional capacities



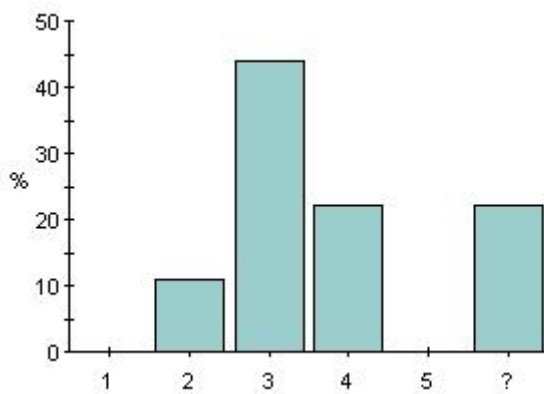
	%	#
1	0%	0
2	55.6%	5
3	11.1%	1
4	33.3%	3
5	0%	0
Total	100%	9
Mean		2.8

Corruption



	%	#
1	11.1%	1
2	0%	0
3	22.2%	2
4	44.4%	4
5	11.1%	1
?	11.1%	1
Total	100%	9
Mean		3.5

Vested interest lobbying etc.



	%	#
1	0%	0
2	11.1%	1
3	44.4%	4
4	22.2%	2
5	0%	0
?	22.2%	2
Total	100%	9
Mean		3.1

If you have comments or suggestions for other areas, then please comment here.

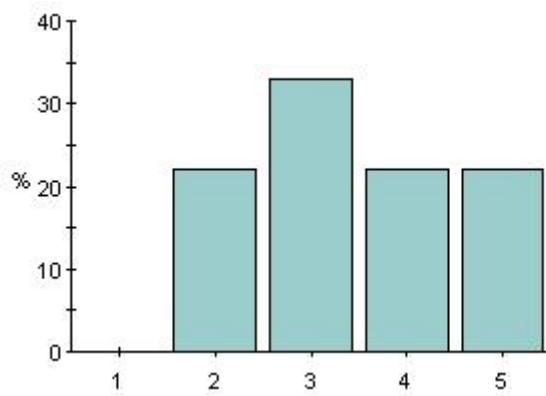
One has commented on this question

Grade = 3 (one comment)

— *Enforcement and pollution monitoring team for implementation to reduce GHG

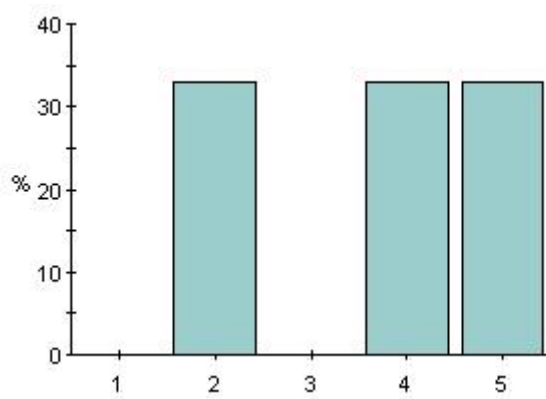
At the level of the general public / consumers

Awareness



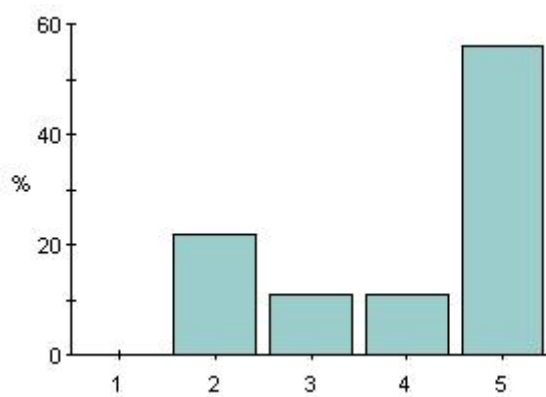
	%	#
1	0%	0
2	22.2%	2
3	33.3%	3
4	22.2%	2
5	22.2%	2
Total	100%	9
Mean		3.4

Knowledge and education levels required to understand the issues



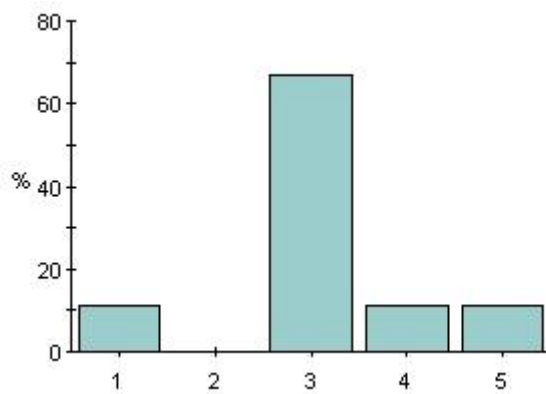
	%	#
1	0%	0
2	33.3%	3
3	0%	0
4	33.3%	3
5	33.3%	3
Total	100%	9
Mean		3.7

Financial resources, e.g. due to poverty



	%	#
1	0%	0
2	22.2%	2
3	11.1%	1
4	11.1%	1
5	55.6%	5
Total	100%	9
Mean		4

NGO activity



	%	#
1	11.1%	1
2	0%	0
3	66.7%	6
4	11.1%	1
5	11.1%	1
Total	100%	9
Mean		3.1

If you have comments or suggestions for other areas, then please comment here.

One has commented on this question

Grade = 3 (one comment)

— * Proper coordination between intergovernmental agencies * Knowledge dissemination

Questions on personal skills, competencies & learning needs

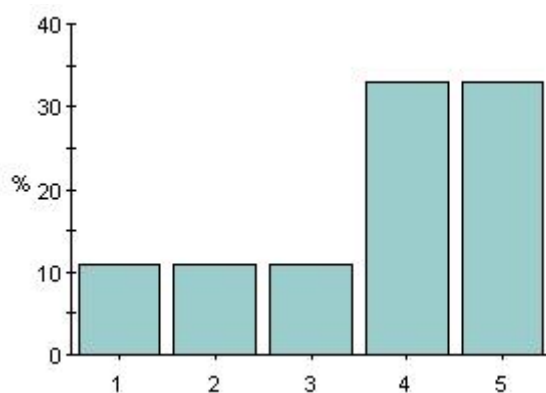
Policy Instruments

About which topics would you like to learn more to support your professional work?

Please grade the general relevance of the following areas (or your general interest in them) with 5 being the highest score.

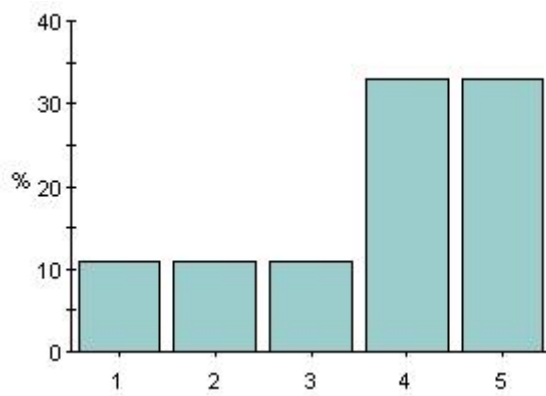
1st we address the topics in this training, then more general topics

Command and control policy theory



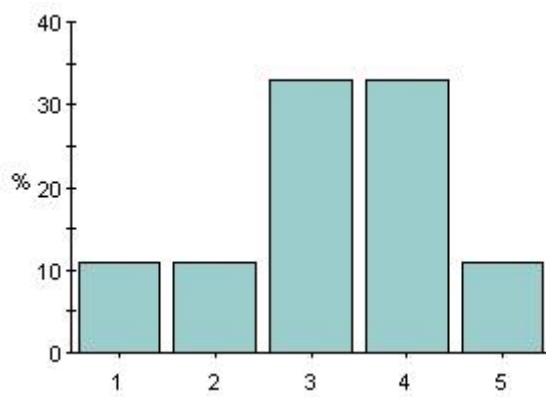
	%	#
1	11.1%	1
2	11.1%	1
3	11.1%	1
4	33.3%	3
5	33.3%	3
Total	100%	9
Mean		3.7

Economic instrument theory



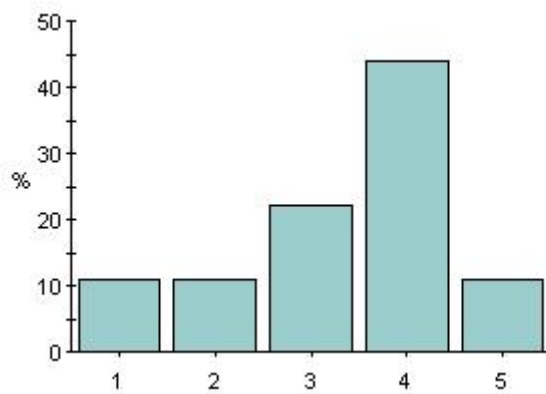
	%	#
1	11.1%	1
2	11.1%	1
3	11.1%	1
4	33.3%	3
5	33.3%	3
Total	100%	9
Mean		3.7

Informative instrument theory



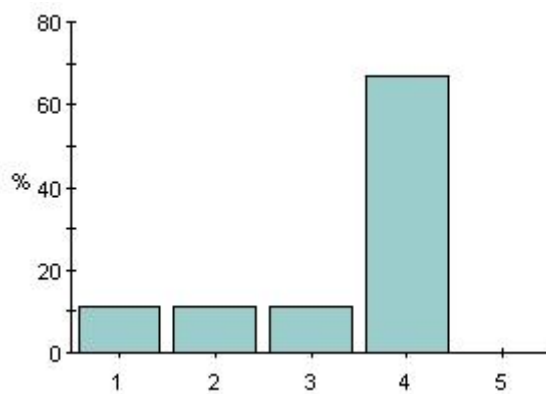
	%	#
1	11.1%	1
2	11.1%	1
3	33.3%	3
4	33.3%	3
5	11.1%	1
Total	100%	9
Mean		3.2

Voluntary agreement theoretical aspects



	%	#
1	11.1%	1
2	11.1%	1
3	22.2%	2
4	44.4%	4
5	11.1%	1
Total	100%	9
Mean		3.3

Infrastructure and public services theoretical aspects



	%	#
1	11.1%	1
2	11.1%	1
3	11.1%	1
4	66.7%	6
5	0%	0
Total	100%	9
Mean		3.3

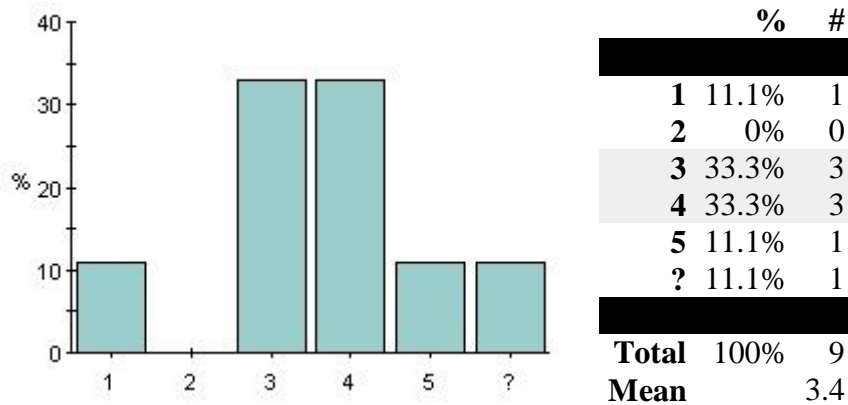
If you have any comments or suggestions, please

One has commented on this question

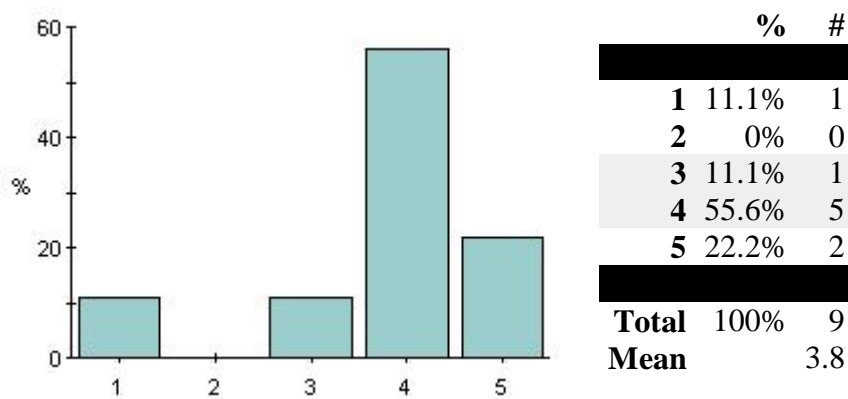
Grade = 4 (one comment)

— *To include educational curriculum in environmental related subject

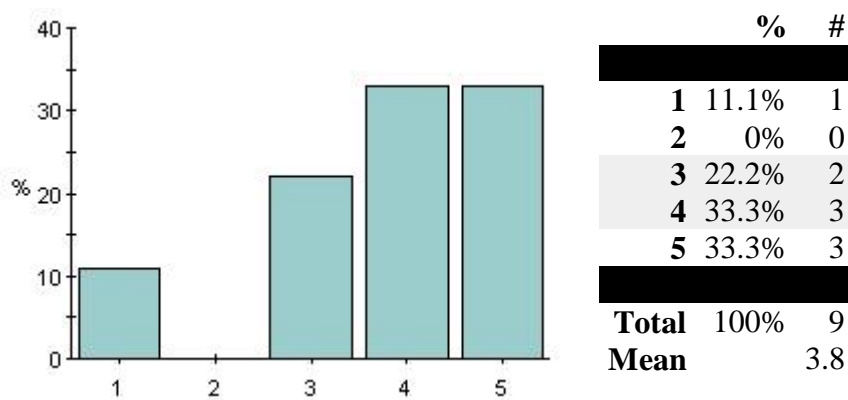
Command and control practice/case studies



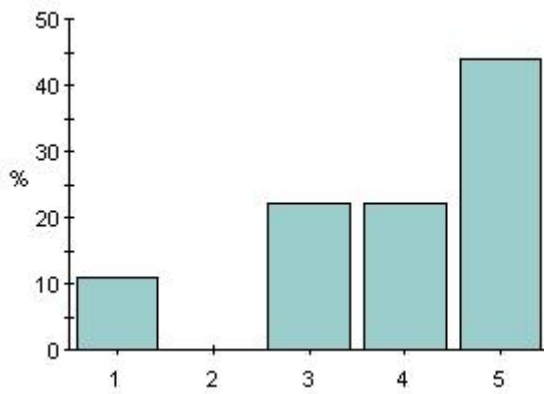
Economic instrument application case studies



Informative instrument application case studies

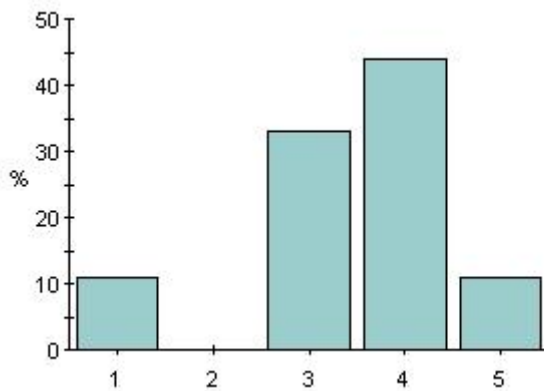


Voluntary Agreement case studies



	%	#
1	11.1%	1
2	0%	0
3	22.2%	2
4	22.2%	2
5	44.4%	4
Total	100%	9
Mean		3.9

Infrastructure and public service case studies



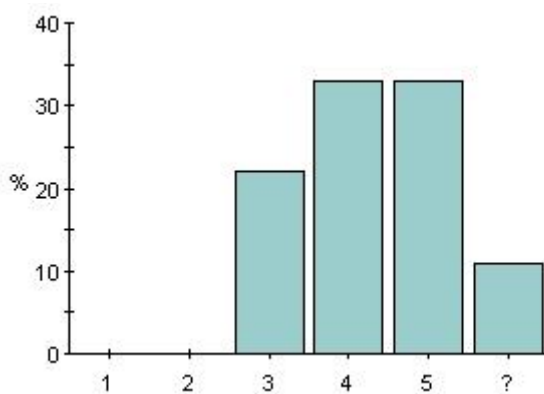
	%	#
1	11.1%	1
2	0%	0
3	33.3%	3
4	44.4%	4
5	11.1%	1
Total	100%	9
Mean		3.4

If you have any comments or suggestions, please

No comments on this question

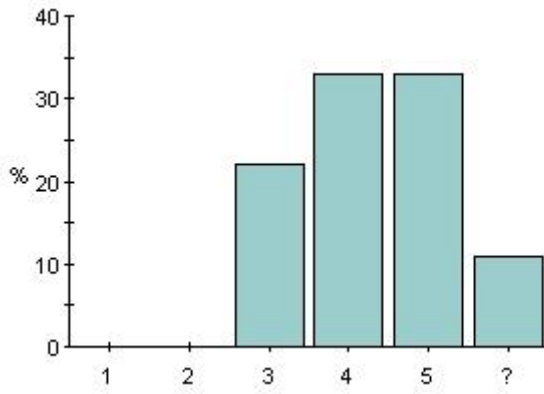
More general topics

Environmental economics



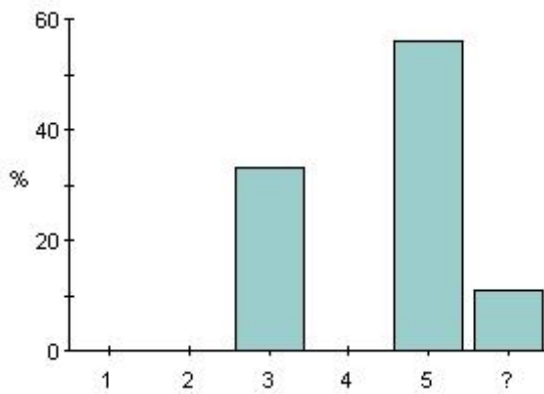
	%	#
1	0%	0
2	0%	0
3	22.2%	2
4	33.3%	3
5	33.3%	3
?	11.1%	1
Total	100%	9
Mean		4.1

Policy evaluation



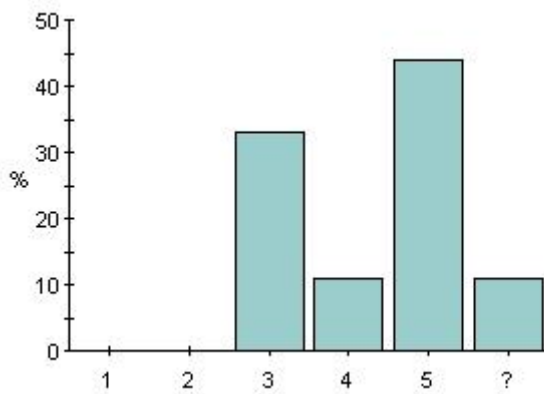
	%	#
1	0%	0
2	0%	0
3	22.2%	2
4	33.3%	3
5	33.3%	3
?	11.1%	1
Total	100%	9
Mean		4.1

Enforcement of environmental policy



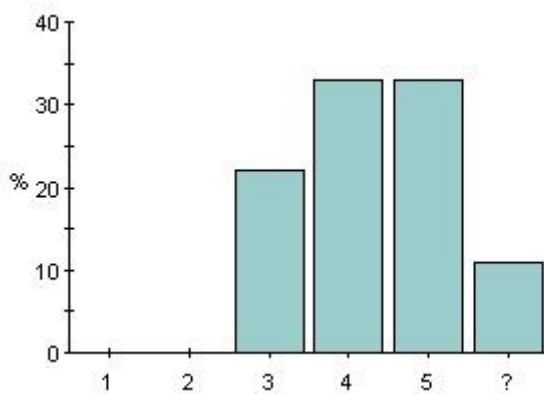
	%	#
1	0%	0
2	0%	0
3	33.3%	3
4	0%	0
5	55.6%	5
?	11.1%	1
Total	100%	9
Mean		4.2

Building and operation of environmental institutions



	%	#
1	0%	0
2	0%	0
3	33.3%	3
4	11.1%	1
5	44.4%	4
?	11.1%	1
Total	100%	9
Mean		4.1

Co-benefits of air-pollution prevention and control measures



	%	#
1	0%	0
2	0%	0
3	22.2%	2
4	33.3%	3
5	33.3%	3
?	11.1%	1
Total	100%	9
Mean		4.1

If you have any comments or suggestions for other areas then please list them here.

One has commented on this question

Grade = 5 (one comment)

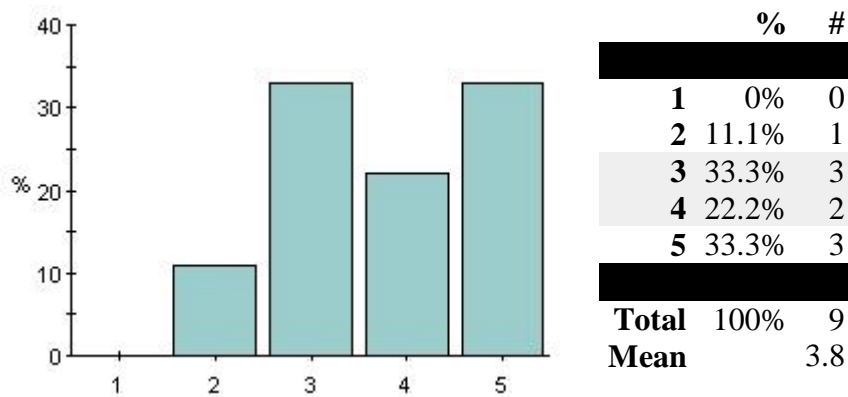
— * Enforcement strategy planning

Scenario Development

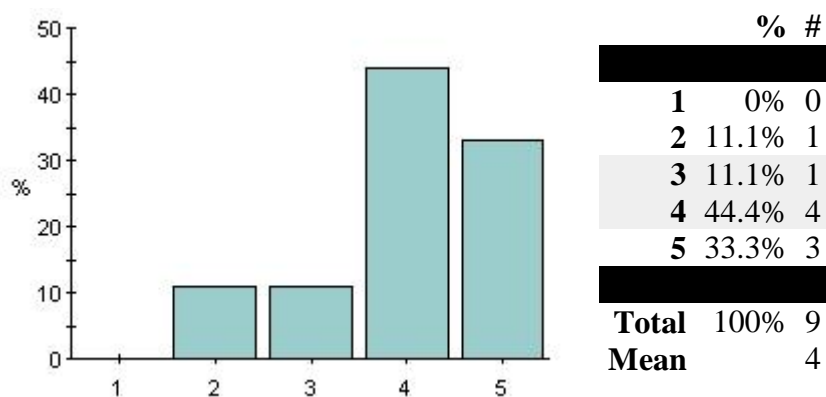
About which topics would you like to learn more to support your professional work?

Please grade the general relevance of the following areas (or your general interest in them) with 5 being the highest score.

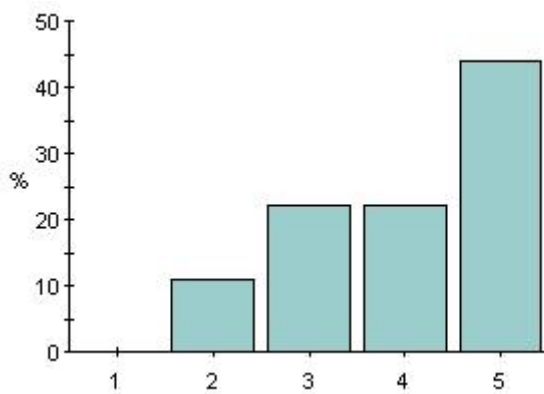
Scenario development in general



Emission scenario development in general

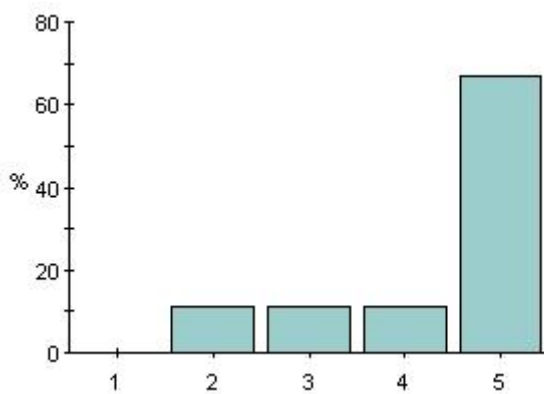


Scenario case studies



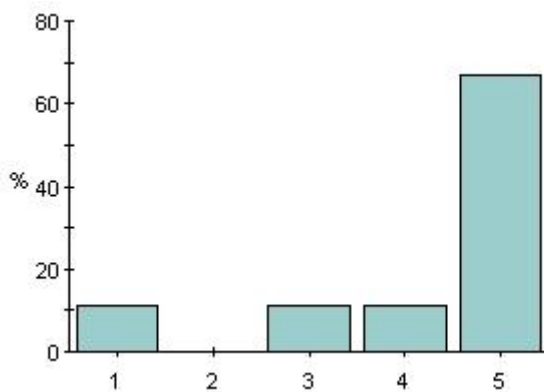
	%	#
1	0%	0
2	11.1%	1
3	22.2%	2
4	22.2%	2
5	44.4%	4
Total	100%	9
Mean		4

How to conduct an Emission Scenario



	%	#
1	0%	0
2	11.1%	1
3	11.1%	1
4	11.1%	1
5	66.7%	6
Total	100%	9
Mean		4.3

Tools and modeling approaches for emission scenarios



	%	#
1	11.1%	1
2	0%	0
3	11.1%	1
4	11.1%	1
5	66.7%	6
Total	100%	9
Mean		4.2

If you have any comments or suggestions for other areas then please list them here.

No comments on this question

Feedback on the conduct of the training workshop sessions on Scenarios and Policy formulation

In this section please grade the quality or relevance of the workshop sessions and provide any suggestions or constructive criticisms that you may have.

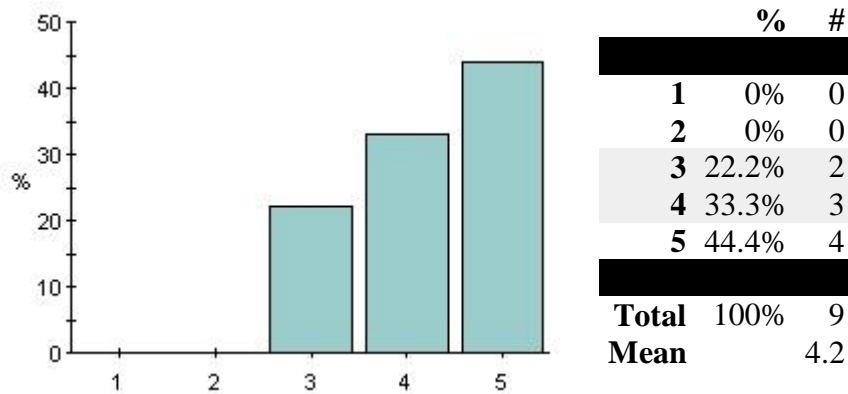
We ask to to grade how well the session delivered the general topics or

learning points that were contained within the sessions (as outlined at the start of each session).

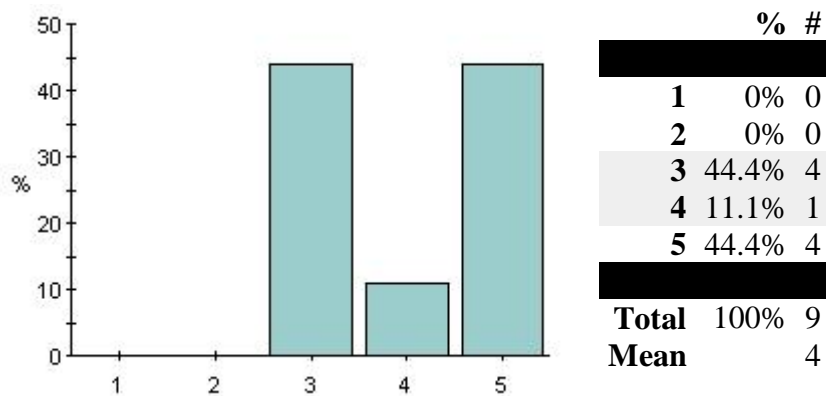
Once again 1 is the lowest grade and 5 the highest

An introduction to Scenario development

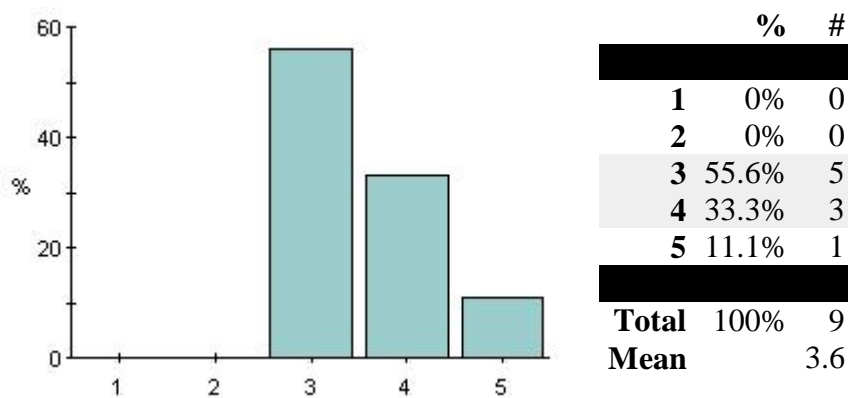
What scenarios are and their purpose



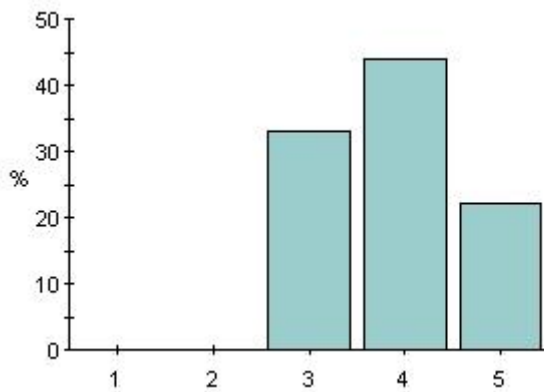
An outline of scenario types and characteristics



How the scenario development process is undertaken in general terms

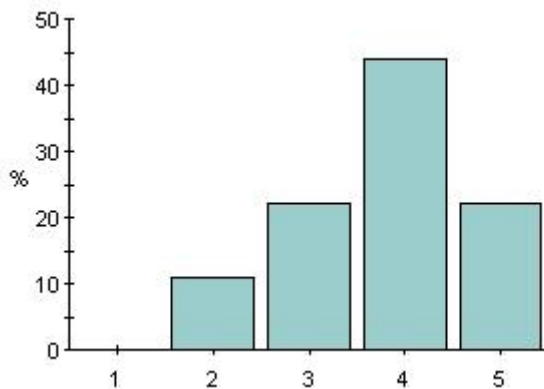


How emission scenarios are to be conducted



	%	#
1	0%	0
2	0%	0
3	33.3%	3
4	44.4%	4
5	22.2%	2
Total	100%	9
Mean		3.9

Provision of examples of scenario work that has been conducted

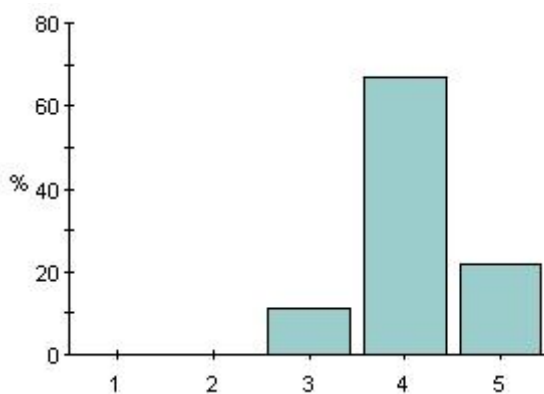


	%	#
1	0%	0
2	11.1%	1
3	22.2%	2
4	44.4%	4
5	22.2%	2
Total	100%	9
Mean		3.8

Any comments or suggestions for improvement?

No comments on this question

Please grade how useful you found the Backcasting scenario exercise



	%	#
1	0%	0
2	0%	0
3	11.1%	1
4	66.7%	6
5	22.2%	2
Total	100%	9
Mean		4.1

Please also describe what you think you learnt and any comments or suggestions for improvement you might have?

2 have commented on this question

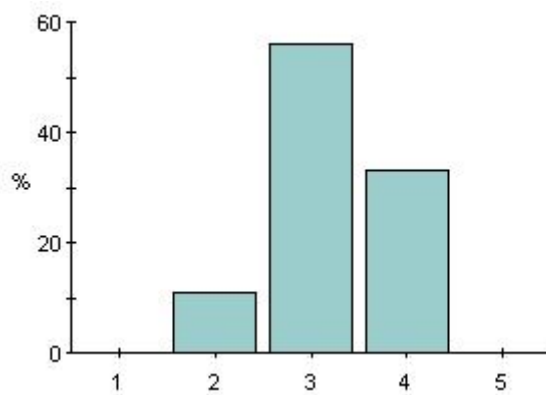
Grade = 4 (2 comments)

— From this workshop, I understood that In Bangladesh, Data availability is one of the major constraints.

— * In Bangladesh data availability is one of the major constraints

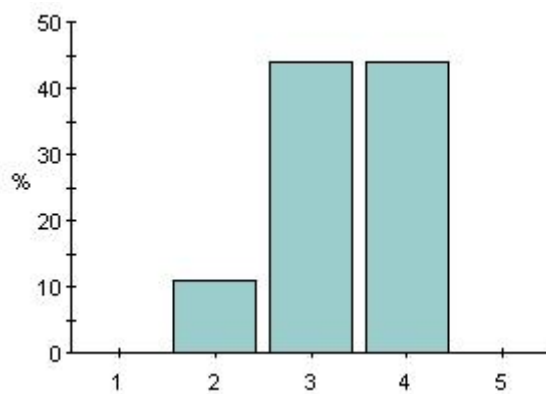
Policy instruments for air pollution prevention and control

The policy instruments that are available and how they work in general terms



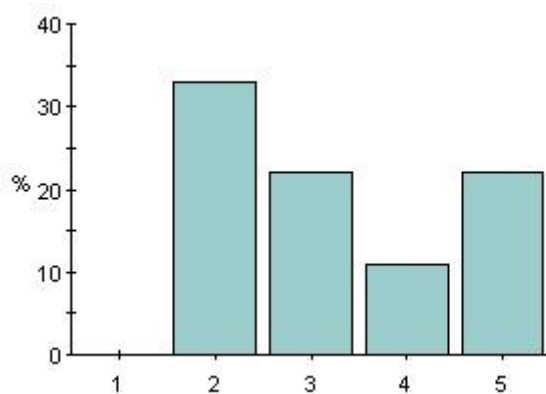
	%	#
1	0%	0
2	11.1%	1
3	55.6%	5
4	33.3%	3
5	0%	0
Total	100%	9
Mean		3.2

The criteria for evaluating the effectiveness and/or efficiency of environmental policies



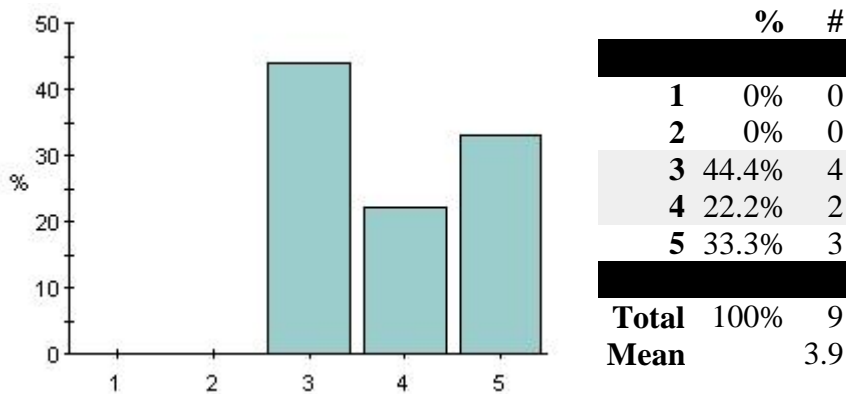
	%	#
1	0%	0
2	11.1%	1
3	44.4%	4
4	44.4%	4
5	0%	0
Total	100%	9
Mean		3.3

The general context of the Malé countries (and other developing countries) when considering policy development



	%	#
1	0%	0
2	33.3%	3
3	22.2%	2
4	11.1%	1
5	22.2%	2
?	11.1%	1
Total	100%	9
Mean		3.2

Provision of best practice examples for air pollution prevention and control



While you may remain anonymous, it would be useful for us to compare at least some answers or suggestions against you the participants. If you are willing to identify yourself, please write your name and email address here.

5 have answered this question

— jacob kurian unep rrc.ap

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— B Vinod Babu environmental Engineer, CPCB, Kolkata, India, e-mail:
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— Syed Nazmul Ahsan Research Officer Department of Environment
Bangladesh E-mail : nazmul@doe-bd.org

— Dr. Md. Abdur Razzak Research Officer Department of Environment, E-
16, agargoan, Sher-e-Bangla Nagar, Dhaka-1207, Bangladesh E-
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Contact person: Philip Peck, Philip.Peck@iiee.lu.se
<http://www.iiee.lu.se>

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