

# THE 10th GLOBAL RCE CONFERENCE

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

## ENGAGING WITH LOCAL COMMUNITIES FOR THE SUSTAINABLE DEVELOPMENT GOALS

NOVEMBER 22-25, 2016  
YOGYAKARTA, INDONESIA



REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ACKNOWLEDGED BY



UNITED NATIONS UNIVERSITY



# Foreword



Welcome to the 10th Global RCE Conference and let us all celebrate this worldwide inaugural running of the event in Indonesia. Whether this is your first event or your 10th, I hope you find it engaging, challenging, and ultimately useful in achieving a sustainable future. Here at the RCE Conference we seek to encourage the education and sustainable development. Education and sustainable development are crucial for all life. Our role is to use education and learning as tools for building a sustainable future. To contribute to the post-2015 development and education agendas, RCEs are committed to further generating, accelerating, and mainstreaming ESD by implementing the Global Action Programme (GAP) on ESD, and through these activities, contributing to the Sustainable Development Goals (SDGs). In this regard, RCEs are positioned to translate global sustainable development policy and vision into local realities and undertake actions that are sensitive to global, regional, and local context. The 10th Global RCE Conference will take place from 22 to 25 November 2016 in Yogyakarta, Indonesia. The conference is an opportunity to bring together a wide variety of stakeholders from cities, communities, governments, industry, NGOs, international organizations, and academia to discuss, debate, and launch strategies and activities that reinforce the fundamental role that education plays in achieving a sustainable future worldwide. The conference will reflect on the success, challenges, and commitment of the RCE movement towards a sustainable future.

Our aims are: 1) to identify a tangible commitment of the RCE community to effective implementation of GAP on ESD and the SDGs, 2) to share experiences and expertise as well as to discuss and launch activities that engage the community in achieving a sustainable future worldwide; 3) to formulate practical solutions of daily challenges, engaging the community for Sustainable Development towards a Resilience Society; and 4) to exhibit multi-stakeholders' contribution in promoting, implementing, and orienting global thinking to shape our future.

I must express our deep gratitude to our event sponsors and supporters. Finally, a reminder that the 10th Global RCE Conference will be held in the historical and education city of Yogyakarta, Indonesia. I join with our long-time sponsors and supporters, including UNU-IAS, in inviting you to join us in the 10th Global RCE Conference in Yogyakarta, Indonesia.

Rector Universitas Gadjah Mada,

Prof. Ir. Dwikorita Karnawati, M.Sc., Ph.D

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**01**

***Conference***

*Conference*

Day 0

## Tuesday 22nd November 2016 at Bangsal Kepatihan Yogyakarta

17.00 - 19.00

Registration

19.00 - 21.00

Welcome  
Reception

### Welcome Reception

Bangsals Kepatihan Master of Ceremony (MC): (RCE Yogyakarta)

- Opening (MC)
- Welcoming address (by representative of Vice Governor DIY) and Gusti Kanjeng BRAY Adipati Paku Alam X
- UGM: Prof. Ir. Dwikorita Karnawati, M.Sc., Ph.D - (RCE Yogyakarta)
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Gallery Java Batik – Natural indigo for all seasons  
Gallery Java Batik – Natural indigo for professional

Closing + Take photo together

### Welcome Reception

The welcome reception was held at Bangsal Kepatihan, hosted by the local government of Yogyakarta Region. The reception was attended approximately by 300 persons, which are the GRCE conference participants, representative of NGO's, local government, head offices of UGM (Rector, Vice Rector, etc), UGM's lecturer, and Yogyakarta RCE's members. Within this occasion, there were several performances, which are traditional dances and batik exhibition. The batik exhibition highlighted the design from Pakualaman Palace and Sekar Jagad using special batik processing techniques that is eco-friendly and sustainable.



*Photo of attendant after closing on day-0 10<sup>th</sup> Global RCE Conference  
in the hall of Bangsal Kepatihan Yogyakarta*



*Guests are enjoying their dinner at Bangsal Kepatihan Yogyakarta on Day-0  
10<sup>th</sup> Global RCE Conference*



*Welcoming words given by Representative of Vice Governor DIY, UGM: RCE  
Yogyakarta, UNU-IAS, and Ministry of Environment Japan.*

Day 1

Wednesday 23rd November 2016

07.30 - 08.30

Registration

08.30 - 09.30

Opening Speech  
and Remarks

09.30 - 09.50

Session 1-1

09.50 - 10.40

Session 1-2

10.40 - 11.00

Break

11.00 - 12.00

Session 2

12.00 - 13.00

Lunch

13.00 - 14.30

Session 3

14.30 - 15.00

Break

15.00 - 17.00

Session 4

17.00 - 17.50

Session 5

### Day 1, Wednesday 23 November 2016

#### Opening ceremony

The conference was started by opening ceremony firstly addressed by the UNU-IAS representative, Mr. Naoya Tsukamoto, followed by the speeches of the rector of Universitas Gadjah Mada, Prof. Ir. Dwikorita Karnawati, M.Sc., Ph.D, Vice Governor DIY representative, Ir. Gatot Saptadi. This opening ceremony was closed by the congratulatory messages by Dr. Subandi (Deputy Minister for Human and Society Development, and Cultural Affairs, Ministry of National Development Planning (Bappenas) who also officially opened the conference with striking the gong three times.



*Striking Gong as the Conference opened*

## Opening Remarks by Mr. Naoya Tsukamoto Project Director of UNU-IAS

For sustainable development. This marks our first global meeting since the commencement of the global action plan on education for sustainable development, as well as the launch of the sustainable goals. Many of you here today have already begun work on one or both of these international platforms just as many of you are continuing your own best practices and projects from our first decade of work. First, I'd like to express our sincere gratitude to our local host here, in Jogjakarta, for the tremendous support over the last eight months. RCE Jogjakarta is not only welcoming us as guest, but also as their student because they will be showcasing many of their ESD initiatives over the following three days, providing each of us an opportunity to learn from their examples. I would also like to take this opportunity to thank the ministry of Japan, for the tremendous support for this conference and the further global RCE network as a whole. It is with this support that we are able to interact as a global network at venues such as this creating a space where ideas and practices around education for sustainable development are able to be shared and transformed into workable solutions for today's sustainable challenges.

Since our last global conference Okayama at the end of 2014, 20 new RCE's around the world joined our global community. Welcome. This year in Jogjakarta we welcome representatives of over 50 RCE's from over 30 countries. Also welcome. With many more our colleagues around the world who would be eager to continue discussion with us. This year marks the first global RCE conference since the implementation of the sustainable development goals by the united nation general assembly in December of 2015. This is also our first global RCE conference since the historic Paris agreement for fighting climate challenge to protect our planet and to protect our future. As we began our work here in Jogjakarta, I wish you take time to get to know your colleagues from all around the globe. Opportunities like this are very rare to interact face to face to each other. Our experiences here over the coming days will be the basis for new projects. We can work on together to implement the sustainable development goals. In conclusion, let me wish all of you the best in our important work over the coming days and make this mark the beginning of our important work over the coming year. Thank you very much for your commitment and your passion in creating a more sustainable world. It is my pleasure, it is my sincere hope that participants here will have active discussions during the next three days and work together by creating concrete steps to achieve our sustainable future around the world.

Thank you very much.



# UNITED NATIONS UNIVERSITY



## Opening Remarks by Prof. Ir. Dwikorita Karnawati, M.Sc., Ph.D Rector of Universitas Gadjah Mada

Honorable guests, distinguished guest, ladies and gentlemen,  
Assalamu'alaikum Wr. Wb, good morning.  
Welcome to Universitas Gadjah Mada.

On behalf of the committee and Universitas Gadjah Mada, I would like to welcome all of you in this great moment and wonderful event, the Global RCE Conference, which has been started actually last night. It is our honor to have you here in our beloved city Yogyakarta. We are here to join the Global RCE Conference 2016. As most of you are already well informed, that Regional Centre of Expertise of Education for Sustainable Development (RCEs on ESD) is a regional network of existing institutions and individuals, committed to use education as a tool for building a sustainable future. The activities are contributing to the realization of the Sustainable Development Goals (SDGs). In this regards, RCE's role is to translate global sustainable development policy and vision into local realities and undertake actions that are sensitive to contexts from the local to global levels.



Ladies and gentlemen and distinguished guest.

As I mentioned last night at the dinner in Kepatihan, UGM is a university of villages and Indonesia is actually the country of villages where more than 80.500 villages exist, located under 34 provinces across Indonesia. As I highlighted last night as well that urbanization has been massively occurred since 1960 when we had 85% of the population in Indonesia move massively to the city so that in 2015 we remain have only 45 % of the population living in the village. And this seriously brings to poverty in the rural area where the poverty in the village is nearly double than the poverty in the urban area.

This is one of the most important concern of our university and I believe this is also the concern of many other universities, especially the institutions which are becoming the members of RCE.

So we have the same mission to combat poverty through education for sustainable development. And if regard the condition in Indonesia, one of the most important reason or important root problem of the poverty problem is actually education. Most of our man power or most of our productive age, which is expected to drive the economic development in Indonesia, are unfortunately still considered need to have more improvement in education level. As we have the data from the national statistics agency, that most of our labor are not graduated from high school even some of those have not yet graduated from primary school. So, this is very important for us. How to educate the people that does not have access to the university, such as through the formal education. And one of the example of such poverty that we have nearby Jogjakarta that is in Regency of Kulon Progo. According to the head of the regency, last year the poverty are actually due to lack of young productive generation. Most of the young people moved to the city, and therefore, it remained with very senior people and widows. They cannot performed such rapid development. That is why, we are very fortune here, in terms of support from the Minister of National Planning. They have been very keen to support us Universitas Gadjah Mada to develop further the poor regency in the west of Jogjakarta that is Kulon Progo, where they have lack of young productive generation.

Now we are in the process of developing our teaching industries. UGM starting next year, supported by the Minister of National Planning, as well as JICA, will be supporting us to develop teaching industries where in the teaching industry, the students from vocational schools can study there directly with improving their skills directly in the process of industry business. In teaching industry we can vocational schools to work with the production of our research output. So it is integration between the delivery process of our research output especially for medical devices, agriculture, and life protection. And during the production process, the students from vocational school can work and study instantaneously.

That is one way on how we try to improve the skills of our graduates especially from vocational school, together with the effort to reduce the import of the technology related to medical devices and life protections, because it is the fact that up to now Indonesia still import 97,2% of our medical devices from overseas.

Well ladies and gentlemen,

That is all I would like to highlight again with one simple example from the case of Universitas Gadjah Mada and I believe many of you from other institutions also have their own efforts to reduce the poverty in the global society. Again, through this conference we do hope we can have a productive conference, productive discussions in order to formulate strategic efforts to speak up the achievement of sustainable development goals.

Thank you very much.

## Welcome Remarks by Ir. Gatot Saptadi as Representative of Governor DIY

Bismillahirrahmanirrahim  
Assalamualaikum Wr. Wb  
Good morning and best wishes for all of us

Dr. Subandi from Ministry of National Development Planning, Ibu Prof. Ir. Dwikorita Karnawati, M.Sc., PhD Rector of Universitas Gadjah Mada, Mr. Naoya Tsukamoto Project Director of United Nation of University IAS (UNU-IAS) and all delegates of 10th Global RCE Conference and distinguish guest ladies and gentlemen.

We would like to thank your present here and praise the Lord for the blessings and mercy so that we can get together here today in good condition. On behalf of government and government of Yogyakarta Special Region, we wish you to lovely Yogyakarta city and we hope to equate and conducive atmosphere of Yogyakarta can support of the activity. And then I would like to apologize the governor of Yogyakarta Special Region, Sri Sultan Hamengkubuwono X, could not attend in this event together with you all and he pointed me to represent him. Further, I will read the remark from the governor of Yogyakarta Special Region is follows.

Praise the Lord for the blessings and mercy so that we can get together here today in good condition. On behalf of the government of Yogyakarta Special Region, I would like to welcome all of you which have been present in this event in Yogyakarta City. I hope this event will proceed well and then will produce implementation activities of steps and strategies that strengthen the fundamental role of education in achieving a sustainable future.

Distinguished guest, we realize the fact that sustainable development not only gives many positive impacts, but also it gives negative impacts. One of the negative impacts is environmental damage in some places because the action of excessive exploitation of natural resources. Therefore, implementation of development should consider the negative impacts. The development process should notice and preserve the ecosystem so there will be not resulted in losses of human life on local as well as global region. The concept of sustainable development is as a response to balancing the needs of economic and social progress with concern for the environment and preservation of the natural resources while this sustainable development can be achieved through education, because education is a medium to change human perception, attitude, and behaviour. Values of Education for Sustainable Development already covered in the rule of law. Although explicitly visible, constitution number 20 in 2003 about national education system already mandate that national education serves to develop the ability and character development of the nation's dignity civilization in the context of the intellectual life of the nation. The purpose of national education is to form an Indonesian intelligent beings, comprehensive, and competitive which including spiritual, emotional, and social savvy, intellectually smart, and intelligent kinesthetic. All aspects of the educational task that it is necessary in order to synergize the economic, social, cultural and environmental aspects in the process and exploit natural resources, thus the development of human resources in Indonesia should be the center of sustainable development. Sustainable values in Indonesian human being needs to be early anticipated and responded to face challenges over times.



Distinguished guest, another assertion that is the united of nations in the general assembly session 57 in 2002 also declared that the period of 2005-2014 as a decade of education for sustainable development, and the goal is to integrate the principles of sustainable development values and practices into all aspects of education and learning. This effort is expected to encourage change attitudes that can lead to a sustain future and the integrity context, economic development environment, a fair and equitable community for present and future generations.

Thereby all that I can say at this meeting that is the conference expected can bring very good result and helpful towards the future. May God Almighty bless us All.

Those are the sum of my speech. I hope this conference can be done smoothly, safe and beneficial. Should the participant still have time, please to enjoy the beautiful of Yogyakarta City.

Thank you.

Wassalamualaikum Wr. Wb

Gubernur Daerah Istimewa Yogyakarta  
Sri Sultan Hamengkubuwono X

**MINISTRY OF NATIONAL DEVELOPMENT PLANNING/  
NATIONAL DEVELOPMENT PLANNING AGENCY**

**Congratulatory Messages by Deputy Minister for Human and Society Development,  
and Cultural Affairs**

Excellency Rector of Gajah Mada University, Distinguished panelists and guests, Ladies and Gentlemen, Very Good Morning, Assalamualaikum Wr Wb

First of all, let us Thank God Almighty, that by His Grace we can all gather here today. It is an honor for me to be here with you this morning at the occasion of the Global RCE Conference. My congratulation goes to the organizing committee and the host, Gadjah Mada University for organizing such a great and important event. I understand that this is the 10th conference after nine other similar conferences that were held in different countries worldwide. This time is Indonesia's privilege to be a host of such an important event gathering experts from different countries. Distinguished Ladies and Gentlemen,

Allow me to share with you all of this session on the issue of Sustainable Development Goals (SDGs), and begin with elaborating the development achievements of the Millennium Development Goals (MDGs) in Indonesia. As we all know, the MDGs was formally declared in 2000 by 189 member countries of the United Nations as a commitment of all the countries to improve the welfare of people. The Declaration committed nations to a new global partnership to reduce extreme poverty, and sets out a series of eight time-bound goals - with a deadline of 2015. Indonesia has successfully achieved 49 out of the 67 indicators of the MDGs by the end of 2015. As the biggest archipelagic and the 4th most populous country in the world with vast diversity in culture and geography, Indonesia has successfully achieved most of the MDGs indicators as compared to other Asia Pacific countries. However, there are some targets that are still considered as unachieved, that include:

- Poverty reduction with national standards (US \$ 1.25 per capita per day). We still have to improve poverty reduction program, especially in the implementation of social assistance and protection programs based on household/ family/individuals
- Reduction of maternal mortality rates. We need to ensure a consistence continuum quality care and decrease high level of total fertility rate.
- Decreasing HIV and AIDS prevalence. Various programs to prevent and curb this disease must continue to be addressed, such as the low public awareness of knowing as one's HIV status, and strong stigma and discrimination suffered by people with AIDS in society.
- Decreasing the prevalence of children under the age of five with malnutrition. Efforts to improve adequate access to various kinds of food to increase food availability and accessibility focus on food insecurity and poor families, as well as adequate awareness of the community on clean and healthy lifestyle, needs to be continued.
- Increasing the proportion of households with sustainable access to water and basic sanitation in rural areas. We need to ensure sufficient capabilities in providing services of prime quality, ability to create demand especially for sanitation, increase community awareness about sanitation problems, and involvement of private sector to provide water supply and sanitation.



The non-accomplishment of some of the MDGs targets in Indonesia is an unfinished agenda of the implementation of future development for Indonesia. The next main challenge becomes the national development agenda, by emphasizing on the achievement gap among provinces and districts / municipalities as well as among social economic status. Another quite important challenge that can be mentioned is limited resources, not only from Non-State actors, but also the non-inclusion of resource mobilization from businesses and communities. Also, it is necessary to further improve the database of the MDGs indicators at the district and city levels. All this time it is felt as if the implementation of the MDGs is more top-down from the government. Therefore, in the future adequate communication strategy and advocacy to different stakeholders at national and sub-national level is required.

Besides that, SDGs emphasizes human rights to ensure no discrimination to poverty alleviation in all of its dimensions and applies the inclusive principle in the midst of the government, civil society, philanthropy, business, and academia, and specifically focuses on the disabled and the vulnerable. One very ambitious target is where the MDGs target only "halving", while SDGs targets are to accomplish the setting of all indicators to zero. SDGs not only cover those goals but also the means of implementation to ensure and enable the achievement of all the Goals. To manage the implementation as well as to monitor SDGs, Indonesia has clustered the 17 goals, 169 targets and 241 indicators of SDGs into four (4) pillars. Implementation and grouping of the 17 goals is referred to as localizing SDGs in Indonesia. The four pillars refer to the three dimensions of Sustainable Development which are social, economic and environmental development, plus one pillar that covers Goal 16 and 17 on Law and Governance, while the Means of Implementation for SDGs is spread across four pillars.

Four platforms of SDGs are established in Indonesia to adopt the SDGs' inclusive principle. These platforms consist of Government and Parliament, Academia and Expert, Philanthropy and Business, and Civil Society Organizations and the Media. Each platform has specific but interconnected roles. The Government, both at national and sub-national levels have roles on developing Policy and Regulation, formulating Planning and Allocating the Budget, execute implementation as well as Monitoring, Evaluation and Reporting. While the functions of the House of Representatives are to oversee the SDGs' budget, conduct implementation and monitoring.

The other important stakeholders are Academia and Experts. Their contribution for implementation of SDGs in Indonesia are based on their main function in educational areas, namely to integrate SDGs into the teaching and learning process, conduct research and implement SDGs as part of community service programs. The third stakeholder is Philanthropy and Business, to advocate SDGs within business sectors, facilitate and implement the program, as well as capacity building, and funding support. The fourth main non-state actors that also play an important role is Civil Society Organizations and the Media. CSOs and the media will disseminate and advocate SDGs, build community awareness, promote program facilitation and implementation, perform capacity building, as well as conduct monitoring and evaluation

Distinguished ladies and gentlemen,

Indonesia has prepared some important steps for implementing SDGs. Our commitment in implementing SDGs begins with the "mainstreaming of the 2030 Agenda" in the National Medium Term Development Plan for 2015-2019. The next big task is to perform the alignment of SDG targets that will be adopted in the Indonesian development plan in a measurable manner and can be monitored.

As a reflection of the highest commitment and leadership of the President of the Republic of Indonesia to implement SDGs, a Presidential Decree has reached the final stage for enactment. The Minister of National Development Planning, has been assigned as the Coordinator of the National SDGs implementation, which consists of a Steering Committee, Implementation Team, the Technical Working Groups and Expert Panel. The Ministry of National Development Planning coordinates the formulation of SDGs Roadmap as a planning document of strategic steps to achieve SDGs 2016-2030; the National Action Plan as a five-year planning document to implement activities directly and indirectly to achieve SDGs and facilitate the formulation of Sub-National Action Plans as a five-year planning document.

The readiness of Indonesia in implementing SDGs as a transition from the MDGs has currently attracted world attention. I am proud to convey in this forum that Indonesia was asked to share its experience in implementing MDGs that leads up to SDGs in UNGA Side Event Meeting in September 2016, because Indonesia is considered quite advanced in this matter. Indonesia's commitment to SDGs is apparent through the appointment of the Ministry of National Development Planning as the National Coordinator of SDGs Implementation. Through the coordination from the Ministry of National Development Planning, Indonesia is capable to mainstream nearly 100 out of the 169 global targets of the SDGs in the national development planning. The SDGs targets that are already in line with Indonesia's national priorities, among others, are poverty reduction, enhanced food security, education, good health, energy security, acceleration of manufacturing industry, improved labor competitiveness, water security, climate change adaptation and mitigation, enhanced law enforcement and foster transparent and accountable government.

Distinguished Ladies and Gentlemen

One of the difficult challenges felt that lies ahead, is how to build a comprehensive database to ensure that no one is left behind. We have to set up more than 240 SDGs indicators that is fourfold bigger than the MDGs. Besides that, each indicator has to be disaggregated, such as by gender, age group, geographic location, income level, disability, and migration status that may require data innovation which are not yet available in our Data System.

Before I conclude my remarks, on this occasion I would like to express a very important matter, why Indonesia has given such great attention to the implementation of the SDGs. We should not just wait for a target that is expected to occur. If we expect on just the outcome of what we are doing, then any development model will not meet with much success or be less successful. However, what's more important is that we have to guard the work process to achieve the target we want, together. In the implementation of SDGs, this "process" becomes very important because the process here requires all of us to be involved. No one left behind. Involving all parties in a process means establishing trust between all parties. With the formation of mutual trust then a democratic process has proceeded to become a development foundation that ensures success. I highly believe that the democratic process and accomplishment of sustainable development are two inseparable things, like two sides of a coin.

Distinguished Ladies and Gentlemen,

Finally, I would like to express appreciation to the speakers and panelists, as well as participants of this forum to share experiences and visions to better implement SDGs. I wish we could bring valuable knowledge and insights from this forum to continue our good work and partnerships to ensure the achievement of SDGs. Indonesia is open for other countries to learn from our experiences, as we are also open received insights and lessons learned from other countries. We are also open to develop and expand our international cooperation in a bilateral, multilateral or through international agencies as a platform to ensure the achievement of SDGs.

Once again, I congratulate the organizer and I wish all participants an enjoyable and fruitful discussion.

Thank you.

Wassalamualaikum Wr Wb.

Jogyakarta, November 22nd, 2016

Deputy Minister for Human and Society Development, and Cultural Affairs

Subandi Sardjoko



# Session 1.1 Introductory Session

*By Zinaida – UNU IAS*

Good Morning Family, Selamat Pagi.

The presenters of the first session already give us all the insights of meaning of ESD's link local, national and global aspirations.

I shall be talking about all of our activities, orientations of all the regions. I will be looking at

- Regional highlights
- Engagement of the RCE's Community in global sustainability processes,

Aspirations for development, indicate opportunities, ambitions to push forward from this point on.

There 148 members-strong community that are distributed along all 5 continents.

## Regional Centres of Expertise on Education for Sustainable Development



My next point will be going region by region, continent by continent, highlighting what have happened in various region started with Africa.

In Africa, we have 32 RCE's and 10 new candidate applicants appending.

The activities that I will refer are within the year of 2015 and 2016 since we had not yet have the chance to review the activities. African RCE Conferences & Meetings

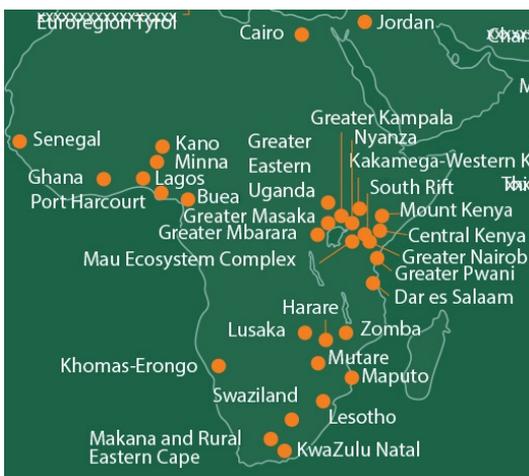
- 5th African RCE Conference held in Entebbe, Uganda on 14-16 October 2015.
- 6th African RCE held in Nairobi, Kenya from 24th to 25th October, 2016

And here we have lovely faces of the colleagues from Africa, a big representation of the Africa region in this year conference, strong, massive, vocal, wise, creative community. Thank you very much.

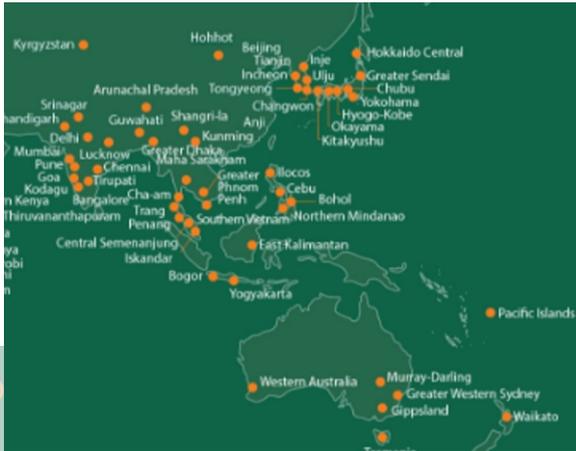
In here is a session of youth, the youth panel which is taking charge and meeting during the RCE's conference here. In addition, to the meeting among ourselves, RCE is actively contributing to various regional meeting for example, the TICAD VI side event held during 6th African RCE Conference and the RCE Minna in collaboration with RCE Grand Rapids organized the First Virtual Youth Conference in Africa in August, 2016. Here, it was organized the first virtual youth conference in Africa. Strategic Directions for African RCEs are a few very important points.

- Contribute to international sustainability processes and UN debates through policy-relevant research and capacity development. It is really realization that we need to push and aligned our actions toward ambitions as the G's as well as the Gap, we need to strengthen capacities of African RCEs to deliver the SDGs through ESD and effective reporting.
- Strengthen governance mechanisms to better coordinate ESD/SD learning and actions within the RCE Community. Aligned our ambitions a bit stronger and systematically with global debates.
- Align RCE work with NEPAD and Agenda 2063 priorities.
- Empower youth as change agents. Youth in Africa are quite active.
- Strengthen competencies and capabilities to undertake collaborative and community-engaged research in ESD.

Finally, what is quite important, Africa's RCEs to align its activities with development agenda of Africa as well, so this nearby Agenda of Development of 2063 are bring priority processes and plans to be aligned.



### Africa RCEs



This brings us to Asia-Pacific RCEs. It is the biggest community of 53 RCE's. All sub-regions and sub-continent are very welcome and thank you for having us here. Particular send goes to RCE's Yogyakarta, which brought us here in beautiful traditional building.



#### 2015 AP RCE Regional Meeting:

- The 2015 Asia-Pacific Regional Meeting was hosted by RCE Cebu, Philippines on 5-6 March in conjunction with the International Conference on Environment and Rural Development (6th ICERD) hosted by RCE Bohol, Philippines.
  - AP RCEs formed a Coordinating Committee comprising volunteers from RCEs in the region to coordinate collaborative initiatives of the AP RCE community.
- AP RCEs discussed collaborative projects according to established focus themes – Youth, Community, Schools, Biodiversity, and Disaster Risk Reduction.

### 2016 AP RCE Regional Meeting/ IPBES Workshop:

- The 2016 Asia-Pacific Regional Meeting was hosted by RCE Cha-am, Thailand on 30 June in conjunction with the International Conference on “Climate Change, Biodiversity and Ecosystem Services for the Sustainable Development Goals: Policy and Practice (ICCCB)” held from 27-29 June.
- AP RCEs discussed collaborative projects by creating regional action plans on the themes of Community, Youth and Schools, and Higher Education, which led to discuss concrete regional action plans focused on GAP and SDGs.
- AP RCEs continues to have a Coordinating Committee to coordinate collaborative initiatives of the AP RCE community.

The Intergovernmental Platform on Biodiversity and Ecosystem Services (IPBES) Capacity Building Workshop on Policy Support Tools was held from 1-2 July.



## Asia-Pacific RCEs

### Inter-RCE Collaboration:

- RCE Tongyeong is initiating regional collaborations through the Sejahtera Centre.

Student exchanges (RCE Tongyeong & RCE Greater Western Sydney, RCE Tongyeong & RCE Kitakyushu)

RCEs were invited to the 8th Tongyeong International ESD Forum 21-22 October 2016.

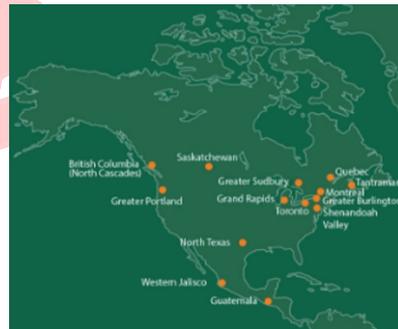
- RCE Penang is initiating a joint research project with RCE Greater Phnom Penh and RCE Southern Vietnam titled as “Teachers' ESD Competency through Participatory and Action Learning Approaches in Malaysia, Vietnam and Cambodia.”
- RCE Okayama is organizing Okayama ESD Award to contribute to showcasing and promoting ESD within Japan as well as in the world. RCE Yogyakarta won the Global ESD Award in 2016.

### Engagements with Global Sustainability Processes:

- > Linking AP RCEs with ProSPER.Net activities
- Encouraging RCEs to participate in ProSPER.Net's Young Researchers' School, Leadership Programme, Joint Research Projects among higher education institutions of the network
- > Strengthening ties with UNU-IIGH (International Institute for Global Health) for the regional network
- Encouraging RCEs to take part in events organized by UNU-IIGH such as the Urban Thinkers Campus, which was about realizing sustainable urban development in the interest of human health and wellbeing, initiated by UN-Habitat

## America RCEs

- > The 2016 Americas Regional Meeting was hosted by RCE Curitiba, in Brazil from the 19th-21st of October.
- > 10 RCEs from 8 different countries showcased their work from the previous year, highlighting work on education and community engagement initiatives.
- > 9 of the RCEs in the region created action plans for their individual RCEs, specifying ties to GAP Priority Action Areas and the Sustainable Development Goals (SDGs)
- > SDGs that were prioritized for the region included:
  - > Goal #4: Quality Education (7 RCEs have this SDG listed as a priority)
  - > Goal #11: Sustainable Cities and Communities (6 RCEs have this SDG listed as a priority)
  - > Goal #17: Partnerships for the Goals (6 RCEs have this SDG listed as a priority)
  - > Goal 12: Responsible Consumption & Production (5 RCEs have this SDG listed as a priority)



### Inter-RCE Collaboration:

- > RCE Grand Rapids continues to provide support to the Youth Virtual Conference, this year assisting the African Youth Network in hosting its first virtual meeting
- > RCE Lima-Callao is coordinating the creation of a joint degree program among universities in Latin America which will highlight how traditional knowledge systems can contribute to sustainable development.
- > RCE Bogota and RCE Western Jalisco are interested in piloting an inter-RCE exchange in the Americas, and idea discussed for sometimes, which would allow university students and teachers to visit another RCE and learn about ESD and the implementation of SDGs in the host region.

### Next Steps:

- > RCEs present drafted an Action Plan on Joint Activities for the coming year; the Plan highlights increased communication between RCEs in the region as a desired outcome
- > An open call for the RCE Americas Regional Meeting 2016 will be held shortly; RCE Quebec has already expressed interest
- > One idea held at this year's Americas Conference was to hold the next regional meeting back to back with a youth workshop on sustainable development, where local youth and those visiting from other RCEs could work on a SD project to benefit the host community
- > Mechanisms for enabling this will need to be discussed by next year's host and the RCEs of the region
- > Attendees expressed their desire to find a mechanism to offset their carbon emissions for next year's conference, including tree planting in the host community or offsetting through forests in their home communities.

## Europe RCEs

- > Large portfolio of work ranging from holding informational and training events to integration of ESD/SD competencies into organisational work and in policies (at the national and local levels)
- > connection to the SDGs and to GAP, multidisciplinary, relevance to more than one SDG
- > Nearly all of the projects involve schools and the informal educational sector.
- > Many projects on curriculum development – shift projects to processes and structures

Meeting of the European RCEs, London 22nd-23rd June 2016: - 45 representatives from 17 RCEs.

- > Refugee paper
- > Across-national engagements in UK, Sweden and Germany
- > Brilliant Poster presentation
- > Nomination of two RCE communicators

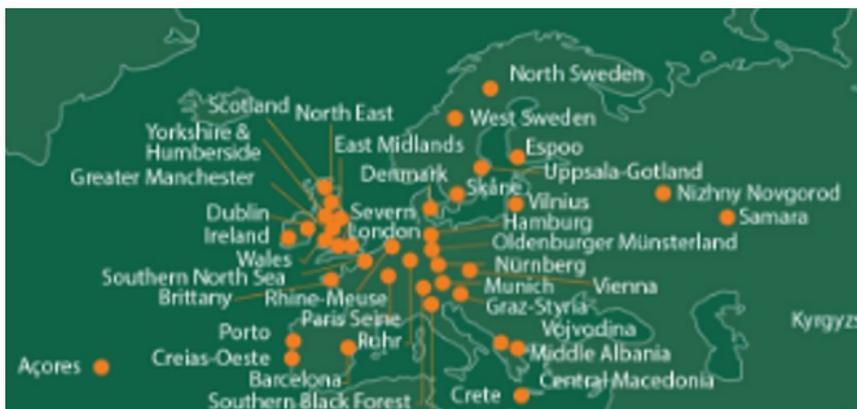
*Next European RCE meeting 2017 - hosted by RCE Ruhrgebiet, back to back to the fair „FairFriends“ – co-organized by RCE Ruhrgebiet, RCE Oldenburger Münsterland*

Topics for collective actions:

- > Forced migration and refugees. A position paper is prepared and project ideas are explored
- > Discussion was held on the work of RCEs in relation to the SDGs and the GAP
- > Idea of (Sustainable) TVET Conference
- > Finding synergies with Transition Town movement
- > Food as RCE Wales and other offers
- > Curriculum development as ongoing projects show (CASE; MetESD; OPEDUCA; ACE Wild)

Collaboration:

- > Identifying a status of European RCEs and strengthening the continental collaboration. Therefore two communicators were appointed.
- > Deepen the communication with UNU-IAS (publications, resources, ...)
- > Looking for synergies across Europe and on national level with other multi-stakeholder-networks (like the Baltic sea and Black Sea Circle Consortium network)



## Some insights into Thematic and Strategic Activities

### **Climate change** – regional actions

- > RCEs are engaging with teaching training and curriculum design for climate change education – in all regions
- > Action learning projects around climate change involve tree-planting/reforestation, work with alternative technology, on-campus activities
- > Most engagement with climate change policy among RCEs is at city or sub-national level;

### **Climate change** – engagements with international processes

- > RCEs Waikato, Iskandar, and Skane attended the Climate Chance meeting in Nantes, France - an international gathering of non-state actors seeking to help implement climate action
- > Cities and sub-national governments were both stars of COP21 as well as Climate Chance – this is where the action to implement the Paris Treaty is largely coming from, and RCEs should be engaged with this.

#### *In plans:*

- > Exploring capacity development actions for RCEs engagement; alignment with ongoing activities of some major groups (e.g. cities and youth)

### **Higher Education**

- > Big emphasis on the work with departments of education on with teacher education programmes.
- > Some RCEs show very good practices by engaging HEIs and communities, eg. RCE Portland, RCE Curitiba, RCE Yogyakarta.

### **RCEs and work of the Higher Education Networks**

- > Linking AP RCEs with ProSPER.Net activities: Encouraging RCEs to participate in ProSPER.Net's Young Researchers' School, Leadership Programme, Joint Research Projects among higher education institutions of the network Engagement of Copernicus Alliance with RCEs.

#### *In plans:*

Stronger alignment of RCE work with substantive work of IAU, ProSPER.Net, AASHE, Copernicus Alliance

### **Assessment**

- > Hybrid Assessment Methodology is developed
- > A number of RCEs are getting ready to engage in the assessment processes

#### *In plans:*

Create and facilitate a processes that would make assessment form one time exercise into on-going assessment-driven process of learning and documenting

### **Biodiversity and TK**

#### *In plans:*

- > CBD-COP-13 side event on ESD and biodiversity 9th Dec, Cancun, Mexico 2016
- > IPBES 5th Plenary 2017, Bonn
- > IPBES Capacity Building programs for RCEs - 2017

### **Health**

- > Collaboration with UNU International Institute of Global Health (IIGH) in various events
- > Urban Thinkers Campus – Cities and Health, Malaysia, 2016
- > Planetary health side event at UNEA-2, Nairobi, 2016
- > ASEAN Biodiversity Conference – Thematic session on Health
- > Closer links with UNU-IIGH
- > Health policy report – Nearing completion – 2017

### **Youth**

- > YUVAMeet, Delhi - 2015
- > Africa Youth Virtual Conference (RCE Minna), 2016
- > Youth sessions at RCE regional conferences
- > Youth fellowships nominations for IPBES
- > ESDG youth conference, Ahmadabad, 2016 (Indian RCEs led by CEE participated)

### **Sustainable Consumption and Production**

- > A large number of RCEs is engaged with SCP activities
- > A number of RCE stakeholders are a part in the 10YFP global coordination processes
- > Across-RCE collaboration on sustainable and locally –driven TVET
- > In plans:
- > Focused learning from RCEs engagement with SCP and livelihood strategies

### **Biodiversity and Traditional Knowledge**

- > International Community to Community Learning Exchange and workshop on Access and Benefit Sharing (ABS), Bangalore, India 2015 – RCEs from Africa and India participated
- > United Nations Environmental Assembly (UNEA) – high-level event on Biodiversity and Health – Statement of Biodiversity and Health
- > IPBES first Capacity Building Forum, Dehradun , India 2016 – Two RCEs participated
- > IPBES Orientation Workshop, side event at Asian Pacific Regional RCE conference, 2016
- > Resource institution in IPBES Capacity Building Taskforce and Indigenous and Local Knowledge Taskforce (UNU-IAS)
- > MoU in progress with IPBES and UNU-IAS



### Global Action Programme on ESD

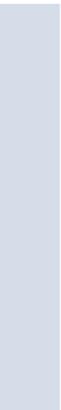
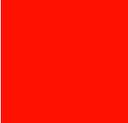
- > RCEs are engaged in strategic planning of GAP at the national level
- > A number of RCEs are members of the Multi-Stakeholder Partner Networks under five Priority Areas of GAP

#### *In plans:*

- > Contribution of RCEs into the capacity development process at the sub-national level – GAP priority area 5
- > Strengthening Partnership with the IPBES Secretariat, 10YFP, ASEAN Secretariate, IAU and other networks of universities
  - Building capacities of RCEs on the mechanisms, tools, policy development processes;
  - RCE Learning cases to be used for ASEAN+3 Leadership Programmes on SCP and other leadership programmes
- > Form concrete joint projects among RCEs contributing to the GAP and SDGs based on the regional action plans.
- > Build a follow-up and monitoring mechanism for RCEs for joint projects run by RCEs themselves.
- > Follow-up with RCEs interested in implementing an RCE Assessment

### Overall focus

- > Capacity development
- > Research and documentation
- > Systematic engagement with global sustainability processes towards SDGs



# Session 1.2

## Strategic Discussion Part I

Transformation and Change Through Education

by:

**Dr Zinaida Fadeeva** (facilitator)

**Dr. Daniel Babikwa** (RCE Greater Eastern Uganda)

**Dr. Carolina López** (Candidate RCE Borderlands México-USA)

**Prof. Rob O'Donoghue** (RCE Makana and Rural Eastern Cape)

**Prof. Akpezi Ogbuigwe** (Regional Adviser to RCE Community in Africa)

*"It is through co-engaged learning of RCEs addressing a host of problems of particular regions, that competences become capabilities. In other words, the RCEs give competences an opportunity to be re-enacted towards transformation while addressing the regional challenges in a holistic manner. Focus on these competences, if taken in the context of learning and with a clarified philosophy of change behind it, might help to avoid compartmentalization resulting from a focus on narrowly defined topics and bring forward synergies in the areas of SD." (10 Years of RCEs, 2014)*

*"Transformation is change that is profound, radical, and sustainable; change that fundamentally and indelibly alters the very nature of something. Not all change is or should be transformational." (R. Gass What is transformation? Social transformation project, [www.stproject.org](http://www.stproject.org))*

*"Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awareness, our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy" - Edmund O'Sullivan*



# SUSTAINABLE DEVELOPMENT GOALS



The SDGs should be read within the self-determination principle of cultural / individual dignity and a right to thrive as diverse human cultures.

Here ESD will need to be framed to include:

- Healing of the physical, spiritual, psychological and social wellbeing of situated, intergenerational collectives.
- Decolonizing actions with tools and strategies for countering sustained processes of current modernist and earlier colonial dominance and exclusion.
- Mobilization of knowledge practices on local matters of concern and sustainability practices for the common good.
- Transformation through civic action at the collective level of socio-economic and ecological wellbeing.

(Adapted Smith, 1999 p117)



**Note:**

These qualifying additions reframe many of the SDGs as reflexive processes of co-engaged socio-cultural re-orientation following an expansive period of colonial and modernist exclusion in Africa.

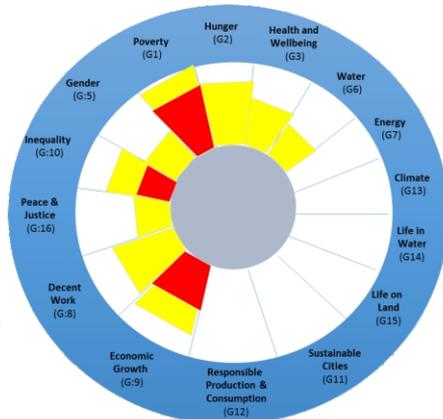
We have a shared Inclusive, quality education for all (G:4) responsibility in RCEs to **engage matters of concern: living together in diverse socio-cultural contexts**



**whilst striving towards a sustainable future in more peaceful, just and safe conditions.**

Global Partnerships for SD (G:17) – GAP priorities

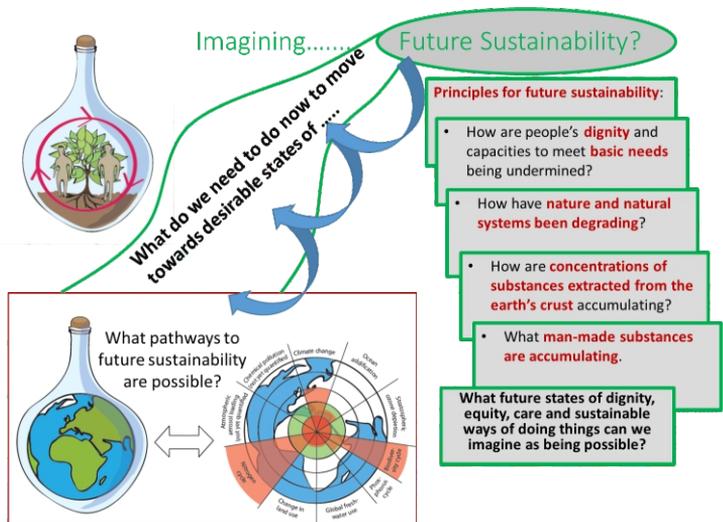
Description of context:
Concerns driving ethical purpose:
Summary of current knowledge:
Learning-led change needed:



*Handout for mapping the SDG nexus of concerns in an education context of social-ecological change*

Inclusive, quality EDUCATION for all (G:4) within Global PARTNERSHIPS for SD (G:17)

*A SADC / SWEDESD adaptive integration of 'the enclosed earth garden,' 'planetary boundaries' and 'Natural Step (John Holmberg).'*



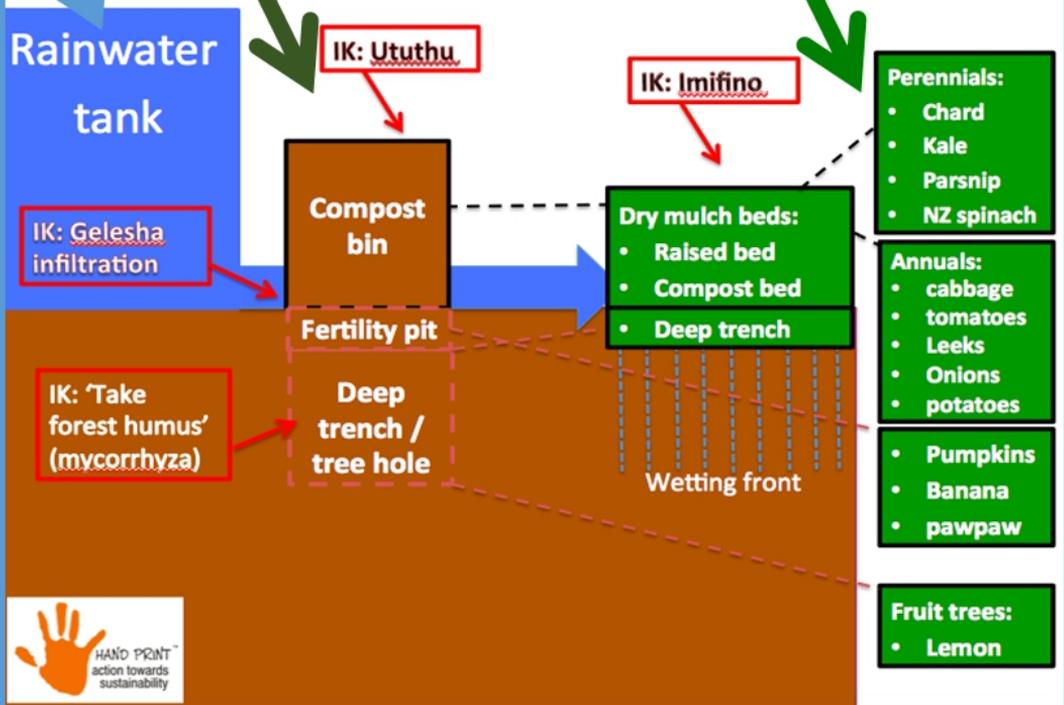
**Principles for future sustainability:**

- How are people's **dignity** and capacities to meet **basic needs** being undermined?
- How have **nature and natural systems** been degrading?
- How are **concentrations of substances** extracted from the earth's crust accumulating?
- What **man-made substances** are accumulating.

**What future states of dignity, equity, care and sustainable ways of doing things can we imagine as being possible?**



# Small Scale Food Garden



The Makana RCE Short Course on Changing Practice offers activities of:

- Waste, by Refuse, reduce and re-use waste better
- Water, by capturing, storing and cleaning water better
- Gardening, by growing vegetables at low cost.
- Biodiversity, by planting trees that provide food and seasonal benefits.
- Health and Energy, by making health giving broth, bread, jam and greens at low cost.



# Session 2

## RCE Yogyakarta Field Visit Orientation

This session discussed about field visit location and was divided into five groups. The first group was about Cacao Farm in Kotagede. This group had two speakers with each theme that were Prof. Dr. Ir. Purnama Darmadji, M.Sc for “Development of homemade chocolate from a cacao farm in Gunung Kidul” and Dr. Laretna T Adishakti for “The cultural heritage of building and handcrafting in Kotagede”.



This session was aimed to give an idea about some examples of community engagement practices which have been conducted by UGM and RCE Yogyakarta and media of sharing and discuss the approaches could be done. This session was divided out into five groups:

## **Group 1: Cacao Farm (Chocolate) and Kotagede**

### **A. Development of homemade chocolate from a cacao farm in Gunung Kidul, Yogyakarta was presented by Prof. Dr. Ir. Purnama Darmadji, M.Sc.**

Prof. Dr. Ir. Purnama Darmadji, M.Sc and his team firstly develop home-made chocolate based food in Gambiran Gunung Kidul based on observation that in this area each farmer only has low income if only sell dried cacao bean. Profit distribution of chocolate industry is only 3% for the farmer while the highest belongs to retailer/supermarket. He tried to develop strategies to increase the income by changing mindset of farmer to innovate the product. In terms of university-community engagement, Tri Dharma Perguruan Tinggi was used as one of strategies including giving lectures in Chocolate Technology, Food Safety, Halal Food, waste management, Food Biotechnology, food packaging, etc. In terms of research optimization process for chocolate production using simple equipments; utilization of cocoa shell, young leaf and cocoa pothusk; production of starter culture for cocoa fermentation; refermentation of non-fermented cocoa bean, etc. were conducted. Community Services activities were also conducted based on 'Local Problem Solution' in research, possibility to adopt/develop new approaches, visibility and applicability of the achieved results. He emphasized the importance of collaboration between government, academic and business to support the programs and how the research was conducted to support sustainable development solutions. Training was conducted firstly using simple home appliances followed by training in food processing laboratory, training on bean processing into chocolate in small scale industry and marketing the product. It is expected that this program will benefit for community, support local tourism and social welfare as well as for students.

### **B. The cultural heritage of building and handcrafting in Kotagede was presented Dr. Laretna T Adishakti.**

Dr. Laretna presented A Case on "Action Research -Revitalization of Kotagede Heritage District Post-earthquake: The Conservation of Omah UGM". Following earthquake in 2006, several actions were taken to save heritage and build a better local economy. The actions include immediate response such as establish heritage points of services, fundraising, networking, humanity, rapid assessment, first aid and retrofit; as well as trans & recovery revitalization including reconstruction detail engineering and drawing. In Kotagede heritage district revitalization, some threats are faced. Most of Jogja heritage located in the opak vault, heritage is not mentioned in the Indonesian law no. 24, 2007 on disaster mitigation -folk heritage is neglected, lost of intangible heritage, craftsmen, lost of tangible folk heritage such traditional houses and the government housing rehabilitation and reconstruction program does not cover the traditional houses. In this case there is needs of homeowner's conservation manual- Homeowner's Conservation Manual, Supported by UNESCO Office Jakarta.

Several methods of revitalization are applied as a model on heritage district conservation (Adishakti, 2003) including 1). organization & management, 2). documentation & presentation, 3). Promotion, 4). activity planning and design, 5). physical planning and design, 6). economy, 7). risk disaster management for heritage (Adishakti, 2011).

The university takes a role On-going Infill Design Pilot Project: "Omah UGM" in Kotagede Houses New Movement on Indonesian Heritage Conservation Post Earthquake". A damaged traditional house in Kotagede converted into center for heritage movement UGM.

Houses new movement on Indonesian heritage conservation post earthquake in Kotagede and be a training center on disaster mitigation on heritage. "OMAH UGM" houses new movement heritage conservation in Jogja as well as Indonesia includes the effort of heritage recovery on folk heritage, tangible and intangible, the alliance of heritage conservation and micro-small-medium business on Jogja recovery, capacity building on the risk disaster management on heritage, community mediators, and experts on traditional construction, the formulation & development of District Master Conservation Plan and Cultural Landscape Regional Conservation Plan. Several activities were conducted including Education: Kotagede Field School, and capacity building on the risk disaster management on heritage, community mediators, and experts on traditional construction. Kotagede heritage movement post-earthquake post earthquake are planned involving various stakeholders.

## **Group 2: Wanagama Education Forest and Kampoeng Batik Wukirsari Bantul**

### **A. A community development based tropical forest in Wanagama, Gunung Kidul,**

Yogyakarta was presented by Dr. Ir. Handojo Hadi Nurjanto, M.Agr.Sc.

Wanagama is tropical forest managed by Faculty of Forestry Universitas Gadjah Mada. It is developed as a place for Faculty of Forestry lecturers and students to carry out three-part of functions: teaching, extension and research as well as conducting outreach programs for college students, primary and high school students as well as individuals interested in learning about forest and environment.

At the beginning of development, Wanagama was critical area, bare land with no tree vegetation. The soil was severely eroded consisting scarce soils between rocks. During development some challenges were met including physical constrains (soil condition, climate and topography) and social constrains (most of people are poor, less educated and depend on forest for their livelihood). Rehabilitation strategies were implemented using social, technical and biological approaches, such as land extension allowing more benefit for society, terrace and dung application and soil development using pioneer legumes. Social approaches were embedded within traditional ceremony and religious events such as merti desa and Eid Mubarak. After successful development of Wanagama, now the forest functions for community services such as centre for forestry education and training. It also functions as demonstration plots, ex-situ conservation of endangered species, objects for research and environment education. Wanagama development nowadays gave impact to surrounding area with more community forest were developed, wood industry as well as cattle farming.

### **B. Making kampoeng (community) batik in Wukirsari, Bantul**

Ir. Hary Sulisty, SU.,PhD presented his experience on his contribution on developing Kampoeng Batik with the theme "Introduction To Clean Batik Production And Transfer Information Technology For Online Marketing". In his presentation he described batik as historical part of Javanese people. In Wukirsari, batik artist, however, is only among elderly as part time job and young generation recognize it only as labour. After the earthquake in 2006, Sekar Jagad foundation invited the youth and elderly to revive as they has survived from the earthquake and start from there, Wukirsari people has started the Batik community.

Dr. Hary and his team started to contribute in developing the kampoeng in 2010 by sending students to join community service. This program is conducted every year in which the students stayed at the community (villages) for around 2 months. The students acquaint the dyeing techniques, waste management, and marketing to the community.



Dr. Hary and his team found that there were three main problems in Wukirsari village, firstly the Batik artist has not use the eco-friendly dye, secondly there is no organization that supports the artists economic matters and lastly very limited understanding and knowledge in marketing management. He then offered two main programs in solving the problems which are introduction to clean batik production and introduction to online marketing system. Upon introduction to clean batik several approaches are used including water usage efficiency, using biogas as energy sources, reduce usage of synthetic dye and waste management. He also introduces the using of natural dyes and also online marketing. In line with these programs several programs are implemented involving various stakeholders including social, cultural, and economics supporting program such as IT training, waste management introduction, modern marketing concept introduction and English training; community health supporting program such as health impact due to batik production waste introduction, waste grouping based on the type of the waste, blood type database and school cleaning, hand washing, teeth brushing and program; as well as infrastructure supporting program.

### **Group 3: Nglanggeran and PIAT Berbah**

#### **A. An ecotourism village in Nglanggeran, Gunung Kidul, Yogyakarta was presented by Prof. Dr. M. Baiquni.**

Prof. Dr. M. Baiquni shared his experiences in developing ESD (Education for Sustainable Development) Field School: Ecotourism Development in Nglanggeran, Gunungsewu Geopark, Indonesia. He started his presentation by explaining the eco-tourism and ancient mountain Nglanggeran in Gunung Sewu geopark which is potential for ecotourism activities with the element of conservation, education and community empowerment based on natural and human potential in Nglanggeran Village. He emphasized on one of the challenges of developing eco-tourism is process to change the mindset and to make people aware of the importance of preserving nature. Strategies were developed and implemented including involving society as tourism activities actors such as farmers group as agricultural workshop resource, PKK (family welfare program) group, homestay group as lodging provider, art performance group as a greeter and arts learning package provider, youth as a tour guide and management of tourism village along with pokdarwis (Tourism Awareness Group). All of these community activities are well supported by the village government and related agencies. Forming cooperatives pioneer is also conducted to involve all people in Nglanggeran Tourism Village. These activities are supported by partnership among Corporations, Cooperatives, Civil Society (3C). Now, these activities give social and environment impact such as no more direct natural exploitation because of new job opportunities, growing awareness of the environment from the local community and the visiting tourists, the improvement of local wisdom and culture so there is more harmonious social life, the forming of economically productive community groups which support ecotourism. (Ex. homestay, traders, culinary, art, guide, TKI purna, farmers and SPA groups).

Whilst he shared the activities which are conducted for eco-tourism development, he explained some key success for the development including conducting rural development activity with intention to genuinely help the general public without basing on merely profit, involving all the components in the development process, so that the sense of belonging to the village grows well, dividing the roles in the team and between groups of people in the village, so they focus on the development in the field of appropriate to each specialization, taking opportunities to be accessed in the village development, evaluating regularly and performing continuous improvement and reporting the results including the sharing from village management in a transparent way.

Prof M. Baiquni also explained some other challenges for ecotourism development including the lack of knowledge about the Geopark for the general public, and it needs good socialization in order to maintain the nature so that the strength of keeping the nature is owned by everyone who comes in the region, not knowing how to measure maximum capacity of visitors and limit visitors number effectively, the lack of communication with the Geopark Network in Outer Indonesia and the lack of promotion to foreign tourists to be interested in visiting our area. Therefore, he and his team together with the partners plan strategies to tackle the challenges including increasing human resource to reach International standards because it has entered international market by joining International Geopark network, developing Rural Nglanggeran Intranet to facilitate communication and create interaction with tourists, development of Green Entrepreneurship in Ecotourism Development Nglanggeran Village (in all elements of activities). The developed concept of Tourism Village is not moving the tourism into the village but offering the atmosphere of the village as a tourism interest with educational and cultural activities while maintaining the naturalness

### **B. An integrated farming system model in Innovation Center of Agro-Technology (Pusat Inovasi Agro Teknologi-PIAT) Berbah, Yogyakarta (Dr. Chandra Wahyu Utomo)**

Innovation Center of Agro-Technology also known as PIAT is UGM innovation center which is used to facilitate education, research and agricultural based development for campus communities. The facilities in this center are mainly used for agriculture and farming, agro industry, fishery, ranch/poultry, camping ground, demplot for rare plants and recycle center. The main duties of PIAT is to produce product from main facilities, product innovation, research, and technology development. He explained the concept of sustainable integrated farming developed within the centre and gave examples of practices conducted within the center based on input and output data of main facilities usage. Conservation of natural resources is also being emphasized as main duties including biodiversity as well as water and soil conservation and education for sustainable development is used as one approaches to deliver the messages to society.

## **Group 4: University and Community engagement in Samigaluh and Kalibawang**

### **A. UGM-community engagement in Samigaluh (Dr. Ir. Ngadiman, M.Si)**

Dr. Ir. Ngadiman, M.Si presented the Commitment of UGM in Empowering Samigaluh People Through Partnership. He firstly described about PT. Pagilaran. PT. Pagilaran is a private company engaged in the major commodity on tea and cocoa. PT. Pagilaran was previously owned by Faculty of Agriculture, Universitas Gadjah Mada (UGM), and then nowadays owned by UGM. As a company belongs to the University, PT. Pagilaran has missions of implementing 3 pillars of higher education (education, research, and public services) as well as business. As the missions manifest, PT. Pagilaran has been cooperating with Indonesian government through the Directorate General of Plantation, Ministry of Agriculture to empower the people of Central Java in Batang, Pekalongan, and Banjarnegara with NES (Nucleus Estate Smallholder) program. NES program on tea started in 1985 covering area of 2,560 hectares (ha) involving 9133 farmers. In the same year, it was also established cocoa plantation which covered more than 5,000 ha. After a few years, the partnership of PT. Pagilaran and smallholders resulted mutually benefit. Then the partnership was copied by the Yogyakarta government to make the same program and focused on Samigaluh, Kulon Progo.



In Samigaluh and its surroundings have been agreed to open a new farmer's plantation 1.000 ha for tea, and 4.000 ha for cocoa. Planting was carried out in 1990-1994 and realized farmer's tea plantations area of 745 ha, and cocoa plantations area of 4,240 ha. After completion of planting and cultivating the plant for 3 years, the garden was handed over to farmers to maintain and harvest the plant products, whereas PT. Pagilaran play a role as the offtaker of the farmer's products and technical supervising to farmers on good practices for tea-cocoa cultivation. Tea leaf of smallholder is send to factory of PT. Pagilaran and processed into dried tea products. In the same manner, cocoa beans from smallholder is send and processed into well fermented beans. This mutually beneficial partnership has continued since 1990 until now. Especially for tea products, by considering of market needs, the tea leaf was processed into green tea, then changed into jasmine tea, and now in the development of premium tea of red tea (hon-cha, 紅茶) and yellow tea (黃茶) to better provide mutual benefits. On the other hand, started in 2016, the tea and cocoa plantation is being developed as a tourist destination (agrotourism) in line with the tourism program of local government to open a new lines of tour from the new airport (Kulon Progo, Yogyakarta) to Borobudur temple (Magelang, Java Central).

## **B. Agro based Community-University engagement and development in Samigaluh Community based agrotourism development Kalibawang Progo, Yogyakarta (Dr. Nurfitri Ekantari)**

Dr. Nurfitri and her team (Wahdan Fitriya, S.Pi., M.Sc., Anes Dwi Jayanti, S.Pi., M.Agr. and Dr. Amir Husni, S.Pi., M.P.) presented their involvement in women empowerment among KWT Pawon Gendhis with the title 'Increasing The Quality of Fish Product Diversification in Women Group 'Pawon Gendis' Banjarharjo Village Kulon Progo to Support Food Sovereignty'. She described the situation in the village that is rich of natural resources (local commodities for food). The area is potential for ecotourism sector, the community needs for extra income, but they have low skill of human capital and high cohesion and bond among women in village as social capital. Pawon Gendis is established in order to solve some problem that is faced by the women inside the village. Based on the team observation and interaction during a year, the community have recognized and identified the challenges and opportunities that is faced by the village and they are really aware of their village condition. Those process and problem identification inside the community simply can be told as 4G (good consciousness, good ideas, good willing, and good negotiation).

The first G is good consciousness. Villagers aware about some issues that is around and inter-influencing their livelihood (sustainable livelihood's aspect, which are Natural Capital, Human capital, Physical Capital, Social Capital, Financial Capital). Some Natural capital issues, (the abundant of local food), Human capital issues (diverse paradigm and low skill woman) Physical Capital that is needed for accessibility of product and other community need. Social capital that is mentioned by high bonding and cohesion. She mentioned some aspects that were collected through observation and interaction with community, the strengths, weakness, opportunity and threat as well as solving strategies.

The second G is good ideas. This idea comes based on good consciousness about resource and other capital. Because the community aware and conscious, they collect some ideas to solve the problems. Inside the informal conversation in the group meeting or other social capital mechanism, those ideas are raised. It is mentioned as collective action mechanism and bottom up process.

The third G is good willing, which is mean collective active willing trough some social capital such as village meeting, arisan, pengajian, and so on is carried out into the next step which is willing to do. Those ideas that is shared informally in the social capital meeting, gradually is implemented

The last G is good negotiation. Some of the ideas of solving problems sometimes meet some obstacles because of capacity limitation of villager. Good negotiation is other way for villagers to get some response from other parties that is have the capacity to help them to solve the problem.

This 4G mechanism is empowered woman group Pawon Gendis to going further compare to other groups. Good negotiation is the last critical process to execute the whole information. Woman group Pawon Gendis have been negotiating with possible stakeholders to overcome the obstacles. During this process, natural leader can emerge and positively can persuade other women. Natural leader really determines and reflect the long endurance of group perform. Present leader playing her role very well and positively persuade other members in a group. This last 4G (good negotiation) factor that bring us (Fisheries Department UGM) to the woman group Pawon Gendis.

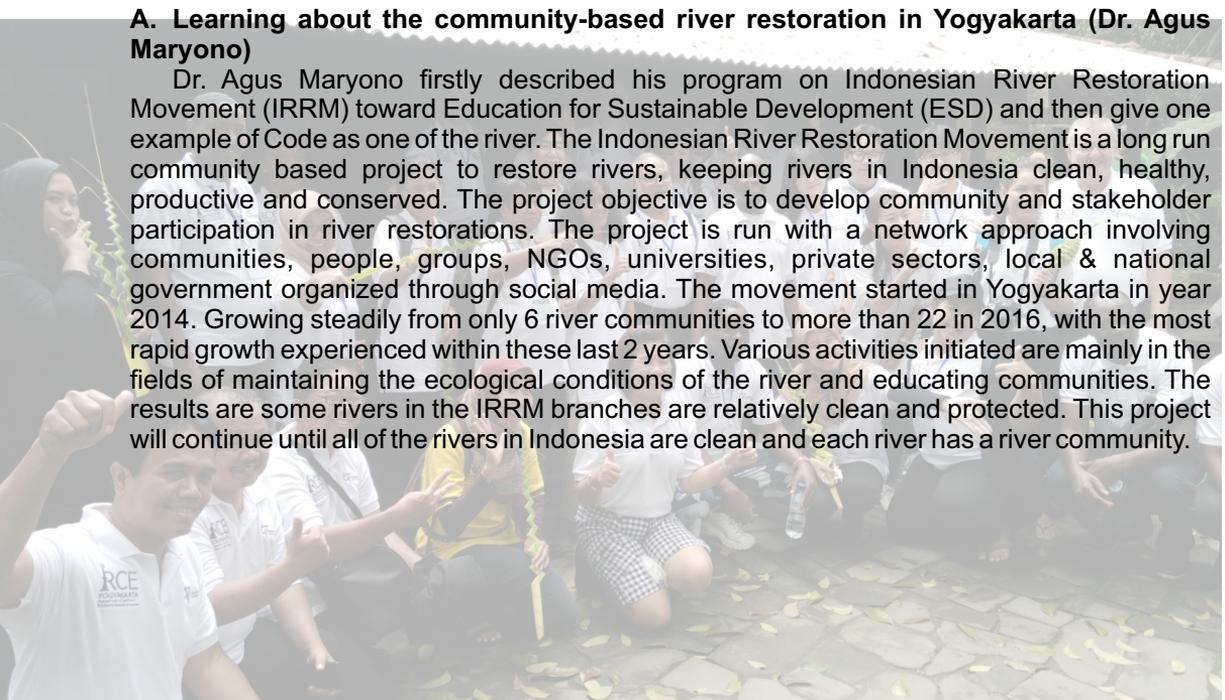
In her presentation, Dr. Nurfitri explained the community interaction and job division that is influenced by complexity relationship in emerging community. Some of the interaction and relationship in a village face a lot of aspects such as community vulnerability, low incomes status, survival needs and demands, social stigma, low literacy and other negative factor. Those factors are embedded inside the village and creating interactional empathy and enduring relationship. Those factors creating the marketing system and even the production system inside the community is fluid, responsive and face a lot of customizes. In this context, the woman group limitations indeed become the trigger to solve some problem communally.

She described some activities conducted by women group Pawon Gendis are supported by various stakeholders. Those stakeholders including KP4K (Ketahanan Pangan dan Penyuluhan Pertanian Perikanan dan Kehutanan), UGM, marketing agent (private), local governance (Kelurahan, Kabupaten dan Provinsi), mass media partner (Trans 7, Jogja TV, KR, Tribun etc.) and Rumah Zakat, work together along the community to overcome some obstacles, threats and assist community independency.

## **Group 5: Code River and Tourist Village Pentingsari Cangkringan Sleman**

### **A. Learning about the community-based river restoration in Yogyakarta (Dr. Agus Maryono)**

Dr. Agus Maryono firstly described his program on Indonesian River Restoration Movement (IRRM) toward Education for Sustainable Development (ESD) and then give one example of Code as one of the river. The Indonesian River Restoration Movement is a long run community based project to restore rivers, keeping rivers in Indonesia clean, healthy, productive and conserved. The project objective is to develop community and stakeholder participation in river restorations. The project is run with a network approach involving communities, people, groups, NGOs, universities, private sectors, local & national government organized through social media. The movement started in Yogyakarta in year 2014. Growing steadily from only 6 river communities to more than 22 in 2016, with the most rapid growth experienced within these last 2 years. Various activities initiated are mainly in the fields of maintaining the ecological conditions of the river and educating communities. The results are some rivers in the IRRM branches are relatively clean and protected. This project will continue until all of the rivers in Indonesia are clean and each river has a river community.



The IRRM project involves society and community groups with the focus activity to restore rivers and their ecological environment. River is an asset for the region, so the communities can create environmental friendly economic activities such a culinary on river sites, plantation, fisheries, river tourism, rafting, tubing etc. For their role as river keepers, the communities learn about several subjects: river ecology, hydrology, morphology. Since their activities are based on social activities, they will learn about social interaction, regulation, institution and network development. Through such activities the members of the river community will get more and more information and experience in relation to river restoration and environmental friendly river utilization. Communication with lecturers and experts assure their knowledge development which will improve their capacity and ability with time. Therefore, this movement creates a sustainable development: the society and community restores and keep the river clean and healthy, they gain good quality of water, can use the river for environmental friendly economic activities, and increase their knowledge. Successful and significant results of the restoration activities have and will encourage those communities and spread the movement.

The project changes the behavior and attitude of the people (for example Code river) in managing garbage. It also changes the attitude of people related to flood mitigation, they develop Social Early Warning Systems by updating the hydro meteorological condition along rivers. The activities has improved the spirit of "Love and Togetherness", some of the river community members participate in promoting the IRRM in the other regions and working together with other community groups. The project grows enthusiasm to learn and study about river and environment. Participation and interest for River School is very high. The head of the Boyong-Code community Mr. Totok Pratopo was given KALPATARU Award 2015 from the National Government. And the coordinator of the IRRM Dr. Agus Maryono was awarded with the RIVER RESTORATION MOVEMENT INITIATOR Award 2015 from the National Government.

To sum up his presentation Dr. Agus emphasize there points: the Movement has been educating and changing the attitude of the people and community from "neglecting" the river to respecting, loving and preserving the river; the movement has been resulting clean, green and protected rivers in several regions in Indonesia and the spirit and motivation for River Restoration Movement is growing very fast because people involve themselves.

## **B. Sustainable Eco-Tourism in Pentingsari Cangkringan, Sleman (Destha Titi Raharjana, S. Sos., M.Si.)**

This session was presented by Ir. Doto Yogantoro from Dewi Peri Management and Destha Titi Raharjana, S. Sos., M.Si. They shared the experience of developing rural area and the community through tourism. Firstly, they described about the village. Pentingsari village, Umbulharjo Cangkringan Sub-district, Sleman, is located in the altitude around 600 mdpal. The distance is 12.5 km from the peak of Merapi Mount. It is about 22.5 km from central city of Yogyakarta. The village is situated in between two rivers which disgorge from Merapi Mount; Kuning river and Pawon river. This location is in vulnerable area 1 threatened by cold lava from Merapi Mount. Generally, the environment condition is still fresh. There are 125 family heads living in that village which is in the area 103 ha. They live as a farmer, labour, and officer. In daily life, they spend their time by working in agriculture, plantation, fishery, and farm. Until 1990's, Pentingsari was included to a small village with limited access so that it was determined as one of poor village in Merapi slope, Sleman regency. Therefore, the community took an action. They changed and managed their potencies to be more useful. They have worked by having mutual cooperation. Together with the communities, they manage the potency to be useful for the others.

During development, they identified problems concerning social-economy problem in the community and committed to solve the problems. Awareness and spirit growth toward local potencies process as the tourism commodity are developed along with the fact of trend of people travelling to village, creating idea tourism villages as alternative tourism.

There is belief in changing village situation from ordinary to remarkable with the concept of from, by, and for community. However, the village communities aware of the lack to conduct the change and therefore development required to involve related partners: University and Government.

Based on SWOT analysis, the development process required partnership with government, higher education and private organization. Regarding the village development through tourism sector, local communities try to build communication with Higher Education. Action research is conducted using participative approaches to identify potency, planning compilation, conducting action/ sampling, giving Intervention program, evaluation as well as revising and developing. In this case UGM contribute in doing student community service in 2009, 2010, 2011 as well as developing eco-tourism model by Tourism Study Centre UGM. Some examples of activities are described.

Penting sari tourism is developed based on community based tourism in which local communities is functioned as the subject of development. Local tourism development involves local community initiative and ability in engaging with the other potential partners in conducting management, initiating partnership, running and evaluating program as well as distributing profit.

Now, by developing ecotourism, this sector could empower more than 70% community with various activities including home stay (55 homestay), art and cultural performance (25 orang), local guide (30 people), local culinary (40 people), home industry (20 people), grocery shops (6 unit) and security (30 people). The tourism management is able to utilize unused land to be more productive as camping ground and outbound area (1 ha). The Kali Kuning watershed becomes tracking area. The Tourism village collaborate with many stakeholders involving villagers i.e. youth, farmer groups, agricultural, women group etc and external parties i.e. local government, art groups, farmer groups and lava volcano tour which is also in village surrounding area. Collaboration with private sectors is also conducted through CSR program such as BCA and higher education to support facilities and the capacity building of the community.

## Session 3 Strategic Discussion Part II

Session 3 consists of some speakers from:

- **UNESCO – Ms. Ushio Miura**, Programme Specialist and Team Leader for Education for Sustainable Development and Global Citizenship, Section for Educational Innovation and Skills Development, UNESCO Bangkok
- **UNU-IAS – Mr. Naoya Tsukamoto**, Project Director, UNU-IAS
- **ASEAN Secretariat – Mr. Saroj Srisai**, Head of Environment Division, ASEAN Secretariat
- **Indonesia Ministry of Research, Technology and Higher Education – Prof. Dr. Ali Ghufroon Mukti, M.Sc., Ph.D.**, Director Directorate General of Science and Technology Resources
- **IAU – Prof. Dzulkifli Razak**, President, International Association of Universities
- **UNEP – Dr. Monika MacDevette**, Deputy Director of Ecosystems Division, UNEP

*Prof. Mario Tabucanon*

With your permission, my fellow members of the RCEs community I would like to open session 3. It will be punctual at three (3 pm). And I trust you have a good lunch and now we are ready to go to session. Now session 3 is continuation of session 2 or session 1 this morning. It is on strategic discussion, this morning is part one. And this is part two continuation. This morning this issue is about transformation and the role about education. But we knew speak about transformation, there's must be sense of direction, transformation to what, transformation to where, there's must be a sense of destination. That we want a to go to, and so there for the trust of the session 3 is to have a target willing transformation to global practices and a particulars in global action program that there's have gap. And the sustainable development goals. Gap as you knows as have five priority areas and although the RCE network is identified as a partner and priority area number five which is local solution multi sectoral approach. We are able I am sure to contribute to the other priority area as well namely, policy support, all institution approach, trainee, and the involved youth. And the same time in the SDGs although goals number four (4) is explicit on education. We are not tight to just go number 4 because education for sustainable development goals catch across all as you know that we UNESCO as produce the report at the end of the UN this 2040, one the important funding was that education and development sector are converging which is the positive known converging but not enough, we need up go head policy, we need accelerate and upscale all of the gains that we had the UN the ESD as for therefore we have two global practices will be the subject. Of panel discussion on how the RCE can make it contribution now institution through by round and round question on the panel and I was just like to ask them to speak in one go and the address the following one because the panelist are on RCE, they are partners on RCE.

They represent organization which are not necessarily involved in the RCE activity who liked to hear from them reflection perspective on what they see, how can they possibly use RCE as instrument to achieve their aspiration as well. So there is you want to be arguing hear from them. And specifically I would like them to address the gap the issues and not necessarily all, you can pick one or two combination and SDGs not necessarily only four but the combination as well. And of the end I would like each of them to suggest to the RCE community as specific initiative that they would see at RCE can do for them and for their organization. So that, let me introduce the panelist at this panel. First one in your program who is Ali mufroond who actually isn't able to come because is very urgent business he was to do in Jakarta but fortunately we heard from the deputy minister of human development or we as known as BAPPENAS on the SDGs on the agenda in Indonesia. They road map the development of national action plan on SDGs and at the sub national level as well. He may have not mention explicit the RCE but it was imply in his speech that I think RCE has a lot of things to do. Here in Indonesia. So we take that as our inspiration and as well for Indonesia and we go head as the panel. We have Mr. Saroj Srisai, Head of Environment Division, ASEAN Secretariat.

ASEAN is stand for Associations of Southeast Asian Nations comprise of ten state at Southeast Asia. We have Ms. Ushio Miura, Programme Specialist and Team Leader for Education for Sustainable Development and Global Citizenship, Section for Educational Innovation and Skills Development, UNESCO Bangkok. UNESCO Bangkok is represented. We have a Dr. Monika MacDevette, Deputy Director of the Ecosystem's Division. Am I correct? Yes. Of UNEP in Nairobi and we have Mr. Naoya Tsukamoto, Project Director, UNU-IAS and last but not least as Prof. Dzulkifli Razak from International Association of Universities. So we have a very strong panel and we thought for the education I would like to know and ask from Saroj Srisai on how he sees RCE contribution to the ASEAN government.

*Mr. Saroj Srisai, Head of Environment Division, ASEAN Secretariat*

Thank you very much prof. Tabucanon. And very good afternoon to all of you. It's actually probably good to be the first start you know after you delicious lunch. Let me informally introduce myself again as the moderator Prof. Tabucanon finish introduce me. My name is Saroj Srisai, actually I working Associations of Southeast Asian Nations and I short we called it ASEAN. I am leading the environment division so in short I am the one for responsible for all ASEAN corporations on environment. I know that this is the global RCE events so you came from everywhere in the world. So just for those we not probably family the region let me see it again who that ten member state. Geographical from west to the east, north and south. We have Myanmar, Thailand, Laos, Cambodia, Vietnam, Malaysia, Singapore, Indonesia, Brunei and Philippines. So those are the ten. Because sometimes our friends not familiar to ASEAN. So those are ten member comprise in ASEAN and taking advantages on RCE being hosted in Indonesia. The city of Jogjakarta we all know. So that's why I am representing and I will be speaking to you about you know how about RCE community but unfortunately I could only speak on the pot that I actually I am dealing with ten members state of ASEAN. So, em, I would like to you know address that in the region about ten country we are total 600.000.000 peoples. And in Asia the project action you know urbanization, development, growth project are their grow very fast. Clearly we need all that we talk here. In the ASEAN Region, we need sustainable consumption and productions, we need anything and you know, we need all the things keep going at this read, at one point the demand and the supply we not need, so and the question will be the fact you know keep growing the one who had bear all these responsibility will be the next generations and in the ASEAN way and ASEAN system, you work on anything we had an consensus and so okay, if you want to go like what we have to do, what the RCE can do towards the sustainable development goals in ASEAN it will be very large and if it will be on list you know will be many pages list which and will not accomplish.

And I would be very focus and pick on you know although be reality and that you know it would be in complimented on the RCE could be thinking. But before event go to that level I would like that to maybe keep very briefing introductions. How ASEAN secretariat that functioning. ASEAN secretariat functioning indeed in political organization, we are similarity you know on the EU, you know all region organization there. We are come together because we are work together as collaborations and under ASEAN secretariats there sectoral body. So me, the lead environment divisions meaning that my responsibility it ASEAN is only to leading the corporations on environment but then the environment is a make as part you know sustainable development goals. But it still not the only parts. So, when we come up addressing what RCE we can do in terms in environment you can do in particular in you know addressing the gap the global actions programs there five of them.

Our rules is really focusing me as ASEAN secretariat as political organization we could do so much on the first one which is advancing policy the remaining we would not be the leading agency to do so, we will be the supporting, we will be the one on you know walking on the ministry from ten country. To tell them what the policy you know the region would you to work. Would you to move regions toward. So, I would like to suggest that the most realistic one in terms support policy in the moment. In terms at SDGs and it particular toward you know the RCE have a lot members on university, have a lot of members on educations. Educations actually not under me, what under me is environment. But then all ministry environment how to part on all I have to support of ten country. But I think what we need in term of policy in term you know putting this as you know along terms visions at sustainable. I think ministry of environment and ministry of education on ten country in ASEAN have to seat together. We have to do sectoral body must to seat together. I think you know, we need to be very clearly on the policy how we can be able to keep educated education on sustainable development goals, race all these all awareness.



*Dr. Monika MacDevette*

Great thank you, thank you Mr. Mario Tabucanon. It's Closers. I just want to thank to the RCE network and Prof Tabucanon for the invitation for to speak today. I just perhaps plan few a little things on your heads for discussions after this panel and I also wants to thanks to rough seem very nicely because much they say the way of Asean works is the similar with the UN. So I'm just talk a little bit about UN environment programs role in the SDGs and also how we can look at supporting the implementation the global plan. In terms the UN environment program I think one thing all we need to be aware this is UN environment program was instrumental in insuring environment was integrated into the sustainable development goals. And it's actually surpassingly to learn and to know how hard ford that actually was. Also I think we do take a look flows a primarily, and we champion the environment trough to all aspect the sustainable development goals. And I think if we look at the three thought (16.50) or guarding principles. Of the sustainable development goals, that the university integrations and living no one behind. It truly is the integrated approach that was UNEP and the UN environment program to play a significant and a major role. And fact, I think its ware, we see a huge job opportunity to work with the regional centers of expertise. And so, we can we actually look at working together as proficient give us marching orders. Well, the first informed I think as racial succeed it's we take the long view, we take integrations approach to looking at the sustainability and the environment. And now means we need to insure the future generations are not burned the negative impact. Of current resource exploitation and consumption demand. So this is a lot to a work to be done. And now regard.

And the five priority areas of the global action plan advancing policy transforming learning and training environments building capacity this of educators and trainer, empowering in mobilizing youth and the accelerating sustainable solutions of the local level.

I would offered that the UN environment program actually works all of those areas. And so much of the thought we do can cross catch and really contribute to any area of works the regional some practice can we are gone. But one area of particular the one do I want to sing a load is the program we have could the environmental educations and training UNEP. Many of you will be familiar with this group to my produce (madam Majadan) And the Nairobi conference and that was held four years ago. And what we need to do is to look at how we can works with the global university partnerships for environment and sustainability some of you will know as group as but I knew exactly as directors of the UNEP environment programs has banned the youth in fact. And so, we have to get a youth too articulating what we do and make it sure we can communicate well. And it not respected educational I think is very well recognize as fundamental sectors in sustainability and transformations. And from at least three perspective, one of demand side is the huge demand for knowledge and experienced sharing on global practices to building innovation and at least the creativity.

And secondly for some perspective as source a human capital and being able to influence sustainable change and all of area SDGs not just any one and not just particularly education because you coming from educational perspective. And thirdly I think I as main defending this morning that was continued learning perspective and that education is not only for those informal institutions but we have to continue was lead and sure and that we are building up the scale capability and capacity of our decision maker and our policy maker. So I think it's a huge opportunity to work together in that area. Specifically which is what we are ask to do without the network of the global university that one area we have started to works come is buildings in tools and training materials drawing from the expertise that we have through of on staff or through or own network within UN system and outside system on every aspects of the environmental.

And so we take those resources and we look at we can converted to tools being applicable and useful for education purpose. Working through partners and again I think that's works the regional sentences from expertise network is normalized power for partner because we can do everything ourselves. Let me give you example we are working with some university and some of partners institute so we are called homophones. Some of you may know what the hack is homophones is with give you a real complex problems and all kind of resources lot of student in the room in very meaningful way and after to solve the problem and its amazed kind innovated solutions they come up with. And so being able to network across the university have a team working virtually using technology to interacting, to engaged, is properly fun way to actually to exchanged experiences. We also created the number of mugs massive open online courses without university partners so a lot of information come both the UN system on environmental and also partners is open and share in educational contact thought are mugs and I think it's more opportunity we can contact to the expertise of the RCE network, from policy perspective because that's very much the fierce environmental programs work on. We also work with the government to create social and just landed conditions to both faster integrated approach participating of the SDGs.

And first step is very very important and one thing is we must put in our mind is education environmental sustainability is not only about sciences but also about social sciences and economic sciences. So when I talk about education it's I talk about science and comprehensive perspective that I do that. So I do take social and economic issues in to mind with talk about policy perspective. We need also need to look very carefully is how we can engage the youth.

From sources its very important parts of the way we look at environmental educations we heard last night from one of speakers at the gala dinners last night that the community or local community is losing of young people in urban area or urban side. And I think what we need to do is enounced on a believe that the youth can contribute to filling live style and inspire economic prosperity and can mini contribute for sustainable development goals society in community and I also thinks we have to suspect the community means the world community and many many type community we need to look at how we do inclusive ability to contribute not just form the one perspective how engaged many sectors founding solutions. With they are. and I think fondly we need to look at community is very powerful confining body of multiple interest must to be tapping to engaged with one and the other and also to be truly inclusive to realize the goals the SDGs and implemented the action plan that we have. So one thing that one I do want to live is live with the idea partnership witches the 17 numbers of SDGs. I think UNEP and all the other UN entities really do common in own right we cannot do all things alone we must partners with the network, we must partner with university or instituted. In the way I like to fellow my dear friends accuracy to following that I quieted enjoy and that is if you want to travels fast, go alone. If you want travel far, go together. And that way I think we do need to work together on the sustainable development goals in action plan. And I think we can do together. Live with the pots and leave your question in the end. Thank you.

*Prof. Mario Tabucanon*

Thank you very much Monica. So there we are have the menu of possibility for RCE to engaged with the UNEP for facilitating higher educations and engaged with government so we will have come back all of the panelist and open discussion . And the time we must move to UNESCO Bangkok Ms. Ushio Miura will be speaking now

*Ms. Ushio Miura*

Thank you so much for the introduction and also having me here joining you as the important event and I see also familiar faces and glad to meet you all. I work from UNESCO Bangkok, is UNESCO Bangkok is we work for education regional office its means for agent Asia Pacific we covers 48 countries in APAC region from Iran and the west to Kazakhstan from the north and New Zealand from the south and Cook Island in another Pacific island. So the east to the west. And this is we work on education and I would like to start today building the UNEP introduction and entire SDGs I would zooming presenting education for especially education for sustainable development. What do we have the PPT the screen? Oh okay. Sorry the target 4.7 is under SDGs four is education is. In 2030 agenda is it's the full in one is especially education. Under this scope there are ten targets including three means implementation among ten this target and target 7 is about ESD. This target is very long targets to know legend skill needed to promote Sustainable Development under SDG four among ten target and this is only targets that put Sustainable Development impact and that by 2030 ensure that all learners acquire the knowledge and skills needed to promote sustainable development, under SDGs 4 this is only among the ESD.

The Global development targets says the targets more closely a line with the vision 2030 SDG agenda. And this target 4.7 have more agenda. And the target SDG we need engaged to everyone. From young people and the older one in community in everywhere. And because SDGs still process, never complete but SDGs in all of our life and apply for everyone. Now the question is how to filling this target? It's quite obviously to acquire and for SDGs target acquire for everyone. Education more to do than more transmission knowledge. About SDG we need something more to acquire skill, more participatory active experienced show increase base many resources. Learning to know, to do, to be, to live together. The targets give us examples approach in entry points.

For fact, learning at global education or ESD (education for sustainable education). Now, RCE for more multistakeholder platform. Its very well place. To catalyze for everyone and everywhere to learn about SDG.

So, the question is how can RCE support that doing great job so far, how do we bring RCE to provide community with further to support for such learning for sustainable development take a place? Gap the global program in for ESD is very well by now can provide some directions for RCE to promote ESD toward achieve the targets and I believe the RCE can contribute to all area. And I remind you in particular in application target to everyone and everywhere in life. RCE can be especially effected in the whole community approach. I don't mean just the priority area or local levels but something like Okayama city or I will give explain about river area in Indonesia by RCE Jogjakarta is like can be experienced too if RCE can be bring everyone in community can fill the targets. I seeing many RCE members doing great job at local levels and UNESCO look to continue your work and will be with you to promote you. Thank you.

*Prof. Mario Tabucanon*

Thank you guide us to goals 4.7. Sometimes it's hard to us see but indicators levels give you more vision about the goals for everyone. And thank you. And here we must move to Mr. Naoya Tsukamoto from UNU-IAS

*Mr. Naoya Tsukamoto, Project Director, UNU-IAS*

Thank you Mr. Mario. Good afternoon everybody. I would like to representation from the point of view United Nations University or RCE network secretariat. How we can improve our activity or contribute the global agenda. I will start with some main general idea and then some examples. I see the RCE development network examples three steps. First just increasing number of the members our members.

We start from 6 and then 149 members. We are big family. Second is increase our internal relationship. We have structure network activity like world conference or regional conference. So we on a lot of opportunity to each other, to learn each other so we can improve our activity. I see the whole our evolution is that contribute global agenda expanding our scope but not inside network but international agenda or outside network. To put our position in global agenda and this is good thing to us because to rise RCE profile nationally and internationally is very helpful for our job in global goals. To contribute SDGs to and this is help us.

But it is not additional about us actually we are working on the ground be SDG agenda and contribute Global agenda. In how you can do that? How you can profile your network. In National level RCE must be Grows relationship, communications, or sometimes in national government or politics. In internationally, we need RCE secretariat can work with you. We raise our profile internationally. We need communicate with you including report or communication possible make international forum. We can be contributing and found solutions and I liked you some examples in here. Deforestation is degradation forest is our big program for our country, is internationally problem. Why? Because is 20% gas emission comes from deforestation or degradation the forest. But, last not at least so much many people live in forest or need their live from the forest. We must have thinking about sustainable forest and sustainable local people. This is so many college working on. It's very easy for us to raise our profile in this field of internationally agenda examples from forest. Now we have the big international agenda in biodiversity protect. Most big barriers post away everybody. What is the important biodiversity to ourselves? International panels ecosystem panels is so unique because scientific assessments they just do not from the scientist.

It's so much emphasis international knowledge. They wanna include such as knowledge's into the why nature is important, why barriers is so important. So we are working on the ground, we are working in local community and we are help them for example help them make the documentation about local knowledge or to help the way thinking from local community or practices to input to such as national or regional or international process. Such as we are decision to contribute our international agenda through the action. Now we are action we doing there's nothing to lose but there's so much from international society and for our job with the good manners. Thank you very much

*Prof. Mario Tabucanon*

Thank you Naoya, it good to say, RCE movement initiative translate polity into implementation.

Last speaker is Prof. Dzulkifli Razak from IAU, maybe you can speak about RCE or the Gap in the SDGs.

*Prof. Dzulkifli Razak, President, International Association of Universities*

Thank you, ladies and gentlemen. I would like to introduce a little bit IAU or international Association of Universities. Who those not familiar, they inflicted from another they closely with associated UNESCO based in Paris. It's about 700 members spanning 120 in that country around the world. And the sustainable development goals did one reflections of the association we before sustainable development goals the confection able, we in fact one support the Kyoto Protocols at the early 80's.

So this is something that we dealing from our hearts. I would to like to recognize the deputy of secretary agenda (Dr. Hilly Fundland —not sure, 44.58) who also very passionate around this the forward. After 2014 the conference, IAU has chosen whole institutional approach.

As one is co-business of the association to push international agenda SDGs. And this is something I would like to share with you is and whole institution approach is one of those things that I was mention in private sure has two gaps uncertainly have something to do with SDGs has be mention have a much re mention panelist for this. One I want to share to with you if you today will income about discussion we had today about mini country has the workshop. How do RCE actually contribute to SD in every pro long in the sustain ways. Right? I would like to start by recognize their all of us, actually work very hard with community and standing with the community and try some solve their major problem. And one of the issues in good at is basically try to understand the issues and the problem. And the context the community is self. In another ways we have all familiar about community hand is about is beginning the community in try the issues is all about. And agreements something about the issues is RCE is very well in doubt it. We work on the ground and that maybe are the association it would back in high levels but more of us work on the ground together with the people and they engaged the community is one forty in RCE. Co-Creating, co creating Knowledge, co-creating solutions and thank to the understand to depends of meaning of those solutions and issues to community at last.

So there is one I thing can contribution of RCE there is very significant as compare to mini association in particular context. After having this particular RCE now after the whole community approach creating the issues forward in franked it make it into propose. These work. Yeah...it kind propose taking higher into government into legislations events into citizen so on so far this another value added you can take on in this levels. Because not only we link without with also we link with people on higher. And also we make up with this issues and try to solve in. So there is second issues I think we good at it. I am sure with funders, sponsors who able to support our purpose. That we want advance in the context of sustainable developments. We can also be understand if someone funded do not sightline off all to the community.

We can be person who speak to the community in fact to understand sometimes where the funding coming from. The other issues I think RCE can play very well. We would understanding where the fund coming from who is funding make sure the agenda to community understand. And this is important in thank insurance mini agenda elements of ESD but it particularly planned people demantions. And think it's again something the RCE play in this particular context.

You will see at least a four elements, very form limited. They will be very good recommendations. They will be put forwarding the purpose will be funded, the registration whoever will be possible for this would the policy formation that's to do rule to do so. RCE will come again in thank the implemented. It make sure they will understand that we whole element of the RCE is not compromise and many RCE come forward to take the implementation rules so they will very sure that the any of the day. One is recommended is actually big implemented such. Yeah? And for the question all of you evaluation the question of making sure that is evaluations into making is something again that the RCE is good at, right? In the discussion nothing there is also some problem some issues and one that what we do with indigenous practices. What we do with in this knowledge is which is knowledge assessment not and from this one I think learn from Peru that does many vision thing and that was got a kind of platform for dialog within the traditional practitioners and the modern practices the people like us.

And thanks to all stand what etymologizes about how we came get into common browns and thank to pursue the goals of sustainable development particular context, they have done to extend that known have qualified platform that city and university and the higher education and the practicipants seats are done seat together. And do this kind all going exercise trunk to get this knowledge to traditional, modern, or scientific. Today extend with a tools issues diploma to people going through this to really understand and become now new about this knowledge.

I think it's defended as the think we will not be living imaginary traditionally knowledge the expend of dominant language or dominant culture. So this is the something we discuss and this particular thing we context again RCE become person the group empowers. This bringing of knowledge can somebody help me. Building the knowledge in traditional and scientific modern knowledge other and also actually is gap in the way. That they do not sustainable development goals. So from this whole institutions whole community approach we can at least identified five major roles. That RCE can play infectively sure the sustainable development about awareness. And what we do is take this to reality. Thank you very much.

*Prof. Mario Tabucanon*

Thank you very much Rozak. So we have from Asean secretariat, UNEP, UNESCO, UNU-IAS, and IAU. Now I think we are interesting you all with this question. And the forum for question will be open now. Clarifications, and comments whatever you want like to. Anybody?

*Dr Sinjai from RCE Camp Thailand:*

Thank you. I would like to recommend you, we have some captured in suborder a maybe day approach for forest degradations. We truth accept that the RCE is not the under belong the government we need a best by the union university of maybe the so they ask the RCE cannot maybe the Mondays our but our RCE maybe belong the university. And the government send for the university and the university give too for some areas. And the RCE truth be leader the sentence the similar about the scientific knowledge or traditionally knowledge. The traditions knowledge is important to be more care.

And also for the government will be get knowledge from the RCE. And from the knowledge, the government they will can be improvement their so they can make the better policy. This is applied the RCE will be successful in the country or in the area. You would like protect the forest area. Forest area now, in everywhere in the world. My country too. The government office look up the forest area. Now we have the technic of remote sensing you can change every three. I'm the border or in the forest. We try to recommend the technic to government how to check tree in the area you can use GIS or remote sensing to see every cutting tree. In many country is the same problem. When they cut the forest is the problem is by orders that. Many animal can loses their homes. Thank you so much.

*Prof. Mario Tabucanon*

This is comment and this is good thank you so much for your comment. Anything else?

*Participants:*

I really want ask the question. Mr. Tsukamoto is very wise. And I agreed completely about what you say is nothing to lose but what could the benefits the RCE besides to be appreciated to be assents active partners.

*Prof. Mario Tabucanon*

Is that for Mr. Tsukamoto, please?

*Mr. Naoya Tsukamoto*

Thank you very much. I think a for examples all RCE I believe has very could corporations in our governments. But all of levels governments, the levels of maybe different. But now I hope they believe every national government is working very hard to achieve national SDG. And the RCE would be happy to work with the them.

I believed make us to work very easily in your country you are will be good support from government and local government. You were get another additionally pattern to work with them. Internationally we have a very nice family in here in internationally network. I would like this say that unfortunately we have all this financial support sources to help us to help is the ministry of Japan. But the internationally network we can fight financially or in any kind support things. To do improve our organizations about RCE individually or group. Thank you very much for your questions.

*Prof. Mario Tabucanon*

Thank you thank you very much, yes please

*Participants:*

Thank you. My name is .... RCE Karo

I want to share my experienced. Most of RCE here don't have United Nations invested outlet domain. But most of us here is UNEP, or UNESCO. We try as much as we could to link our local officers in Africa. In japan we made we complete task with email in Japan and communicate each other to contact our local officers. We need more possible and the careless forum from the United Nations.

*Dr. Monika MacDevette*

I am sorry if you get the bad feedback from our United Nations officers. If you want to, in the back we have the officer from United Nations will be happy to help you. We are the global levels as the United Nations so we don't have office in every single country. Sometimes it's hard to working with the ground meet the people but I would like to introduce you if we have partners in country levels. Our modality to make work together in UN entity is generated to agree implementations plans. The development goals that make us our doing some work with government.

Our job is about the make some ideas to our government to make a deal with us to be make the goals. The practically that I would talk in practically terms is that in the orders to works together in expectations of engagements. We do need doing some project and make a deals too with some governments. And we need to be sure with our donated members and fund with us so we can do the works. We do talk a lot and we often do so a lot partnership works but the actual ways that we could do that. Require some opportunities. And have project with the all government and its challenging for us to see the ground and accept all of demand.

*Karen From UNESCO*

I am sorry about that. We UNESCO just have in some country. We in Nigeria too. Very small staff so we don't have enough resources to work in all that area but we work with some specially area. We work some exempld in ESD, but the other things. And I agreed with you to more systematic and collaborations with any platform area and with the different cases. UNESCO work closely with the RCE. Some example, our office in Kazakhstan they have ask for expertise technical supports from RCE system. So, that just very little example. But the depends on I agreed with you. It sudden be that way, and I think it's a good idea. Maybe in the future, UN and UNESCO must be have discussions more about the systematic so it's make easily work to do. Thank you for that advice. Very appreciated.

*Mr. Naoya Tsukamoto*

Actually I was worked with some government for many years and I had some many opportunity to work in international organizations and I recognize that event those looks so great and powerful and be able solve problem.

The answer is no. sorry. The function of international organizations is probates platform for the players I mean the governments. Internationally government work together they can solve problem they have some power.

You know to do so we need they called support and arrangement and barriers such as coordination's. UN are very capable and helpful to government to such coordination and agreements. And the we come to in UN, I very think like your question but make me thinking again UN again. UNU have some unique positions. So why you don't enjoy the good opportunity to raise the profile of our solve to make our world to make better and easy to be to do anything works. Thank you.

*Prof. Mario Tabucanon*

Thank you so much now this section is technically is end at 2.30 PM. so we must see our schedule and our plan. And I try to finish before three. And the we heard from APAC, Europe, Americas, and Africa. We will presented for our regions. I would like to end this sections perhaps we just can reference back to moderators. The implementations its depends for the country. So we don't have any questions from the Americans.

We heard form ASEAN Secretary Advancing policy they could solve the governments parts. UNEP they champion the environmental aspect so they all arrange the possibility. Their partnering with the university and developing mugs. And the same thing with UNESCO, they also have regional country offices. UNU IAS we promote the RCE will be international relationship. As we closed this sessions and we continued with regions. And I would thank you for everybody in here and panelist and secretariat.

## Session 4

# Reflection on Achievements, Challenges and Opportunities

Session 4 is a parallel session by region that is Africa, Americas, Asia-Pacific, and Europe. The representation of each region is:

- Africa : **Abel Barasa Atiti** (UNU-IAS)
- America : **Philip Vaughter** (UNU-IAS)
- Asia-Pacific : **Mario Tabucanon** and Unnikrishnan Payyappallimana (UNU-IAS)
- Europe : **Zinaida Fadeeva** (UNU-IAS)

### **(Room A) Asia-Pacific:**

- Moderators: Prof. Mario Tabucanon & Unnikrishnan Payyappallimana (UNU-IAS)
- Co-Facilitator: Ms. Jen Dollin (RCE Greater Western Sydney)
- Co-Facilitator: Prof. Munirah Ghazali (RCE Penang)

1. Participants: and the three university come together, we had ESD and come together also they come with us and they give us feedback we work together and make our city better.

### **(Room B) Europe:**

- Moderator: Dr. Zinaida Fadeeva (UNU-IAS)
- Co-Facilitator: Mr. Jos Hermans (Regional Advisor to RCE Communities in Europe)
- Co-Facilitator: Mr. Detlev Lindau-Bank (RCE Oldenburger Munsterland)

Mr. Detlev Lindau-Bank

In our Europe we talk about SDGs 17 point. In this section what the important face to face meeting about RCE networks. About the campaign we don't just upload and so go on, we need to understand people about our profile in our networks.

### **(Room E) Africa:**

- Moderator: Dr. Abel Atiti (UNU-IAS)
- Co-Facilitator: Dr. Abdul Husaini (RCE Minna)
- Co-Facilitator: Dr. Marlene Chikuni (RCE Zomba)

1. Participants: all we need is local community knows about what we need, what we do, and who the funding and what we must give as feedback.

2. Participants: I would to suggest and applied. So, African RCE network work as region and we know what we profile and what we work for achievement so far has several field projects on biodiversity and traditional knowledge and over 50 RCEs working in the thematic area.

They Engagement with IPBES in areas like traditional knowledge. More project it's about healthy developments. Many research collaborative with other country and regions. Some project about food traditions of Asia. Africa Region is consist of RCE Makana (social learning – several examples such as water, biomass energy, health and nutrition, agriculture, biodiversity, sewage, waste, sustainability) , RCE Roma Lesotho (school curriculum), RCE Kano (Revitalizing local knowledge, health, malaria), RCE Mao Complex (Traditional knowledge, health, and nutrition), RCE Mbarara (Traditional knowledge and health)

The gap or challenges is about networking, funding, implementations into local authority and etc.

### **(Room F) Americas:**

- Moderator: Dr. Philip Vaughter (UNU-IAS)
- Facilitator: Prof. Gayle DeBruyn (RCE Grand Rapids)

Individual RCE plans for the Americas have priority and the priority is :

1. Educations (4)
2. Sustainable cities and communities (11)
3. Responsible consumption and productions (12)
4. Zero Hunger (2)
5. Good Health and being (3)

Participants: we can also campaign in the examples Facebook. We can make schools have some project with the students so they can be learn how important is individuals action make big change.

Prof. Gayle De Bruyn: we can also be a part of internet and forever

Dr. Philip Vaughter: it should be easy, we work with some developer and make campaign in internet and make it so easily understanding. We can write in email about our good ideas. To have some action and make it have output. It can be greats.

# Session 5

## Reporting and Discussion

Moderator: **Dr. Philip Vaughter**

· Reporting from Session 4

Dr. Philip Vaughter

Good evening everyone, we have a long day so I will try some example quickly. So if we have the reporter's continental session come up to report what they spoke about will be greatly. And appreciated and we can please help the reporters Europe, America, Africa, Asia Pacific to joint with me in the stage and just give us some us report. And listen back other report sections.

So we have four continental sessions that we work at the UNU defined the RCE Americas community, the Africa community, the Asian pacific community and the European community. And today we will heard some action point's continental's area during this section. Now, with the RCE network we works globally but we also works regionally. And also the regional meeting will be important because they don't give us some point act with the neighborhood and to know about another reporters the whole worlds completely globalize. But events time the neighborhood don't know each other very well. And then I would like to introduce the continental section, start with the Americans Ibrahim. So Ibrahim please tell us what we have to do today?

*Ibrahim-Americans*

So actually we talk about are being able platform we have four points. The points is bilingual platform and basically is because of the separated become England and that make us have England speaking countries and Spanish speaking countries. We discussing how we can connect and going beyond elected language barriers. We do the traditional way and how we can corporates them in RCE and how we going talk about educations, with the teachers and how we could educated them. For last but not least for the youth, we have youth community network in RCE and they job is about with us barriers and also we have three actions points that we can identified this actions is youth network and how we can corporates them , secondly we teach about ESD and the third we have educated community

*Dr. Philip Vaughter*

And that's it's from American and now going to Britney from Asian Pacific Regions:

*Britney - APAC*

In APAC so far and we work with RCE collaborations. Sometimes like research, studies, university student exchange as could as changes. We also we have gap so in the future we planning about collaborations with RCE with action plan for national levels. So we improve educational levels for the youth community and they will be give us give back. The other issues that just only 46% APAC actually reporting that what they doing online so we want increase the number. Thank you.

*Africa*

We have acknowledge from RCE we have some discussion point and the African we realize some kind directions to achieve a directions how we take the activity. It can be individual's levels or the regional levels in youth levels. We need engaged continental and the regions body. African community they need facilitated for regional body. To private sectors need financial support and improve the communications and collaborations for RCE Africans. Thank you

*Dr. Philip Vaughter*

Finally we hear from the European community

*European:*

We had long sections we discuss three point the 1. The state of the art of the network we have probably highest sentence of RCE in the world. 37 pieces the earth. That make too make tricky to not miss each other. How to live together. We discuss a lot of things, we enjoy our communicate we have each share to solve that section. We need communicate because we have so much speakers and regulations. What we mark we missing several major in Europe don't much active in RCE.

The new EU member's state. 2 is This state of how activity more active approach 3. Outlook in to the future.is how to working together. We made discussion about the state and activity's. Not only from inside but outside organizations members. The third is how to look to the future and then we come into discussion how to organize annual region meeting. How should we look specific issues? We hope more informations from the youth. Thank you.

*Dr. Philip Vaughter*

So we are in the end RCE Conference. Please stand and give me your hands.

08.30 - 10.30

Session 6-1

10.30 - 11.00

Break

11.00 - 12.00

Session 7

12.00 - 13.00

Lunch

13.00 - 15.00

Session 6-2

15.00 - 15.30

Break

15.30 - 16.30

Session 8

16.30 - 17.30

Session 9

## Day 2, Thursday 24 November 2016

# Session 6.1

## Thematic Discussion (Parallel Session)

### 1. Parallel session : Sustainable Consumption and Production and sustainable livelihood

-Moderator: Dr.Zinaida Fadeeva (UNU-IAS)

-Co-Facilitator: Prof. Carolina López (Candidate RCE Borderlands México-USA)

-Co-Facilitator: Prof. Rob O'Donoghue (RCE Makana and Rural Eastern Cape)

Global Action Program (GAP) on Education for Sustainable Development (Accelerating sustainable solutions at local level). By 2030 all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development. Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning" in order to help combat climate change". MAB strategic Objective 3: "ESD activities take place in all biosphere reserves, including all partners of civil society. Biosphere reserves also serve as ESD hubs from which the models are disseminated". Climate COP 21 Paris Agreement: "Parties shall cooperate in taking measures, as appropriate, to enhance climate change education, training, public awareness, public participation and public access to information, recognizing the importance of these steps with respect to enhancing actions under this Agreement."

Accelerating sustainable solutions at local level are Develop innovative solutions to sustainable development challenges at the local level and work with local authorities and municipalities to enhance ESD programs. ESD provides everyone with the opportunity to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

ESD an opportunity for cities are innovates education and makes it locally relevant, helps break down the boundaries between education institutions and the wider community, empowers the local population and workforce to drive the green transformation, promotes diverse populations to work for a common future, and makes cities more attractive and liveable.

Ensuring efficient GAP implementation to enhance and integrate ESD at local level means mobilizing local municipalities and communities, ensuring they have sufficient capacities in ESD, strengthening learning opportunities for citizens in various settings, and promoting collaboration among relevant local stakeholders in different sectors. UNESCO, as the lead agency for ESD, is organizing workshops for cities/municipalities in all five UN regions between December 2016 and December 2017. The provision of ESD training to cities and local authorities is expected to result in communities providing both more and enhanced sustainable development learning opportunities for their citizens.

A program for ESD capacity building is yet to be developed together with partners, it would contain, among others, the following elements: how to integrate ESD into Local Agenda 21 processes; how to use educational scenario exercises for participatory sustainability planning at local level; how to integrate ESD into local action on climate change and other sustainability challenges; how to use the local authorities' responsibility for some elements of formal education to integrate ESD into schools.

In order to pursue "sustainable development in its three dimensions – economic, social and environmental in a balanced and an integrated manner." 3Ps (**People, Planet, Prosperity**).

2. Parallel session : Biodiversity, Ecosystem Services, and Traditional Knowledge

-Moderator: Dr. Unnikrishnan Payyappallimana (UNU-IAS)

-Facilitator: Dr. Sonjai Havanond (RCE Cha-am)

Research and Capacity Development. Since 2008 several efforts to strengthen TK in the context of health and nutrition, Regional and International TK holders exchange programs, capacity building workshops, Research – Collaborative projects ongoing – e.g. Food traditions of Asia, Traditional knowledge and community health.

RCE Approaches/Methodologies of TK are situated social learning processes, learner led mediation processes, revitalizing traditional knowledge in life situations through a see-judge-act approach, integration of mother tongue education and reinforcing identity, bridging research and developing learning case modules for capacity development based on good practices.

Recent developments are Health Food Traditions of Asia – ProSPER.Net project – concluding – excellent documentation of food practices related to health; discussion with GIZ, Manila office, possibility of support for a regional project, working already in the Mindanao region; linking with IPBES – capacity building and Indigenous and local knowledge task force; UNU-International Institute for Global Health – support health related capacity building; and Youth involvement in Biodiversity and TK.

Some of RCE work on BES (Biodiversity, Ecosystem Services, and Traditional Knowledge) are Raising awareness on coastal biodiversity week, marine pollution monitoring, education on various biodiversity themes, short term courses on permaculture, sustainable use of marine resources; Urban gardening (RC Khamas-Erongo); conservation and management of Botanical gardens (RCE Greater Pwani); Learning programs on biodiversity (RCE Lusaka), Education on ecosystem services and sustainable lifestyles(RCE Bogota); Youth networking including on biodiversity issues (RCE Greater Portland); and Business and biodiversity (IGES).

Who are the stakeholders? Ministry of Environment, NGOs, local government bodies, villagers, research institutes, university students, indigenous communities, different government departments, businesses, universities.

What are the Gaps/Challenges? Networking, funding, implementation of BMP into capital projects of local authority, insensitive policies in relation to natural resources, lack of knowledge/data resources like databases on fungus, integration of traditional knowledge, multi-stakeholder coordination, social transformation, lack of capacity for comparative ecosystem valuation, cost benefit analysis, conviction of stakeholders in joining the work, community involvement without having livelihood options, human drivers, lack of awareness and lack of respect for nature, lack of benefit sharing, inadequately coordinated departments, methodological, and youth participation

Any work on ecosystem assessments? Education related studies, waste management related studies, environment related, basic work on economic value of wetlands, baseline surveys of available species, river ecosystem assessment, assessment of coastal ecosystems, government level assessments of various sectors, conservation related work in lower Zambia, assessment of elephants, wetland ecosystem related assessments, socioeconomic studies, water and soil quality, and co-benefit studies

Any policy related work? Coastal biodiversity management plan, development planning involvement, greening related influence in local governments, NBSAP related, ESD related planning at national level, National biodiversity authority related, national strategic plan for biodiversity related.



*Parallel discussion session in day-2*

### 3. Parallel session : Climate Change and Disaster Risk Reduction

-Moderator: Dr. Philip Vaughter (UNU-IAS)

-Facilitator: Dr. Betsan Martin (RCE Waikato)

To understand climate change and also to understand what needs to be done to address it, a sharp and sustained focus on education, training and public awareness in all countries and at all levels of government, society and enterprise is required. To achieve this, governments party to the UNFCCC are working with both the private sector and civil society stakeholders in six priority action areas: education, training, public access to information, public awareness, public participation, and international cooperation. This objective is anchored in Article 6 of the UNFCCC, which has been renamed Action for Climate Empowerment (ACE). ACE can provide to RCEs : Information portal on education and training tools(Resources) and case studies on how climate change education programs have been implemented (Good Practices).

Recently, the UNFCCC dedicated the day of November 14th to the critical role of education in responding to climate change. During a high level panel discussion that day, UNESCO launched Action for Climate Empowerment, a website with new guidelines for policymakers seeking to use education, training, and public awareness to combat climate change. UNESCO also took the opportunity to launch its' new publication – PLANET: Education for environmental sustainability and green growth, which showcases how education can shift people's behavior towards more sustainable ways of living.

Living laboratory that already exists in one of the colleges Malaysia aims to create a living laboratory (naturally) that focus on the management of sustainable energy development. Framework of living laboratory is teaching, learning, doing.

Things were implemented for the creation of a living laboratory that is friendly to the environment is trying to design a campus that is continuous with the goodness of the environment (contextual), creating a program for the development of sustainable energy, for example is low carbon initiative program, the campus as a role model of non-governmental organizations (Management community ).

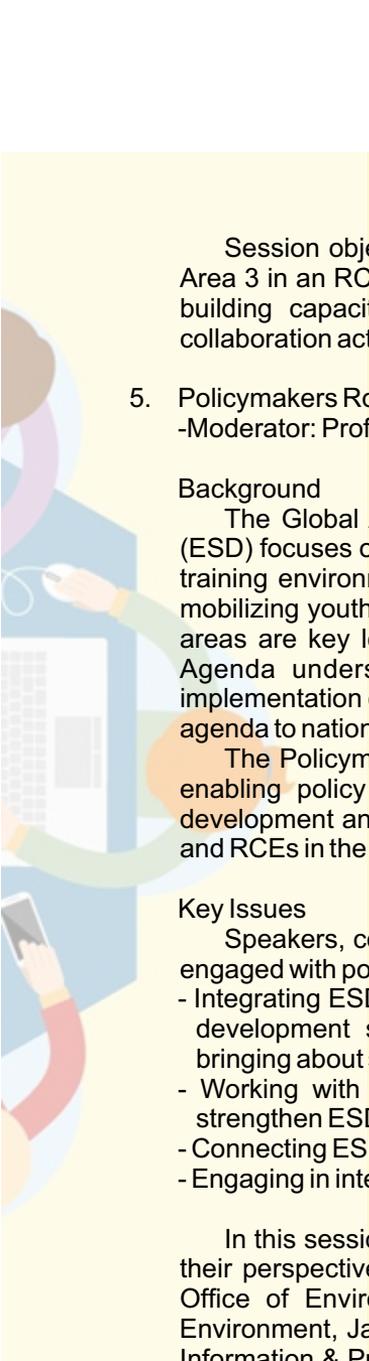
The results of discussions to get some solution on the existing problems. To reduce solid waste is to intensify the movement of 3R (reuse, recycle, reduce). To overcome or mitigate natural disasters that focused on raising potential of young people to socialize movement, teach, and practice. To bring climate back at first with ideas and follow-up of education related to sustainable climate improvement etc. There should be management or managing the movement / work RCE (environmentalists) to mitigate natural disasters, such as catastrophic care movement.

### 4. Parallel session : Capacity Building for Educators

-Moderator: Dr. Abel Atiti (UNU-IAS)

-Co-Facilitator: To be confirmed

RCEs provide space for collaborative learning processes to build capacities of educators, trainers and other change agents (GAP Priority Action Area 3). RCEs stimulate, support and coordinate the production of learning materials and the sharing of successful practices on ESD. RCEs support transformative education and ensure that ESD is an integral component of all education at all levels. Capabilities developed in terms of Raising awareness, stimulating social learning and critical reflection, re-thinking current educational content and methods, exploring a wide range of methods, and stimulating youth as change agents.



Session objectives to discuss the implications of implementing GAP Priority Action Area 3 in an RCE context, to share challenges, successes, experiences and 'cases' on building capacity of educators to facilitate ESD, and to identify and recommend collaboration actions on building capacity of educators.

5. Policymakers Roundtable (Annex 3 for details)  
-Moderator: Prof. Mario Tabucanon (UNU-IAS)

#### Background

The Global Action Programme (GAP) on Education for Sustainable Development (ESD) focuses on five priority action areas - advancing policy, transforming learning and training environments, building capacities of educators and trainers, empowering and mobilizing youth, and accelerating sustainable solutions at the local level. These action areas are key leverage points to advance the ESD agenda. The 2030 Development Agenda underscores the importance of multiple level governance for effective implementation of the Sustainable Development Goals (SDGs) and translating the global agenda to national priorities and local actions.

The Policymakers' Roundtable is designed to discuss how RCEs can contribute to enabling policy environment for mobilizing education and learning for sustainable development and scaling up ESD actions, and to discuss the interface of policymakers and RCEs in the context of GAP and SDGs implementations.

#### Key Issues

Speakers, commentators and discussants are invited to address how RCEs can be engaged with policymakers in:

- Integrating ESD into policies at all levels – global, national and local - in education and development sectors by mainstreaming and upscaling sustainable practices and bringing about systemic change.
- Working with government ministries, national agencies and local governments to strengthen ESD policy environment.
- Connecting ESD policy with development sectors.
- Engaging in intergovernmental, international sustainability policy processes.

In this session two videos from RCE Okayama and Espoo were presented to share their perspective at local context. On national perspective, Yasushi Nagami, Director, Office of Environmental Education, Environmental Policy Bureau, Ministry of the Environment, Japan and Ayub Macharia Ndaruga, Director, Environmental Education, Information & Public Participation, National Environment Management Authority, Kenya shared their experiences. Ushio Miura, Programme Specialist and Team Leader for ESD and Global Citizenship, Section for Educational Innovation and Skills Development, UNESCO Bangkok, Naoya Tsukamoto, Project Director, ESD Programme, UNU-IAS, Saroj Srisai, Head of Environment Division, ASEAN Secretariat and Jesus Fernandez, Deputy Director for Programme, SEAMEO BIOTROP also delivered their perspective at international context.

In the discussion on How to make a better policy? Commitment is important as such in the case in Kenya where politician influence government policy. Collaboration among organization is needed and policy decision making should incorporate opinion from stakeholders.

# Session 7

## RCE Assessment as Learning and Empowerment

Moderators: **Dr. Zinaida Fadeeva & Prof. Rob O'Donoghue**

In fact started this discussion in 2007 the first question how well we do as the RCE community. We have 2 positions. One has been that we have to immediately start measuring the impact to our work and first suggestion was measuring in a literal by paying attention on how many tons of waste, how many miles does result of this work or how much property was eradicated in the areas RCE operate. In other positions has been really to embark on learning (assessment is learning) and looking into activities which RCEs do value to the discussion which lasted for about 3 years came up with consensus among RCEs that assessment and evaluation processes which we are looking for have to be focused on self-assessment of the RCEs but also be really predominantly starting from the point of what RCEs a value in their own activities. Initial view evaluation between 2010 and 2012 were piloted by variety of groups in the RCEs and by a few RCEs themselves. Then it brings up exactly to the process of which were talking about now, when a group of the RCEs in southern African countries, have been piloting of the evaluation approach which is currently called the hybrid evolution and members of the RCEs members of the evaluation working group which working before this project have consisted of the members of the RCEs from around the world. In 2012 we tried to pull together all of these approaches and bring them to the RCE in order to see to what kind of results. In African countries which piloted this RCE evaluation (RCE Osaka, RCE Zomba, RCE Darussalam, RCE Makana etc).

Resulted very specific methodology however it is flexible methodology and this is what conversation is all about how to employed this approach by the hole of RCE community.

UNU-IAS capacity development support for evaluation to strengthen RCE reporting. Dominant approach in development to evaluation, RCE have a very good starting point and good culture of evaluation when we put proposal through to Ubuntu team to be recognize and this some really good deep evaluation at the local level is done. We have current culture in the RCE and stuck in report and justify, the best thing we can do is get an assessment and an evaluation right to build the culture of assessment and evaluation. Assessment and application had very long history in the RCE community. Immediately start measuring the impact to our work. Pilot project outputs :

- Multi-stakeholder evaluation tool kit
- O'Donoghue, R. B. and Fadeeva, Z. (2014). Enhancing Monitoring and Evaluation Practices in RCEs" In Building a Resilient Future through Multi-stakeholder Learning and Action: Ten Years of Regional Centre of Expertise on Education for Sustainable Development. Dirksen, A. (Ed). UNU-IAS, Tokyo, Japan. Pg. 161-178.
- O'Donoghue, R.B. (2015). Evaluation and Education for Sustainable Development (ESD): Navigating a shifting landscape in Regional Centre of Expertise (RCEs). In Rieckmann (2015) ESD Research in Higher Education Handbook. Routledge Handbooks.

People learning-to-change and produce freedoms together. In order to set our institutions firmly on the path of future knowledge, we need to re-invent a classroom without walls in which we are all co-learners; a university that is capable of convening various publics in new forms of assemblies that become points of convergence of and platforms for the redistribution of different kinds of knowledge.

An overview of the RCE evaluation toolkit pilot studies are constitutive evaluation, appreciate evaluation, developmental evaluation, value creation assessment and meta evaluation.

- Constitutive evaluation : Baseline assessment around core RCE elements (R.1)
- Appreciate evaluation : Stakeholder accounts of RCE processes and projects (R.2-5)
- Developmental evaluation : Explore ways to strengthen engagement / goals (R.2-5)
- Value creation assessment : Assessment of value creation through RCE activities (R.6). RCE Outputs: Evaluation reports, photo case study & capacity development strategy per RCE.
- Meta evaluation : Review of RCE tool kit & evaluation capacity development.

An Evaluation Tool Kit was developed as a hybrid that draws on a range of evaluation traditions that can be adapted to differing RCE needs and contexts. These include: Constitutive, Appreciative and Developmental Evaluation, Value Creation and Impact Assessment. The tool kit opens with a review of documentary evidence on how the RCE was constituted; a review of "The RCE Journey". The development of a picture of how the RCE evolved (Review 1) is designed to provide key reference points or a baseline around which the core elements of the RCE can be reviewed by the evaluation participants. The evaluation is approached as a deliberative process of appreciative inquiry with developmental evaluation developed through Reviews 2-5. The open evaluation process concludes with an open-ended assessment of value creation (Review 6). The review framework of the toolkit (Reviews 1-6) has been developed as an appreciative assessment process to inform and to strengthen an RCE and the reporting of the work people are doing together.

RCE coordination and networking. This section invites RCE participants to provide appreciative input on the 'RCE journey,' outlining how the RCE is beginning to function as a coordinating network of partners supporting education for sustainable development (ESD). The initiating documents for the establishment of the RCE will be a good place to start and electronic copies of these documents are on the RCE Portal. RCEs are dynamic organizations so it is important to document how the existing structures have emerged and how membership has changed over time. The developing evaluative focus is center on what and how of the RCE as structures and members have been deployed to begin to address their ESD work to certain local issues. Members of the evaluation working group can first discuss the scope and focus of their activities and then elect to provide descriptive and appreciative narratives on particular aspects of the programs that they have been most involved in. Here questions 4 & 5 can be combined in the appreciative reporting process. The first four questions should provide detailed insights into the processes and substance of the RCE coordination and networked activities in the area so that the participants have sufficient detail for them to begin to discuss what could be done to improve existing RCE programs and how this might be achieved. This section is thus an opening introduction to an appreciative process of reflexive review through which the RCE journey comes to be mapped out for an appreciation of what they have been involved in and what can be done to strengthen their ESD activities.

RCE activities and their positive effects. This question have been framed in the same way, developing from appreciative discussion to developmental appreciations. Drawing on the activities reported in question one, it should be possible to list the portfolio of activities and then discuss which of these have been the most successful activities and why? From this opening work it should be possible to support appreciative evaluation as participants to begin to examine and discuss how the model of collaboration and decision-making is related to the achievement of the successes noted.

This provides a baseline for beginning to contemplate how the successes might best be built on to scale up and mainstream successful activities and thus build on and expand the RCE program around its strengths.

Once again this section concludes with a developmental question that is in two parts, one looking in on the activities and their effects and the other looking out into possible regional collaboration.

Transformation and Sustainability. Question three scales up the appreciative review into the effects that are apparent in terms of transformation and sustainability. Sustainability opens up in two forms for discussion the sustainability of the RCE activities and their contributions to sustainability in the region. The session opens by inviting discussion on a flagship initiative or two so that learning through success might become building blocks of widening success. Question two is structured to invite detail on learning processes around knowledge acquisition and 'transfer' as well as around change in the way of practice transformation. Here the time scale is in twelve month blocks but any time scale can be used, the most important work being to deliberate what has changed and how the change is evident. After this the focus shifts to the probing of resources needed for the program and its governance. Finally the concluding question is developmental. Dick recommended the deflecting of the question of funding to explore how barriers can be overcome to sustain the work of the RCE.

Strategic areas and networked learning. By this stage there should be quite a lot of appreciative data in the evaluative record and enough to switch the focus to a continuing appreciative exploration the strategic side of local RCE work. This is reflected here as strategic areas and networked learning, reflecting the RCE as a purposeful network of co-engaged activity in the co-production of new knowledge to better steer sustainable ways of being in the world together. Again the process starts with a focus on how that has been done and the way of doing so has produced successes to build on. The design of the framework switches immediately to the question of what has been learned within the RCE

towards improving learning and the effectiveness of its initiatives and then on to a developmental focus on strengthening learning network linkages and processes that are proving to be effective in enabling change. A key process to deliberate here is course-supported capacity development training and how the existing materials could be used in local ESD change-projects that address the SDGs.

RCE Global Service Centre. On a regional and global scale the RCEs could come to function better together through the portal and services provided by the RCE Service Centre. Appreciative evidence on the benefits of being acknowledged as an RCE and in interacting with the Service Centre can now be usefully deliberated. The questions are primarily calling for appreciations of networking activities with the service center and other regional RCEs. Here the main area of evaluative interest is how are RCEs learning from each other, with the appreciative deliberation being concluded with ideas on how the regional and global networking processes of knowledge sharing and collaboration can be strengthened?

Document records and overall value creation. The concluding question is entirely open with the focus of deliberation being all form of documentary evidence on and out of RCE activities. It is at this stage that we should ask participants if there are there any areas that have not been covered in our evaluative deliberations. It is also important to note that all of the data that we have supported participants to generate on the RCE and their activities as a networked learning community are for them to take forward into shared understandings that can be used to strengthen their cycles of ESD work. Wenger describes how communities of practice produce value in their work cycles of activity. Value creation starts with a sense of something that is of immediate value that might be seen to have a wider potential for value creation. The aspiration to create value is then initiated through applied work that affirms and creates value, often producing change that is realized in context and can involve a positive reframing of what is of value and worth achieving.

Looking back into the document record and the appreciative data it is possible to work with the evidence to undertake an assessment of value creation in the emerging story of the RCE as an active learning community producing value through the work that they do together. At this stage we should encourage participants to nominate an editorial team to work up the narrative data into an evaluative report. The team might also be able to identify opportunities for taking the appreciative evaluation process further and for making review processes such as this a part of their core activities in the RCE. Through the evaluative work that we have

supported them to do, it should also be possible to support the production of case stories of value creation through the successful learning and action that they are involved in together.

RCE must flexible to choose any of methods that it is given in the toolkit? How secretariat process the reports from the RCEs depending on the tools or the evaluation mechanism that they will use so can be able to elaborate the status of the processes of the different RCEs. Because if it is subjected to the liking the RCE just because easy to do or difficult to do. And can have very general assessment what and how RCE performing globally. It challenges going forward.

## Session 6.2 Thematic Discussion (Parallel Session)

Session 6-2 is a continued session about RCEs' engagement with sustainability processes. This session was a parallel session which was divided into five rooms, they were health, youth, higher education, TVET, and policy support. In health session, Dr. Unnikrishnan Payyapallimana was selected as a moderator and accompanied Mr. Huberto Zanoria as a facilitator. In youth session, Dr. Philip Vaughter was selected as a moderator and accompanied both co-facilitator Ms. Brittany Hardiman and Mr. Usman Muhammad. In higher education session, the moderator was Dr. Zinaida Fadeeva with two of co-facilitator Dr. Kiran Chhokar and Dr. Hilligje Van't Land. In TVET session, Mr. Jos Hermans and Mr. Detlev Lindau-Bank were selected as co-facilitator. And in policy support session, Prof. Mario Tabucanon was selected as a moderator with Prof. Carolina Lopez as a facilitator.

In Health group discuss local traditional food and the importance of it for sustainable development. It can function in special ceremonies. In case of Indonesia research on traditional food outside Java is important. Another issue on processing food as well medical and health insurance issues were discussed. The development of traditional medicine is also important issues.

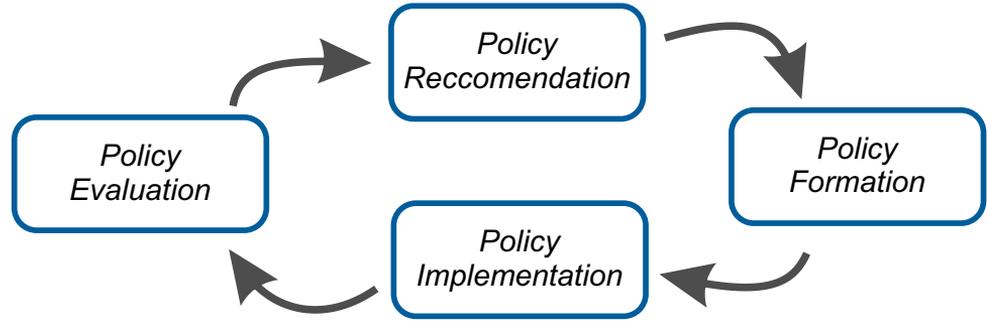
In Youth group 10 RCE presented their good practices on youth, RCE Bogota, RCE Chennai, RCE Chubu, RCE Greater Portland, RCE Greater Western Sydney, RCE Kano, RCE Thiruvananthapuram, RCE Tianjin, RCE Tongyeong and RCE Yogyakarta. Several key points were discussed including connecting the youth with the RCE, considering making RCE youth online platform as well as the need to make global campaign. In this session issue related with youth representative is identified in which not all countries has representative of RCE, therefore RCE need to work with the universities to work on this issue.

In Higher Education-Driven Initiatives each participants was asked to share their experiences in education engagement between student and teacher as well as rule and habits they have. It was also discussed collaboration with stakeholders to engage with community and discuss about how to increase student awareness about the importance of education.

In the policy support group, government plan which is translated into area development was discussed.

Level of multi-stakeholder engagement

1. Policy dialogue
2. Policy research -> Research Approach  
 Research Approach, when problems are identified, research and analysis become key point for understanding the history and steps to be done. The analysis is also function to give understanding towards community about the aims and related issues.
3. Policy cycle :  
 Important: human – community as policy instrument
4. Policy Component : Encouraging Lasting Structural Changes



How RCE and as individual could get access to policy processes? Each country has different response. While in the US does not have the access, in Canada has a vote but may be neglected. In Finland collaboration with ministry for curriculum development and in Indonesia can be started from legislative through curriculum development or directly to government.

How we could go with normalized process on sustainable development policy in local, national and global level? In Netherlands, it maybe more successful to go directly and 10 countries of ASEAN still fight. Research is conducted in Malaysia which then developed as RCE Semenanjung.

In Sustainable Consumption and Production and Sustainable Livelihood, Prof. Rob O'Donoghue said that sustainable is about doing to learn. He also asked the participants to write daily activity for routine for deep consumptions.

The most important consumptions is water. It related to where the energy comes from. In the energy use, we often find over consume and what makes us over consume is about created needs. Based on Prof. Gale, the genuine needs are such as eat, drink, wear, and shelter. Prof. Carolina proposes a question that what do I productive as life production assistance that I contribute? Summary of the answers are for expanding needs that we can satisfy, changing lifestyle, taming the consumption apatite, and cultural perceptions for sustainable consumption. Prof. Rob also said that sustainability commons in and as RCE.

The sustainability is about production and consumption. Production and consumption have to keep balance for ecosystem services. Next, the discussion move to the way we can shorten the supply chain in a region. To do this, we can use formal education and community engagement. And we can enable system engagement through product.

# Session 8

## Communication Strategy

Session 8 discussed about communication strategy and was presented by Ms Hanna Staahlberg from UNU –IAS). Ms Staahlberg started her discussion from how the community between RCE and UNU-IAS. After that, she divided her speech into four sections that are strategy, communication in practice, reporting, and the future. On institutional level, UNU-IAS try to more emphasis on E from ESD which focused on education, engagement strategies on sustainable development (SD) processes, accelerate impact via learning, and SDGs, GAP, IPBES could improve knowledge about ESD or sustainable development.

There were four main roadmaps for RCEs. They were strengthening governance to coordinate ESD/SD learning and actions in the network, develop ESD/SD competencies to contribute to local/global SD initiatives, accelerate local/regional solutions and link these with international platforms, and develop a science-policy interface. Each of them needs a communication to achieve their goals.

There were four roles to play in communication strategy in 2017. The first was informer who could give you policy-relevant and timely. The second was integrator who speaks with one language and identify on network level. And then the teacher who provides capacity development or empowerment. And the final one was the synergizer who becomes the match maker between RCEs in the world. From four role play, each of them has communication perspective that were data consolidation for informer, channel coordination for integrator, e-learning for teacher, and providing links making networking possible for synergizer.

Synergize consisted of two important element, content and engagement.

The examples of content were meeting reports, photos, news, profiles, videos, events and project updates, while the examples of engagement were RCE meetings, UNU blog, email and research.

She also told about website of RCE look like now which contains news, events, publication, and feature about RCE for example Global RCE Conference, RCE Worldwide, and capacity development. Every event in this website will display in RCE calendars that we can access anytime. In the right bottom of website, there was a link for community to communicate everything like reports.

Capacity development platform was launched last year and offered fellowships, call for papers, awards, jobs and e-learning. If you had any contents that you would like to share, you welcome to give it to her and she give it to this platform for money source.

We changed our domain became [www.rcenetwork.org](http://www.rcenetwork.org). This domain was not longer than previous domain. With this domain, RCE E-Bulletin will post once a month include news, events, community development, and open course. You can contribute for this e-bulleting by submit a submission form for RCE E-Bulletin article.

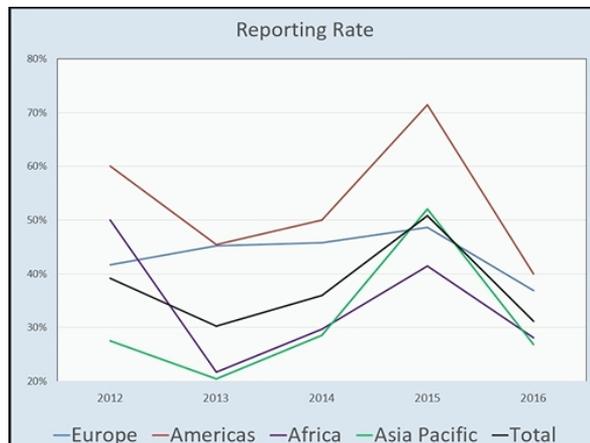
You could also know more about RCE network not only from website but also from Facebook. You could type Global RCE Network and it would lead you to Global RCE Network's home which displayed the deadline for submission proposal and many photos.

UNU-IAS has launched the policy brief two years ago. This brief has collaborative with other policy with theme and policy relevant.

UNU also launched blog series about SDGs which each of SDGs aspect had each blog. UNU also waiting for all annual reports and the deadline of annual reports is January 15, 2017.

Why reporting? There were three reasons for this question. First of all, UNU-IAS reports to UNESCO about RCE activities (partner network 5 and GAP). Then, UNU-IAS develops a mapping of activities in thematic areas. So the more data we have, the more report we have, the more complete the mapping is. The other reason is expert database. The annual report will create an expert database. And finally we mention synergies. So from reporting, you can get more recognition, better networking, give you an access, and a lot of serendipity.

She also told about reporting rate in four continent, Europe, Americas, Africa, and Asia Pacific. The interesting part is all rate follow the similar pattern which in 2015 we have the most report.



So what for 2017? She plans to putting RCEs on the map, mapping of synergies, showing inter RCE-activities. She also wants to more focus on e-learning, like produce some webinar, to change the bulletin with new layout and new format and more visual and finally expert database.

The website of RCE could change from static map to dynamic map and get more profile RCE. From putting RCEs on the map, she wants to create link to reporting, link to profile, showcasing activities, and sort by theme, region or focus.

On the last slide, she announces about open call regional meetings which need proposal include propose dates (usually 2-3 days), location and capacity of venue, themes, tentative sources of funding, contact persons with assigned responsibilities, and any events to be held back to back. The deadline for this proposal is March 15, 2017.

#### Question and Answer

Q: Why you suggest using the calendar? I think I have no benefit from it.

A: With this calendar, we know the time and location of annual meeting of RCE, so we can publish it in e-bulletin and invite other RCEs to join that meeting.

Q: Why you use Facebook as a publication media in business? I never use that in my business.

A: UNU-IAS has Facebook and Twitter account, and through this media we can share any news to people who connect with us. But Twitter has no dynamic platform, so Facebook is the only option. Facebook can upload photo and you can provide a comment and join us. Facebook can linking any membership of RCEs.

C: Facebook is cheap and the most recognize social media and I think it is a good idea to connecting people.

# Session 9

## Reporting and Discussion

Dr. Unnikrishnan Payyappallimana from UNU-IAS was selected to be a leader in session 9 in theme of reporting and discussion. He called representative from climate change sector, capacity building for educator, and policy maker.

Carolina was a representative as a speaker from sustainable consumption and production. Sustainable production is about learning and doing and playing creativity. It is important to RCE to implement program that makes people feel a part of thing and give them to freedom construction in sustainable life. Another important is awareness to people consumption in building, household, and so on.

Dr. Unnikrishnan reported about biodiversity. In this session, discussion started from history of biodiversity from 2010 when he started coordinating this programme and publication which have published in 2013, the African heritage knowledge system. He also discussed about upcoming conventional biological diversity (CBD) corp in the first week of December. During the orientation workshop, we heard there were five questions, what RCEs is doing on biodiversity, who are the major, what is the gap, do they have an assignment, and what is contribution.

In climate change and disaster reduction session, Dr. Philip as a representative told that we have a really dynamic discussion. Climate change and disaster reduction often get linked together. They can be connected not necessarily. RCE Waikado talked a little bit about climate change. RCE Iskandar talked about a campus living lab that has been several years. She hope that not only a campus but also a city living lab. RCE Swenaekar about youth and educating community about how to deal with disaster. So the idea is we don't just respond to disaster, we try to reduce the impact of it. We can create databases on climate change education and disaster reduction education.

Next, the capacity building for education with Dr. Marlyn as a representative, told about how we strength the capacity building for educator as well as communities. It refers to SDGs number 4. In this session, we have discussed how we could bring about transformative education. We need to change the mindset both of educator and communities. Some case studies have discussed for example, the first case study is about stimulating youth as change agent through social media. I was interesting when Hanna said about Facebook can be an important media that being use by RCE. And because youth more advance in technology now, they often share anything in social media so we can stimulate them with this social media. In Kenya, one of speaker says about why they involve youth in waste water management. From Denmark, we have heard about their programme in orienting teaching system. Some courses have taught in class so the students can link them and connect the theory and applied technology. And another example from UK, we heard about literation and numeration. So you explain the process to produce the product and know how much to complete the product. From Zambia, we heard about green campus initiatives, as well as Indonesia. From Russia, we heard about digital simulator, they simulate what out here digitally. From Malaysia, we heard that fishermen had taught English. This can be a new income for fishermen in eco-tourism sector. So there were three action points that we agree, one is going to be a thematic group discussion in the photo, two is there will be a template for keep sharing this best practices, and three is to strengthen existing linkages in private sectors.

Hanna acted as a representative from policy maker round table discussion. We have three interesting comments from commentators. The question is how we engage the RCE with policy maker in the context of SDGs. We had a concrete example of potential opportunity how RCE can link directly with the institutes on the ground in specific country working in specific issues. It is a great potential opportunity because they have national government link even this link became the weakest link by RCE. RCE Okayama has government support and knows more detail about SDGs. The last challenge was from Minister of Environmental Japan that is difficult to identify the effectiveness of ESD strategies.

We have next group to reporting. They are health, youth, higher education driven initiatives, Technical Vocation Education and Training (TVET), policy support and migration.

Mr. Habbato act as a representative from health session. This session is quite relevant to Education and Sustainable Development and act as respond to sustainable development in the UN. It focused on three or four concerns, the first one is more on traditional knowledge for example issue on sustaining traditional knowledge and another issue in traditional knowledge is organic farming. The second is about social dimension for health. Another issues was the landscape, how people acting to the environment and green building. And another issue was the disparities between urban and rural. The first action point was training of workers need to start earlier. The second action point was documenting. And the third action point was education, information, and telecommunication.

In youth, Usman said that we hadn't extensive discussion and from this discussion we could share three points such as we need to involve formal network into the youth network of global RCE, we also need to create thematic focus group that we need in each continent, and we also need coordination. We have three action points that we identified to be key achievement to RCE youth network:

1. Realize that each RCE need to have a youth focal point like a contact person in national focal point
2. Put together the global project with youth to work on in given SDGs. Each region has a problem or challenge, so if we can think any projects or programmes that crossed region it will be helpful.
3. Create communication platform for each region, like each continent will create Facebook page, twitter account, and all communication channels that is necessary.

As additional we also need to motivate youth especially youth project for RCE and also need to have guidelines for establishment RCE Youth Network in different languages such as Japanese, French, Arabic, and English. Then database in issues and government will share to create synergies.

Ms. Samadina from higher education driven initiatives, said that we only had two key discussion points, the first one was the methodology for engaging higher education and the community for example there was a university that was not happy with RCE engaging in some communities work and little bit less with institution itself. Therefore there was a course based activation strategy in which there was a process of engaging the community. Also we have organizational setting that was very different, for example in Swedish and Mexico, the university that not very engage to sustainable development, and there was the opposite country such as Philippines in which the vice counselor looked into community need and work together with RCE.



On TVET, George said that professional education which has been undervalued for so many years has come into the harsh in the mind of policy maker recently and nowadays so many nations have put TVET professional education high on the priority. In our group we have done two things, first we have listened to a research report of Detlev, secondly we have discussed about what to do to research finding. The main feature of the research where there is a significant correlation between several characters of TVET and the employability in practice. And indeed that is something which so many of us underline it is about employability, responsible, which is important for all of us. The curriculum development of ESD is based on learning. It is about combine the programme that young people go to school and going to practice. We have to positioned ourselves in the complex world of TVET, marking your position is something very difficult, you have to be aware of your own strengths and of the need of the market around you. TVET with the aim to help local communities and TVET school, government better communicate with each other and make every local school do something which be long really to the community. For this NGO, we need RCEs. We not only need RCEs we also need organization outside UNU.

Ms. Hanna Staahlberg also acted as a representative from policy support session. Last but not least, policy support is a very interesting session actually, we had some interactive discussion and have a good diversity of different RCEs and different country in the room together in the different perspective on how RCEs engage or cannot engage in the policy making process. At the beginning of the session we look that policy process is a cycle and in the different entry point were RCEs can engage or have possibility to engage and then we shared the expertise on a room that some of RCEs members have experiences in the past engaging with national government where parliament and government officer. It was interesting to hear from example in Finland where cooperation with minister is very close also in curriculum development and Indonesia which are in very lucky position that they collaborated with government on the strategy for environment assessment and it directly fit into the policy process. The basically identified issues and the stakeholders in the beginning then the university analyses this and make impact assessment. And then the RCEs together with the research institution come up with policy recommendation. In finally all stakeholders choose the best policy option considering all levels or all dimensions such as community, economy, environment, etc. We then look different entry points or access points during the legislation process and again we shared different expertise and here we define short requirement, first we need definitely to understand the local needs then conduct research to have data available and make a point to really directly address political policy and this can open up without linking the organization. Three dimensional from environment, economy and humanity combined and create a visual form that can be used by policy maker on what type of impact in a project can have and used as policy recommendation tools. Then we talked about Asian action plan on environmental education in ESD that they have already actually identified several RCEs as instrument for policy implementation and here we discussed that RCE cases on local project can serve very well for example of successful ESD implementation. And then RCE Yogyakarta show case their community based ESD action plan which is done together with Indonesia Minister Education as an example of how projects starting from the ground and actually for ESD implementation directly.

We had an informal session on migration. We didn't expect too many people to come but nevertheless we considerably satisfied and the discussion started by apologizing the speaker's self (George) being European and only coming up with this point right now. We have known that the world in a trouble for many years.

But we hadn't seen too many refugees in Europe until now so that's why European didn't make the problem out of it. I cannot translate this fluently. In Europe we produce a concept position paper on refugees on my grants. This position paper is subjective to adaptation. It will sent around the European community and beyond to interested people we ask for commands. If it has being done, we share open a group of communicators on this topic through the web portal. The web portal should be the central focus point for this as we want to learn from all of the world where countries have been confronted with my grants with refugees and how they handle this, how they tried to show off, how they to try find solutions. Then we discussed about marking your position. We can find out what is specific strength that is bottom up with knowledge and approach of the communities. Probably our activities will be focus in cooperation with local community and influencing policy makers to make a work easier and more effective. Well, first step is sending out position paper, second step will be opening a platform in the web portal and then we will hope that huge bank of interested support as well join as in the discussion which hopefully will be very productive.

Day 3

Friday 25th November 2016

07.30 - 13.00

Fieldtrip

13.00 - 14.00

Lunch

14.00 - 15.30

Session 10

15.30 - 16.00

Break

16.00 - 17.30

Closing

18.00 - 21.00

Farewell Dinner

Day 3, Friday 25 November 2016

### Fieldtrip

All the participants conducted field trip which was divided into five groups of visit.



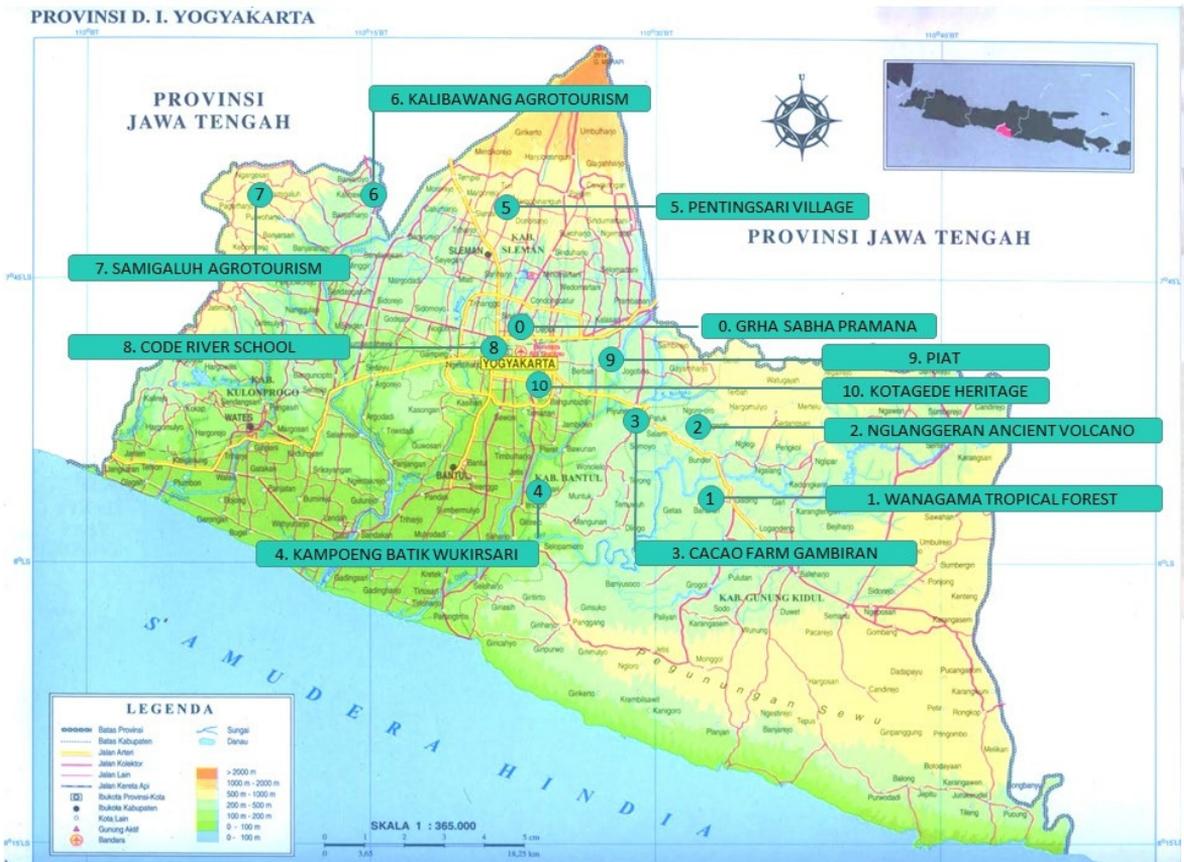
*Snapshot of the Fieldtrip on Day-3*

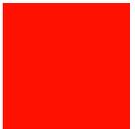
The participants were taken to the field trip locations presented on the day one. The idea is that they will be exposed to the action programs conducted by RCE Yogyakarta and UGM. The participants will have a chance to interact with the local community and discuss about the experience of university-community partnership in promoting SDGs

### A. Enjoy the community development based tropical forest in Wanagama I, Gunung Kidul Yogyakarta and Kampong Batik, Wukirsari Bantul.

Wanagama stands form wana (forest) and gama (Universitas Gadjah Mada) is an educational forest established by the spirit of struggling from limiting resources to reforest marginal and critical areas in Gunung Kidul Regency. The Gunung Kidul Regency was the driest region in Java which leading to famine. The success of reforestation was a complex combination of the application of modern silvicultural techniques develops by Faculty of Forestry, Universitas Gadjah Mada and social engagement with local people. The reforestation success also inspires local community to adapt the silvicultural system and has been applied throughout the Gunung Kidul landscape and many different regions in Java island. Not only forest was established, the nontimber forest and ecosystem services also improved, for example, water is available throughout years.

Kampoeng Giriloyo is one of the tourist village located in Wukirsari Village, Imogiri, Bantul, Special Region of Yogyakarta. As a region which is located quite far with urban center, Giriloyo own landscape, architecture, community, and cultural interest make up together as one of its locality appeal. The motifs in the batik that produced are mainly classical Yogyakarta batik motif. Giriloyo batik handicraft products has its own peculiarities, since it is produced with natural dyes made from plants and herbs that are around the area such as fruits Joho, jackfruit wood, banana skins, crimson, shy daughter leaves, bark high, mahogany skin, and hindigo vera.





## **B. Engage with local community in development homemade chocolate from local cacao farm, Gunung Kidul Yogyakarta and enjoy the cultural heritage of building and handcraft of Kotagede, Yogyakarta.**

One of cacao village supervised by UGM is Gambiran. Cacao farmer in Gambiran had problems in production quantity and quality. Therefore, UGM took a role to develop and prepare the technology to solve it. The products are chocolate powder, chocolate fate and stem chocolate. It has environmental aspect too, as to utilize waste from leaf become cacao tea.

Kota Gede in an ancient city, a heritage of Mataram Kingdom capital city in 16th century and a symbol of harmony among Hindu-Budha-Islam. The community creates silver handcraft hereditary. The wealthiest tribe at that time, Kalang, engraving their greatness in their building a part of showing their wealthness at that time. Apart from silver handcraft, Kota Gede is central of heirloom community that has been established by Universitas Gadjah Mada at traditional house in Jagalan called Omah UGM (UGM house in Javanese).

## **C. Explore the beautiful ecotourism village of Nglanggeran, Gunung Kidul Yogyakarta and learning and experience integrated farming system model in Pusat Inovasi Agro Teknologi Berbah Yogyakarta.**

Nglanggeran ancient volcano is administratively located in the village of the District Nglanggeran Patuk Gunung Kidul Regency, D.I. Yogyakarta. Ancient volcano region has an area of 48 ha. While Nglanggeran village area has an area of 762 hectares in land use are mostly used for agricultural land, plantations, fields and yards. The pattern of land ownership is dominated by village treasury ground. Nglanggeran ancient volcano old andesite formation. Some of the rocks that can be identified in the region include andesite breccias, tuffs, and pillow lavas. Volcanic clastic rock outcrops found in Nglanggeran ancient volcano is ideal. Based on a unique and distinct types of rocks are there, then the region named geological formations Nglanggeran ancient volcano and today is one of the geopark geosite Gunung Sewu. PIAT is one of off-campus facilities owned by UGM located in Berbah and Mangunan, which is focused on agriculture related products and technology development and research. The main facilities in Berbah area are green houses, rice fields, cattle ranch and farms, chicken farms, deer ranches, post harvesting facilities, solid waste recycling facility, fish ponds, organic farms, rare species collection, and outbound facilities. Meanwhile in Mangunan it is focused on the industrial plantation such as rubber, eucalyptus, and medicinal plants with processing facilities and also recreational sites.

## **D. Learning community based river restoration of Code Yogyakarta and disaster mitigation and rehabilitation in Merapi Mountain.**

Code River is one of main river that crossing Yogyakarta City which has headwaters located in the active volcano in Yogyakarta, Mount Merapi. Code riverbanks that already inhabited by thousands of people are actually a disaster prone area, to floods and lava floods. Efforts to build the resilience river carried out by various stakeholders, also as a part of the river restoration.

## **E. Learning agro tourism in Samigaluh and Kalibawang Kulon Progo Yogyakarta.**

Samigaluh unit production is a part of PT Pagilaran located in Desa Pagerharjo, Kecamatan Samigaluh, Kabupaten Kulon Progo, Yogyakarta. It produces green tea, cacao bean, and jasmine. The tea production has already obtained sedex certification in 2013, therefore the quality of the tea and the sustainable environment are unquestionable.

Department of Agriculture and Forestry Kulon Progo, Yogyakarta, continued to develop agro-based horticultural crops known as the Mount Menoreh be area-based fruit with agro tourism. A community-based tourism, Women Farmers Group Pawon Gendis, located in the Banjarharjo Village, Kalibawang District, Kulon Progo Regency, Yogyakarta, has been cultivating the food production process for pegagan product. The group also has a booth of products under the name "Manihot Snack" in which the products are sold made from raw tubers. Additionally, KWT Pawon Gendis also has a craft business and founded the Read to broaden the children free of charge.

# Session 10

## Strategic Discussion Part III

Session 10 was a discussion session about “Hopes and Aspirations in Regards to the Contributing to Global Sustainability Agenda”.

### Panel Discussion

Hopes and aspirations in regards to the contributions of RCEs to the global sustainability agenda

Moderator: **Dr. Philip Vaughter** (UNU-IAS)

In terms of SDGs individuals has responsibility to implement. Education is function as tool and RCE is unique modality engaging locals, national as well internationals.

A. Ms. Margaret Fleming (RCE East Midlands)

RCE East Midlands is one of first RCE in UK and mentioned that quality of education is one of priority. Education resource management currently focuses on energy and curriculum development is needed to ensure the quality of education and learning.

B. Ms. Jen Dollin (RCE Greater Western Sydney)

She mentioned that climate change is one of priority beside others like water, urbanization, agricultural and curriculum development is need to be done involving local, national stakeholders. She hopes that science technology development must in line with business model in which blue economy concept is implemented.

C. Dr. Ayub Ndaruga (NEMA-Kenya)

He mentioned that there are issues in environment, residency and others. Sustainability policy within institution is a must. Mobilization and capacity building are some challenges need to be solved and convincing the government that they must engage with sustainable development issues need to be done.

D. Mr. Usman Muhammad (RCE Kano)

He emphasized the importance of education in changing the mindset of people. Climate change, hazards identification, population growth are examples of the issues need to be addressed and the problems are not easy to be solved due to cultural challenges and youth is a valuable resource to contribute in solving the problems.

E. Prof. Dr. Suratman, M.Sc (RCE Yogyakarta)

He emphasized that Indonesia is diverse if terms of the people and geography and the approaches are unique based on local wisdoms. Effective collaboration is needed to solve the problems. The concept of Philosophy of HAMEMAYU HAYUNING BAWONO (HHB) for SDGs (living harmony) Relation of People with God- nature and people is important. He also described the five pillars of RCE Yogyakarta, in this case coordinated by UGM to contribute for global solution, namely Student Community Service (KKN), Curriculum Development, Blue campus, community empowerment and Comprehensive Approach and Networking. Capacity building and government policy in supporting the achievement of SDGs are also important.



## CLOSING

### RECAP OF THE CONFERENCE

Observations and actions

Three strategic directions:

1. Strengthening governance and coordination towards learning and actions within the RCE Community
  - Linking to national level (government and other stakeholders) and policies
  - Continental coordination (communicators, coordinators, common plans)
  - Working with youth network (including with new responsibilities)
  - Thematic clusters of activities – activities performed by the RCEs beyond already listed ones; add them as 'emerging areas' – mapping of RCEs projects (in making) and exploring processes of supporting such clusters further
  - Development of communication and exchange opportunities (including through UNU-IAS communication portfolio)
  
2. Enhancing the capacity development of local and regional stakeholders to contribute to both local and global sustainable development initiatives
  - Course-based activation of partner networks
  - a. Open hybrid (self)evaluation – development of the coaching and support process aligned with ESD capacity development
  - b. Collaboration opportunities – professional training on ESD in the context of multi-stakeholder local networks (Copernicus Alliance, ProSPER.net, IAU)
    - ICT assisted learning
    - Communicate about how RCEs organize themselves (learning about governance and coordination)
  
3. Strengthening the impact of actions by linking local and regional SD and ESD debates and processes with international platforms
  - 'Codification' of RCEs experiences (to make them transferable/translatable methodologies)
  - Engaging RCEs with ESD and SD-related international policy processes including GAP, IPBES, SCP, Climate Change, Migrants, TVET
  - Working to strengthen science-society-policy interfaces
  - The concept of Global Learning Space (GLS) and using it to promote the RCE community
  - RCEs as a process and RCEs as partnerships for localising the global agenda

We see and we want to see more

- The RCEs as community of many learning together towards change
- Where translation of global ambitions happens into languages of many groups and disciplines
- Where co-engaged learning is an inspiration and a test-bed of policies and ideas for national and international partners
- Where we are a movement which 'business card' says "Unity in diversity"

# RCE AWARD GIVING CEREMONY

## Outstanding Flagship Projects

### **RCE SRINAGAR**

Category : Disaster Risk Reduction  
Project Title : Climate Smart and Disaster Resilient Communities in the Himalayan Region  
Notes : Contributing to Community Engagement

## Acknowledged Flagship Projects

### **RCE OKAYAMA**

Category : Biodiversity  
Project Title : Okayama Creature Village Project  
Notes : Capacity Development

### **RCE GREATER PWANI**

Category : Biodiversity  
Project Title : Botanical Garden: A Transformative and Holistic Learning Laboratory  
Notes : Engaging with Transformative Learning and Research for Sustainable Development

### **RCE MINA**

Category : Sustainable Consumption and Production  
Project Title : Design Secret Community Documentary  
Notes :

### **RCE GREATER DHAKAR**

Category : Higher Education & TVET  
Project Title : Watery Use, Biodiversity, Conservation, People Consumption in Mmplementing GAP on ESD  
Notes : Whole Institutional Approach

### **RCE SASKATCHEWAN**

Category : Higher Education & TVET  
Project Title : The Sustainability and Education Policy Network (SEPN): Leading Through Multi-sector Learning  
Notes : Enabling Policy Formation and/or Institutional Change

### **RCE GREATER EASTERN UGANDA**

Category : Youth  
Project Title : Youth Empowerment for Promoting Sustainable Development Education and Practice  
Notes : Engaging with Transformative Learning and Research for Sustainable Development

## Honourable Mention

### **RCE CHANDIGARH**

Category : Climate Change  
Project Title : Addressing The Issue of Climate Change by Articulating Information and Promoting Collaborations at The Local Level  
Notes : Capacity Development

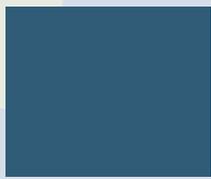
## Closing Remarks

By Prof. Dr. Suratman emphasized the importance of partnership in building sustainable future and thanks to the participation of all the RCE members.

Prof. Dr Mario Tabucanon emphasized that the global RCE community is growing and continue to develop in global learning space. Thanks to UNU IAS and all stakeholders involved. RCE movement is important not only for regional but constitute for global learning space.

thank  
you

*Exhi*

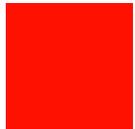
 **02**

***Exhibition***

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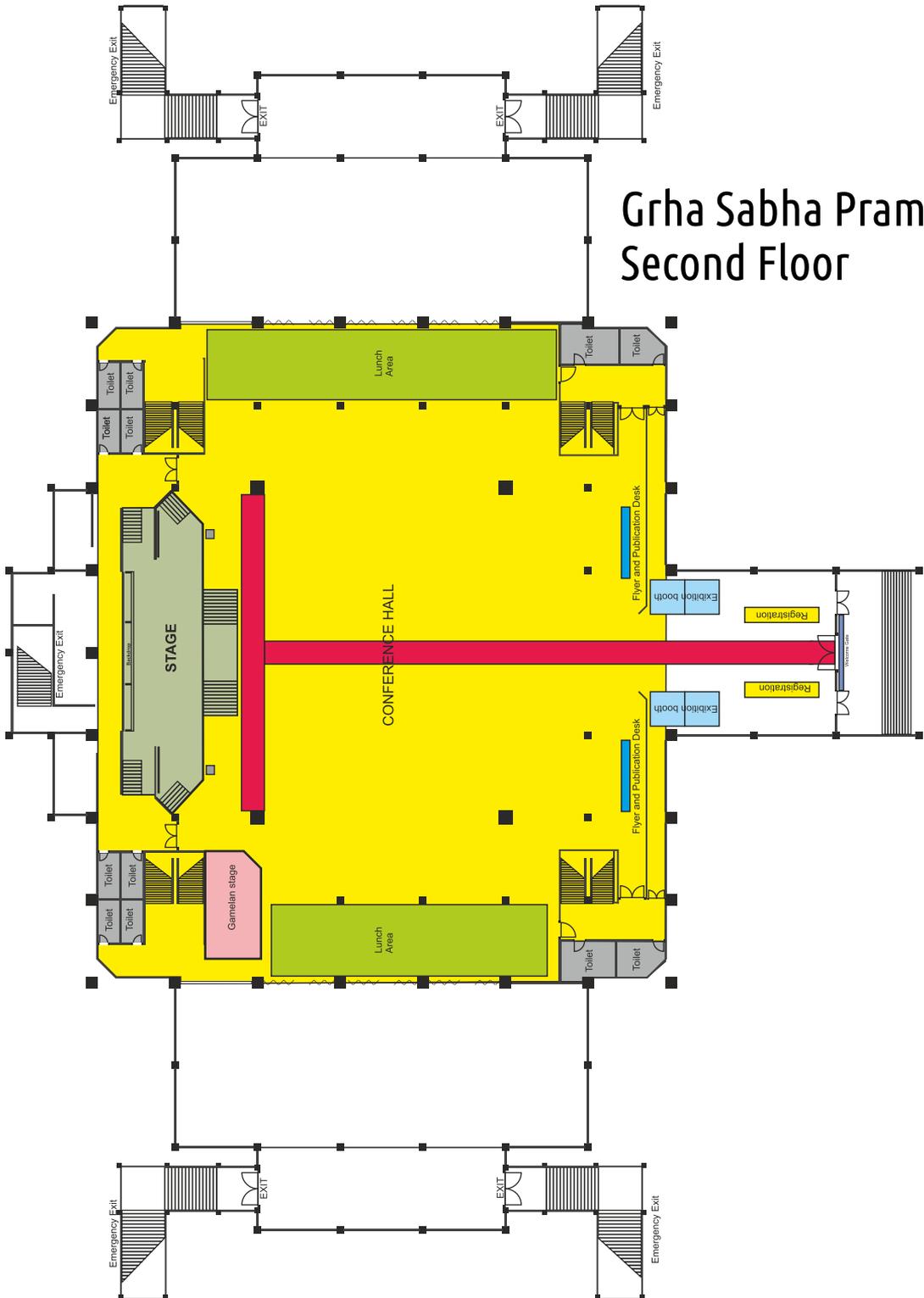
## THE EXHIBITION

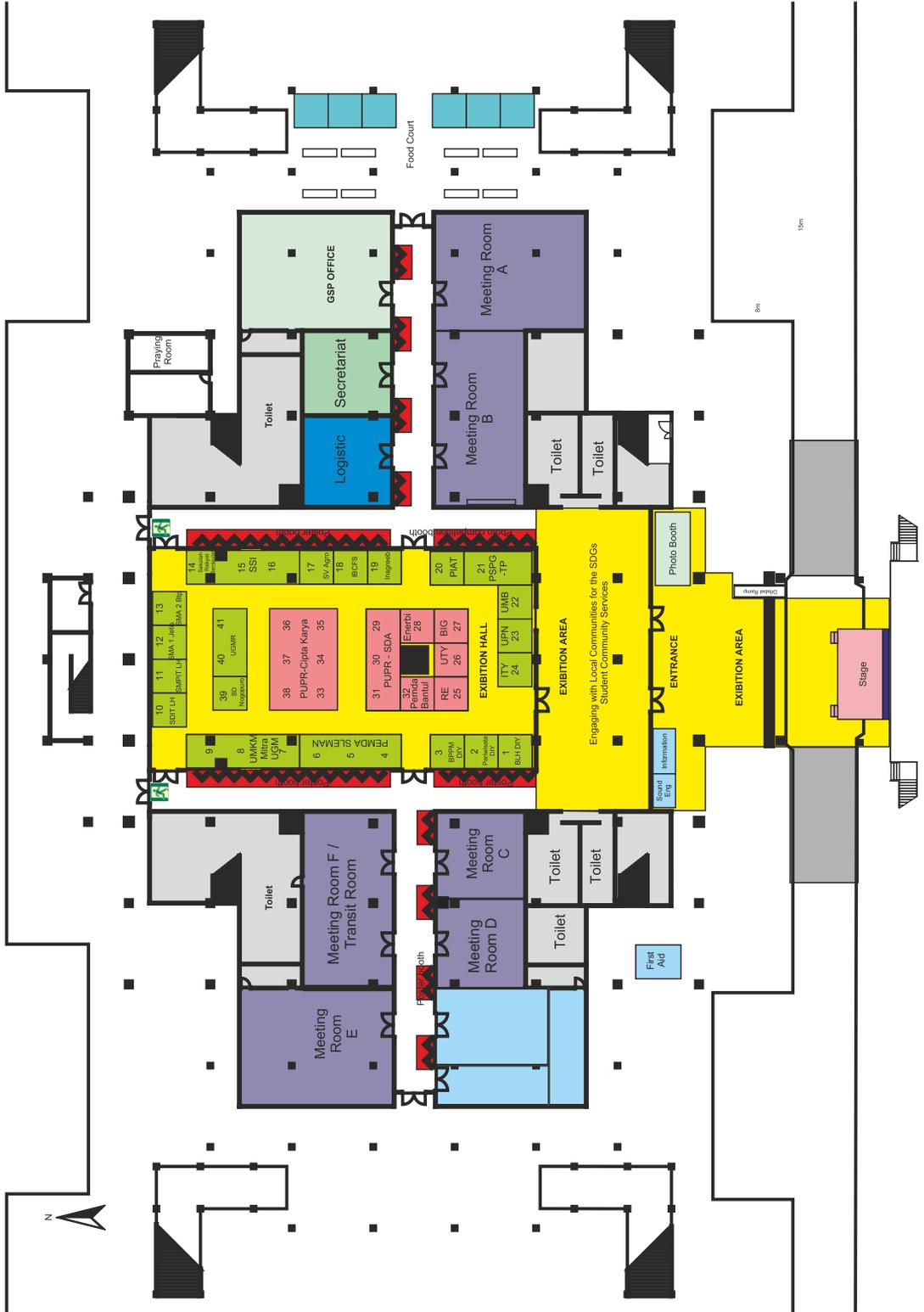
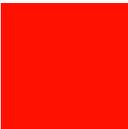
The exhibition was held for two days, located at the hallway of Grha Sabha Pramana where the parallel sessions for paper presentations were organized. Participants of the exhibition are representative from stakeholders, with the list as follow:

- 1) BLH DIY
- 2) Dinas Pariwisata DIY
- 3) BPPM DIY
- 4) Pemkab Sleman
- 5) SMEs Universitas Gadjah Mada
- 6) LHI Primary School
- 7) LHI Secondary School
- 8) SMA Negeri 1 Jetis – Sekolah Adiwiyata Mandiri dan Sekolah Sehat Nasional
- 9) SMA 2 Banguntapan - Sekolah Adiwiyata Mandiri dan Kewirausahaan
- 10) Sekolah Rakyat Berdaulat
- 11) Srikandi Sungai Indonesia
- 12) Bioresources Technology Veterinary Department Vocational College Universitas Gadjah Mada
- 13) Integrated Bio-Cycles Farming System
- 14) Integrated Smart and Green Building (INSGREEB)
- 15) Pusat Inovasi Agroteknologi
- 16) Center for Food and Nutrition Studies and Faculty of Agricultural Technology – Universitas Gadjah Mada
- 17) POSDAYA dan UKM Binaan Universitas Mercu Buana
- 18) Universitas Pembangunan Nasional “Veteran” Yogyakarta
- 19) Institut Teknologi Yogyakarta
- 20) RE – Resource Energy
- 21) Universitas Teknologi Yogyakarta
- 22) Geospatial Information Agency – Parangtritis Geomaritime Science Park
- 23) EnerBI-KAMASE
- 24) Kementerian Pekerjaan Umum dan Perumahan Rakyat Direktorat Jenderal Sumber Daya Air
- 25) Bappeda Bantul
- 26) PUPR Cipta Karya
- 27) SD Negeri Nogopuro – Sekolah Model SDGs, Model SWALIBA
- 28) UGMR

# THE EXHIBITION

## Grha Sabha Pramana Second Floor





Grha Sabha Pramana - Ground Floor

■ **03**

***Attachments***

***At  
tachment  
ments***

# Time-Table

## The 10th Global RCE Conference

Tuesday 22 November 2016

17.00 - 19.00 REGISTRATION  
19.00 - 21.00 WELCOME RECEPTION

Wednesday 23 November 2016

07.30 - 08.30 REGISTRATION

08.30 - 09.30 OPENING

- Opening Remarks:
  - Mr. Naoya Tsukamoto, Project Director, UNU-IAS
  - Prof. Ir. Dwikorita Karnawati, M.Sc., PhD (Rector, UGM)
- Welcome Remarks by Kanjeng Gusti Pangeran Adipati Aryo Paku Alam X (Vice Governor DIY) (Representative by Ir. Gatot Saptadi)
- Congratulatory Messages Dr. Subandi (Deputy Minister for Human Development and Culture, Ministry of National Development Planning (Bappenas))

09.30 - 09.50 **SESSION 1.1** INTRODUCTORY SESSION "HIGHLIGHT OF THE RCE COMMUNITY DEVELOPMENT"

09.50 - 10.40 **SESSION 1-2** STRATEGIC DISCUSSION PART I –"TRANSFORMATION AND CHANGE THROUGH EDUCATION"

10.40 - 11.00 BREAK

11.00 - 12.00 **SESSION 2** RCE YOGYAKARTA FIELD VISIT ORIENTATION (5 Breakout Sessions)

- Group 1: Cacao Farm (Coklat), Kotagede
- Group 2: Wanagama, Kampoeng Batik Wukirsari Bantul
- Group 3: Nglanggeran, PIAT Berbah
- Group 4: Agotourism Samigaluh, Kalibawang
- Group 5: Code, Tourist Village Pentingsari Cangkringan Sleman

12.00 - 13.00 LUNCH

13.00 - 14.30 **SESSION 3** STRATEGIC DISCUSSION PART II

Guides to Global Initiatives – focus on hopes for contributions from RCEs for GAP/SDGs  
Moderator: Prof. Mario Tabucanon (UNU-IAS)

- ASEAN Secretariat: Mr. Saroj Srisai, Head of Environment Division, ASEAN Secretariat
- UNEP: Dr. Monika MacDevette, Deputy Director of the Ecosystem's Division
- UNESCO: Ms. Ushio Miura, Programme Specialist and Team Leader for Education for Sustainable Development and Global Citizenship, Section for Educational Innovation and Skills Development, UNESCO Bangkok
- UNU-IAS: Mr. Naoya Tsukamoto, Project Director, UNU-IAS
- IAU: Prof. Dzulkifli Razak, President, International Association of Universities

14.30 - 15.00 BREAK

15.00 - 17.00 **SESSION 4** REFLECTIONS ON ACHIEVEMENTS, CHALLENGES AND OPPORTUNITIES

Continental Discussion

- Africa
- America
- Asia-pasific
- Europe

17.00 - 17.50 **SESSION 5** REPORTING AND DISCUSSION

# Time-Table

## The 10th Global RCE Conference

Thursday 24 November 2016

08.30 - 10.30	<b>SESSION 6-1</b>	RCES' ENGAGEMENT WITH SUSTAINABILITY PROCESSES (Parallel Session) - Sustainable Consumption and Production and sustainable livelihood - Biodiversity, Ecosystem Services, and Traditional Knowledge - Climate Change and Disaster Risk Reduction - Capacity Building for Educators - Policymakers Roundtable
10.30 - 11.00	BREAK	
11.00 - 12.00	<b>SESSION 7</b>	RCE ASSESSMENT AS LEARNING AND EMPOWERMENT
12.00 - 13.00	LUNCH	
13.00 - 15.00	<b>SESSION 6-2</b>	RCES' ENGAGEMENT WITH SUSTAINABILITY PROCESSES (Parallel Session) - Health - Youth - Higher Education-Driven Initiatives - TVET (Technical Vocational and Training) - Policy Support
15.00 - 15.30	BREAK	
15.30 - 16.30	<b>SESSION 8</b>	COMMUNICATION STRATEGY
16.30 - 17.30	<b>SESSION 9</b>	REPORTING AND DISCUSSION

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Friday 25 November 2016

07.30 - 13.00	FIELDTRIP	
13.00 - 14.00	LUNCH	
14.00 - 15.30	<b>SESSION 10</b>	STRATEGIC DISCUSSION Part III Hopes and Aspirations in Regards to The Contributions of RCEs to The Global Sustainability Agenda
15.30 - 16.00	BREAK	
16.00 - 17.30	CLOSING	CLOSING CEREMONY RECAP OF THE CONFERENCE RCE AWARD GIVING CLOSING REMARKS
18.00 - 21.00	FAREWELL DINNER	

# DAY-0



Welcoming dinner in Bangsal Kepatihan Yogyakarta



## DAY-1

*The first day of 10th Global RCE Conference is finally start. Beside discussion and conference, this event also had exhibition from many participants about sustainable development.*



**DAY-2** Day 2 of 10th Global RCE Conference continued with other important discussion.





# EXHIBITION



DAY-3

# Forest Wanagama & Batik Bantul



*Enjoy the community development based tropical forest in Wanagama I, GunungKidul Yogyakarta and Kampoeng Batik, Wukirsari, Bantul*

DAY-3



## Nglanggeran



*Explore the beautiful ecotourism village of Nglanggeran, Gunung Kidul Yogyakarta and Learning and Experience Integrated farming system model in Pusat Inovasi Agro Teknologi Brebah Yogyakarta*

# PIAT



DAY-3



# Cacao Farm



*Engage with local community in development  
homemade chocolate from local cacao farm,  
Gunung Kidul Yogyakarta and enjoy the cultural  
heritage of building and handicraft of Kotagede,  
Yogyakarta*



# Omah UGM



# River Restoration Code



*Learning community based  
river restoration of Code  
Yogyakarta and disaster  
mitigation and rehabilitation  
in Merapi Mountain*

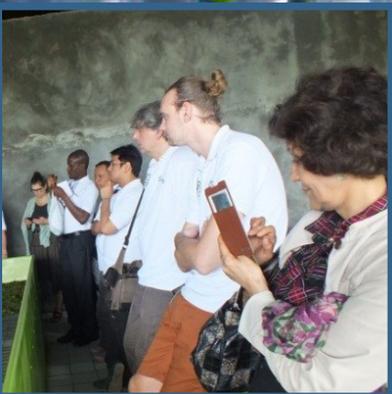
DAY-3

# Pentingsari





# Samigaluh - Kalibawang



*Learning agrotourism in Samigaluh and Kalibawang Kulon Progo Yogyakarta*



# Farewell Dinner

*The end of the day 3 of 10th Global RCE Conference, all participants are having joy on the last agenda.*



# The Organizing Committee



Prof. Ir. Dwikorita Karnawati, M.Sc., Ph.D  
Board of Advisory



Prof. Dr. Suratman, M.Sc.  
Board of Advisory



Prof. Ir. Irfan Dwidya Prijambada, M.Eng., Ph.D  
Chairman



Dr. Puji Astuti, S.Si., M.Sc., Apt.  
Vice Chairman



Sentagi Sesotya Utami, S.T., M.Sc., Ph.D  
Secretary I



Surani Hasanati, S.Si., M.Sc.  
Secretary II



Sari Hartanti, S.E  
Treasury I



Joni Tri Wibowo, A.Md.  
Treasury II



Dr. Novi Siti Kussuji Indrastuti, M.Hum  
Funding and Sponsorship Coordinator



Dr. Eko Agus Suyono  
Conference Events Coordinator



Dr. Rachmawan Budiarto, S.T., M.T.  
Exhibition Coordinator



Dr. Slamet Widiyanto  
Event Coordinator Exhibition



Dr. Iva Ariani, S.S., M.Hum.  
PR Coordinator, Documentation and Publication



Hendranti Wisnu Saputro, S.T.  
Web and IT Coordinator



Dr. Muhammad Ali Imron  
Fieldtrip Coordinator



Prasetyo Nugroho, S.Hut., M.Sc.  
Logistics/Supplies Coordinator



Isnani, SIP.  
Food Supplies Coordinator



Nanung Agus Fitriyanto, M.Sc., Ph.D  
Coordinator of Transportation



Nur Sulis  
Coordinator of Security



**04**

**List**

**of**

**Participants**

A Reni  
Abidin Masrah  
Akamatsu Rika  
Alviawati Eva  
Arief Mukiet  
Aryani Kartika  
Astuti Wulan Tri  
Atmanto Winastuti  
B Wildan F  
Baiquni M  
Brotodjojo Rukmowati  
Cahyadi Imran  
D Ridar N  
Damayanti Rizky  
Danang Danang  
Dewi Fauzia Yunisa  
Elcantari Nurfitri  
Ernawati Ernawati  
Etela Ibisime  
Fajar Anastasia  
Gaif Patria Gaif  
Handojo Nurjano  
Harris Cane  
Hartini Sri  
Hastuti Tutik Sri  
Helliza Helliza  
Hidayanta Dwi H  
Hidayat Chusnul  
I Indah Sri  
Idiwana Ageng  
Indriya Lies  
Indroyono Ruthut  
Irna Karina  
Istyastono Enade  
Jansen Mr Rudi  
Jansen Mrs Siriluch  
Jihadan Ahmad  
Kahar Kahar  
Krisnaputra Radhian  
Kusmanto Kusmanto  
Maryani Enok  
Maryono Agus  
Mason Cordelia  
Miura Ushio  
Miyazaki Shinya  
Molasy Honest  
Mulyani Wiwik Puji  
Mursyid Abdul  
Nasir Udin  
Ngadiyem Ngadiyem  
Prihatini Anna  
Purnama Darmady  
Rahadi Sugeng  
BLH DIY  
Accompanying Prof Dzulkifli USIM  
RCE Hokkaido  
Univ Lambung Mangkurat  
Wakil Bupati Jember  
Housing Resource Center  
FIB UGM  
FKT  
SV UGM  
UGM  
UPN Veteran Yogyakarta  
BLH DIY  
Bappeda DIY  
Mubyarto Institute  
Mandiri  
SDIT Luqman Al Hakim International  
Fak Pertanian UGM  
Universitas Negeri Padang  
RCE Port Harcourt  
Setda Kab Gunungkidul  
YLI  
UGM  
Pemerhati Code  
SD N Nogopuro  
BLH Sleman  
Mandiri  
Balitbang Kaltim  
FTP UGM  
Bappeda Bantul  
BNPB  
Universitas Haluoleo Kendari  
Mubyarto Institute  
Puspar - UGM  
LPPM Univ Sanata Dharma  
RCE Cha-an  
RCE Cha-an  
Pemkab Gunungkidul  
KLH Kab Kulonprogo  
SV  
Dinas Dikpora Gunungkidul  
UPI  
SV UGM  
Asian Institute of Finance  
UNESCO  
RCE Okayama  
Universitas Jember  
PSW UGM  
Pemda Klaten  
ITY, YLH  
Fak Pertanian UGM  
Kapedal Gunungkidul  
FTP UGM  
Dinas Pendidikan Kulon Progo  
Rahman Abdul  
Bappeda Sleman

Rahmawati Ely	Bappeda Sleman
Retno Retus	BPPM DIY
Rohjani Endang	FKWA
Rusadi Emmy	RCE Yogyakarta
Rusumayudha Sari	UPN Veteran Yogyakarta
S Didiet H	UMB Yogyakarta
Sakarinto Wikan	SV UGM
Salasia Siti Isrina Oktavia	FKT UGM
Sarno Sarno Dinas Pend	KB
Setyanggar Roro Dyah	Bappeda Kab Sleman
Shalihah Nisa	SMPIT Luqman Al Hakim International
Subiyanto Subiyanto	Sekretaris Daerah
Suharto Suharto	BLH Kab Bantul
Sulastri Sri	Bappeda Sleman
Suparno Suparno	FTP UGM
Susilowati Sri	Srikandi Sungai Indonesia Klaten
Sutomo Yoan Adi Wibowo	Bappeda Kab Sleman
Suyanto Agus	ITY
Suyatno Yakub	Dinas Dikdes Bantul
Swastika Emanuella	BLH DIY
Villanelez Rex	RCE Cebu
W Slamet	Bio UGM
Wahyu Sri	Banyu Bening
Wahyudin Dinn	UPI
Wahyuono Subagus	Farmasi UGM
Widagdo Maris	LPPM UKDW
Widiyanto Widiyanto	LPPM UNY
Widjanarka Hendro	UPN Veteran Yogyakarta
Widodo Widodo	BPP
Widyastuti Avrin	Fak Teknik UGM
Wiji Utomo Andreas	Dinas Dikpora Kab Sleman
Wiran Eko	Kulon Progo
Yammesti Yammesti	Univ Prof Dr Hazairi, SH
Yuesti Anik	Unmas Denpasar
Zhu Miao Yuan	Yun Nan Normal University
Zen Irina Safiyri	Department of Urban Pllaning, Faculty of Built Environment, RCE Iskandar
Zulkiflee Lubes Zul Ilham	RCE Central Semenanjung
Akaranta Onyewuchi	University of Port Harcourt / RCE Port Harcourt
Ali Mohammad	Universitas Pendidikan Indonesia/RCE Candidate Bandung
Arzhenovskiy Igor	Nizhny Novgorod State University of Architecture and Civil Engineering / RCE Nizhny Novgorod
Atiti Abel Barasa	UNU-IAS
Babikwa Daniel Jonathan	National Environment Management Authority / Greater Eastern Regional Centre of Expertise
Bian Jinghong	RCE Tianjin
Ahmad Ali Bukar	RCE Kano
Buliameen Lukmon Oladayo	DMARINE Group/ RCE-Minna
Cárdenas Rubiano Fabián Mateo	University of Applied and Environmental Sciences/RCE-Bogotá

Chhokar Kiran Banga	Asia-Pacific RCEs
Chikuni Marlene	RCE Zomba
Chen Binghua	RCE Greater Shangri-la
DeBruyn Gayle Lorraine	RCE Grand Rapids, Michigan
Deche Eric Mwasaha Simeon	National Environment Management Authority/RCE-GREATER NAIROBI
Dollin Jen	Western Sydney University / RCE Greater Western Sydney
Fadeeva Zinaida	UNU-IAS
Fernandez Jesus Corpuz	SEAMEO BIOTROP/RCE Bogor
Furusawa Reita	Chubu University/ RCE Chubu
Gangwar Abdesh Kumar	CEE Himalaya / RCE SRINAGAR
Gary Jocelyn Generia	Portland State University
Ghazali Munirah	RCE PENANG
Harry Daisy	RCE Iskandar
Hermans Jos	Advisor RCEs in Europe
Hardiman Brittany	Western Sydney University / RCE Greater Western Sydney
Hopkins Charles	Regional Advisor to RCE Communities in Americas
Husaini Abdul	Niger State Geographic Information System/Federal University of Technology, Minna
Ibrahim Ibrahim Mohamed	RCE Greater Portland
Kachokngao Ploykwan	RCE Cha-am
Kang Hana	RCE Tongyeong
Kang Bunae	RCE Tongyeong
Konishi Miki	Okayama ESD Promotion Committion/ RCE Okayama
Lawrence Clive Lesley	RCE Khomas-Erongo Namibia
Lindau-Bank Detlev	RCE Oldenburger Münsterland / University of Vechta
López C. Carolina	Candidate RCE Borderlands México-USA in collaboration with Universidad Autónoma de Chihuahua
MacDevette Monika Gail	United Nations Environment Programme
Mason Cordelia	Asian Institute of Finance
Mamo Mamo Boru	RCE GREATER NAIROBI
Martin Betsan	University of Waikato /RCE Waikato AotearoaNZ
Mason Cordelia	"Asian Institute of Finance(An institute under the central bank of Malaysia)"
Medina Rodríguez Mirza	"Candidate RCE Borderlands México-USALiving Lab/Centro de Diálogo y Transformación Inc.in collaboration with Universidad Autónoma de Chihuahua"
Mhlanga Belusile Marcia	RCE Swaziland
Miyazaki Shinya	Okayama ESD Promotion Committion/ RCE Okayama
Moonga Mirriam Sampa	University of Zambia / RCE Lusaka
Muhammad Usman	RCE Kano
Mwakumanya Marifa Ali	PWANI/RCE GREATER PWANI
Nagami Yasushi	Office of Environmental Education, Environmental Policy Bureau, Ministry of Environment Japan
Nava Ana Paulina	Candidate RCE Borderlands Mexico-USA
Ndaruga Ayub Macharia	National Environment Management Authority
Ntsoaole Bontle Mokotso	Lesotho National Commission for UNESCO - RCE Lesotho

Ofei-Manu Paul	Institute for Global Environmental Strategies (IGES) Japan
Ogbuigwe Akpezi	Regional Advisor to RCE Communities in Africa
Otieno Mary Akinyi	RCE GREATER NAIROBI
Oyasu Kiichi	Okayama University/ RCE Okayama
Park Suyeon	RCE Tongyeong
Payyappallimana Unnikrishnan	UNU-IAS
Pham Hoa Thi	RCE Southern Vietnam
Popli Saurabh	School of Planning and Architecture Bhopal
Rangan David	RCE-Denmark
Razak Dzulkifli	International Association of Universities
Ricard Michel R	Bordeaux Polytechnic Institute/Bordeaux University
Rika Akamatsu	RCE Hokkaido Central
Rönnbäck Ingvar	RCE North Sweden
Sájquim de Torres María del C	Candidate RCE Borderlands México-USA
Salinas Gamero Francisca T	Universidad Ricardo Palma / RCE Lima-Callao
Sánchez Aguirre Braulio S	"Candidate RCE Borderlands México-USAat Living Lab/Centro de Diálogo y Transformación Inc."
Sathyarajan Sachin	Centre for Innovation in Science and Socail Action/ RCE Thiruvananthapuram, Kerala, India
Seol Hyeonjung	RCE Tongyeong
Shanshan Wu	RCE Hohhot
Srisai Saroj	Sustainable Development Directorate, ASEAN Socio- Cultural Community Department
Ståhlberg Hanna	UNU-IAS
Stinson Paul Gerard	Sun West School Division / RCE Saskatchewan
Subburaman Karthikeyan	RCE Chennai
Suzuki Ikuno	UNU-IAS
Suzuki Ryoko	UNU-IAS
Sy Abdoul Hamidou	RCE SENEGAL
Tabucanon Mario	UNU-IAS
Tsukamoto Naoya	UNU-IAS
Van't Land Hilligje	International Association of Universities
Vaughter Philip	UNU-IAS
Warasit Bumpen	RCE Cha-am
Yoon Jongkeun	RCE Tongyeong
Zandvliet David Bryan	RCE British Columbia
Zanoria Huberto Cadampog	RCE-Cebu
Zhiyong Wei	RCE Hohhot
Abubakar Abdullahi Ketso	RCE Mina
An Yu	RCE Kunming
Bahnsen Rasmus	RCE Denmark
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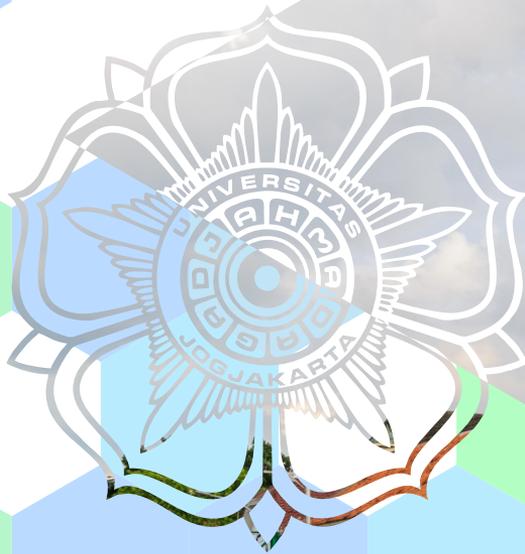
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