

Surabaya Workshop on Asia NGO ESD Network

1 - 4 August, 2010
Surabaya, Indonesia

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General Information

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General Information

1. Background of the Surabaya Workshop

Since its establishment in 2003, the Japan Council on the UN Decade of Education for Sustainable Development (ESD-J) has been emphasizing that the locally-based approach and local capacity building (=education) are the key in achieving sustainability, and identifies the civil sector as one of the key actors. ESD-J projects including **Asia Good ESD Practice Research Project (AGEPP)**¹ and dialogues with NGOs in Asia have been conducted and ESD-J has clarified that NGOs play a key role for finding a culturally, economically and socially appropriate solution by integrating local, indigenous knowledge and modern, scientific expertise. To enhance NGOs' ESD efforts in Asia, opportunities need to be increased to access relevant information of ESD/DESD and to share good practices and the challenges that they face with others, - An appropriate form of NGO network structure may also be developed.

2. Outline and Objectives of the Surabaya Workshop

Surabaya Workshop on Asia ESD NGO Network (tentative) is a part of the effort for discussing a possibility of an ESD network for the civil sector. The workshop aims to:

- a. Share the outcomes/lessons of Japanese case studies on ESD and biodiversity especially review and comment on them from the civil sector viewpoints;
- b. Provide insights on what are realistically required for ESD implementation at the grass-root/community level in Asia;
- c. Develop draft recommendations on how ESD contributes towards the biodiversity conservation, towards the proposal to be appealed by ESD-J at the 10th Session of the Conference of the

¹ ESD-J and 6 NGOs from 6 Asian countries worked collaboratively conducted AGEPP (2006-08), in order to document ESD efforts by the civil sector in Asia, and to strengthen the network among the AGEPP members through documentation. Members included BINTARI Foundation (Indonesia), Environmental Broadcasting Circle (Philippines), Centre for Environment Education (India), NRC-NFE (Nepal), Friend of Nature (China) and Local Sustainability Alliance of Korea. In the process of AGEPP, three international workshops were held, in Tokyo (2006), TongYeong, Korea (2007), and Tokyo (2008) to share documentation process and ESD situation in the member countries. 34 cases were submitted under AGEPP. The documents are available to be downloaded from AGEPP website (www.agepp.net/) in English, Japanese, Indonesian, Tagalog, Chinese and Korean.

Parties to the Convention on the Biological Diversity (CBD/COP10), to be held in Nagoya, Japan, October, 2010.

- d. Examine the necessity, significance, purposes, ownership and governance of a possible ESD network among civil society members in Asia; and
- e. Initiate discussions to develop a road map toward 2014, including roles, responsibilities of key stakeholders and key milestones.

The participant NGO's effort in the local community and AGEPP experience will be the basis for the discussion. The venue will be Pusat Pendidikan Lingkungan Hidup (PPLH), in East Java, Indonesia, one of the AGEPP case study sites. The site was selected, considering its relatively easy access and the scope of the activities: poverty, deforestation, urbanization, gender, local economic sufficiency and loss of indigenous knowledge. Please see the PPLH case report written by BINTARI for the detailed information. The case can be downloaded from AGEPP web site:

http://www.agepp.net/files/agepp_indonesia2_seloliman_fullversion_en.pdf

3. *Organisers*

Organiser: Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)

Co-organiser: BINTARI (Bina Karta Lestari) Foundation

Sponsor: Caterpillar Foundation

4. *The Workshop Venue and Schedule*

Venue: PPLH (Pusat Pendidikan Lingkungan Hidup) Environmental Education Centre,
East Java, Indonesia

Schedule: 1st – 4th August, 2010

Surabaya Workshop on Asia NGO ESD Network

1 - 4 August, 2010
Surabaya, Indonesia

Programme Schedule

Day 1: Sunday, 1 August, 2010

- 9:00-10:30 Opening
Welcoming Remarks
 Prof. Katsunori Suzuki, Co-Chair of ESD-J/Kanazawa University
Self-Introduction
- 10:00-10:15 Asia Network background and AGE P review
- 10:15-10:45 Session 1: Country reports on ESD contribution to biodiversity conservation
 Japan: Ms. Fumiko Noguchi, ESD-J
- 10:40-11:00 Tea Break
- 11:00-12:15 Session 1: (continue)
 Indonesia: Mr. Feri Prihantoro, BINTARI Indonesia
 Mr. Koen Setyawan and Mr. Mohammad Saleh, Environment Education
 Network Indonesia
 India: Mr. Ramesh Savalia, CEE
- 12:15-13:30 Lunch
- 13:30-14:30 Session1 (continue)
 Philippines: Ms. Elizabeth Roxas, EBC
 China: Ms. Mao Xiaoli
- 14:30-15:00 Discussions
 Major thrusts of country presentations, including comments by Taiwan
- 15:00-15:30 Tea Break
- 15:30-17:30 Session 2: ESD contribution to biodiversity conservation
- The following three topics, in particular, will be discussed intensively:
 (1) How sustainable development and biodiversity relate with each
 other? What are their inter-linkages?
 (2) How ESD can contribute to biodiversity conservation?
 (3) What messages should be sent to CBD/COP10 from ESD
 community?
- 18:00 Welcome Dinner
- 19:30-20:30 Informal discussions: Major challenges we are facing now (World cafe style
workshop)

Day 2: Monday, 2 August, 2010

| | |
|-------------|--|
| 9:00-15:30 | Study tour (PPLH Site at the Seloliman Village) |
| 15:30-16:00 | Break |
| 16:00-17:30 | Session 3: Lessons learned from study tour and additional views/findings from the study tour |
| 18:00 | Dinner |
| 19:30-20:30 | Informal discussions |

Day 3: Tuesday, 3 August, 2010

| | |
|-------------|--|
| 9:00-10:30 | Session 4: Needs and significance of an Asia NGO ESD Network <ul style="list-style-type: none">- What ESD challenges we are facing in Asia?- Do we need the network to address such problems?- If so, what would be the expected scope, functions of the network? Each participant is requested to express his/her views on the above. |
| 10:30-10:45 | Break |
| 10:45-12:00 | Session 4 (continue) |
| 12:00-13:30 | Lunch |
| 13:30-15:30 | Session5: Modality of an Asia NGO ESD Network <ul style="list-style-type: none">- What would be a possible modality of the network (governance, structure, membership etc.)?- How to obtain ownership and sustainability of the network?- What would be possible steps to develop such a network?- What contribution can your organization contribute to the network? |
| 15:30-16:00 | Break |
| 16:00-17:30 | Session 5 (continue) |
| 18:00 | Dinner |

Day 4: Wednesday, 4 August, 2010

| | |
|------------|---|
| 9:00-12:00 | Session 6: Discussion on a draft conclusions and recommendations on ESD contribution to biodiversity conservation |
| 12:00 | Closing |

Surabaya Workshop on Asia NGO ESD Network

1 - 4 August, 2010
Surabaya, Indonesia

List of the Participants

| Invited Participants | | | |
|----------------------|-------------|-----------------------|--|
| | Country | Name | Organisation |
| 1 | India | Mr. Ramesh Savalia | Programme Coordinattor, Centre for Environment Education (CEE) |
| 2 | Indonesia | Mr. Koen Setyawan | Environment Education Network Indonesia |
| 3 | Indonesia | Mr. Mohammad Saleh | Environment Education Network Indonesia |
| 4 | China | Ms Mao Xiaoli | Education Director, Putian Green Sprout Coastal Wetlands Research Center (CMCN) |
| 5 | Philippines | Ms Elizabeth Roxas | Executive Director, Environmental Broadcast Circle Association Inc (EBC) |
| Organiser | | | |
| 6 | Japan | Mr. Katsunori Suzuki | Board Member, Japan Council on the UN Decade of Education for Sustainable Development (ESD-J) / Professor, Kanazawa University |
| 7 | Japan | Mr. Kuniaki Yamashita | Board Member, ESD-J / Professor, Kyushu University |
| 8 | Japan | Ms Fumiko Noguchi | International Programme Coordinator, ESD-J |
| Local Co-Organiser | | | |
| 9 | Indonesia | Mr. Feri Prihantoro | Programme Manager, BINTARI (Bina Karta Lestari) Foundation |
| 10 | Indonesia | Mr. Andhiani Manik | BINTARI Foundation |
| 11 | Indonesia | Mr. Yusuke Koizumi | BINTARI Foundation |



Surabaya Workshop on Asia NGO ESD Network

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Asia NGO ESD Network and AGEPP Quick Review



Background of Asian NGO Network on ESD

January 2005

Ahmadabad Declaration (Education for Sustainable Future Conference in India)

- Called for the need for a **civil ESD network in Asia**

September 2005

International Strategic Workshop for Asian ESD Network (Tokyo)

- Discussed about the direction and organization of the Asian civil ESD network
- Started ESD Asia network mailing list

2006-08

Asia Good ESD Practice Project (AGEPP)

August 2010

Surabaya Workshop on Asia NGO ESD Network

Asia Good ESD Practice Project :AGEPP

- Explore “UNIQUE and GOOD ESD practices” in Asia that have already been conducted within its local cultural and historical contexts.

AGEPP Friends

- China - Friends of Nature
- Indonesia - BINTARI (Bina Karta Lestari) Foundation
- India - Centre for Environment Education (CEE)
- Japan - ESD-J
- Korea - Local Sustainability Alliance of Korea (LSAK)
- Nepal - NRC-NFE/ CEFA
- Philippines - Environmental Broadcast Circle (EBC)
- (Taiwan – Earth Passengers)

AGEPP evaluation – products

- Case Documentation
Identified and documented 34 ESD practices that are locally-based and the civil sector plays the key role for (see the list of AGEPP cases).
- Proposal to G8 Summit 2008: drafted the proposal based on our ESD experiences and appealed the promotion of locally-based ESD and the significant role of civil sectors for 2008 G8 Summit
- AGEPP Web Site: set up AGEPP web site: www.agepp.net/
- AGEPP Handbook: Published AGEPP handbook
- 4 AGEPP meetings: Tokyo(Aug08), Tong Yoeng (Apr07), Tokyo(May & Nov08)

AGEPP evaluation – co-products1

- What we, the locally based NGOs, seeks for SD/ESD?

Confirmed the direction and brainstormed the important factors/elements that are considered as important in the locally based ESD activities through the documentation process and 4 AGEPP meetings

- role of NGOs
- SD that we seeks
- our definition of ESD
- uniqueness of Asia
- unsustainable issues that the Asian local communities are confronting

*Meeting for G8 Summit proceedings (2008)

AGEPP evaluation – co-products2

- What we need to enhance our ESD activities
 - discussed the meaning of what we were doing through AGEPP
 - brainstormed the importance of some form of the platform for NGOs in Asia, for visualising ESD activities by NGOs and sharing the cases and issues/obstacles
 - agreed on continuing the network based on AGEPP

*AGEPP meeting for G8 Summit proceedings (2008)

AGEPP evaluation – post AGEPP

● What we should do / what we want to do

- brainstormed our “wish list” for the next:
 - AGEPP case analysis
 - collecting and documenting the cases
 - policy advocacy
 - learning programme development for higher education
 - knowledge sharing such as project management skills
 - developing the linkage with RCEs
 - media development based on AGEPP cases

*AGEP 3rd meeting proceedings (2008)

Surabaya Workshop – objective1

● Discussion on ESD Contribution towards CBD/COP10

*the 10th Session of the Conference of the Parties to the Convention on the Biological Diversity, Nagoya, Japan, Oct 2010

- share, review and comments on the outcomes/lessons of AGEPP case studies on ESD and biodiversity from civil sector's viewpoints
- provide the insights on what are realistically required for ESD implementation at the grass-root/community level in Asia
- Develop a message (recommendations) on how ESD can contribute towards the biodiversity conservation, that will be integrated in the ESD-J's appeal to CBD/COP10



ESD contribution to BD conservation

- How ESD could/should contribute to biodiversity conservation ?
- We would like to focus on how ESD activities for sustainable society could contribute to biodiversity conservation.
- New idea is coming up – Satoyama Initiative
 - Interactions between human activities and nature are crucial for maintaining rich biodiversity.



(CBD/COP10)

- 18-29 October 2010 in Nagoya, Japan
- One of the biggest env. conferences in Japan in the last 10 years
- Many important issues related to biodiversity will be discussed and possibly decided:
 - Post 2010 Biodiversity Target;
 - Nagoya Protocol on ABS;
 - Forests
 - Marine env. Protection etc.

Three appeals on ESD to CBD/COP10

“ESD X Biodiversity”
Project in Japan (ESD-J)
✓ documentation of the 9
sustainable community
development practices
that is based on
biodiversity conservation
✓ case analysis

Surabaya Workshop with
AGEPP members
✓ analysis on the AGEPP
cases
✓ review and comments on
the outcomes of ESD X
Biodiversity project

Working group on BD and
Development of JCN-CBD
(Japan Civil Network for CBD)
✓ analysing and appealing
the significance of SD
approach in BD
conservation

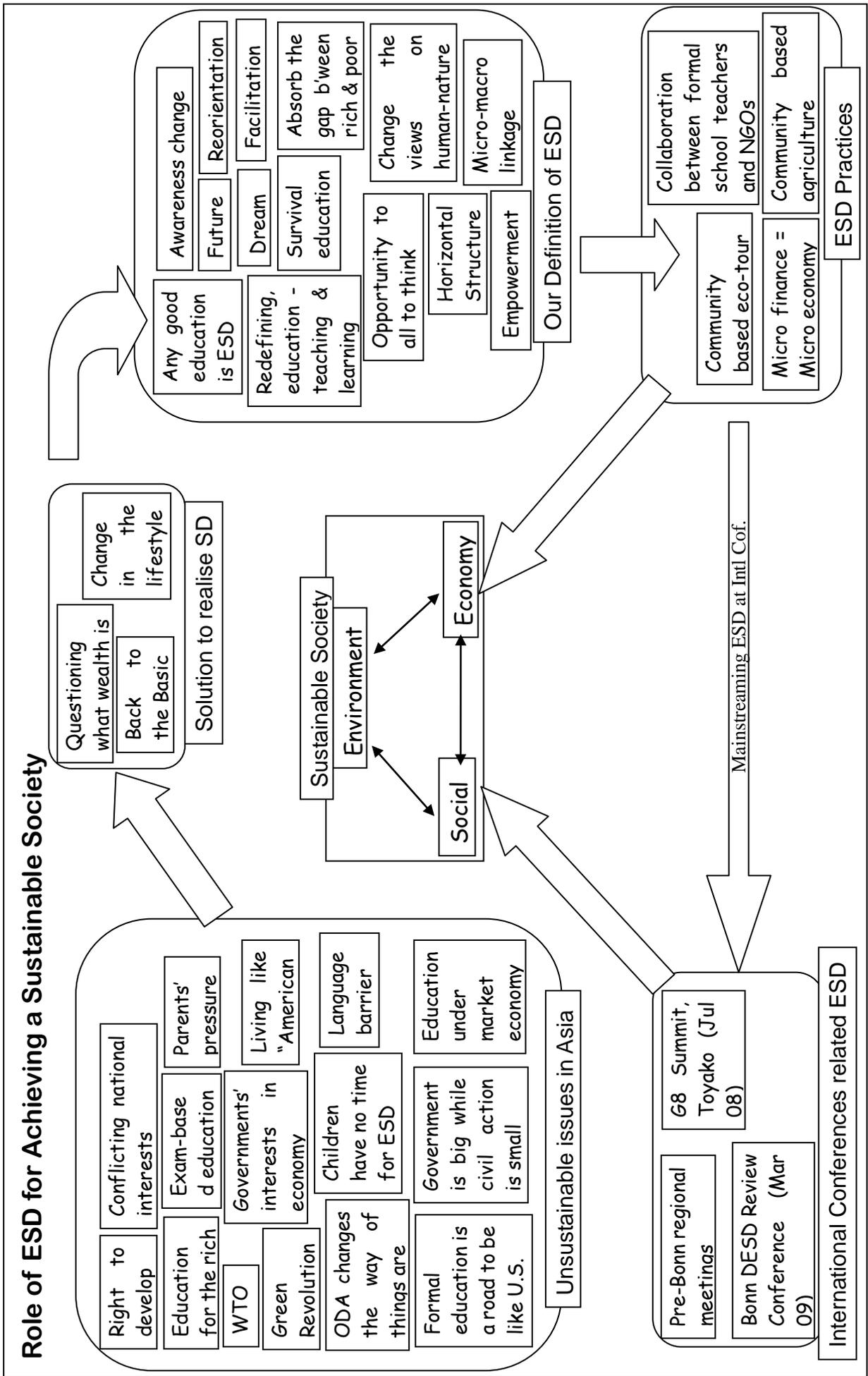
CBD COP10

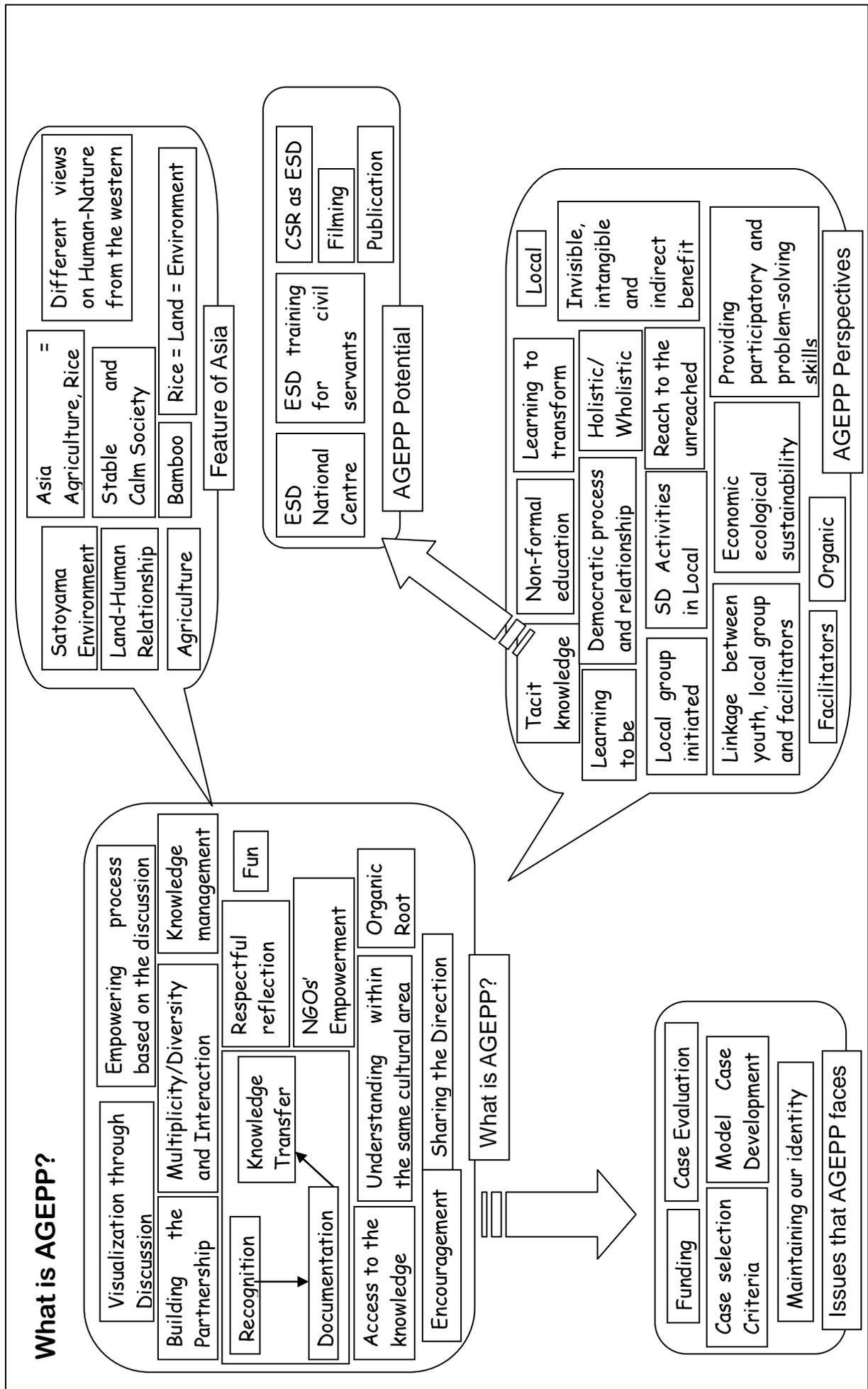


Surabaya Workshop – objective2

- **Discussion on Asian NGO network on ESD**
 - ✓ examine the necessity, significance, purposes, ownership and governance of a possible ESD network among civil society members in Asia
 - ✓ initiate discussions to develop a road map toward 2014, including roles, responsibilities of key stakeholders and key milestones

| List of AGEPP Cases | | As of April 2008 |
|---------------------|---|---|
| Country | Organization | Case Report Title |
| Philippines | Environmental Broadcast Circle Association Inc (EBC) | The Ikalahan: Sustaining Lives, Sustaining Life |
| | | MASIPAG: A Community Farming System |
| | | Bolinao Mangrove Reforestation and Alternative Livelihood Opportunities |
| | | Regenerating the Maasin Watershed |
| | | The Talaandig's School of Living Traditions |
| China | Friends of Nature | Lashi Watershed Project |
| | | Sustainable Mangrove Environmental Education |
| | | Happy Action about Water |
| | | Tracking Cranes Environment Education Action |
| | | Green Hope Action |
| Indonesia | BINTARI (Bina Karta Lestari) Foundation | Sustainable Life of BADUY Tribe Community |
| | | Community's Potential Developing Program |
| | | Program of Capacity Building for Supervisors regarding Environmental Education in Semarang City |
| | | Village Community Empowerment on Sustainable Forest Management |
| | | Street children empowerment in recycle paper activity by SEKAR Foundation |
| India | Centre for Environment Education(CEE), India | GRAM NIDHI Ecoenterprises for a Sustainable Livelihood |
| | | Environmental Management for Sustainable Rural Livelihoods - Environmental Management Framework for Andhra Pradesh Poverty Alleviation Projects |
| | | Education for Sustainable Agriculture |
| | | Halvad Field Programme: A case of Farmers Field Schools in Gujarat State, India |
| | | Samvardhan Building Cadres for Sustainable Development |
| | | A case study of the community lead conservation and, ecotourism initiatives in Khonoma, in Nagaland state, India |
| Korea | Local Sustainability Alliance of Korea (LSAK) | CLEAN 2704- Beautiful Civil Activities for Waste Utilization |
| | | Civil Eco Leader Academy - Jecheon, Chuncheongbuk-do - |
| | | Sustainable Yedang Lake - Yesan, Chungcheongnam-do - |
| | | Saving City Swamps & Eco Lake Building Project - Jeonju, Jeollabuk-do - |
| | | The Friendship of the Abled & the Disabled through Eco Tour - Incheon Metropolitan City - |
| | | Environment Friendly Sewage Disposal in Rural Area - Chuncheongnam-do - |
| Nepal | National Resource Center for Non Formal Education/ NRC-NFE/LRC | Education for Sustainable Development Initiatives in Communities for Waste Management |
| | | Community Efforts for Improvement of Water Supply & Sanitation System |
| | | Community Learning Centers:Delivery Mechanism of Education for Sustainable Development |
| | | Environment Education for Quality of Life Improvement and Sustainable Development |
| | | Improved Cooking Stove :Environment Friendly Appropriate Technology for Healthy Life in Rural Areas of Nepal |
| Japan | Japan Council on the UN Decade of Education for Sustainable Development (ESD-J) | Okayama Kyoyama ESD Activity - Community Empowerment Lead by Kids' Wonder |
| | | Citizen-Initiated Public Works for Establishment of Sustainable Society and Environment Conservation in the Lake Kasumigaura Catchment Area-Uniting Lakes, Forests, and People- |
| | | Connecting cities and rural villages: beyond depopulation and urbanization |
| | | Green Village Cooperation Volunteers Project Case Study |





A. EXECUTIVE SUMMARY

Community's Potential Developing Program

Economic crisis in Indonesia in the year of 1998 made it difficult for agricultural activities. It is due to the price of fertilizers and pesticide, which is starting to rise. Government gradually eliminated subsidy for fertilizers. Such condition led the farmer faced some difficulties. They did not have much capital. Most of them tangled in debt while their crops even could not be enough for paying the loan.

In addition to agricultural sectors, non-agricultural sectors in Trawas faced unstable time. Many industrials failed efficiency and even stopped to production. The results were many workers who work in the industrial sectors, were fired and being unemployed. Mostly, they went back to their own villages. In fulfilling the daily needs, they tried so hard in gaining money from the potential resources of Trawas.

Illegal logging activities has been bad solution by Trawas community to fulfill their daily need, finally the forest in Trawas was deforested. Although the forest had not already finished yet, impacts of deforested forest were emerged such as landslide, flood, and rise temperature. After sensing the impact of deforested forest, people started to discuss the solution. Government, NGO, and as well as people itself talked about that.

In compliance with time, the existing condition, and as well as the spring up problems, PPLH started to run some environment management activities in Trawas and its surrounding. The case of deforested forest and farmer's poverty were being important focus for PPLH to make cooperation with Trawas community in solving the problems. PPLH, as an environmental education center, has good materials and as well as methodology for it. Environmental education is not sufficient; community also needed economic activities supporting their daily life.

Through Community's Potential Developing Program step by step community have to repair economic condition and conserve forest. Knowledge about strong relationship between forest conservation with economic activities push community to keep their forest and in the other hand they still get income for sustainable their life.

In achieving community's potential developing programme, there are three main strategies, namely:

- Environmental education as a media in making community aware to the importance of environmental conservation.
- Facilitating for empowerment and community's facilitating as a media in community's capacity building.
- Organic farming aiming sustainable farming in order to improve economic aspect and manage the sustainable environment.

Solution of problems which appear have done with integration aspect among economic, social, and environment for sustainable development. Starting from basic need from economic activity which base on agriculture, so basically farmer needs supply of water for irrigation. Destruction of forest caused by illegal logging and government policy which oriented in wood production, it gives impact to well and it would give impact to debit of river. Start from that condition, so forest conservation is very important to secure of economic sustainability Trawas community. Organic farming push farmer to keep river water quality and avoid chemical fertilizer and pesticide. Community capacity building through environmental education is a part of building social capital for integration and comprehensive of process

B. ATTRIBUTION

1. Implementing Bodies

This case study has been conducted by the Bina Karta Lestari (BINTARI) Foundation. The team who done research to collect information led by its program manager, Feri Prihantoro and assisted by its community development division Amalia Wulansari and Nurhadi. BINTARI cooperation with Pusat Pengembangan Lingkungan Hidup/PPLH (Environmental Education Developing Centre) which is organization in Trawas, Mojokerto East Java and its implementing communities from Trawas District located in the east part of Java island.

Pusat Pengembangan Lingkungan Hidup (PPLH) Trawas,
Desa Seloliman, Kecamatan Trawas, Kabupaten Mojokerto
Jawa Timur Indonesia Telp.+62-321-618752, Fax.+62-321-
618754
<http://pplh.or.id/selo/index.php>, email : seloliman@pplh.or.id

2. Person in Charge

Cak Toko, Program Manager

Budi, Environmental Education Division

Udin, Community Development Division

C. PROJECT OVERVIEW

1. Project Title : Community's Potential Developing Program Environmental Education Developing Centar (PPLH) Trawas

2. Project Overview

Trawas district lies in slope of Penanggungan Mountain, in Mojokerto Regency to be exact. It is 60 km away from Surabaya, the capital city of East Java. In the year of 2004, the population of Trawas is 26.890. Mostly, they do agriculture sector in fulfilling their daily needs (45%). Before the economic crisis attacked Indonesia, there were many young people who worked in the industrial sector near Trawas.

Agricultural activities of Trawas are dominated by planting sativa, and vegetables. On the other side, they produce fruits from their un-irrigated agricultural field. After green agricultural revolution in Indonesia includes Trawas, there is a changing of orientation. At the first time, they oriented on the fulfilling their own needs continually. Later, the orientation was changing into mass production by exploiting agricultural aspects for economics interest. Intensification efforts are being a choice in mass production orientation. The result is that there is a huge dependence towards seeds, fertilizers, pesticides, and as well as other infrastructures. The dependence led in the poverty circle for farmers. In the local area such as Trawas, brokers were appearing which have double function. They were not only being distributor for seeds, fertilizers, and other infrastructure but also being collectors for farmer's goods. Brokers sell the needs of farmer in high price to farmers. Farmers even owe some money with high interest for getting it. The harvested crops are only sufficient for paying loans and interests. Farmers leave little money behind.

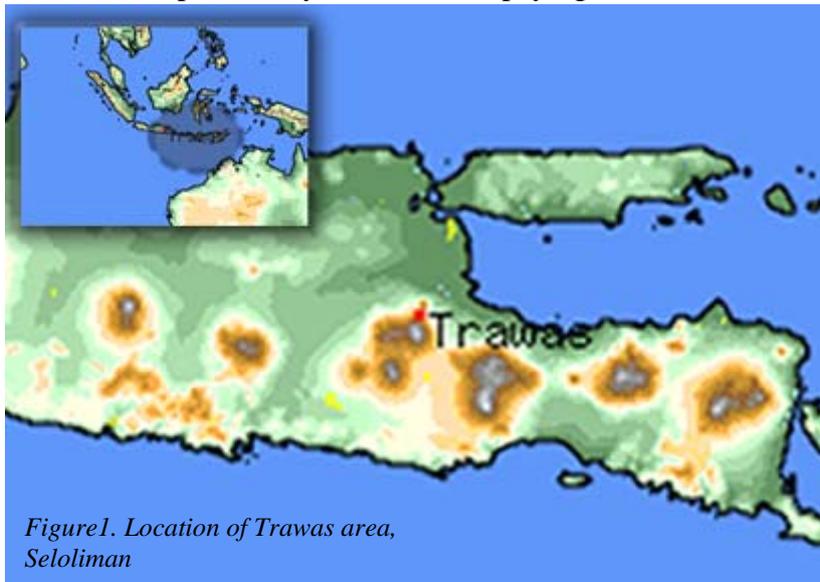


Figure 1. Location of Trawas area, Seloliman

Economic crisis in Indonesia in the year of 1998 made it difficult for agricultural activities. It is due to the price of fertilizers and pesticide, which is starting to rise. Government gradually eliminated subsidy for fertilizers. Such condition led the farmer faced some difficulties. They did not have much capital. Most of them tangled in debt while their crops even could not be enough for paying the loan.

In addition to agricultural sectors, non-agricultural sectors in Trawas faced unstable time. Many industrials fair did efficiency and even stopped to production. The results were many workers who work in the industrial sectors, were fired and being unemployed. Mostly, they went back to their own villages. In fulfilling the daily needs, they tried so hard in gaining money from the potential resources of Trawas.

Trawas which most of its area is production and protected forest was being target of community to be exploited. Woods, which were taken from the forest, have high selling price since those woods were exported. At that time, low rate of Indonesian currency resulted in good woods export activities. The activities were bringing lots money. Most community, which were unemployed, did forest logging for fulfilling the daily needs. Those logging were run all at once

in every corner forest in Trawas both production and protected forest. Government could not stop the activities since lots people run it while rangers were only a few of people.

Two years next to the logging activities, the forest in Trawas was deforested. Although it had not already finished yet, impacts of deforested forest were emerged such as landslide, flood, and rise temperature. After sensing the impact of deforested forest, people started to discuss the solution. Government, NGO, and as well as people itself talked about that.

PPLH Seloliman, which lies in Trawas, since it is established in 1990 up to 1998, is NGO concerning with environmental education. The activities inclined to be exclusive. It means that they only gave services to who visit to PPLH. There was not any interaction with the surrounding community. PPLH also did not deliver any significant contribution for the development of Trawas. Based on the information from several people in the surrounding PPLH, they did not much know the activities within PPLH.



Figure 2. Illegal logging cause erosion at Trawas Hill

In compliance with time, the existing condition, and as well as the spring up problems, PPLH started to run some environment management activities in Trawas and its surrounding. The case of deforested forest and farmer's poverty were being important focus for PPLH to make cooperation with Trawas community in solving the problems. PPLH, as an environmental education center, has good materials and as well as methodology for it. Environmental education is not sufficient; community also needed economic activities supporting their daily life.

With this program step by step community have to repair economic condition and conserve forest. Knowledge about strong relationship between forest conservation with economic activities push community to keep their forest and in the other hand they still get income for sustainable their life.

3. Project Documentation

Programme entitled community's potential developing is not certain duration, however it is sustainable, and multi parties programme. Established vision is the construction of community's awareness and self-care towards the everlasting and sustainable environment through environmental education. In the beginning of 1999, they started various activities in achieving that vision. The overall goal of facilitating activities is conceiving self-reliance of community by growing economic activities, which has environmental concept. Therefore, community empower and meet to the needs. On the other side, the environmental conservation is well maintained for the next generation.

In that programme, PPLH is facilitator and acts as a bridge between community and government, university, private party, and funding organization. The initial activity was empowering community through organization strengthening and as well as capacity building. The following

activity was running need assessment together with community. The product of need assessment was then communicated with multi parties for making cooperation in the implementation.



Figure 3. PPLH as education centre for Trawas community

Some funding involved in the programme of PPLH is WWF, Pan Eco Swiss, and GTZ German so far. For making strong in academic study, PPLH run cooperation with Brawijaya Univesity, Muhamadiyah Malang University, and some Universities in East Java. PPLH involved in some networking in strengthening the organization and sharing information as well. They are environmental education, Indonesia traditional wisdom, Indonesia organic farming networking, and others. Cooperation with government both municipality and provincial run as well. In achieving

community's potential developing programme, there are three main strategies, namely:

- Environmental education as a media in making community aware to the importance of environmental conservation.
- Facilitating for empowerment and community's facilitating as a media in community's capacity building.
- Organic farming aiming sustainable farming in order to improve economic aspect and manage the sustainable environment.

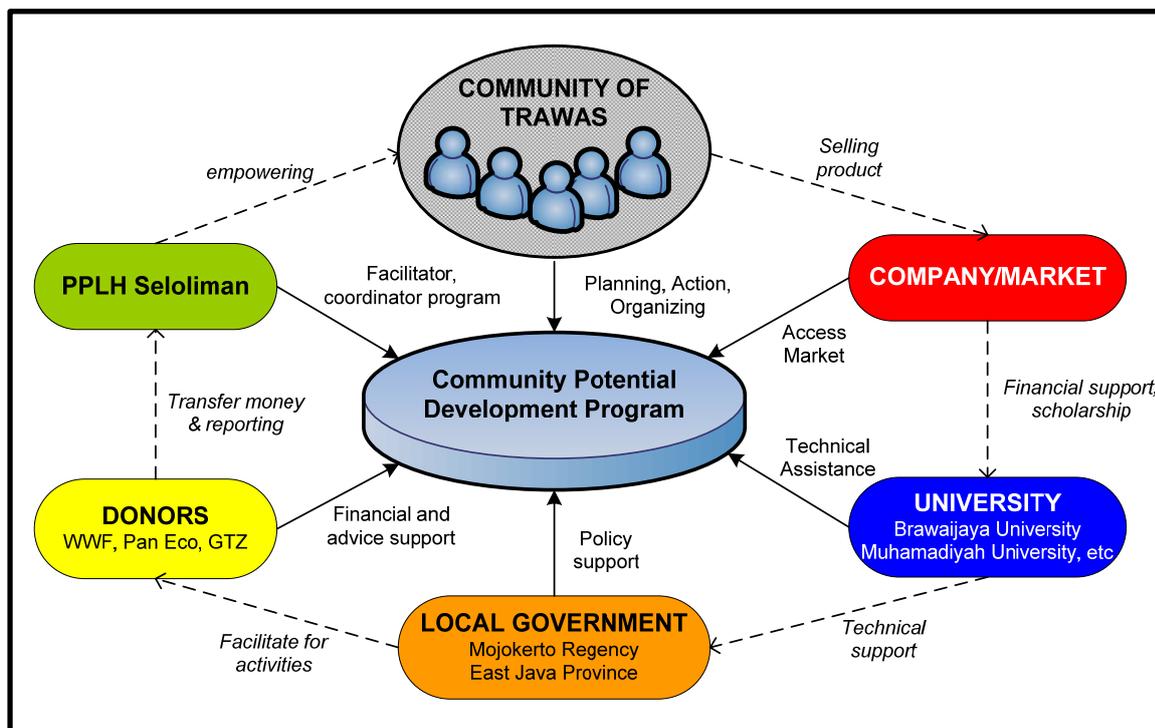


Figure 4. Stakeholder relation in program

By achieving those three kinds mentioned above, the overall goal in establishing sustainable development based on agricultural activities can be gained in Trawas and its surrounding. Agricultural activities are chosen based on the majority of Trawas people, which are farmers. In wide sense, agricultural consists of livestock, cultivating un-irrigated field, and running farm. Furthermore, there are others activities supporting in for achieving sustainable live, such as the developing of electric power station in a small scale (Micro Hydro Power), waste management, eco-friendly food management, and other activities.

Cronologically, this program was started with PPLH establishment on 1990. In the beginning they just concern in environmental education, especially for formal education until 1998. After economic crisis many problem in environmental is appear, especially illegal logging. Base on that problem, PPLH empower community and make assessment together with community during 2 years. Besides empower community, they build networking with multi stakeholder, such as local government, university, donor institutes, and private. In 2000 they started pilot project for organic farming in some spots and then to spread their lesson learnt to other farm in Trawas.

More and more groups that is empowered by PPLH in organic farming and other economic activities that eco friendly, so in 2004 they build strong networking between groups. Next challenge for PPLH is to develop economic activities that eco friendly and to conserve forest of Trawas.

Environmental Education as a media for community's awareness

Initial activity run by PPLH together with community is aware activity on how the importance of conserving the environment is. There are four target groups. They are children, youth, women,



Figure 5. Environmental education as a media to aware community

and men group. Environmental education for children is run by formal and non-formal approaches. Formal approach is conducted by making cooperation with elementary school, junior high school, and senior high school in putting some environmental education into some related subjects. Non-formal approach is conducted by outdoor activities in out of school time. The wide area of PPLH is used for non-formal activities so far.

The approaching for youth group

is run by conducting regular meetings even so the approaching

for women and men group is conducted through the group that exist within the community. Environmental education is run comprehensively for the entire group by adapted methods. It gives vary impacts to the community towards environmental understanding.

The purpose of the activity is giving the understanding to the community on how the causality relationship between human activities and environment which affect environment destruction. It is also for making community aware on various case of environment destruction and the correlation with economic and social problem that they faced on.

Community Empowerment, as a media for community capacity building.

Community awareness related to nature conservation as a condition for sustainable life in Trawas motivates them in running some efforts in order to improve social, economic, and environment condition in Trawas. The desires have to be supported by sufficient capability.

Community empowerment is a run effort in the programme for building community capacity. The initial step of community in Trawas is establishing groups based on their own interest. There are four interest groups in Trawas so far. They are group based on agricultural activities, forest management activities, gender activities, and energy activities.

Group based on agricultural has the biggest members. Motivation of Trawas farmer to get out from poverty and dependence on brokers, lead the group established by community itself. Agricultural groups mostly have a vision to get out from the dependence of brokers; therefore, it can raise their income.

Group based on forest management is community, which use forest as an un-irrigated field for them. Used system is shifting cultivation, which is contrary to the sustainable principal. Shifting cultivation is being big problem when the amount of community who use the system is bigger.



Figure 6. PPLH as a communication center among groups of community

The opened forest is larger while the recovery time for land is shorter. It results in the deforested forest.

Group based on gender is Trawas women who want to use their spare time. The group has potential power in managing the product of agricultural. If the products are sold after they have been treated such as snack, the price is higher than untreated ones. The potential skill of managing foods is the activity for gender group.

Group based on energy has a specific activity, which is managing electric power station micro hydro. This activity is started when there was no electricity supply in one of

Trawas villages, Janjing village. Furthermore, National Electricity Company (PLN), which is a service provider for community electricity, could not provide it. Janjing village, which is located in a remote area and small amount of people, was considered by PLN as unprofitable investment. PPLH in cooperation with GTZ German developed micro hydro electricity power station, which use the flow of river in Trawas. It is used to provide electricity in Janjing village and PPLH area. Since 2004, the remaining electricity is even sold to PLN with the values of work contract as much as 4, 5 – 5 million rupiahs in a month.

Those groups form a networking both inter-subgroups in a certain group and intergroups. The networking aims to strengthen the group position and individual, which exist in the group. Those groups establish vision and mission collectively. They also arrange rules of association, which has to be submitted by the entire member. Regularly (once a month), they gather both in a group and a networking. They always discuss the current issues, which occur in a group and as well as solve the problem.

In the establishing and treatment of the group, PPLH firstly facilitate community in building a group. Being environmental education center, PPLH provides facilities in the learning process for community. In addition, PPLH acts as a bridge between other stakeholders for instance universities, government, and private sectors. In the treatment existing organization, PPLH periodically facilitates the meeting. Capacity building is not only run in the scope of each group however there is a relation level among groups both within a kinds of groups and different kinds of groups. Intergroup relationship aims in achieving sustainable development.

Organic farming for sustainable agricultural

Agricultural activities have a vision in getting out from poverty circle and dependence on brokers. It is why they agreed in cutting the chain of poverty off. Dependence on seeds, chemical



Figure 7. Organic farming use buffalo for plowing rice field

fertilizers, pesticide, and tractor had snared them since it burdened production cost. At product selling, the dependence on brokers is cut off by establishing groups and networking which directly have marketing access.

In getting the dependence off, the approach to the community had to be altered into organic farming as well. It is not only getting the brokers off but also improving the economic aspects and managing the sustainable development.

The agriculture system that has already run by Trawas community was conventional agriculture. It

was not easy to change the used system from conventional into organic farming. There were two approaches implemented by PPLH in order to build self-awareness of Trawas farmer on the superiority of organic farming. Firstly, PPLH transferred knowledge on what organic farming is and how the organic farming is. Secondly, PPLH provide a pilot or model area to convince the community by implementing organic farming in their area. In the first time, few farmers tried to change the methods into organic farming, while the others did not want to change the methods since they were afraid if there was failure in harvesting. Several farmers which had changed their into organic farming methods were succeed finally and they gave motivation as well as support for the other farmers who still used the old system to change the methods into the organic ones.

Technically, Trawas community moved to the organic farming methods gradually. The use of chemical fertilizer and pesticide was still used however; the use was not as much as before. They reduced it. 3 – 4 years after, they actually implemented the methods. In establishing good organic farming, they developed supporting infrastructures for instance; they started to raise buffaloes and caws in gaining the organic fertilizer. The buffaloes were also used to plow the field therefore; they did not use tractors anymore. They also raised Ettawa goats which the milk production can be produced and used as well. They were not only producing fertilizer from poultry manure but also compost from domestic waste, green fertilizer from plants, and liquid fertilizer (slurry) from poultry's urine. The need of pesticide in chasing pests was replaced by bio-pesticide. They did not use chemical pesticide anymore; they formulated bio-pesticide by mixing kinds of plants such as papaya leaves, *gadung*, and *turi* flowers.

The principles of implemented organic farming by Trawas community is how to fulfil their daily needs by making an agricultural cycle and process of planting as well as harvesting. Thus, they are free from the external dependence which has snared them along.

D. PROJECT REVIEW

1. Social Relevance and Cultural Appropriateness

Success key of Trawas Community's Potential Developing Programme is in the used social approach. PPLH try to put them in and be a part in community. They were not being teacher or even giving command. The work area of PPLH, which is in Trawas, makes it easier in communicating between both sides. The social approach is run comprehensively. Religious, cultural, and daily custom aspects are being the aspect, which has to be well coordinated.

In the context of religious approach, Trawas community mostly are Moslem. Thus, the social approach is run by joining meeting in which the activity is reading Koran. The meeting is the starting point for the whole activities. The approach reflects on one of group named Hasanah which most of the member is women actively joining the reading Koran activities. Through the existing of reading Koran groups, Hasanah now has been developing on its activities. The activity is treating foods harvested in their field. Religious approach can be found in the conducted meeting. Generally, the meeting is run in the night after they do Isya prayer (is last prayer in a day of five obligated prayer for Moslem). The meeting is run minimally once a month and took place in the mosque.

Although the majority of Trawas people are Moslem, they live together with the other religion such as Hindus and Christian. They even participate in maintaining and conserving Jolotundo Temple, which is Hindus inheritance and up to now is used by Hindus for doing praying.

Mostly Trawas people are native which was born and grown up there. Few people are not native; therefore, carried culture is Javanese culture. For running the approach, the use of Javanese language is often more acceptable for community than Indonesian language. The other cultural approach is by maintaining and conserving customs in which community believe in, for instance ceremony in the beginning of planting session, which aims to ask for blessing and guidance from God.

2. Degree of Satisfaction of Stakeholder and Target Beneficiaries

Amount of group and farmer which involve in organic farming have increase every year. This fact shows this program gives benefit to farmer and community. Until now, there are four organic farming groups which average of member are 15 members and then they established organic farming network. Besides organic farming group, there are three community groups which working in the forest with and take result of forest such as fruits, grass, and tree branch for nutrition of cattle. They join in forest management and river basin network. There are women group with activity in food (snack) production and herbal. It's not only amount of groups have increase, but members of each group have increase too every years although a few.

Increasing of groups is a evidence that the group as pioner is succesfull to transfer their knowledge and influence of other community to join in this program. Community have motivation because of the pioner is success and that activity can improve their condition of life. That's the main reason why the member of groups and amount of groups is increase every year.

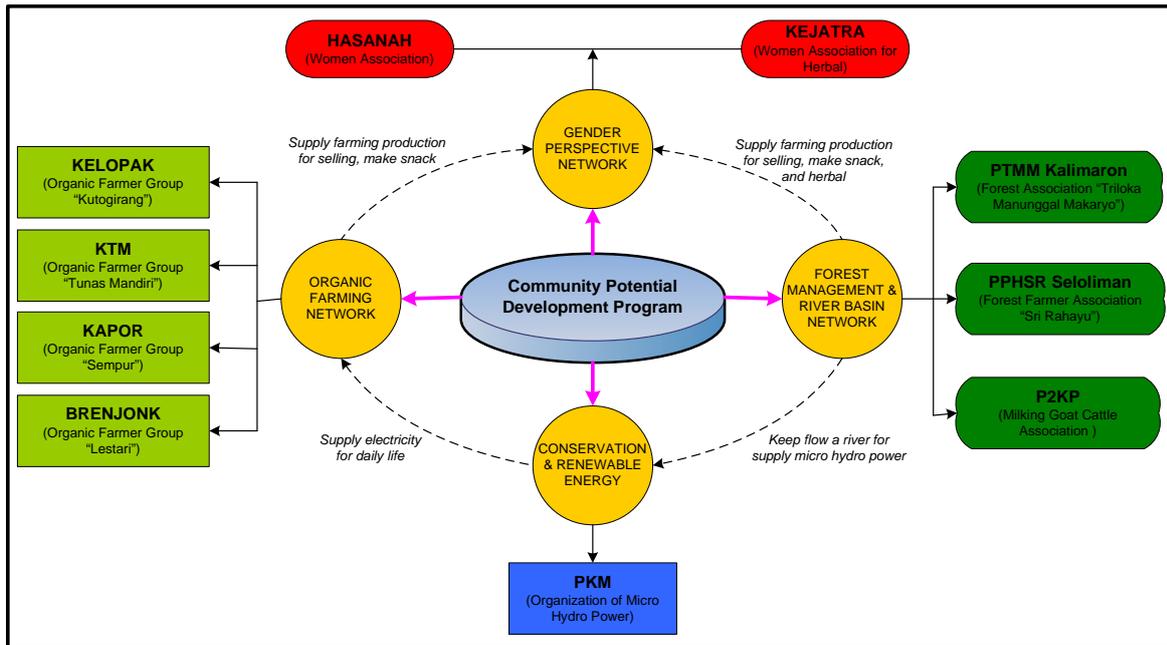


Figure 8. The scheme of Community Potential Programme Cooperation with PPLH Seloliman

3. Social Impact

Social change occurs positively in the community involved in the program. The community capacity increases as the environmental education which oriented in sustainable development carried out. The community has understood the effect of conventional farming that destroys the land due to the use of chemical substances. The community's view becomes more comprehensive in observing the connection of environment, economic, and social matter. It is shown by choosing the organic farming as the solution of social, economic, and environmental problems which hit Trawas for years. Using organic farming, they are slowly apart from the farmer's problems.

The very basic of social change is the formation of groups with the same vision. They have consideration that by making groups they will be more strong and able to learn to each other. So far, there are 16 community groups with many activities, which consist of groups of organic farming, forest organizer, women, cooperation, and energy conservation. The formation of these groups will increase the social interaction inter community. Such social interaction will certainly be followed by learning process among them. In the organic farming group, the learning process between individual is implemented periodically and continuously. Some groups build a field school in the rice field. In the afternoon when they are taking a rest, they exchange information and discuss many solutions appear together.

Community's groups also make rules as the instrument of organization sustainability. Rules and policy are made for group prosperity, such as the problems of working and role responsibilities, financial, and making organization budget. To strengthen organization financial, they have mechanisms of routine contribution and sharecropping. The profit of selling their farming product around 5-10% should be put into organization treasury. The organization financial is also used to buy tools which support farming activity for communal scale (not for individual).

Control function is performed by the entire member, whether towards the management or other member that is not appropriate with the valid rules. They name such control function with Internal Control System (ICS). To keep the accountability of ICS performance, therefore the management of ICS is not the person who takes hold of the organization management and does

not have a family relationship with other member. At first, ICS is introduced by organization which gives certification to organic farming product in Indonesia. With the existence of internally control mechanism, it is expected that there will be dishonest farmer no more; who use inorganic substance in his/her farming activity that makes his/her agriculture product is no longer organic. In its development, term of ICS is used by Trawas community to keep the accountability of organization performance. If one of the members breaks the rules agreed in the organization, ICS will give a warning or punishment for him.

4. Project Sustainability

The program of PPM is a developing form with ESD approach. It can be seen from the education system applied. A sustainable development becomes a joint vision between the actors of development, while education element towards the system of sustainable development is build together between PPLH Seloliman with Trawas community. The connection form of inter activities to create a sustainable development can be seen in Figure 3.

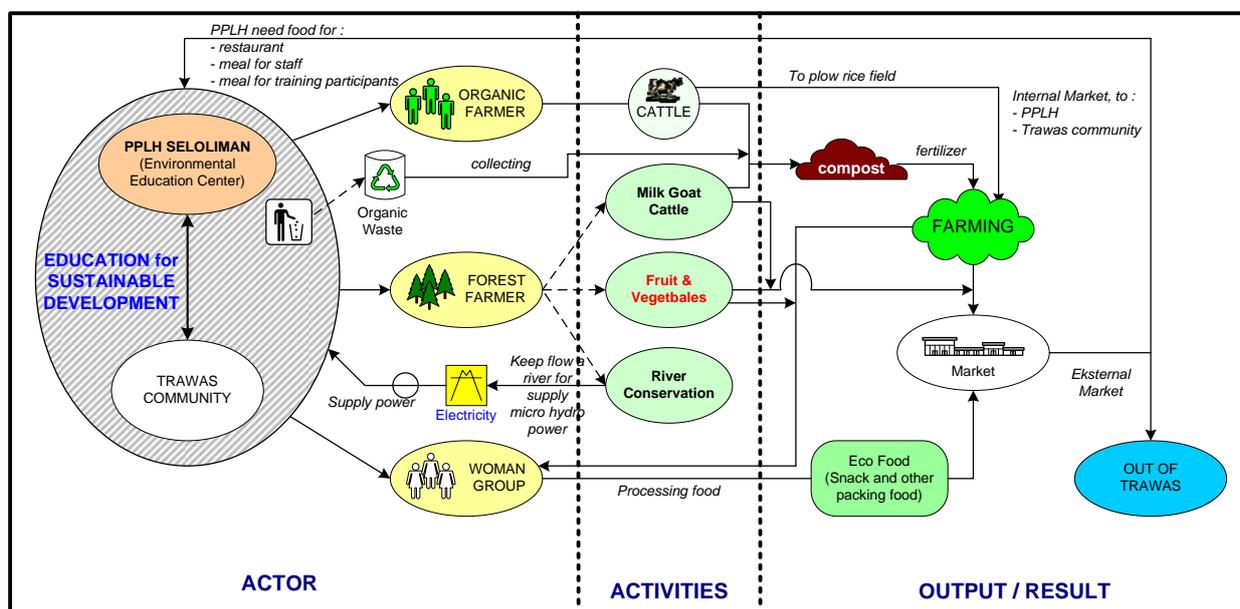


Figure 9. The activities connection for sustainability

To create a sustainable development, the connection aspects inter activities for making a life chain must be formed. Though it has not yet in a perfect chain, this PPM program has also formed life chain which connects inter activities. Therefore, an independent activity will be formed and dependence towards other organization beside Trawas, especially for raw material for production, will be released. Raw material for production is obtained by exploiting the existing natural resource by carrying out the principles of natural sustainability.

In the mechanism of PPM program, the important actor lies on PPLH Seloliman and Trawas community. At the beginning, PPLH assist groups in the community. When the community are able to stand alone, their relationship change into partnership. A partnership between both groups develops into educational activity for sustainable development. The joint learning which is done by both groups has an approximately same vision, in accordance with the vision of PPM program.

Organic farming group does not only work the rice field every day, but also manage cattle such as buffalo. This cattle has double functions which are for plowing the rice field and fertilizing the

soil by using its manure and urine for compost. To fulfill the needs of compost, farmers also obtain the supply of sheep manure and organic garbage which is recycled. These composts replace the role of chemical fertilizer which is used by conventional farmers.



Figure 10. Buffalo for plowing rice field and fertilizer

Breeding sheep to take their milk is done by group of forest farmer. This only gives additional income for them. The main activity of this group is to maintain the forest conservation and exploit the forest by keeping the environmental aspects. In the chain of activities connections in Trawas, besides of managing cattle and exploiting forest, they also keep the catchments area of Maron River in order to give a smooth stream flow. Such river water flow is used to generate Electric Plant using Micro

Hydro Power (PLTMH). The electric produced is used to fulfill

the electrical needs in PPLH and one of villages in Trawas. To manage the micro hydro electric, the community forms a community organization of PLTMH Kalimaron. The management done is same with those done by State Electricity Enterprise, which is using water meter and the customer shall pay the bill once in a month according to the use.

Women group also give contribution to create a sustainable development. Beginning with a wish to increase the selling point of farming product, therefore women group of "HASANAH" which is a recitation group tries to develop processed food. Crops from the farm like cassava, banana, and etc are processed and packed to be a high selling point food. So far, those processed food are able to be sold outside Trawas area.

One of the powers to get a high selling point for farmers is the opening access to the market, so that farmers can break off such a long distribution chain inflicted a financial loss. Therefore,



Figure 11. Market for women groups activities, to sell food, vegetables, fruits, and herbal

farmers form a cooperation to connect the market access. The cooperation formed collects products from the farmers and sells them directly to the market outside Trawas. At present, the market priority is still to fulfill the internal needs in PPLH and daily needs of Trawas community. PPLH which is an education center also provides training service for anybody who wants to study about environment. Almost every week, there is always a visit from elementary school to university students, even public community who want to learn about

environment. They can stay for few days there. The needs of participants during the training are fulfilled by PPLH which comes from organic farming product. Besides, PPLH also opens an eco-restaurant service that sells many foods from organic raw material.

The whole way of thinking by connecting an activity to others to create a sustainable life, is a thinking feature of sustainable development. This way of thinking is developed between PPLH Seloliman and Trawas community. Similar understanding from both of them will simplify the way of planning and developing activities in Trawas.

E. ESD IMPLICATION

1. Implication as Sustainable Issues

Solution of problems which appear have done with integration aspect among economic, social, and environment for sustainable development. Starting from basic need from economic activity which base on agriculture, so basically farmer needs supply of water for irrigation. Destruction of forest caused by illegal logging and government policy which oriented in wood production, it gives impact to well and it would give impact to debit of river. Start from that condition, so forest conservation is very important to secure of economic sustainability Trawas community. Organic farming push farmer to keep river water quality and avoid chemical fertilizer and pesticide. Community capacity building through environmental education is a part of building social capital for integration and comprehensive of process.

Environment Aspect

The contribution of PPM program in environmental aspect is obviously to maintain natural resources to be exploited continuously, whether for present or next generations. Around 30 hectare of production forest which has barren due to pillage in 1999 is slowly improved. The community, PPLH, and government make forest management plan together. They perform a

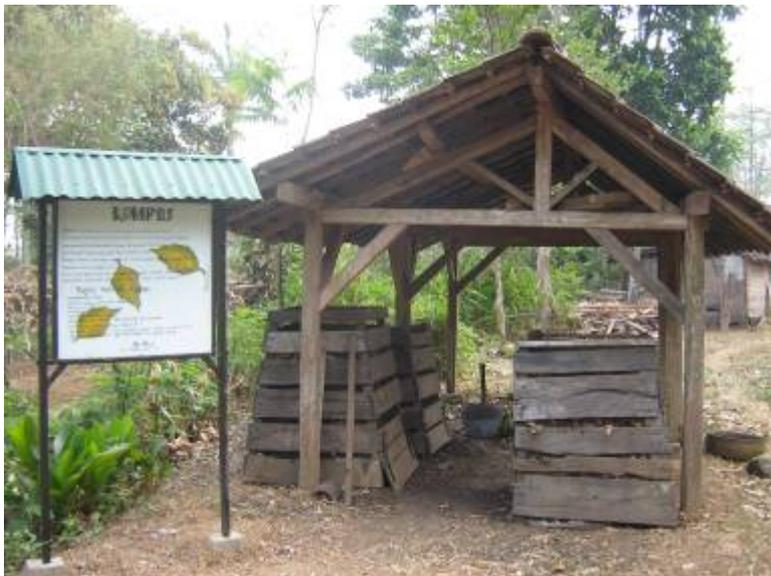


Figure 12. Composting as a part of organic farming infrastructure to produce fertilizer

prevention of forest acreage to be cut down. Besides, they also do cultivation and rehabilitation of the damage forest.

The forest in Penanggungan Mountain is a catchments area of Maron River that protect many springs in the forest. The use of forest is also an effort to keep the Maron river conservation which is a source for a small scale electric plant using water power. To maintain stream flow to be stable both in dry and rainy season, the catchments area should be improved.

In addition to forest conservation, other environmental aspect is to restore the natural soil fertility level by implementing organic farming. Replacing chemical fertilizer and pesticide with organic material will keep the farming soil conservation.

Economic Aspect

The opened market access, provide a higher selling point of agriculture product. Besides, the developing of processed food from agriculture product gives additional point to Trawas community as well.

At first, the changing from conventional farming using chemical fertilizer into organic one is considered hard for farmers. Some of farming tools should be provided, such as buying a buffalo and making biopesticide. The changing of such farming method makes crops cannot come out well. However, during 3-4 years it is exactly gives benefit economically since good soil condition gives good agriculture product. By organic farming with a low production cost, they will get same agriculture product as the conventional one since they do not have to buy chemical fertilizer and pesticide which are getting higher and higher in cost. They only use cattle manure for organic fertilizer, green compost, and compost from organic domestic waste. They also need a very small cost for agriculture production.

Such economical improvement is supported by the formation of farmer's cooperation. The cooperation established by community is aimed to give its members, which consist of farmers, a more prosperous life. Any kind of trade activity for cooperation member is handled by the cooperation itself, especially for the activity that connects to market access.

Social Aspect

Agriculture trade which is handed over to market mechanism causes the interaction inter farmers decline. Greater interaction will be created between farmer and buyer or farmer and production material supplier. Forming groups of organic farming and creating togetherness in developing agriculture make the social interaction among farmers' increases or becomes more intense.

Minimally once a month farmer's meeting and routine field school, show farmer's scheduled interaction. Meetings that discuss problems and solutions faced by farmers are a continuous learning form. To improve farmer's capacity towards the understanding of organic farming, they build a field school. The school is located in the rice field with a simple structure condition. Such a good social interaction causes the spirit of togetherness inter farmers and strengthens farmers' bargain position.

2. Implication as Effective Communication and Decision Making

Impact from program implementation is changing communication system, especially in decision making process. Decision making process has decided together and through group mechanism. Before program, community have not right and opportunity to involve in decision making process, because government was dominant in everything decision which related with community. As a foundation participative in decision making is changing from top-down approach into bottom-up approach.

Education system developed in PPM program to achieve a sustainable development is built from the community themselves. Material to be learned and time study is determined by themselves. The material delivered is really appropriate with their needs. Every month they arrange the resource person which is suitable with the material. The resource person could be from the group member itself, other person outside the group, PPLH, the government, or educational institution. Anyone who has a competence in organization or individually, could be the resource person in their learning process.

With bottom-up approach and everything should be decision of group, so they implementing participative decision making. The highest group decision in this program is monthly meeting. Every people have the same right in making a decision and organization direction, whether for those in the management or for members. They use meeting to decide something, and if they find no way out, they will do voting.

3. Implication as Transformative Education

Transformative education occurs during process of program. Some evolutions which occur in learning process of community is participative learning. In participative learning pattern is always mixing between top-down approach and bottom-up approach. Before program, community is commonly with top-down approach, they are as object of activity, not as subject. Mixing between top-down and bottom-up approach will certainly give impact to a participative learning system. Participative learning is identical with collective study which all people could be student and resource person, and it is guided by a facilitator.



Figure 13. Information Center of some organic farming groups

Besides participative learning in this program have already accoured Acquisition of Knowledge Implemented. Farmers previously know nothing about organic farming, the benefit of forest management, or how to manage agriculture product. Through the learning process, they understand and apply it into their work. Trawas farmers, especially generation after green revolution, do not know about organic farming and are afraid to do it. After understanding about organic farming and its relationship with agriculture sustainability, they slowly change into organic farming.

The last of transformative education in this program is community to develop value and ethic. The realization of value and ethic developed by the community is the appearance of written or spoken regulation which organizes life. This regulation is built as an instrument to achieve vision developed. Trawas community organization arranges regulation whether for organization or broader scale, by not breaking the valid rules of religion and Indonesian law.

4. Implication as Institutional and Civil Capacity Development

Capacity building is a basic requirement for a better change. To achieve a sustainable development, all stakeholders should have whole understanding standard in observing the problems. Organization capacity building in Trawas which is facilitated a lot by PPLH has been institutionalized, so that the individual inside the organization also experiences a capacity improvement. Community capacity building has been done through groups which exist, and then they has been institutionalized and finally it's become individual skill each members. Members of group is become agent to transform knowledge to surrounding including community. Through this process, community capacity has been increase step by step.

Impact of community capacity building give impact in community, it's like developing vision and scenario as part of development strategy. Vision arrangement is conducted by each community organization formed. The vision is built together as the direction that will be achieved by the organization. The community arranges the organization vision, then plan stages of achieving their vision. Program arranged by community group is based on the process.

Besides developing vision and scenario, capacity building has give impact also for behavior change. The change of basic community's behavior is the way to observe the connection between economic and environmental matter. Many problems due to environmental condition that are neglected start to make Trawas community aware. There are many lessons that can be taken from the problems arise and this enriches community's knowledge. After knowing and understanding about the need of making a sustainable life, they gradually make change. Things that they understood have been proven its truth in the field. It gradually motivates a change for Trawas community.

5. Implication as Learning Process

Education factor holds an important role in the implementation of PPM program. Education model developed by PPLH has an innovative method and always adjusted to the international issue. PPLH access which is wide and large in the national and international networks makes them easy to find learning models appropriate with community. Substantially, the material given is environmental education for sustainable development. While the change in learning method that is conducted is:

- The change of teaching technique from one way to two ways. All this time, farmers are often given a lecture from agriculture lecturer about how to do farming. This way of thinking makes them difficult to develop because most of them only follow the lecturer's order. The approach of teaching technique applied in this program is done by learning together, so that farmers are motivated to think of finding solution to problems faced, and at last they can make decision from the problems they faced.
- To build field class in order that learning process can be performed continuously whether in the rice field where they work or in a routine meeting in the meeting hall. The field



Figure 14. Field school which located on rice field for discussion and meeting among farmer

class built makes the learning process can be performed continuously and participative, in a field class, farmers discuss about problems faced in the organic farming management or in its selling system. They try to solve their own problems through a discussion. They also invite some experts from NGO, government institution, or university facilitated by PPLH to give additional information and knowledge for them

periodically. With this model of field class, communication system inter farmers will be tied in. Besides, it is very effective and gives benefit in solving problems faced.

- The integration inter aspects for sustainable development. Before PPM program exist, the community consider that there was no connection between the problems they faced in the rice field with the environmental aspect or with poverty they experienced. Their powerless in facing problems is mainly caused by their perspective in viewing the connection inter aspect. PPLH has given an understanding to farmers through sustainable development concept. Now, farmers can see the connection inter aspect, how they can see the connection between farming problems they faced and environmental problems created by them, or the relation between poverty they had experienced. Even in solving problems, they have already been able to think.

The change of learning process becomes a participative model by Trawas community which is shown through the existence of planning process made by farmers and other social groups as well. In the process of such work planning, they have monitoring and evaluation mechanism and a joint controlling system.

Connected with the national and international education issues, education system in Trawas area is considered very well. This condition really supports programs acceptance which are implemented there. The basic of a strong religious education really affects the community education level. This area has also been determined by the government as an illiterate free area since all people can read, write, or even count. All children can get education, whether it is in public school or religion based school, majoring in Islam.

Religious activities run strong through recitation activity in the mosque. An approach in empowering community becomes very effective through recitation. The role of religious leader is very strong in influencing the community. Through recitation activity, the introduction of programs will be effective to be broadened. One of groups which succeed in this program is the recitation women group of “Hasanah”. At first, the group carried out a routine recitation in the mosque every week. Besides, they also do other social activity, and now they have developed activity that make use of agriculture products become various kind of food which economically has a plus point.

The opportunity to get an education is quite open for the facilities in both formal and informal education are available. Formal education is carried out in a public or private school. There are also Islamic schools which constitutes an informal education based on Islam. Most of Trawas communities finish education until High School level, while the rest continue their study to higher institution in the surrounding city.

F. FURTHER IMPLEMENTATION AND RECOMMENDATION

1. Further Implementation

Achievement of this program base on vision and mission was built by themselves, so it's need a long time to reach the best result. There are some strategies and activities which continuesly from PPLH and community to improve this program.

- The formatting strong network and creating a strong and synergic relationship in the present groups, and adding members in each groups. It is expected that all Trawas community can be facilitated in groups according to their activity type. The transfer of learning process to other community concerning organic farming and sustainable development concepts is wide spread continuously by agents in the community. Furthermore, through the school subject, the sustainable development paradigm can be

explained in many subjects. Environmental education subject becomes one of subjects which are integrated with sustainable development paradigm.

- The better information exchanging among groups. In present condition, the learning process is still conducted by each group. There have not been a well-planned information exchange system inter groups. There are many groups that have the similarity in the type of activity, especially in organic farming activity. In the future, there will be a well-planned information exchange system developed inter groups, so that the dissemination of information will be more effective and efficient.
- The sustainability in implementing activities especially economic activity. Maintaining the consistency in implementing activities becomes a certain challenge that should be performed by groups in Trawas. The problem that often happens in an activity based project is the sustainability of its activity. It often happens that formed groups cannot survive after the project finish. PPLH does not want to be trapped in a project oriented, but they develop the program oriented. With such approach, sustainability aspect can be achieved.
- To be independent in the perspective of Trawas community means to release from dependence towards unusefull parties and exactly cause a financial loss. Broker and limited market become the main factor that blocks their independence. Loan from brokers have caused them go into poverty ring and make tem difficult to get rid of it. Those brokers lend their money with high interest to farmers which eventually make their farming product finishes just to pay their loan to brokers. Such poverty ring takes place for years. By developing organic farming and obtaining access to get loan for assets facilitated by PPLH, they try to release themselves from brokers. In organic farming, they do not count on chemical fertilizer and pesticide anymore which its needs increase every year due to the soil damage and the price is getting more expensive. Without dependence upon broker's loan, they can sell their crops to the market freely with better selling price. However, this has not run completely as it is not an easy way to open the market with a better selling price. An alternative way which is tried to be developed by Trawas community is by processing farming product into other shape that has higher economical value and able to last in a longer time. They also carry out diversification of farming product.

2. Recommendation

To create a sustainable development based on organic farming activity in Trawas, there is still a lot of work to do. The present groups are the embryo for the community realization with sustainable development paradigm. Not all of Trawas community include in the groups. And not all of farmers change their conventional farming system into organic farming. Therefore, they make their next planning to create powerful and independent Trawas community which eventually able to reduce the present poverty rate.

As one of activities based on program oriented, it will not be a complete duty if the vision and mission has not been achieved yet. If organic farming that friendly to the environment becomes the choice of Trawas community and there are other groups related to organic farming activity, like forest management, animal husbandry, farming product processing and good market have appeared, so the Development Program of Community Potential has reached the highest point of their goal achievement.

Preparatory Works by the Participants

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Part I

ESD contribution to biodiversity conservation

Questions

- How sustainable development and biodiversity relate with each other? What are their inter-linkages?
- How ESD can contribute to biodiversity conservation?
- What messages should be sent to CBD/COP10 from ESD community?

ESD Contribution to biodiversity conservation (BDC)

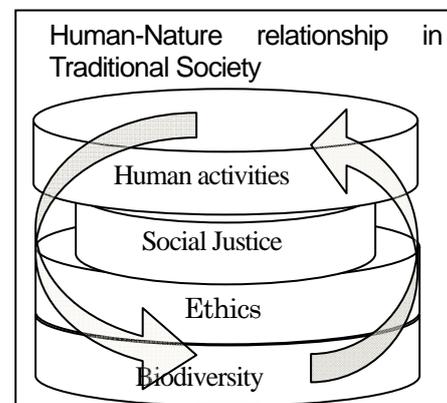
Fumiko Noguchi, ESD-J, Japan

Sustainable development and biodiversity relationship and their inter-linkage

Traditional/indigenous knowledge is the key. Changes in human-nature relationship before/after the modernisation in Japan are highlighted, here.

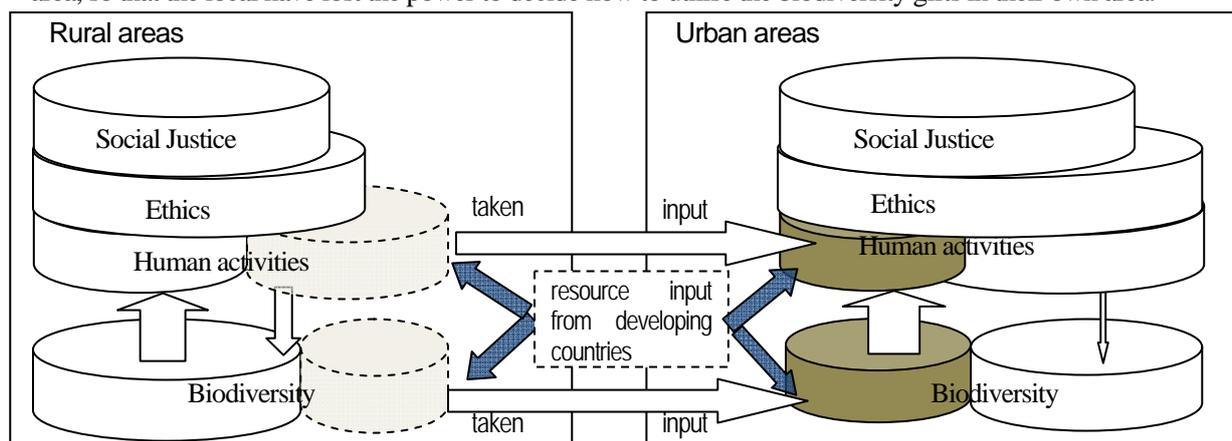
Before

- Nature was the basis of all, including people's value, livelihood, social system, and community life. Society/culture had developed and was a part of the local biological circulation.
- BD was protected, managed and enriched through the human activities. In particular, there were common areas that owned by community and human developed the collective knowledge system, (=culture and economic activity) in order to utilise the natural resources without depleting, manage and enrich the biological diversity.
- Very strict social order or ruling system existed, and democracy, social justice and human right were not fully protected.



After

- Human activities have been separated from the ecological circulation, and competition and market mechanism based on the globalisation have become the basis of the human society.
- Biodiversity has been also damaged and deteriorated due to the human industrial activities.
- Natural resources required in Japan, in particular in the urban areas, are more than what the local biological diversity can provide and the shortage is fulfilled with the exploitation from rural areas and other countries.
- All the areas are privatised and commons are being lost. Knowledge to use the local natural resources sustainable has also disappearing in accordance with the loss of commons. The knowledge is not passed on to the next generation because of the depopulation due to the young generation migration to the urban areas.
- The local development plans tend to be decided by the central or municipal government far away from the local area, so that the local have lost the power to decide how to utilise the biodiversity gifts in their own area.



Q2 ESD contribution to BDC

The followings are the key factors to achieve sustainable development based on BDC.

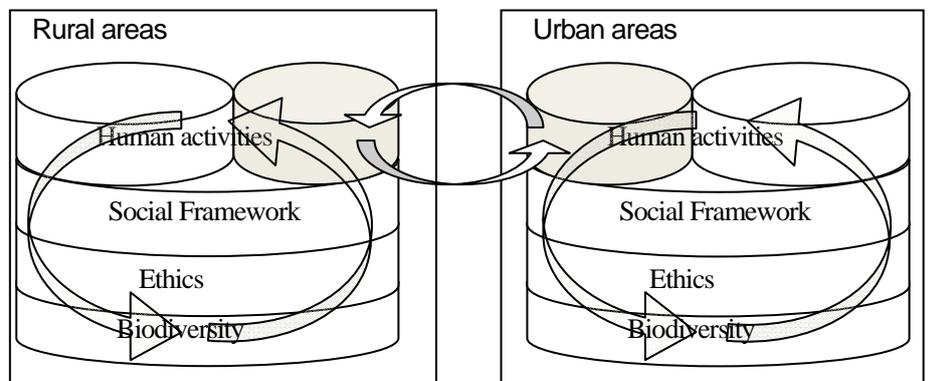
- Sustainable development should enhance BD.
- It is very important to revive the life that used to be integrated as the part of the nature in this modern era, but it does not mean "going back to the nice old days".

- Self-determination of the local autonomy, decentralisation and democracy need to be verified in the process of seeking ecological sustainability.
- Establishment of the economic system that can balance with the biological conservation is important.

ESD practically plays the role for nurturing the respect towards BD and attitude for the utilisation amongst the people. The followings are the ESD factors that enhance the SD based on BDC.

1. **Participatory Rural Assessment (PRA) /Participatory Learning and Action (PLA):** Conducting research initiated by the local residence is important. This type of research is effective to reveal what is valuable and what tends to be missed out by the government oriented local assessment. It is also good for the residents to obtain the knowledge about their own local area. The research should be conducted with the expert such as researchers – the data collected sometimes provide the important fodder for obtaining the people’s consent (including the opposition people) without being emotionally.
2. **Expanding the learning opportunities to the community-wide at the various educational settings:**
 - Formal education: utilise and activate the community resources (people, traditional knowledge, livelihoods) in the school curriculum (target: children)
 - Non-formal education at community learning centres and business training: organise the practical learning programme based on the dairy livelihood and lives. (target: local people)
 - In-formal education: incidental learning occurs through such kind of programmes like the agriculture experience and village stay programme, ecotourism, and so on. This kind of interaction between the rural and urban peoples also provides the rural people the new perspectives to see their community, and it helps them to re-build the pride on their local culture and community.
3. **Consensus Building:** Consensus building among the multi-stakeholders is important. Dialogue through the meeting, symposium and forum and information sharing through newsletter, mailing list and website are effective.
4. **Role of the facilitator/coordinator:** Facilitator and coordinator play a key role to produce the opportunities for the dialogue and RPA/PLA. In particular, their effort behind the scene in order to avoid the conflict between pros- and cons- of development, are essential to lead the consensus in the community.

Q3 Message to CBD/COP10 from ESD community



- Biodiversity is not only the matter of the protection and conservation of the living creatures. We must remember that Socio-/cultural diversity stands on BD, - we need to conserve and develop socio/cultural/biological diversity as a whole and reconstruct our society that does not harm BD and fits in the BD circulation.
- Social justice is the key to build a society based on the biological conservation. The locally based small scale economy, self-determination of the local autonomy, and new commons must to be developed.
- People’s empowerment is the core of the sustainable development: ESD should be promoted in all educational settings – at schools, higher-educational institutes, community learning centres, vocational trainings. Educational process in the multi-stakeholders’ participation in the consensus building process of the development plan and in the socio-economic assessment process, also should be highlighted, as ESD.
- The effective platform need to be setup and developed, in order to monitor & evaluate, research and provide the consultation on the BDC from SD and ESD perspectives.

ESD contribution to biodiversity conservation

Feri Prihantoro, BINTARI, Indonesia

How sustainable development and biodiversity relate with each other? What are their inter-linkages?

Biodiversity gives a lot of benefit for human and earth living, such as agriculture, health, industrial, ecological service, and tourism sectors depend on sustainability of biodiversity. The issue is not only about how many and diverse of species, but further more how the relationship between species in ecosystem. Loss or over population of one species would give threat for others species that would give impact in ecosystem balance. Environment wouldn't sustain and it becomes threatening for people.

Food resources depends highly on many species in earth, drugs for health also resulted by species especially plants. Ecosystem also has a large function in water purification and control climate. Damage of biodiversity because of species extinct would threat whole of human live, because of no food availability and drugs for health and damage of water and climate cycle.

Damage of biodiversity is caused by over exploitation which is done by human especially for economic orientation. Human effort who want to achieve "a better live" form a part of egoism and lack of human understanding about biodiversity functions in the earth. If people activities in this earth just have orientation for economic (incremental/unsustainable development), so it will create threatening for biodiversity. Finally, biodiversity damage will create unsustainable development.

How ESD can contribute to biodiversity conservation?

ESD through holistic approach should explain and aware to human about how the relationship between biodiversity with sustainability of the earth. People awareness in the relationship among species should be created in formal and non-formal education system. ESD which integrated environmental, social, and economic perspective should become bridge from various education subjects which is taught incrementally. Biodiversity material which explains relationship in ecosystem and relationship between local and global issues should become gateway to achieve sustainable development.

What messages should be sent to CBD/COP10 from ESD community?

Integration several program of biodiversity, such as communication, education, public awareness, and traditional knowledge in ESD program should be developed by COP. Changing of life style and biodiversity condition should become indicator on ESD.

ESD contribution to biodiversity conservation

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Sustainable Development and Biodiversity: Inter-linkages

India occupies 2.4 % of the total geographical area of the world and yet contributes 8 % to variety in global biodiversity¹. Over the last two decades India has seen some success in economic development however the enormous challenges of improving the quality of life as more than one-third of the population that continues to live below the poverty line remains. The majority of Indians lives (72.2 %) revolve around land and water based livelihoods activities in small villages. Consequently it is crucial to trace the linkages between biodiversity and sustainable development (SD). Biodiversity has a major role to play in the larger goals of poverty reduction through basic needs related provisions such as food, fuel, fodder, fibre and medicine, soil enrichment, air quality and climate regulation, the regulation of water supply and quality and the cultural and aesthetic value. It is essential part of SD in various arenas such as livelihoods, forestry, and fishing or tourism. Below are a few illustrations of the same:

- A healthy natural environment is a prerequisite for sustainable livelihoods for million in rural India.
- India is one of the 12 primary centres of origin of cultivated plants
- India have 140 native breeds of farm livestock which supports a large part of community livelihoods
- More than 6500 native plants species are utilized in indigenous healthcare.
- Tourism development without rich biodiversity is not possible.
- Livelihoods of the sizeable communities' living in and around forest depend on the rich biodiversity.

ESD contribution to biodiversity conservation

ESD addresses biodiversity by focusing on the interlinking issues of biodiversity and livelihoods. Education for biodiversity conservation is integral part of the DESD communication strategy and the action plan. The ESD offers a better understanding on how livelihood practice impacts of agriculture, livestock and fisheries biodiversity, how consumption impacts biodiversity, and also emphasising consideration to the interlinking issues of biodiversity and development.

- The drivers of biodiversity loss are unsuitable production process of industry, agriculture, livestock, forestry, fisheries, etc. ESD has contributed to changing production practices and attitudes towards more sustainable practices in this sector. Green production, organic farming, sustainable livestock production are the outcome of ESD and this also focuses more on biodiversity conservation and ecosystem management approach.
- Biodiversity is identified as one of the strategic perspectives that informs education and learning for SD in vision and goals of India's ESD efforts. In ESD, biodiversity is addressed by the focus on interlinking issues of biodiversity with agriculture, livestock, forestry, fisheries and tourism.
- Developmental activities have impacted conservation and sustainable use of biodiversity. The ESD has awakened government to take precautionary approach wherever there is a threat to biodiversity

¹ This represents about 7 % and 6.5 % of the world's flora and fauna respectively

- ESD focusing on recognition and valuing of traditional and local knowledge and historical importance of biodiversity had expanded the scope of biodiversity conservation and motivated community for the same.
- ESD has promoted practical action for better collaboration and partnership of existing diverse network of various agencies.
- ESD also promoted multi-disciplinary and multi perspective based research rather than subject-based or single discipline research on issues related to development

Messages for CBD/COP10 from ESD community.

- BC is formalized in the education and development system, but it is not internalized in the system of planning, policy making and implementation.
- BC approach should mutually reinforce education and action with aim of empowering the people
- It is necessary to develop a framework of biodiversity conservation to ensure that livelihood of poor and environment doesn't suffer. Any interventions should demonstrate complementary relationship between biodiversity conservation and community livelihoods.
- Networking and partnership is necessary among various stake holders.
- Community based ecotourism, banking on the rich natural, cultural and historical tradition and knowledge could be excellent ESD tool for biodiversity conservation.
- Taxation for biodiversity benefits sharing could provide a fund source protection of biodiversity itself
- Agricultural farmland occupies 40 percent of global land mass Governments must develop farmer-driven local programmes for the conservation of this biodiversity.

The success of these conservation efforts depends on integrating biodiversity conservation into ESD strategy

ESD Contribution to Biodiversity Conservation

Elizabeth Roxas, Environmental Broadcast Circle (EBC) Philippines

Sustainable Development As It Relates to Biodiversity and their Inter-linkages

Sustainable development is meeting the needs of the present generation without comprising the ability of the future generations to meet their own needs. In the Philippine context, it is simply a life enhancing process with the ultimate aim of human development through the harmonious integration of a sound and viable economy, responsible governance, social cohesion and ecological integrity by the three key actors of society; business, government and civil society. It is ensuring that there is enough resources for a decent life.

Biodiversity on the other hand, refers to various life forms including humans, form ecosystems or communities interacting with each other and the surrounding environment which produces goods and services that support and sustain life on earth.

Therefore the inter-linkages between the two are life and nature or the environment. And for life to exist and continue further to the next generations there should be a sustainable management of the communities' resources taking into consideration the limits of the carrying capacity of nature and the integrity of creation.

ESD Contributing to Biodiversity Conservation (see Matrix Analysis)

Various ecosystems manage by their own communities using inherent knowledge and systems through their own culture and traditions supported by applicable and appropriate alternative technologies are the keys to better management and sustainable conservation of biodiversity .

Message from ESD Community to the CBD/COP10

Communities from various ecosystems envision a self-reliant and sustainable community committed to protecting their natural resources and environment and promoting their own cultural integrity to be responsible stewards of the place where they live. Respect and recognition of the way they live and providing additional support necessary to enhance their capacities may lead to attaining the real essence of sustainability by promoting biodiversity conservation, sustainable use of its component and fair and equitable sharing of benefits derived from them.

ESD contribution to biodiversity conservation

Mao Xiaoli, CMCN, China

Biodiversity and sustainable development are mutually enhanced.

On the one hand, biodiversity is a key factor to sustainable development.

--- Biodiversity has great impact on our living quality. Green plants of all kinds are natural air cleaners which make sure we could live a longer time. Different kinds of species cooperate to regenerate usable water which we all depend on in our daily lives. Biodiversity makes sure we have more to eat and for us to make use of, like drugs.

--- Biodiversity relates to ecological balance. The more complex an ecosystem is, the more resistible it will be when faced with a sudden change. This is even more important nowadays since we are facing an unprecedented climate change.

On the other hand, the idea of sustainable development helps protect biodiversity. The core idea of sustainable development is the living justice between generations. To achieve this, we must make sure our environment would last a longer time and stay in health which in turn requires the protection of biodiversity. Sustainable development is what we human beings need to survive while biodiversity is what nature needs to survive. Human beings are part of nature, that's why sustainable development is closely related to biodiversity.

ESD is one way to enhance sustainable development with the idea of integrating respect, cooperation and participation in education. ESD projects cover various areas like environmental protection, ecological tourism, cultural pluralism and so on. Environmental education projects aim at raising people's environmental awareness, especially children. This in turn, will affect people's value systems in the long run and later when they make decisions they might choose an environmentally friendly way. This might directly enhance the protection of biodiversity. Other projects will have similar effects on biodiversity in an indirect way. For example, ecotourism promotion encourages people to make use of local natural resources to attract visitors while booming local economy as well.

ESD community is a lively group of which many are local NGOs that promote ESD ideas within their devoted areas. Many of them have played an important part to protect local biodiversity and yet they need more support. CBD/COP10 to be held in October will be a great chance for the assembly to know about ESD participants' effort on biodiversity protection in local communities and also a great chance for ESD community to seek for professional guide and more support. We will emphasize on the point that ESD will be of great help to protect local biodiversity.

Part II

Asia NGO ESD Network

Questions

- What ESD challenges we are facing in Asia?
- Do we need the network to address such problems?
- If so, what would be the expected scope, functions of the network?
- What would be a possible modality of the network (governance, structure, membership etc.)?
- How to obtain ownership and sustainability of the network?
- What would be possible steps to develop such a network?
- What contribution can your organization contribute to the network?

Asia NGO ESD Network

Fumiko Noguchi, ESD-J, Japan

- What ESD challenges we are facing in Asia?

Challenge 1: Numerous activities by civil sectors for sustainable development have been conducted in Asia. However, many of them are not labelled as ESD and do not even related to the DESD movement by UNESCO. The knowledge and experience have not been collected, analysed and shared in the ESD community and amongst civil society. Therefore the civil ESD activities are not recognised, though the significance of the civil sector in ESD has been emphasized.

Challenge 2: NGOs often play the key role of connecting and facilitating the participation of the multi-stakeholder in sustainable development. However, sectionalism is still strong in the governmental structure in the many of the Asian countries, and results in the less flexibility in the funding scheme provided by the government or international cooperation programmes. This situation does not meet the needs of the holistic and inclusive aspect of sustainable development, and becomes obstacles in SD/ESD promotion in Japan and in Japanese NGOs' international cooperation in Asia.

Challenge 3: ESD is not analysed much in the context of the sustainable development process. E factor in ESD has often been discussed based on the current formal/non-formal educational framework and applied to the other areas and countries. Education oriented ESD is necessary but does not cover fully what is required in the real context. As long as ESD concerns, education have to be reflected and redefined in the process of sustainable development. Besides ESD through educational institutes, there are also educational process is in consensus building, activities, and RPA in the sustainable development initiatives, efforts and programmes, and they are not regarded as education. These are significant in particular, in Asia, because they directly link with the solution of the problems, such as the environment, poverty, gender issues in the community.

Challenge 4: ESD promotion varies from country to country in Asia, due to the difference in each country's economic and social situation. However, the ESD is about the survival in some countries and ESD at the grass root level is needed no matter how the governmental situation is. In order to outreach to those, sharing the knowledge and experience are important. To do so, the interexchange between NGOs in Asian countries and international cooperation between NGOs are necessary but, at this moment, there is no system or function to connect the ESD NGOs in Asia.

- Do we need the network to address such problems?: Yes
- If so, what would be the expected scope, functions of the network?: Network should contribute to the empowerment of the NGOs that commit in ESD in Asia and have the following missions: Policy/public advocacy; Knowledge and experience sharing; and Research/ analysis and consultancy.
- What would be a possible modality of the network (governance, structure, membership etc.)?: Network should be for the NGO so as the members. Government, UN, researchers should be supporters.
- How to obtain ownership and sustainability of the network?: All of the member should commit equally to the network and the role of network operation should be shared. Steering committee should be set up and secretariat office should be rotated for every couple of years.
- What would be possible steps to develop such a network?: Network never exists for the network; network is developed through meeting, discussion and the action. We need to develop a long-term project, verify our effectiveness of our activities and increase the NGOs members in Asia.
- What contribution can your organization contribute to the network?
 - Project proposal and fund raising
 - Making a liaison with the ESD end-of-decade World Conference held in Japan, 2014

Asia NGO ESD Network

Feri Prihantoro, BINTARI, Indonesia

What ESD challenges we are facing in Asia?

Similar with Environmental Education (EE) issue, in formal education need strong regulation from national leader or city. Besides strong of “political will”, it also needs big number of human resources who have capacity. Education sector put down as ESD is not main subject in class, it just voluntary subject or activity. Integration ESD into class subject and make improvement in formal education becomes one alternative solution. Using Biology subject for discussion material in class or learning sustainable economic, respect with nature and culture become one strategy to integrate biodiversity in formal education through ESD approach. More human resource which has capacity and strategic position as decision maker is needed to develop that material or content. Beside mainstreaming sustainable development issues into formal education should be developed.

Non-formal education for community have implemented in many places with ESD approach, especially through project implementation by NGO's. For a while government have not sustainable development vision. They just implement incremental project which have short term economic orientation. The challenge for ESD is how to influence government to have sustainable development vision through lesson learnt or good practice from NGO's experiences in project implementation.

Do we need the network to address such problems?

Network is important and strategic to exchange information about lesson learnt and good practice of ESD and implementation process. Strong network in Asia and international level would continuously advocacy of national policy to implement ESD. Learning of environment movement process in the world always starts from small scope (community and city level) and then develop to large scale through network until influence policy. We need a long time process to influence more people about the important of ESD functions to achieve the better live. Consistency of willingness and financial support become challenge of network sustainability to continue the process to reach the goal.

If so, what would be the expected scope, functions of the network?

Network should become bridge and messenger to all parties in every decision maker level, so it would make faster to achieve of ESD goal. Connecting Asia, national, and local also become scope and functions of networking to spread ESD for action level and advocacy.

What would be a possible modality of the network (governance, structure, membership etc.)?

Goals, strategic, membership, network activities, and communication media should be arranged as network modality. The concept should simple but easy operated and base on capacity of each members to avoid organization burden.

How to obtain ownership and sustainability of the network?

Every member must have task and function which support network. Regularly, organizer meeting can be rotated among member and perhaps including network secretary base on capacity of each member.

What would be possible steps to develop such a network?

Network must have strategic plan to achieve goals in time bounds. Commitment and readiness from member base on each capacity are requirement. Regular in direct communication should become working plan of network to discuss some issues or to develop project for network goal. Sustainable activities with financial support would make sustainability of network.

What contribution can your organization contribute to the network?

My organization focuses in environment for sustainable development through community empowerment and environmental education always efforts to use ESD approach in implementation project. Reporting regularly our lesson learnt from activity in ESD context could be contributed to network and then it would get critical review from other member.

Promoting ESD use material that be developed by network or base on member experience could become our activity in city and province level to introduce and to influence all parties about the important of ESD in formal and non-formal education system. Activities should be a part of network strategic plan which has developed by network.

Asia NGO ESD Network Ramesh Savalia, Centre for Environment Education (CEE), India

What ESD challenges we are facing in Asia?

Asia with its accelerating growth rates, unequal socio-economic development with new concerns of environmental conservation is a dynamic and developing space. SD is emerging as a vital issue as the environmental degradation impacts socio-economically marginalized communities manifold. Following are challenges Asia faces in the context of ESD.

- Asia's development model is "exogenous" with inherent complexities. Building an "endogenous" model of sustainable development rather than imitating the western countries is a big challenge.
- Creating a 'leapfrogging' development model blends traditional and modern elements is important
- Current ESD model is based on "teaching" of unsustainable life style and consumption pattern; we need "learning" of sustainable living society based model.
- Prevalent ESD is more theory. The challenge of developing a large scale implementable action based ESD model remains
- ESD in Asia is a matter of "survival education"; wherein current models perceive it as "choice education". Do we have choice for ESD or we want to force the poor marginal community to stop their survival livelihoods in the name of "threat education".
- ESD focuses on compartmentalized and privilege education. This causes an increase in income divide, where ESD for rich is minimal changes and for the poor major survival based livelihood alterations.
- Most of Asian countries emphasize ESD as based on a commitment towards sustainability rooted in a centuries old tradition of living in equilibrium with nature. In contrast the current education system defines a "developed person" in a highly unsustainable manner. There is little consistency in the discussion and adoption of ESD goals
- ESDs promote partnership; but current partnership is limited to exchange of polluted technology or finance through corrupt governance system, what about the basic essential need of poor community based partnership for ESD.
- The focus and investment on ESD is for primary formal education of small children. A question arises whether the recipients of ESD are capable of absorbing this concept and viably putting it to use. The chief target groups are omitted from ESD efforts e.g. industries, planners, rich and upper middle class.
- ESD requires a holistic approach to our lifestyle. To change orientation and attitude of person's life style would require substantial resources. The investment of finance and human resource difference between waste generating and consumerism promoting industries' and ESD promoting agencies is huge.
- Ownership and implementation of ESD is not limited to a few sections of society. This is a major responsibility of every citizen. So, huge task ahead and not the few efforts and initiatives are taken by few individuals and agencies

The value of the network to address such problems

- Asian countries have common ESD issues. A network would provide opportunity to interact, learn and share concerns of ESD on similar baselines contexts.
- Support to document national level micro ESD initiatives to motivate and provide recognition towards scaling up and strengthening the initiative.
- Formation of ESD policy and advocacy support network in Asian countries to initiate and sustain ESD policy advocacy efforts at national and international level based on the grassroots experiences

- An Asian ESD network will provide the opportunity to explore aspects of ESD in a focused and structured manner to help the organization in mainstreaming various aspects for future programmes.
- The rich cultural diversity of Asia is closely related to its diverse ecological settings. Recognition of the diverse ecological settings within Asia ESD can be more effective at the global level. This is particularly true when the most adverse and destructive effect of climate change will be on Asian countries.

Scope and functions of an ESD network

- The network should be expanded in Asian countries with developing economies, growing populations and are rich in natural resources.
- ESD-J networks that brought together institutions from various sectors and served as engine to drive the exchange of information and promotion of dialogue among organization through partnerships for ESD, whilst simultaneously creating a knowledge base to support ESD actors. The network should focus on:
 - Collaborative ESD field projects in the context of livelihood, water resource management, coastal communities, Corporate Social Responsibilities, micro-finance, sustainable agriculture and livestock production, education, forest, small town, etc.
 - Regional level action research on ESD, SD, Biodiversity, and Climate change and publish outcomes through journals and key events at national, regional and international level.
 - Develop and support cutting-edge ESD knowledge, particularly on regional SD issues to integrate it into their advocacy work.
 - Capacity building of key functionaries by linking forums at sub-regional, regional & international level
 - Collective efforts for global mainstreaming of ESD through network pressure groups and advocacy.
 - Supporting internship and exchange programme among youth particularly rural youth for creating future global ESD cadre.
 - Organize training meetings, consultation, workshops and seminars on specific focus of ESD from time to time to facilitate experience sharing among various agencies in the region. These also have a follow-up component - a publication, recommendations or even regional level policy advocacy, etc.
 - Develop and disseminate teaching-learning materials and other publications.
 - The website and e-newsletter on Asia ESD to facilitate experience sharing among ESD educators with others in the region and discussing major concerns, and setting priorities for ESD programmes

Possible modalities of the network (governance, structure, membership etc.).

Following are some of the suggestion on modality of the network.

- Long term planning of the network: Role, responsibilities and support of members.
- The network should be a regional networking initiative of ESD-J. The network should be of agencies involved in or interested in networking, initiating or supporting ESD programmes in Asia.
- The Secretariat of network should be with ESD-J.
- The network membership should be of agencies from all over the region with practical expertise, engaged in ESD development work and share a professional interest in improving ESD.
- The mission should be "To influence, encourage and support use of ESD as a basis of sustainable development for the present and future generations in the region."

Obtaining ownership and sustainability of the network

Existing partnership activities, platforms, networks and process should continue with incorporating the learning and experiences and could be made more intensive sharing through using modern Information and Communication Technology (ICT). This need to be formalized and structured officially.

- Focusing ESD on national SD priorities – partner countries can focus ESD by identifying key national SD priorities, such as food security, literacy, health, climate change, etc., to develop a practical foundation for ESD and foster the knowledge, skills, and attitudes to address sustainable development more depth.
- Initiating, collaborating and supporting ESD good practices in fields such as poverty reduction, climate change, biodiversity, community education, ESD curriculum, natural resource management, water, forest and waste management in the Asia.
- Development and dissemination of common learning materials across nations on various development sectors to facilitate quality learning which encourages learning to action.
- Lateral learning and sharing amongst network partners should be built up and scaled up through various means and methods among own organization and country.

Steps to develop an Effective network?

To develop and strengthen the Network following are some possible steps

- Active participation and exchange of experiences and work through ICT and half yearly meeting.
- More collaborative and Asia specific ESD project rather than country specific ESD project.
- More policy advocacy based on Asia specific action research based project.
- Partnership with other ESD network at national, regional and global level.
- Participation of network in international forum as a network rather than country specific experiences.
- Collective efforts for resource mobilization for sustaining network.

Possible contribution's from an organization to the network?

- Executing project of grassroots level implementation, action research, advocacy, ESD learning materials development and capacity building.
- Supporting in mobilizing resources for network projects.
- Supporting in assessment of international treaties implementation in India.
- Providing information for easy networking and sharing of resources towards building network.
- Strengthen network relevance to the people, focused and result-oriented through the active participation.

Asia NGO ESD Network

Elizabeth Roxas, EBC, Philippines

ESD Challenges in Asia

The level of knowledge of people about the concepts and principles of sustainable development is still a big challenge. It varies in various places in Asia depending on factors attributable to the presence of available RICE materials and more importantly how such materials could be accessible to different sectors and stakeholders. Being so, the inter-relatedness and connectedness of human beings and other life forms with nature vis-à-vis life itself though necessary so that human interventions are guided by such to meet not only the current needs for life but more of the needs of life in the future, is not addressed properly and sustainably.

Given that framework, it will not be strange if we are beset with a lot of environmental problems which threaten the very source of our existence because of the tremendous growth and development not really beneficial to us after all.

So we need to inventory these problems of our forests, our lands, our bodies of water, our ecosystems, and even beyond by developing a baseline so that we can address them properly through various strategies, technologies, innovations, practices, knowledge from the communities, the local and national government, our indigenous peoples, our scientific experts, our common people, and proven and tested interventions which may also be applicable or appropriate not only in our respective communities and country as a whole but for the rest of the Asian region.

But very important to realize that there is a need for a body that would orchestrate all of these ESDs so that there a clearing house is established and then coordination and collaboration towards cooperation take place.

Need for the ESD Network to Address Such Challenges

Indeed, there is a need for the ESD Network to Address the SD challenges in Asia.

Expected Scope and Functions of the Network

Coordination

Cooperation and Collaboration

RICE (Research, Information, Communication and Education)

Consolidation

Implementation of ESD Projects and Programs

Monitoring and Evaluation

Continuous Updates and Dissemination

Clearing House

Funds sourcing

Development of Pool of ESD Experts

Possible Modality of the Network (Governance, Structure, Membership, Etc.)

There should be an elected Governing Board with sub-regional representation (East Asia, South Asia, Southeast Asia, etc.).

A Coordinating Secretariat

A General Assembly ideally representing all Asian countries but initially could be from a sub-regional representation

Obtaining Ownership and Sustainability of the Network

Multi-stakeholders Representation

Mandate

Participatory Planning, Implementing, Monitoring and Evaluating of the Network

Financing Mechanisms

Steps in Developing the Network

Organize a base representation

Conduct consultation

Assert a mandate

Consensus building

Get commitments

Set directions

EBC's Possible Contribution to the Network

RICE (Research, Information, Communication and Education) being the mandate of EBC will also be the basis of its possible contribution to the network. EBC believes that research is ESD's core or basis and its foundation and therefore has to be undertaken to validate information that is to be packaged very well to address various audiences using appropriate means and channel of communication so that as we communicate we are assured that education takes place.

At present, EBC hosts a green video library and a modest resource of printed materials on SD which are very good source of ESD. We are also equipped with modest equipment that can undertake production of electronic media materials that can be broadcasted on television. We also managed to arrange for an airtime where we can broadcast those materials. At present we have a 30-minute television program with a government station we called "Earth Files".

We also have the capacity to produce RICE materials at various formats and organize events and conduct training. We can design modules and implement RICE programs and strategies addressed to different target audiences.

Asia NGO ESD Network

Mao Xiaoli, CMCN, China

In my country, the largest challenge we are facing is our national education system. In most cases, our education is exam-oriented, fixed and monotonous. In contrast, ESD is an open education which is character-building-oriented, without a fixed pattern and very interesting. Such difference makes ESD hard to spread in a larger scale. In other areas of Asia, similar problems also exist which reflect a backward education concept.

Besides, ESD projects promote a more sustainable living style. At first sight, those styles require sacrificing immediate interests which to most Asian unacceptable. Most countries in Asia are developing countries with a huge amount of people struggling to survive. It seems unfair to ask them to care about the environmental problems that caused by the rich when their basic living needs haven't been satisfied.

Another problem is that there are many small countries in Asia. That makes the NGOs devoting to ESD too scattered. They need to communicate and cooperation from time to time. Sometimes small groups need to be integrated into a larger one to make better use of resources.

Finally, we need to act locally while think globally. This is easier said than done. We should stick to what we have been doing and try to integrate advanced ideas as well.

A network is always needed to address problems like the above since communication and cooperation are very important.

As for the scope of a network, we may see it in different angles.

--- ESD participants with similar aims can be classified as one sub-network, like ESD for environmental protection, ESD for human rights and alike. Sub-networks of ESD serve to promote mutual exchange among their partners and provide them with whatever help they need. Those sub-networks will report to a core network which functions to organize annual meetings or make critical decisions and should not interfere with daily affairs of its partners.

--- ESD participants adjacent to each other can be classified as one sub-network. It's because they might share similar cultural features which makes it easier to cooperate. They might deal with different fields but they can still work together since they share the same ultimate goal---sustainable development. Again, a core network is still needed for large scale activities and overall planning.

In order for the network to operate efficiently, the organization structure should be as simple as possible. Every partner of this large network plays the actual leading role to promote ESD and the above networks serve as consultants and problem solvers. The board in the networks should be relatively fixed in order to maintain the original concept. To keep the networks lively, meaningful activities should be held locally or in a larger scale. It helps to stimulate thoughts and exchange experience.

It won't be easy to set up such a network but the good news is that as partners, we are fervent supporters for such a network. The first step to be done might be the intimate knowledge of all the organizations which promotes ESD in their communities. This requires tremendous work but when it's done, following work would be much easier. The next step should be a division of those organizations. When different partners find their own sub-networks, they can sit together talking about details on how to build the network. Meanwhile the core network is founded and each sub-network selects a contact person, so is every partner organization for the sub-network. The whole network will share the same concept and use the logo and brochures while

each partner remains its independence when organizing local activities.

In my country, there have already been many organizations which promote ESD. We CMCN has also made huge efforts in popularizing ESD in mangrove communities. We will surely stick to what we have been doing in the future while actively help the construction of ESD Asia network. As we have some experience in ESD, we will do whatever we can to help new ESD partners to start. Through cooperating within the network, we will learn from other outstandingly successful cases and bring their experience to other ESD partners in China.

| Japan | | |
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| Title | Shigetomi Wetland rehabilitation project - the footpath for regenerating the community resources | ESD efforts in Okhotsk Monbetsu (Mo-pet) Area - Indigenous Ainu People's right recovery through the sustainable community development |
| Implementing body | Kusunoki Shizenkan (NGO) | Sapporo Free School "You" and Mo-pet Sanctuary Network (MSN) |
| Major issues in the local community | <ul style="list-style-type: none"> - Local people had no idea about what to do on the local wetland after the development plan was canceled. - The wetland was abandoned - security became poor and garbage was scattered on the beach. Kids were not allowed to go there by themselves. - Turing the local's disinterest about the development on the local common area and raising the self-determination capacity among the locals. - Biodiversity deterioration at the local wetland. - Achieving economic sustainability through establishing the sustainable fishery | <ul style="list-style-type: none"> 1. The recovery of the indigenous identity and their right backed with the self-determination on the local development issues 2. Co-existence and co-prosperity of the indigenous Ainu, Japanese, and diversity. - Industrial waste final treatment facility development around the upper stream of the Indigenous Ainu's sacred river. - Sustainable Fishery balancing with the livelihood - Recovery of the indigenous right on fishing salmon and trouts at the river - Since the Indigenous Ainu in Monbetsu is minority (Estimated Ainu population: 200, Monbetsu population: 20,000) - Ainu people lost the indigenous dignity and many of them do not want to identify themselves as Ainu, now. |
| Any conflict among the stakeholders | <ul style="list-style-type: none"> - There was the local conflict history over the development of the waste water treatment facility and the amusement park. - Conflict was over after the numerous discussion among the multistakeholders in the local area | <ul style="list-style-type: none"> - Conflicting relationship is going on between the Hokkaido municipal government (+local city council), local people, and Monbetsu Ainu Association. |
| Any institutionalization of the local community | <ul style="list-style-type: none"> - NGO was established after the local conflict was resolved. | <ul style="list-style-type: none"> - NGO, Mo-pet sanctuary network, was established after the workshop held by "You" and ESD-J. |
| Any collaboration among the multi-stakeholders | <ul style="list-style-type: none"> - The local residents, NGO, University, Fisherman's association | <ul style="list-style-type: none"> - Sapporo Free School "You", ESD-J and other NGOs have been committed to share the issues in the local community, Ainu in the Hokkaido, and international community. Mo-pet sanctuary network started collaborating with other NGOs for Ainu, indigenous peoples overseas, and media, university. |
| Any promotional factors from the outside of the community | | <ul style="list-style-type: none"> - Affiliate NGO appealed the Monbetsu issue to the UN Permanent Forum of Indigenous Peoples - Newspapers started to write the Monbetsu issues. |
| Any Rural Participatory Appraisal (RPA)/ Participatory Learning and Action (PLA) conducted | <ul style="list-style-type: none"> - Analysis on the biodiversity loss on the wetland and basic data collection on the wildbirds, benthic ecosystems and habitat environment - Conducting the fixed point survey of the water and soil quality around the estuary - Conducting the biological research of the sand worm as a part of environmental education - Analysis on the type of the garbage on the beach | <ul style="list-style-type: none"> - Hearing and survey have been gradually conducted through the ecotour by "You". The academic expert has not been involved. |
| Educational / Learning oportunities to solve the local issues | <ul style="list-style-type: none"> - setting up the educational facility in order to conduct EE programmes and research with the local residents - The local residents, even the small children can participate in the beach cleaning event and analysis. - The local fishermans' association and the university are working together on the water quality research and seeking the sustainable fishery. | <ul style="list-style-type: none"> - ESD tour, symposium and concert are planned to raise the awareness of the local people in 2010. |
| Any conflict resolution effort or any effort to build the community consensus | <ul style="list-style-type: none"> - Information on the wetland ecological status and local value are very accessible by the local residents - Every local people can participate in the local survey easlily and discussion process. | <ul style="list-style-type: none"> - "You" has been seeking to build the consensus among the muliti-stakeholders avoiding the unnecessary conflict. But at the same time, "You" and MSN regard the insisistence of the right is necessary, as well. |

Surabaya Workshop Case Analysis Matrix

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| <p>How does coordinator/organisor function?</p> | <p>- the fasilitator NGO listend to the commnity voices, "we woule like to get back the boutiful sea like before", ask how to realise it to local city council, university, fishermans' association, and residents, and acted.</p> <p>- the fasilitator NGO has collaborated with fisherman's association and city council to improve the wetland natural environment and establish the sustainable fishery.</p> | <p>- "You", ESD-J and MSN share the roles. "You" and ESD-J have been fasilitating the local people's participation and trying to build the consensus among the local peoples. On the other hand, the MSN is more working on the insisistence of the indigenou right.</p> |
| <p>How have the community people been empowered?</p> | <p>- the local people regained the pride on the local environmen and rebuild community identity</p> <p>- The local beach become cleaner and the number of the visitor have increased. The local people have developed the sense of the control on the local issues.</p> | |
| <p>Any impact on the economy / livelihood</p> | <p>- Without sticking on the traditional marine natural resources, Kusahoki Shizenkan has been seeking the sustainable fishery that fits for the current local environmental stuation.</p> | <p>- Sustainable (indigenou) fishery and ecotourism have been sought.</p> <p>- MSN has not seeking the existing culture consevation policy that only focuses on the superficial aspect of the culture such as dancing and craft making.</p> |
| <p>Any interaction between people from rural and urban ares</p> | <p>- University and the locals have been involved in the wetland biodiversity research</p> | <p>- MSN has developed the connection with NGOs in Japan and overseas.</p> |
| <p>Any integration of indigionous/traditonal knowledge</p> | | <p>- MSN has been seeking the livelihood such as sustainable fishery and ecotour by integrating the indignou cultural perspectives.</p> |

Surabaya Workshop Case Analysis Matrix

| INDONESIA | | | |
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| Title | Sustainable Live of Baduy Tribe Community | Community's Potential Developing Program | Street Children Empowerment in Recycle Paper Activity |
| Implementing body | Baduy Community | Center of Environmental Development | SEKAR Foundation |
| Major issues in the local community | <ul style="list-style-type: none"> - Modernization would threat the sustainability of Baduy community - Rejected Government administration system considered to be modernization which in contradiction to their belief - Sustainable development is a part of their value and belief | <ul style="list-style-type: none"> - Economic crisis on 1998 made it difficult situation for agriculture sector because of the price of fertilizer, seeds, and pesticide was increase. - Unemployment increase because of many industry to stop production - Deforestation increase because of illegal logging by unemployment for survival. - Deforestation threat sustainability of agriculture because of lack of water supply for their farm | <ul style="list-style-type: none"> - urbanization and poverty cause street children increase and criminality in North Jakarta - short term program by government couldn't solve the street children problem - synergy between trash with "community trash" into valuable things |
| 1. the local community institutionalization | <ul style="list-style-type: none"> - Inner Baduy consist of 50 kampongs - Outer Baduy lives in buffer zone of Baduy area with a small growth of population | <ul style="list-style-type: none"> - 4 groups of organic farming (2000 – 2004) with a member about 15 per group established organic farming network (2004). - PKM established to manage and maintenance micro hydro power - 3 groups have responsible in management of forest and established network - 2 groups of women provide food production and herbal | <ul style="list-style-type: none"> - SEKAR Foundation was established on 2000 to facilitate street children from unsuccessful government program - As business institution for recycle paper, they established K'Qta Gallery on 2002 - Scale up the activity with involve more street children after 2004 and establish 4 galleries, including girl group |
| 2. collaboration among the multi-stakeholders | <ul style="list-style-type: none"> - They haven't cooperation with others institution. Only for market they sell the product to city and to change their product with their basic need. | <ul style="list-style-type: none"> - Worked with donors such as WWF, GTZ, and Pan Eco - Cooperation with state and private university (Brawijaya University and Muhammadiyah Malang University) - Worked with local government in East Java Province | <ul style="list-style-type: none"> - Cooperation with training institution from other city to develop technique of recycle paper - Worked with JICA through Community Empowerment Program mechanism. - Cooperation with private (PT. Suhuf) for product marketing with control of product quality and training for accounting management. - Cooperation with Bank (Mandiri) to get loan for capital access |
| 3. promotional factors from the outside of the community | <ul style="list-style-type: none"> - As interesting community, many people made research and publish their story, including media. People who interesting visit and stay in Baduy and follow their rule during they stay. | <ul style="list-style-type: none"> - PPLH provide service for EE activity and promote through website and brochure. They also provide accommodation for guest. Every year many visitors join in their activity. - Networking among community group (organic farming, women, and river management) support their promoting activity, especially to get market. - University and local government also promote their activity as a good practice case. | <ul style="list-style-type: none"> - Jakarta and National Social agency learned from process and this activity and develop to other area and ask SEKAR as facilitator - JICA also spread the information and then many people and institutions come and learn how to make recycle paper and how the process. SEKAR staff often invited by other city to give training. - Private sector (PT. Suhuf) promoted recycle paper product to abroad |
| 4. Rural Participatory Appraisal (RPA)/ Participatory Learning and Action (PLA) conducted | <ul style="list-style-type: none"> - They have community administration structural and decision making mechanism. They are independent from other external institution including government - Their structure similar with democracy system, there is no absolute power because they have like "board of trustee" - Respect with human rights, environment, and God become the main value of them | <ul style="list-style-type: none"> - Community hold regular meeting to discuss their issues and solve together - PPLH has a role as facilitator for community activity and open access to multi-stakeholders - Community groups can propose to donor directly with PPLH assistance | <ul style="list-style-type: none"> - Street children decided recycle paper as a their activity and SEKAR facilitate the process, including make connection with multi-stakeholders - They decide and manage all decision to operate recycle paper production, from collecting material, making paper, marketing, controlling, and accounting through discussion process which facilitated by SEKAR |
| 5. non-formal/ informal educational / learning settings organized for solving the local issues | <ul style="list-style-type: none"> - Kids with age less than 10 years old become responsibility of their parents to educate them. - Education system for kids which age more than 10 years old is done by leader and the material is their value and belief - Even though there is no formal education almost community literacy - Through their education system they learn how to conserve and to life in Baduy area. | <ul style="list-style-type: none"> - Farmer established field school in the farm field to share their experiences and issues - PPLH facilitate their discussion and connection to multi-stakeholders and empower groups to be self-reliance - PPLH provide eco or study tour for community activity and provide EE activity for kids. Trainer is recruited by community. | <ul style="list-style-type: none"> - In decision making process, they learn how to respect with each other and its decision. - They learn how to make recycle paper from trash which become problem near their place. In production they learn a lot of subjects such as controlling, accounting, and marketing. - They learn how to build awareness for their friends and involve them to join their activities and quit from street children activities which close with dangerous |

Surabaya Workshop Case Analysis Matrix

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| <p>6. Any conflict resolution effort or any effort to build the community consensus</p> | <ul style="list-style-type: none"> - Not all community agree with no modernization. Several of them is quit from Baduy area and life in "normal" community. - Many visitors who bring modern things, sometimes it influences community. Leader implement strict rule for visitors. | <ul style="list-style-type: none"> - PPLH changed from exclusive to inclusive position with community of Trawas - Conflict between community and forest authority was solved with cooperation to plant forest. - Building networking among community group in Trawas as community consensus to respect and to understand each group interest. | <ul style="list-style-type: none"> - Not all street children agree and willing to join this program because of social environment influence, their income is higher than join the program, and it's easier working in street than in program. Showing the success story and secure condition become approach which used by SEKAR to influence others street children to join this program. - Community near that place felt restless because of stigma of street children which cause of criminal. Communication and collecting trash from community as a approach by SEKAR and street children to be they could accepted by community |
| <p>7. the role of the coordinator/ community organizer</p> | <ul style="list-style-type: none"> - They have two kind of leader to control their life, one is responsible with Baduy community and belief and other is responsible to integrate with government administration system | <ul style="list-style-type: none"> - Religion leader has a strategic position to influence community join in this program - PPLH has a role for facilitator and connector to stakeholder | <ul style="list-style-type: none"> - SEKAR Foundation become a facilitator and to make connection with multi-stakeholders especially to access fund and market. |
| <p>8. change in the values of the community</p> | <ul style="list-style-type: none"> - Keep the value become one strategies of Baduy community to conserve their area. - They know relationship among social system and cultivation system to make their sustain of life | <ul style="list-style-type: none"> - Conserve forest for conserve their live become new understanding of community and they implemented - Communication and interaction was increase among farmer | <ul style="list-style-type: none"> - They can change stigma of community as a criminal and dangerous people to valuable people - They feel more secure work in gallery than work in street |
| <p>9. How have the community people been empowered?</p> | <ul style="list-style-type: none"> - With their rule which arrange all life they can sustain and conserve Baduy community and area - Education system in Baduy has a purpose to empower community. - They understand with relationship of ecosystem, if they destroy some species or over exploitation, they will get the impact and they can't survive. | <ul style="list-style-type: none"> - Community have changed chemical farming to organic farming and developed organic fertilizer from waste of cattle - They learn how to access the market directly - They provide field school and every farmer have opportunity to share their knowledge and experience - They have opportunity to be facilitator and trainer in EE activity. | <ul style="list-style-type: none"> - Street children have ability and opportunity to decide their issues. - They can produce recycle paper which have economic value and cooperation with private could increase their product quality and market. - After they got training from private, they provide accounting system in their gallery - synergy between trash with "community trash" into valuable things |
| <p>10. impact on the economy/ livelihood</p> | <ul style="list-style-type: none"> - With keep their value they can produce their basic need to fulfill their life. - They can eat for daily and ceremony need, build their house and provide their clothes from Baduy natural resources. - They produce handy craft to sell to city | <ul style="list-style-type: none"> - They can access to market directly (without collector), so they can get more benefit - Organic product has a higher price than conventional product especially in the city - Additional income from eco tourism activity and as a trainer for EE in PPLH - Selling electricity to PLN give additional income for Micro Hydro Power organizer | <ul style="list-style-type: none"> - They have secure income about Rp. 50,000 (5 US\$) per day. - They established additional gallery to fulfill the market and to recruit other street children. |
| <p>11. interaction with the people of urban areas/ overseas</p> | <ul style="list-style-type: none"> - Integration among national administration system and their system make interaction among their leader with government - Many visitors make interaction with Baduy community | <ul style="list-style-type: none"> - Organic product, food production, and herbal have market to Surabaya - Community become trainer in EE activity which participated by city people - Many people from city and foreign join in eco tour and visiting community activity | <ul style="list-style-type: none"> - Their product export to Singapore, Japan, and USA through private which facilitate them. - Domestic and foreigner visit to their gallery as a eco or study tourism activity. |
| <p>12. integration of indigenous/traditional knowledge</p> | <ul style="list-style-type: none"> - All of their activity refer to their traditional knowledge | <ul style="list-style-type: none"> - Integration with religious group and meeting and community customs become PPLH strategy to involve community in this program | |

Surabaya Workshop Case Analysis Matrix

| | India | | |
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| Title | A case study of the community lead conservation and ecotourism initiatives in Khonoma, in Nagaland state, India | Gram Nidhi : Eco Enterprises for Sustainable Livelihoods | Education for Sustainable Agriculture: A case of Farmers Field Schools in Gujarat State, India |
| Implementing body | Khonoma Village Council | Centre for Environment Education (CEE), Gujarat, India | Centre for Environment Education (CEE), Gujarat, India |
| Major issues in the local community | <ul style="list-style-type: none"> • Forest degradation due to logging and poverty • Biodiversity loss • Wildlife hunting • Livelihood dependence on quality of forest only | <ul style="list-style-type: none"> • Ecologically fragile rural areas with resource-base and resource-use problems • Degraded common pasturelands on a rolling terrain • Sustained drought and lacking in vegetation and water conserving structures. • Majority are poorer and whom depend solely on small ruminant livestock. • Livelihood patterns, previously dependent on a diverse agriculture, have shifted to monoculture of water intensive cash crops (viz., pulses, food grain and then cotton) requiring high inputs of chemical fertilizers and pesticides, escalating the cost. • Increasing ground water exploitation has led to a deepening of ground water table and overall degradation of natural resources. • The community faces extreme shortage of resources. Poor endowment of fixed and working capital for agricultural inputs and use of inappropriate technologies, has led to low levels of productivity with high cost, resulting in considerable loss of time, interruption and lack of continuity in production processes. • The marginal community depended on moneylenders by for meeting emergent credit requirements. | <ul style="list-style-type: none"> • The quest for maximizing agriculture production through heavy mining of scarce groundwater has resulted in serious depletion, growing salinity and land degradation. The rapid initial gains in production in irrigated areas have already begun to decline. • The rain fed areas of Halvad have become more drought prone and vulnerable in terms of food production. Poor availability of water because of loss of communal tanks and structures means that there's little protection against rain failure. • Limited access to technologies suitable for rain fed areas, poor diversification and poor ability to invest in land means that livelihoods drawn from rain fed farming have become more and more prone to risks. |
| 1. the local community institutionalization | <ul style="list-style-type: none"> • Following institutions has been initiated and established for sustaining efforts • Khonoma Nature Conservation and Tragopan Sanctuary (KNCTS) • Khonoma Student Union (KSU) • Ecotourism Management Committee (EMC) | <ul style="list-style-type: none"> • Youth joined together and formed village level groups called Paryavaran Vikas Mandals means Environment and Development Groups (PVMs). • Few of PVMs has been developed into independence CBOs e.g. NARMADA Trust | <ul style="list-style-type: none"> • Farmers Field Schools (FFSs) of farmers |
| 2. collaboration among the multi-stakeholders | <ul style="list-style-type: none"> • Khonoma Tourism Development Board (KTDB) • Funding of the Green Village project by Tourism Department of Nagaland, under the scheme of the Ministry of Tourism, Government of India. | <ul style="list-style-type: none"> • Project was implemented with active partnership with 7 PVMs and NARMADA Trust. • State extension institutes supported as resource agency and Financial institutions provided Micro-finance support. | <ul style="list-style-type: none"> • Project was implemented with active partnership with 15 FFSs and CEE • State extension institutes supported as resource agency. |
| 3. promotional factors from the outside of the community | <ul style="list-style-type: none"> • Mr. A. Z. Phizo the inspirational founder of the Naga National Council belonged to Khonoma. His leadership has worked as a motivational factor for villagers and especially the youth in setting the path for sustainable development in the region. • Two youth organizations of the village also play active role facilitating action. • Awareness of citizenship due to the higher level of education in the village. • Vice Chairman of the Village Council, Mr. Tsilie had played active role in initiating proactive action towards ban on hunting and creating sanctuary. • Funding from the Gerald Durrell Memorial Fund, of the Wildlife Preservation Trust International, USA. • Centre for Environment Education (CEE) provided the opportunity to gain exposure to other conservation areas and build their capacities in context to biodiversity conservation. | <ul style="list-style-type: none"> • Centre for Environment Education (CEE) since 1987 motivated community come together for conservation of natural resources. Village level youth and women groups called PVMs had motivated and also shown path for sustainable livelihoods through eco-enterprises among community. | <ul style="list-style-type: none"> • The most important lesson that emerged was that rehabilitation should ensure long term sustainability by securing the natural resources base on which people are dependent. This provided the rationale for CEE to think in terms of a long-term involvement in Halvad. At this point CEE is ready to deepen its linkages in Halvad and help the local communities in overcoming the challenges faced by them. |
| 4. Rural Participatory Appraisal (RPA) / Participatory Learning and Action (PLA) conducted | <ul style="list-style-type: none"> • Village council members had played great role in creating the KNCTS by educating village community. • Community members have taken a lead in planning and implementation • The sense of ownership in the community facilitate whole initiative | <ul style="list-style-type: none"> • Village level rapid rural appraisal and family level survey was conducted before starting project. | <ul style="list-style-type: none"> • All the FFS members were involved in the sustainable livelihood identification process, implementation, monitoring and developing curriculum of them and also conducting various on site demonstration. |
| 5. non-formal / informal educational / learning settings organized for solving the local issues | <ul style="list-style-type: none"> • Community sensitization was conducted to create the critical mass required to ban hunting. • Consistent persuasion for three years of the village council members and the villager, for the Sanctuary to take form. • Total 11 meeting conducted to discuss the issue of banning hunting. • Sensitized educated villager formed majority and the residents of Khonoma living in cities created additional pressure • Consultation with the community and a detailed environmental impact assessment programme was conducted | <ul style="list-style-type: none"> • The sustained capacity building program, trainings, exposure-visits, workshops and consultation meetings organized for the PVM members have contributed to their abilities and skills. • Training programmes and workshops for skill transfer and awareness raising, and tours to visit organisations and places where exemplary work was done in the area of fodder development, animal husbandry and soil and water conservation measures, were conducted as and when necessary. • Capacities of community groups for effective management of natural resources environmentally sound and economically sustainable micro enterprises was enhanced. • Potential and possible options of Eco enterprises were derived jointly by the PVMs and CEE. • Awareness and educational materials about various Eco Enterprises, technologies, practices, marketing, and setting up Gram Nidhi Resource Centre has played great role in awareness building and education among not only PVMs members but also among other rural community. | <ul style="list-style-type: none"> • The sustained capacity building program, trainings, exposure-visits, workshops and consultation meetings organized for the FFSs members have contributed to their abilities and skills. • Training programmes and workshops for skill transfer and awareness raising, and tours to visit organizations and places where exemplary work was done in the area of sustainable livelihoods, animal husbandry and soil and water conservation were conducted as and when necessary. • Capacities of FFSs groups for effective management of natural resources environmentally sound and economically sustainable micro enterprises was enhanced. |
| 6. Any conflict resolution effort or any effort to build the community consensus | <ul style="list-style-type: none"> • The opposition and resistance faced in resolving to ban hunting, was because of hunting is an integral part of Angami society and it is an essential source of livelihood for many. A consensus reached because of the sensitized educated villager formed majority and the residents of Khonoma living in cities created additional pressure. • Keeping in view the opposition it was initially decided to start with ban on hunting of Blyth's Tragopan. • In order to institutionalize this ban the Khonoma Nature Conservation and Tragopan Sanctuary (KNCTS) was established in December 1998. • After two years, in 2000 a total ban on hunting was agreed and imposed upon by the Village Council. | <ul style="list-style-type: none"> • The criteria for developing sustainability indicators example promoting Livestock based eco-enterprises would be contributing global warming. The resolution was that the sustainability criteria should be based on local sustainability rather than global sustainability for poor people. • The fund was small and demand was more, based on the most sustainable in nature and environment were given priority. | N/A |

Surabaya Workshop Case Analysis Matrix

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| <p>7. the role of the coordinator/ community organisor</p> | <ul style="list-style-type: none"> To implement the conservation initiative KNCTS was formed under the village council. Its first elected Director was Mr. Tsilie Sakrie. KNCTS was to formulate strategy and plan the conservation activities. Youth action groups for each khels is the implementation arm of the KNCTS. Group in each khel is responsible for monitoring the appropriate use of hunting permits and monitoring ban on logging. KTDB was established to ensure effective planning and implementation for tourism development in Khonoma. This included development of infrastructure development, and raising awareness and capacity building programmes for tourism development. Ecotourism management committee (EMC) primarily youth members was formed to regulate the ecotourism activity in the village and also generate revenue from ecotourism for development of tourism, and strengthening of the conservation initiatives. Khonoma Student Union (KSU) have contributed to the conservation and ecotourism initiative by involving students in beautification of the village through plantation, and putting in place an effective solid waste collection and disposal system. It has also organised environment education programmes in schools of the village. | <ul style="list-style-type: none"> The approach is an amalgamation of two functions of a system <ol style="list-style-type: none"> A financial function that administers an Eco Enterprise Fund (EEF) that provides working capital credit to PVM members for investments in Eco Enterprises. An institutional development function provides capacity building and information service support for the establishment and promotion of eco entrepreneurs CEE coordinated support, guidance, enterprise mentoring and linkages with various financial, educational and research institutes. CEE has also played role of monitoring and liaison role with funding agency - The World Bank. Local CBO-NARMADA Trust played role of field level implementation role and responsibilities. Village Groups PVMs were actual beneficiaries groups and implementers. The active involvement of PVM members in the whole process of the forming of Eco-enterprises and the building of the entrepreneurial skills of individual members of the community has made the Gram Nidhi project to a success. | <ul style="list-style-type: none"> The sustainable livelihood demonstration design and implemented with participatory process The CEE plays in facilitating the collective decision making process, support, guidance and knowledge generation. |
| <p>8. change in the values of the community</p> | <ul style="list-style-type: none"> The pace of logging and harvesting of important timber species threatened security of present and future generations. Because of this collective insecurity, the community was able to come together and create social pressure on the loggers, to give up the activity. The community action to ban logging was influenced by understanding of the importance of sustainable forestry practices. The people of Khonoma derive this understanding from their traditional forestry practices for Alder trees in their shifting cultivation – jhum fields. The conservation initiative banked on people's understanding of sustainable harvesting. Considering the high dependence, the community required sustainable harvesting rather than preservation of the forest. Therefore, the ban was imposed only on logging for sale of timber. It is allowed to harvest one truck load of firewood per household from the forest every year. Hunting is an integral part of the Angami culture. It was possible to ban hunting because it was more prevalent as a cultural practice. Very few people depended on hunting for their livelihood needs. The ban on was built on the discourse of the inheritance of culture heritage, which included nature. | <ul style="list-style-type: none"> The model proves that the poor are bankable and the timely access to credit can bring about changes in the lives of poor community. The PVMs members have been successful in obtaining loans on reasonable terms and rate with simple procedures. The project motivated many members who were earlier redundant, in taking up some innovative livelihood activity. Thus, it served as a source of inspiration for other communities with similar socio-economic and ecological conditions. The transition from a being a small or marginal farmer to an Eco-entrepreneur has had an empowering effect on the members of the community. The PVM's have evolved into strong CBOs, engaged in more than just the development of enterprises. The different educational and capacity building activities have enabled the participants to develop a perspective upon their own livelihood, but also on the community as a whole. The members have learned to work in a group, sharing responsibilities. | <ul style="list-style-type: none"> The perception in change that not all modern practice are sustainable and also not all old practice is un-profitable in long term sustainability. Women role is critical in decision making of agriculture and she need to be made partners in all capacity building programme. The project motivated many members who were earlier redundant, in taking up some innovative livelihood activity. Thus, it served as a source of inspiration for other communities with similar socio-economic and ecological conditions. The FFSS have evolved into strong school of thought for sustainable development. The different educational and capacity building activities have enabled the participants to develop a perspective upon their own livelihood, but also on the community as a whole. The members have learned to work in a group, sharing responsibilities. |
| <p>9. How have the community people been empowered?</p> | <ul style="list-style-type: none"> It has enhanced communities' confidence in its representatives. Various conservation laws that guide institution to perform their role effectively was framed by community themselves. The establishment of representative institutions for each activity has helped in maintaining role clarity for each institution. | <ul style="list-style-type: none"> The empowering effect especially visible with the women of the community. The women participating in the animal husbandry enterprises have (often for the first time) gained an independent source of income, increasing their decision-making power within the household. Often the women spend their own income on the education of the children or investments in the household. In many organic farming Eco Enterprises women have taken the loan and convinced their men to start organic farming. This shows that women role in decision making of agriculture planning has greater than before. | <ul style="list-style-type: none"> Farmers making decisions by choosing among available options. Positive benefits in this case would include both increased options as well as increased ability to take a critical decision regarding those options. Improved self-image, increased self-confidence, and a positive sense of identity. Local officials, non-members co members. Farmers are able to assess competing options based on experience and knowledge. Women recognize their abilities and capabilities of what women can do in the sustainable agriculture |
| <p>10. impact on the economy / livelihood</p> | <ul style="list-style-type: none"> Capacity of youth in both conservation and tourism activity has enhanced and also livelihood opportunities and options increased. Eco-tourism has increased village economy. Sustainable management of local natural resources has direct impact on enhanced livelihood. Women empowerment through active participation in whole initiative enhance their livelihoods. Eco-tourism has increased various livelihoods options for villagers. | <ul style="list-style-type: none"> Eco Enterprises has diversified the local rural economy, strengthening it to deal with shocks and stresses by providing a distinct, niche market to the rural community. The diversification of livelihoods has increased employment and the income level. The simple procedures, the low interest rates on the credit for enterprise and the support in the development of skills and innovative enterprises have had a constructive impact on the reduction of poverty in the project area. The combination of micro credit and support in building sustainable and economical viable enterprises has helped farmers to reduce their indebtedness. Finding a niche market and marketing directly, bypassing the middleman has further strengthened the livelihoods of the community. A chain of suppliers and consumers on local level, thus further strengthening the community development. The increased additional income through organic farming, animal husbandry, agro processing and direct marketing, has been invested in child education, health and safe drinking water. Part of the income generated through Eco Enterprises has been invested to expand the enterprise in the future, which will generate more employment at local level and reduce poverty. | <ul style="list-style-type: none"> The FFSS members has improved their livelihoods without becoming the object of outside commercial interests and exploiters of market driven input. In the era of scarce public resources there is an urgent need to be cost-effective in its interventions. This is achieved through: a) identifying and acting upon lower cost options in implementation; b) eliciting available resources elsewhere in the government, private and non-government systems; and; c) eliciting reasonable levels of contributions from the local communities and institutions. |
| <p>11. interaction with the people of urban ares / overseas</p> | <ul style="list-style-type: none"> Strategic involvement of the residents of Khonoma living in cities has helped in developing partnerships, especially with government. 90% of the tourist visiting Nagaland visit Khonoma. | <ul style="list-style-type: none"> Eco-entrepreneurs had interacted urban areas for marketing their products. Various national and international institutions and individuals had visited the area and interacted with community. Learning, experiences and outputs of the Gram Nidhi project are being shared with agencies and communities in Gujarat and other regions where issues are compellingly common and need joint action. CEE has contributed in national or international forums through delivery of talks, putting exhibition, meeting, consultation, placement of students, and media coverage. | <ul style="list-style-type: none"> Various national and international institutions and individuals had visited the area and interacted with community. Learning, experiences and outputs of the FFSS are being shared with agencies and communities in Gujarat and other regions where issues are compellingly common and need joint action. CEE has contributed in national or international forums through delivery of talks, putting exhibition, meeting, consultation, placement of students, and media coverage. |
| <p>12. integration of indigonus/traditional knowledge</p> | <ul style="list-style-type: none"> The initiative was based on the traditional knowledge and practice of natural resource management. So at every step and each process indigenus/traditional knowledge was integration for success of the initiative. | <ul style="list-style-type: none"> Various eco-enterprises developed and implemented had combination of traditional knowledge and practice with appropriate modern technology. | <ul style="list-style-type: none"> Various sustainable agriculture and livestock production livelihoods demonstrated, developed and implemented had combination of traditional knowledge and practice with appropriate modern technology. |

Surabaya Workshop Case Analysis Matrix

| TITLE | MASIPAG: A COMMUNITY FARMING SYSTEM | THE IKALAHAN: SUSTAINING LIVES, SUSTAINING LIFE | THE TALAANDIG'S SCHOOL OF LIVING TRADITION | REGENERATING THE MAASIN WATERSHED | BOLINAO MANGROVE REFORESTATION AND ALTERNATIVE LIVELIHOOD OPPORTUNITIES |
|--|---|--|--|--|--|
| Implementing Body | MASIPAG Networks | Kalahan Educational Foundation, Inc. | The Talaandig Tribe | KAPAWA, Green Forum Western Visayas | KAISAKA |
| Major Issues in the Community | alarming spread of rural poverty, environmental degradation, farmers burying in debts, | need to enhance capacity to sustain livelihood, self-reliance and self-determination, cultural identity | preserve culture and traditions, instill sense of pride and identity, reject modern values of commercialism and individualism, live in harmony with nature, people in authority are the elders | main water source, regenerate the watershed, exotic trees vs natural regeneration of indigenous species | commercial fish pens, firewood, mangrove reforestation, total degradation, technical expertise and know how, illegal fishing, fish kill |
| Protecting Components of Biodiversity | returning control of diverse variety of seeds to the farmers | Forest improvement technology (FIT) limits harvest of lumber | tribe living in harmony with nature | reforestation, regeneration of watershed, nurturing | aggressive mangrove reforestation, sea ranching, manning marine sanctuaries |
| Promoting Sustainable Use | redeeming rice industry from collapse, first harvest of traditional rice varieties proved beneficial | using wild fruits from the forests and some produce from the farm they make high quality jams and jellies and preserves | the tribe take from earth no more than what they need | reforestation and regeneration of the watershed will provide water for the lowlands and agriculture of the uplands | timely interventions for marine conservation, increased fish catch, recovery of coralline and mangrove habitats marine protected areas, |
| Addressing Threats to Biodiversity | MASIPAG farming technology to promote alternative farming vs Green Revolution, NGOs and scientists initiate consultation/discussion with small farmers | founded Kalahan Educational Foundation to be organized and enhanced capacity, Kalahan Forest Reserve an agreement with the Philippine government to provide secure tenure and resolving threats to the resource and the people | rejected modern values of commercialism and individualism | consumer awareness campaign, adopt a site for reforestation of different sectors | structured cohesive plan of action to protect marine life including education like exposure trips and trainings, apprehending illegal acts, technical expertise and know how, laws and regulations in place, partnership with other stakeholders |
| Maintaining Goods and Services from Biodiversity to Support and Sustain Human Well-being | establishing trial farms where farmers become scientists and researchers, farmers' multipurpose cooperatives allied with NGOs who are MASIPAG advocates | forest research to identify flora and fauna with the kalahan reserve | tribe not separate from nature but interconnected, tribe survives by sharing resources and means | water for consumption and agricultural use | regulated fish pens, fisherfolks are guardians of the resource |
| Protecting Traditional Knowledge, Innovations and Practices and Ensuring the Fair and Equitable Sharing of Benefits from their Use | holistic approach to development, adhering to policies, systems and procedures of MASIPAG, appropriate designs and tools for farmers | ensure and maintain cultural identity, the ikalahan tribe has a very strong community centered way of living, established a school to maintain cultural identity and prevent cultural erosion | the school of living traditions established to instill sense of pride and identity, teaches dance, music, crafts history, agriculture, economics, weather forecasting, etc. essential for their survival by means of sharing resources and | communities gave up traditional means of survival to take up employment from the ODA for urgent reforestation | established coastal development plan addressing various needs of the communities |
| Ensure the Fair and Equitable Sharing of Benefits Arising Out of the Use of Genetic Resources | research on genetic conservation and improvement of traditional rice varieties undertaken | income generating program or livelihood is their food processing center | tribe value system rooted in community and kinship so no one goes hungry and left to fend for him or herself | main water source, regenerate the watershed, exotic trees vs natural regeneration of indigenous species | decreased illegal fishing methods brought increase in fish catch, more mangroves more fish to catch |
| Ensuring the Provision of Adequate Resources for Biodiversity Conservation | farmers developing alternative technologies to attain sustainability | products from the food processing center are sold in Manila | common gains for common good | adopt a site for reforestation, funding/ODA to regenerate the watershed | assistance initially provided by NGOs, LGUs, concerned groups and individuals, scientists and experts |

| | China | |
|---|--|--|
| Title | ESD-Mangroves for Public in China | Tracking Cranes nature education initiative |
| Implementing body | China Mangrove Conservation Network(CMCN) | Beijing Brooks Education Center with the International Crane |
| Major issues in the local community | <ul style="list-style-type: none"> — mangrove system biodiversity recover — environmental awareness promotion — sustainable development in local communities | <ul style="list-style-type: none"> — to safeguard cranes and other migratory waterbird inhabiting the wetlands along this flyway — to raise the awareness of students and the general public about cranes, wetlands and conservation |
| 1.the local community institutionalisation | CMCN was founded in 2001 in Xiamen. Activities were mainly held in the community located in communities near mangrove reserves. | This project was launched in Aug. 2006. The project has occurred at five Chinese sites that are all national level nature reserves of critical importance to cranes and other migratory waterbirds. |
| 2. collaboration among the multi-stakeholders | <ul style="list-style-type: none"> — funded by WHITLEY FUND FOR NATURE and Global Greengrants Fund — collaborated with local primary schools and mangrove reserve administrations — volunteers from Xiamen University | <ul style="list-style-type: none"> — funded by Henry Luce Foundation, Global Environmental Facility and the United Nations Environmental Programme — collaborated with local natural reserve staff, teachers and students |
| 3. promotional factors from the outside of the community | <ul style="list-style-type: none"> — ESD was founded in 2006 to promote sustainable education. — receive guidance from experienced organizations like Global Village of Beijing, Friends of Nature, and so on — receive professional support from professors in Xiamen University | <ul style="list-style-type: none"> — ESD was founded in 2006 to promote sustainable education. — In China, cranes are viewed as messengers of nature and symbols of good luck. The East Asian Crane Flyway is one of the longest crane flyways in the world. — Since the mid 1980s, the ICF has worked with several nature reserves to address water and development issues. |
| 4. Rural Participatory Appraisal (RPA) and the role of the organizer | <ul style="list-style-type: none"> — We select several primary schools as experimental sites to use our regional textbooks. — At an earlier stage, we work as the educator. Later local schools can automatically educate themselves under the help of us. | <ul style="list-style-type: none"> — Local primary school students attended environmental education camps and used a newly developed local school curricular and other educational materials in cooperation with relevant institutions along the flyway. — As organizers, they developed educational materials and provided communicational channels to broaden children's horizon and make the outside world know about what they have been done. |
| 5. Project Outcome and ESD activities | <ul style="list-style-type: none"> — Two regional textbooks called <i>The Son of The Sea</i> and <i>Flying Happy</i> were published and distributed to local primary schools — Since early 2007 some 40 schools and 50000 children have used those textbooks | <ul style="list-style-type: none"> — a series of local textbooks like <i>Dancing With Cranes</i> and <i>A Story by Xiao Yun, a Siberian Crane</i> — develop several project schools and promote international exchange — rich data of natural observation of cranes along their flyway — summer and winter camps |
| 6. Impact on Education Recipients | Through our regional text books, local children learn about mangroves in an interesting way. They understand the importance of mangroves to protect their families and they gradually became actively involved in environmental activities themselves. | <ul style="list-style-type: none"> — The students were willing to take part into the learning process and they grasped the knowledge very quickly. Many of them have developed an impulse to protect our environment. — Through various camps, forces of all fields could exchange notes and build contact for later cooperation. |
| 7. Impact on other community members | Those children who receive education from our projects had a great impact on their parents who might make their livings on aquatic cultivation in mangroves. This might help control their behavior and transform to more sustainable living styles. | Local teachers had a great opportunity to broaden their horizon and found another way to realize their personal values. Changes not only happened in the minds of local students, but their parents and friends as well. It was gradual but was actually happening. |
| 8. Impact on biodiversity | As local people's awareness of sustainable development in mangrove reserves rises, more mangroves will be protected and planted. This in turn will bring more benthos, attracting more birds and making the whole system more productive. | <ul style="list-style-type: none"> — The educational projects improved people's awareness to protect wetlands and waterbirds and tried to bring local communities into the promotion activities. This, in the long run, will reserve more waterbirds, thus achieving ecological balance with a rich biodiversity. — The observation research serves a great data source for scientists to study the migratory propensity which will guide the conservation work in a more scientific and more efficient way. |

Local General and Practical Information

General Information

Seminar Venue

Environmental Education Center Seloliman

Seloliman-Trawas-Mojokerto-East Java – Indonesia

Phone: +62 0321 6818752, 7221045

Website: www.pplh.or.id

Seloliman Environmental Education Center (EEC) is an NGO that was established in 1990. It is located near to Penanggungan Mountain in Trawas Mojokerto, East Java.

This center is located in 3,7 ha width area. The center is supported with various facilities such as conservation garden, seminar room, library, inn (dormitory, bungalow, and guest house), and restaurant. There are also project site areas (villages) where some programs are implemented

Accommodation

● Rooms:

Participants stay in the bungalows. The bungalows are not clustered in one location but each bungalow are separated in near distance. The bungalows are located inside the venue location as a part of Environmental Education Center facilities. They are supported with private bathroom each inside. One participant will stay in one bungalow.

● Meals:

All meals including snack during the venue will be covered. Indonesian food will be served as the menu of the meals (all the menu will be selected and agreed with participants' appetite and condition)

How to reach

From Juanda International Airport – Surabaya, all participants will be picked up by cars that provided by the venue's staff and go directly to the conference venue. From airport, it will take two (2) hours trip to reach the venue location.

Practical Information

Custom

Javanese culture is a prior custom in Trawas particularly East Java culture. People get used to wake in the early morning (5 AM) for working and going to school. Most of the people are moslem, so they must do early morning pray 4.30-5.30 AM. Greeting and shaking hands are symbols of hospitality. Having seats in the floor for chatting and gathering is also a part of custom. The guest is usually served by some snack, traditional hot coffee and sweet tea.

Languages

Bahasa Indonesia as National and Official languages and Javanese as local language.

Weather

July 30 – August 4, the temperature is expected 25 – 27oC in the morning and late evening time, and 27 - 32oC at noon. The air is cool but all participants are asked a jacket or sweater for their

warming and rain is still often happen. Participants are suggested to bring comfort shoes and shirt for field trip activity.

Money Exchange

In Indonesia, only Indonesia Rupiah is available. All foreign participants are asked to exchange their money to Indonesia Rupiah (IDR).

Exchange rate at present, 4 July 2010, is USD: 9,150 IDR

And money exchange is recommended at Juanda International Airport, if possible. Or we can organize for you to exchange the money in the bank (with good rate) after you arrive.

Visa to Visit Indonesia

All travelers to Indonesia must be in possession of a passport that is valid for at least six months from the date arrival and have proof (tickets) of onward or return passage.

Visa-on-Arrival:

The Indonesian Government extends Visa on Arrival (VoA) to nationals of 63 countries which can be obtained at designated entry airports and sea ports. Visa-on-Arrival are valid for 30 days and are extendable with another 30 days to be applied at Immigration offices in Indonesia.

The country from all participant include in the VoA country list

Free Tourist Visa

Free Tourist short stay visas for 30 days are extended to tourists from 12 countries, namely from Brunei Darussalam, Malaysia, Singapore, the Philippines, Thailand, Vietnam, and Hong Kong SAR, Macao SAR, Chile, Equador, Morocco and Peru,

Airport Tax

An airport tax of Rp150,000 is levied by airports on departing passengers on international flights and Rp.25,000 for those on domestic routes.

For further information about VISA please check in this website :

<http://www.indonesia.travel/en/travel-information>

Electronics

220V, 2 round-hole consent

About Surabaya – Seloliman - Mojokerto - East Java

Now, PPLH seloliman website still on trouble and they still repair, so if you want to get information about them please visit others website below :

<http://www.sparklingsurabaya.com/>

<http://en.wikipedia.org/wiki/Mojokerto>

<http://www.eastjava.com/>

<http://www.eastjava.com/tourism/mojokerto/>

http://realtravel.com/e-172016-malang_entry-pplh_seloliman

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