The Journey
# of Education for Sustainable Development in Indonesia from NGO Perspective
Towards The Ending of The Decade of ESD (2005 - 2014)

Written by

NGOs Working Group on Education for Sustainable Development in Indonesia

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List of Acronyms

BLH	*Badan Lingkungan Hidup* (Local Environmental Agency)
CSR	Corporate Social Responsibility
DESD	Decade of Education for Sustainable Development *(in Indonesia "DPPB")*
EE	Environmental Education *(in Indonesia "PLH")*
ES	Green School (*Sekolah Berwawasan Lingkungan or SBL*)
ESD	Education for Sustainable Development
FGD	Focus Group Discussion
HIV/AIDS	Human Immunodefficiency Virus infection/Acquired Immune Defficiency Syndrome, sindrom/
ICT	Information and Communications Technology
JPL	*Jaringan Pendidikan Lingkungan* (Environmental Education Network)
KKG	*Kelompok Kerja Guru* (Teacher Working Group)
KLH	*Kementrian Lingkungan Hidup* (Ministry of Environment)
KTSP	*Kurikulum Tingkat Satuan Pendidikan* (School Level Curriculum)
LPMP	*Lembaga Penjamin Mutu Pendidikan* (Education Quality Assurance Agency)
LPTK	Lembaga Pendidikan Tenaga Kependidikan or LPTK (Education Institution for Education Personnel)
LSM	*Lembaga Swadaya Masyarakat* (Non Government Organizations)
MKKS	*Musyawarah Kerja Kepala Sekolah* (Secondary Principal Working Group)
MGMP	*Musyawarah Guru Mata Pelajaran* (Teacher Meeting on Education Subjects)
NGO	Non-Governmental Organization
Perda	*Peraturan Daerah* (Regional Regulation)
PKBM	*Pusat Kegiatan Belajar Masyarakat* (Center for Society Learning Activities)
PKLH	*Pendidikan Kependudukan dan Lingkungan Hidup* (Demography and Environmental Education)
PusLitJakNov Kemendikbud	Pusat Penelitian Kebijakan dan *Inovasi pada Kementerian Pendidikan dan Kebudayaan*
Pu3PB	(Center for Policy Research and Inovation of Ministry of Education and Culture)
P4TK	*Pendidikan untuk Perkembangan, Pengembangan dan/atau Pembangunan Berkelanjutan* (Education for Improvement, Development and/or Sustainable Development)
REDD	Reducing Emission from Deforestation in Developing Countries (was "Reducting Emission from Deforestation and Degradation" before 2007 COP Summit in Bali)
Renstra	*Rencana Strategis* (Strategic Plan)
RPJPN	*Rencana Pembangunan Jangka Panjang Nasional* (National Long-term Development Plans)
RPP	*Rencana Pelaksanaan Pembelajaran* (Lesson Plan)
UN	United Nations
UN-DESD	The United Nations Decade of Education for Sustainable Development
UU	*Undang Undang* (Law)
UNESCO	United Nations Educational, Scientific and Cultural Organization

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Behind the Scene

"The Journey of Education for Sustainable Development in Indonesia from NGO Perspective"

Republic of Indonesia is one of the most populous nations in the world with a population of 235 million (2013). Its huge area of the land and sea territory has also put Indonesia in the world's 20 largest countries.

Indonesian landscape consisting of ocean, islands, and mountains, in its development over times has generated a lot of impact. Some of the impacts are positive and some others are less positive that can impact on the gaps of the lives of most people. These conditions provide space for non-governmental organizations (NGOs) to play its role in a grassroots movement to and from the community in order to achieve a better and sustainable livelihood.

In a fairly long journey, a number of NGOs in some areas builds partnership with the government in their respective areas as well as other related parties. In general, the presence of NGOs in society and government is accepted and acknowledged for its positive impact and results.

In the development and implementation of education for sustainable development program or also known as ESD, a number of stakeholders including civil society organizations / NGOs also play an important role.

Towards the end of United Nations Decade of ESD] (2005 - 2014), as proclaimed by UNESCO nearly ten years ago, a number of ESD driving force/NGO activists stirred to see the extent to which ESD is known, understood, and implemented in Indonesia. The journey of ESD programs in Indonesia and the NGO assistance needs to be recorded and documented as an input and as the learning source. It set off the making of "The Journey of Education for Sustainable Development in Indonesia from NGO Perspective". This report is intended to provide information on the implementation of ESD in various forms and interpretations at the field level in a number of regions in Indonesia.

In order to gather the supporting data for this report, in the second semester of the year 2012, several NGOs conducted Focus Group Discussion (FGD) in seven cities partnering with teachers, principals, Department of National Education, Local Environmental Agency, and other NGOs. At the national level, in December 2012, Indonesian Networking of ESD and World Wide Fund (WWF) Indonesia conducted an ESD Policy Workshop attended by 150 people who represented the government in national level and or province and district level, the principals as decision-makers in schools and a number of partner programs. This ESD Policy Workshop became the starting point of a formation for the working group: Socialization of Recommendations of ESD Policy Workshop Results and Report for "The Journey of Education for Sustainable Development in Indonesia from NGO Perspective"

The working group consisting of 12 NGOs and were divided into: 1) Regional Node, formed to enable research information reaching almost all areas in Indonesia; and 2) The redaction team, responsible for compiling and providing the basic theories and ideas on a variety of information about ESD implementation in various regions in Indonesia.

National reporting framework is organized jointly between the node region and contributing authors, who were then presented to the ESD relevant parties at the central level, the contributors and NGO representatives from some locations other than the node region. This is very important as the last stage in completing ESD National Report for NGO's version.

The implementation status and review of ESD in this report was obtained based on the collection of ESD best practices from 22 NGOs in 11 regions / provinces in Indonesia. Data collection with such limited time and resources will not cope and represent the entire country; however, it is expected to overview the implementation of ESD in Indonesia. The preparation of this report provides contribution to the sustainability of the framework from the viewpoint and perspective of the players at the grassroots level in several regions in Indonesia.

Photo : PPLH Bali

Indonesia and Challenges of Sustainable Development in Education Sector

Preamble of the Constitution of Republic Indonesia Year 1945 mandates the government to carry out a national education system as to improve faith and devotion to God Almighty and noble character that is governed by Indonesian Act.

The 1945 Constitution of Republic of Indonesia, on its preamble, instructs the government to put an effort and to have one national education system which improves faith, faithfulness to God Almighty as well as the noble behavior in a nation ruled by Law. In addition to that, Law No. 20 Year 2003 regarding national education system also states firmly that national education functions as a capacity building and character building thus a dignified civilization in the context of creating the intellectual life of the nation, in order to develop the student potential to become a man with faith and faithfulness

to God Almighty, noble, healthy, educated, skillfull, creative, independent and responsible as well as democratic citizen. To facilitate this goal, Indonesia has avowed nine years of compulsory education program

Decision for a compulsory education gives a positive impact on school enrollment rates in Indonesia, which increased from 94.06% in 1994 to 97.88% in 2012 for children aged 7-12 years. For children aged 13-15 years, the percentage also increased from 72.39% in 1994 to 89.52% in 2012 (Central Bureau of Statistics, 2014). Ministry of National Education and Ministry of Religious Affairs is responsible for the management of education in Indonesia through the structure as in Table 1 below:

Table-1: Educational System of Indonesia

Age	School Education	Outside School Education	
		Nonformal	Informal
0 - 3		Play Group (KB); Child Daycare, or any other similar group of learning	Family and Environmental Education
4 - 6	**Pre-School:** Kindergartens, Raudatul Athfal (RA) or any other similar forms of schooling.		
7 - 12	**Elementary Education:** Elementary (1st to 6th Grade) and Madrasah Ibtidaiyah (MI) or any other similar forms of schooling.	Education in relation to life skills, children, young generations, women empowerment, literacy, skill and job training, egalitarianism, and other type of capacity building education. The nonformal education unit consists of vocational institute, training institute, learning group, center of community learning activities and assemblies, and other similar education.	
13 - 15	**Elementary Education:** Junior High School and Madrasah Tsanawiyah (MTs), or any other similar forms of schooling.		
16 - 18	**Secondary Education:** High School, Madrasah Aliyah (MA), Vocational School (SMK), dan Vocational School of Madrasah Aliyah (MAK), or any other similar forms of schooling.		
≥19	**Higher Education:** A post-secondary schooling can be formed as academies, institute of technologies, colleges, seminaries or universities.		
	Religious Education		
	Distance Learning		
	Special Education and Special Education Services		
	Missionaries Education		

As a large population and vast archipelago country, there are various constraints faced by Indonesia in its efforts to achieve national education goals. One such obstacle is the quality of teachers and educators. According to data from the Ministry of Education and National Culture, the number of teachers involved in the process of formal education is nearly 2.92 million people. Of these, the results of population census in 2006 showed that only 36 percent of teachers who have a bachelor degree, while 26 percent are high school graduates or even less than that. Knowledge, pedagogical abilities, and academic knowledge of Indonesian teachers has become a serious concern to the current government.

In 2004, the Ministry of National Education held a competency test for elementary and secondary teachers to get a general idea of Indonesian teacher competence. The study shows the average percentage of correct answers for primary school teachers is 38 percent, while the average high school teacher achieved, from twelve subjects tested was only 45 percent, with an average value of Physics, Mathematics, and Economics is 36% or less (The World Bank Office Jakarta, 2010).

Additionally, PISA (Programme for International Student Assessment), an international study for 15-year-old students achievement in readings, math and science organized by OECD (Organisation for Economic Co-operation and Development) in Paris, shows that outcomes for Indonesian students is still below average. The tests measure student's proficiency in implementing problems in real life. Indonesia takes this test since 2000 (see Indonesia Table Scores in PISA tests). When comparing the results with other countries' results, from year to year, Indonesia's score is always below the international average score (500). In 2012 test, Indonesia was ranked 64 out of 65 participating countries, a little better than Peru and well below neighboring countries, such as Malaysia (52), Thailand (50), Vietnam (17), Singapore (2).

Tabel-2: Year 2010-2012 PISA score for Indonesia

Field of Study	2000	2003	2006	2012
Reading Literacy	371	382	393	396
Match Literacy	367	360	391	375
Science Literacy	393	395	393	382

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World Bank Jakarta (2010) cited the results of Hanushek and Wőβman research, for students who have passed the 9th grade or 3rd grade on Junior High, which is the last grade of "mandatory 9 years schooling",only 46% of the students that have a good basic literacy (World Bank, 2010).

In order to improve the learning quality and to accelerate between learning process and community growth locally, nationally and globally, and at the same time as to achieve the national education purpose and goals, then in 2013, the government has revised the national curriculum and officially enact it through Government Regulation No. 32 Year 2013 for the Amendment of Government Regulation No. 19 Year 2005 for National Education Standards.

And to improve teachers quality, in 2005 the government released Law No. 14 on Teacher and Lecturer stating that teachers and lecturer are professional educators who are certified by academic qualification, competency, educator certification, physically and spiritually healthy, and have the capability to work towards national educational goals. Academic qualification means for graduate or bachelor degree or diploma IV. While educator certificate may be obtained by meeting the following requirements: (1) Minimum bachelor degree; (2) following the professional development training; and (3) Teaching minimum twenty-four hours / week. Expectation from this certification program is by 2015 only certified teachers who can teach in Indonesia.

Photo : Lembaga JARI – Juang Laut Lestari

Photo : YAPEKA

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Chapter I.
Introduction

"If you are planning for a year, sow rice;
If you are planning for a decade, plant trees;
If you are planning for a lifetime, educate people. (Chinese proverbs)"

The above quote illustrates clearly the close connection between education and planning the future of mankind. Indeed, in 2002 UNESCO clearly states that education in all levels play a role in forming the following day. Education plays a role in providing individuals and communities with the skills, perspectives, knowledge and values to live sustainably.

Even so, there is no doubt that the problems of very fast population growth rate have asked for more space and natural resources. Global warming, food crisis, cultural conflict, the problem of waste, resource conflicts, and human rights violations, generate the human life supporting systems to become more unaccommodating the realization of sustainable development. David Orr, Professor of environmental science at Oberlin College-USA, in his writings about the six traits of modern education declared that environmental damage and social conflicts that occur at this time due to the fact many people are highly educated and holds academic

As the environmental and developmental issues have become increasingly complex and needs to be addressed globally, in 1987 the United Nations (UN) began to explore the concept of sustainable development through the World Commission on Environment and Development (WCED). WCED produced an important report titled "Our Common Future" which is also known by another name "Brundtland Report", referring to the name of the WCED Chairman at that time, Gro Harlem Brundtland. For the first time, this report defines the concept of sustainable development as "development that meets human needs of the present without compromising the ability of future generations to meet their own needs" *World Commission on Environment and Development, 1987, p 43).*

Then in 1992, the United Nations held a conference on Environment and Development (UNCED) in Rio de Janeiro, Brazil, which was attended by representatives of governments around the world, NGOs and other community organizations. The conference successfully formulated an important document known as "Agenda 21", an action plan to address global challenges and global planningto face the 21st century. Document of Agenda 21 contains guidance to governments and community

> Chapter 36 of Agenda 21 outlining the following four main issues in ESD:
> ● Promotion and improvement of the quality of basic education
> ● Reorientation of education at all levels for sustainable development
> ● Increase public awareness and understanding of sustainability
> ● Training

[1] In his writing, David or point out that many people who had BA, BSc, LLB, dan PhD degrees

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organization in implementing the principles of sustainable development in various policies and programs.

In chapter 36 of Agenda 21, it is explicitly stated that education plays an important role in achieving sustainable development. This is the initial formulation of the concept of education to support the efforts towards sustainable development.

Education for sustainable development is a dynamic concept that gives direction to the new vision of education world, which empowers people from all group of ages to take responsibility in creating and enjoying a sustainable future.

On December 20, 2002, the UN General Assembly issuing a consensus which define the year of 2005 to 2014 as an educational decade for sustainable development and choose UNESCO as the UN agency to lead the awareness of the decade and play an important role in the implementation of ESD. ESD implementation requires participation from government, academia, the scientific community, teachers, NGOs, local communities and the media, to provide educational direction as to bring all to the same understanding that we all have the same destiny and commitment to a better future for mankind and the planet. The ESD Decade (DESD) has eight (8) key actions provided on Table-3 below.

Tabel-3. DESD Key Action Themes

Key Action Themes	Indonesian Terms
· *Gender Equality*	Kesetaraan gender
· *Health Promotion*	Memajukan kesehatan
· *Environment*	Lingkungan
· *Rural Development*	Pembangunan pedesaan
· *Cultural Diversity*	Keragaman budaya
· *Peace and Human Security*	Perdamaian dan keamanan umat manusia
· *Sustainable Urbanization*	Urbanisasi menerapkan prinsip kelestarian
· *Sustainable Consumption*	Konsumsi menerapkan prinsip kelestarian

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As the main structure of this report drafting, there are eleven (11) main issues used as a guideline for each organization to map the implementation. ESD Decade in Indonesia refers to the UNESCO Asia and Pacific Regional Bureau for Education (2005). These eleven issues are explained on Tabel-4 below.

Table-4: Main Issues for ESD Decade in Asia Pacific

ESD Core Issues in Asia Pacific
▪ Information and Awareness (e.g. ecomedia, media literacy, ICT)
▪ Knowledge Systems (e.g. learning for local and indigenous knowledge, integrating traditional and modern technologies
▪ Environmental Protection and Management (e.g. biodiversity, climate change, natural resources, conservation)
▪ Peace and Equity (e.g. conflict resolution, peace, equity, appropriate development, democracy)
▪ Local Context (e.g. community development, empowerment)
▪ Transformation (e.g. rural transformation, urbanization, sustainable habitat, water, sanitation, public infrastructure)
▪ Culture (e.g. diversity and intercultural/interfaith understanding)
▪ Cross-cutting Issues and Themes (e.g. human rights, citizenship, gender equality, sustainable futures, holistic approaches, innovation, partnerships, sustainable production & consumption, governance)
▪ Health (e.g. HIV/AIDS, malaria)
▪ Environmental Education (e.g. integrated pest management, environmental awareness, community recycling programmes)
▪ Engagement of Leaders (e.g. professional training courses, executive education,partnerships, networking)

(Source: Core PPB Issues in the Asia-Pacific (UNESCO Asia and Pacific Regional Bureau for Education, 2005b, p. 4).

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The implementation of ESD in Indonesia conducted by each of stakeholder based on concept and direction provided by UNESCO. Until now, there is no specific concept related to ESD development in Indonesia is jointly issued by the stakeholders.

In 2009 the Center of Policy and Innovation Research Ministry of Education and Culture issued an ESD Guideline for Schools. Numbers of school models were involved in the pilot project. However, some of NGOs who assisted the schools in several locations in Indonesia felt that the authority did not give enough socialization for this guideline. In some areas, even some of the authorities in charge did not have complete knowledge for the concept of sustainable development as well as ESD.

History of Environmental Education and Education for Sustainable Development in Indonesia

In Indonesia, Environmental Education (EE) was officially acknowledged in the national level on 1987. At that time, EE was carried out in schools under PKLH (Demography and Environmental Education) learning materials. In the passage of time, this learning material is no longer in the curriculum.

In 1990, some NGOs re-echoed this EE lesson and it jogs the memory of PKLH Lesson to the schools and the government. The Environmental Education (EE) is dynamically developed outside school curriculum. Schools in the cooperation with NGO, carry on EE activities as an extra curriculum or field activity and considered as a complimentary to school learning process. Local and national training activities and seminars for teachers are also developing.

NGO organized almost all of EE activities for teachers as it is not well known to the district government and central government. In the meantime, group of environmental education activities for students are flourishing, assisted by NGO. Some of the activities include monitoring the rivers, managing the empty land, various simple researches at student levels. Some student projects are raised to the international level.

Environmental education dynamic is increasing during the establishment of Environmental Education Network or jaringan Pendidikan Lingkungan (JPL) initiated mainly by NGO, in November 1997 at Situ Gunung, West Java. The network was formed to accommodate the different requirements among EE activists. The different requirements relate to the extensive areas of Indonesia and diversity of Indonesian society. Society development in every place has several differences, while infrastructure in every region is also varied.

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Movement set off by JPL produced a concept of Environmental Based School. Starting 2006 it was under supervision of Ministry of Environment and has currently improved and become an official national program from the government. The program selects a number of schools from different regions to be a model and receive "Adiwiyata School" predicate or award.

Aside from various interpretation and implementation of EE in several regions, Adiwiyata Pogram turns EE into an interesting subject to the schools and being pursued by them. This program also creates harmony between NGO and government at the district to central government level, and encourages cooperation among relevant government agencies in the area.

Whilst EE is a favorite in Indonesia, at the international level ESD has actually been implemented at several schools in several countries since the end of 1990. Even after series of actions starting from ESD Decade establishment in 2005, Memorandum of Understanding (MOU) for EE by the Government in 2005 and its revision in 2010, ESD is still not generally known in Indonesia. Only a few NGOs which then move locally to implement ESD in various forms based on UN main principles. However, integration or interconnectedness as the UN main principles becomes a major challenge since the process of integration is still a thing that is rarely done by the teacher in the learning process and as a result, the application of ESD still needs more time.

Photo : Yayasan Kanopi Indonesia - Yogyakarta

Photo : GPL Hijau - Yogyakarta

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Chapter II:
Legal Basis of ESD

ESD is not a new issue with sudden appearance in Indonesia. The UN values are shown to be accommodated in various regulations, although it is not explicitly mentioned about ESD setting. Part of this paper will explain the following integration of 6 ESD foundations into various laws:

1. Lifelong Learning
2. Learner in focus
3. Holistic Approach
4. Democratic work methods
5. Reflection
6. Different perspectives

Six (6) UN foundations for ESD have been integrated into several legislations, from Constitution, Law as well as regulations to memorandum of understanding from several ministries. As the rule of law operation, those six UN foundations are also roled in several district rules and regulations in regards to education. *1945 Constitution gives a mandate to the implementation of ESD based on Article 31 (3), that says:* "The government organizes and implements a national education system, to be regulated by law, that aims at enhancing religious and pious feelings as well as moral excellence with a view to upgrading national life"

This mandate is then carried out not only by the Act No. 20 Year 2003 on National Education System, but also by the Act No. 32 Year 2009 on Protection and Management of the Environment as well as the Act No. 17 Year 2007 on National Long Term Development Plan 2005 -2025.

With this legal basis on the law of national education system, it shows that ESD has become part of national education system and it has also been integrated in the government development plan. Moreover, it can evidently be seen on the Article 65 (2) that ESD is a priviledge to everybody.

"All citizens are entitled to have environtmental education, access to information, access to participate, and equal access in getting their right of better environment and healty living".

The government was later generate the mandate into several operational regulations such as Ministry of National Education Regulation No. 44 Year 2010 on Amendment of Permendiknas No. 2 Year 2010 on Ministry of National Education Strategic Plan Year 2010 - 2014, Regulation of Ministry of National Education No. 48 Year 2010 on Strategic Plan for National Education Development Year 2010-2014, and Memorandum of Understanding between State Ministry of Environment and Ministry of National Education No. 03/MENLH/02/2010 and No. 01/II/KB/2010 regarding Environmental Education. These regulations concerning ESD can be found on Attachment-1.

Photo : STB (Sokola Tanpa Batas) - Sulawesi

- Provided on section 1.2.5 in regards to Education Paradigm to Develop, Enhance and/or Sustainable Development (PUP3B)
- Provided on section 1.2.d in regards to Education Paradigm to Develop, Enhance and/or Sustainable Development (PUP3B)
- Can be seen on Article 2

Chapter III.
ESD Implementation Status in Several Regions in Indonesia

A proper implementation program certainly requires an accurate evaluation tools based on a good understanding on the exsiting problems. By using a table of indicators of achievement, we can get information on the status of ESD implementation in several provinces in Indonesia.

The Applied Achievement Indicator and Its Justification

ESD Table Framework of Education for Sustainable Development Toolkit (Version 2/2002) by Rosalyn McKeown, Ph.D. is used as a reference to observe collected programs, emphasizing more on ESD based or focusing more to a particular aspect or issue.

To develop a program based on ESD, executant needs to identify the knowledge, issues, perspectives, skills, and values of central sustainable development in their respective fields of environmental, economic, and community/social. Everything should be included in the curriculum or a sustainable program. Table 5 shows the aspect of knowledge, issues, capabilities, perspectives, and values of these three areas is essential to demonstrate the interaction and relation of cause - effect relationship between man and nature - environment.

Table-5: Entry Fields Matrix Example for ESD Achievement Indicators

INDICATORS	ECOLOGY ENVIRONMENT	ECONOMICS	SOCIAL
Knowledge			
Issues			
Skills			
Perspective			
Values			

Once the program meets the standard of ESD framework based on the above table (includes program achievement from initial condition, processes until lesson learned from its application) the result is described into 8 achievement indicators using "Monitoring and Assessing Progress during the UNDESD in the Asia-Pacific Region: A Quick Guide to Developing National ESD Indicators". The indicators are further described in the following Table-6.

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Table-6: Eight of ESD Program Achievement Indicators

Indicator	Description
Baseline	General description of ecological aspect – social – economy – ESD implementation key areas before the program is done.
Context	A supporting system for the implementation of ESD
Process	Processes of ESD Activities
Learning	Lesson learned and reflection from ESD processes
Output	The results achieved after the program
Outcome	Transformation or improvement that is resulted upon the completion of the whole series of ESD program
Impact	Impact resulted from ESD program
Performance	General transformation upon completion of the program

Photo : Lembaga Konservasi - Lampung

Status of ESD Implementation in Some Areas Distribution

The following is an NGO review to the status of ESD implementation. This review is expected to become a reference for NGOs to anticipate future ESD development program in Indonesia. Geographical distribution areas of ESD implementation program covered in this report is attached.

Table-7: Status of Implementationand ESD Policy Review in Indonesia

ESD Policy in Indonesia	
Implementation Status	**Review**
· In national level, the Article 31 No. 3 of 1945 Constitution has clearly referred to the sustainable development and it is further detailed on the LawNo. 17 Year 2007 about the objectives of national education employment. · Policy and national strategy of sustainable development has also been exposed on the RPJPN mission year 2005-2025. · Other policy document that relates to sustainable development are Law No. 32 Year 2004 regarding Regional Government, Government Regulation No. 38 regarding dissection of government affairs between Regional and District Governments, Government Regulation No. 19 Year 2005 regarding National Education Standard, Law No. 32 Year 2009 (article 1 paragraph 3) regarding the protection and management of environment, National Education Ministry Strategic Plan Year 2010-2014; and Memorandum of Understanding between State Ministry of Environment and National Education Ministry No. 03/MENLH/02/2010 and No. 01/II/KB/2010 regarding Environmental Education	· Studies conducted by the Center for Policy Research and Education Innovation (Puslitjaknov) Ministry of Education and Culture (MoNE)regarding ESD Implementation in Indonesia, found that the ESD implementation in Indonesia has not been explicit and optimal. This is shown by theinexistency of rules, policies, programs which explicitly directed to implement ESD, from the central, regional, to educational units,in accordance to the mandate of the ESD Decade. · Resulted impacts are weaknesses of the coordination and synergy from center to each of educational units, and reception weaknesses of the stakeholders regarding ESD and sustainable development. · ESD term is commonly known by environmental NGO and at the moment there is no survey to monitor ESD reception to the non-environmental NGOs. · NGO will generally osbserve the international progression of its relevant subject. Even though NGO staff and members are generally aware of the topical issues related to their organization field of work, only few of them that pay attention to the policy in force for such issues. For

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Table-7: Status of Implementationand ESD Policy Review in Indonesia

ESD Policy in Indonesia	
Implementation Status	**Review**

· There are several policies at the Regional level, City or District:
 	
  o Regional Regulation of Kebumen District No. 22 Year 2012 about School/Education Operation.
 	
  o Regional Regulation of Surabaya City No. 16 Year 2012 about School/Education Operation.; and/or Regional Regulation of Badung District No. 5 Year 2008 regarding School/Education Operation System; and
 	
  o Regional Regulation of East Kalimantan No. 03 Year 2012 regarding school/education management and operation of East Kalimantan.
 	
Nevertheless, not every region, city and district in Indonesia have policy related to ESD. Ussualy, NGOs are not involved in forming nor reviewing government's policy for ESD. NGOs' minimum knowledge for government's policies impacted to NGOs' interest to the existing policy and to participate in local or national policy review.
	example, the awareness to the existence of MoU between Ministry of Education and Ministry of Environment for environmental education operation. NGOs are usually morefocus to the project and its implementation rather than involving in a policy matter. To that point, NGO is suggested to increase their awareness in regards to policy matter as to enable them to actively participate in helping the government to develop, execute and review the policies related to ESD.
	
	· A stronger coordination between environmental NGO and NGO for education is also required in order to have an integrated ESD implementation.
	
	· NGO active participation to ESD implementation in its cooperation with the government can obviously be found on the regions that already has ESD and EE policies. Regions with ESD/EE policies are generally more open to partnership with the NGO. This policy unveils the opportunity for NGO to be actively involved in several policy assessments, together with the governmet. NGOs in East Java and Jabardan Bali are good examples of how policies effecting partnership between government and NGOs. In some other regions, they have similar policy as East Kalimantan, but do not have any progress on partnership and coordination between organization and stakeholders, including NGO, in terms of ESD implementation.

Table-7: Status of Implementationand ESD Policy Review in Indonesia

ESD Policy in Indonesia	
Implementation Status	**Review**
	· In general, local government of the provinces that have sustainable development related policy, have not provide a full access to NGOs to report their development activities and facilitate them to play an active role in supporting sustainable development. In general, the regional government, include provinces or the district / city, does not have rules or policies that describe specific activities of ESD, but only in the form of activities management, protection and environmental education.

Table-8: Status of Implementation and Study of ESD Education Organization in Indonesia

ESD Educational Bodies in Indonesia	
Implementation Status	**Review**
Formal Education (refer to curriculum, management and integrated approach)	
· Application of ESD by NGO starts with trainings to improve understanding of various ESD aspects, from conceptual level, learning methodology up tp the whole school approach. · ESD application for formal education started in 2005 during the launching of Adiwiyata Program by the Ministry of Environment (KLH). In its application, KLH, in collaboration with Environmental Education Network (JPL), assisted 10 pilot schools in implementing a comprehensive approach to school (Whole School Approach), which	· Adiwiyata Program is practically an application of ESD. However, in its application, Adiwiyata Program becomes a competition pitch to most schools, in order to obtain Adiwiyata School award/title. Schools still believe that facilities and infrastructure are the successive benchmark of that program. · Educators have a relatively high workload, especially for teachers who teach more than one subject, especially for primary school level. For that reason, any additional/new issues including ESD - will become a new burden.

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Table-8: Status of Implementation and Study of ESD Education Organization in Indonesia

ESD Educational Bodies in Indonesia	
Implementation Status	**Review**
Formal Education (refer to curriculum, management and integrated approach)	
includes policies, curriculum, infrastructure and participatory activities. Three years afterwards, these schools receivedan Independent Adiwiyata Awards from Ministry of Environment. · Concept of Adiwiyata Program is assumed to be an uneasy program to be understood and immediately implemented to formal education, and therefore requires assistancies to apply comprehensive approach exercises at school.Fairly intensive mentoring has provided significant change and success. Mentoring or assistancy process are performed through self assessment process, formation of School Strategic Planning, integration of ESD to curriculum by integrating local contain to The Tutorial Material as per The National Curriculum (KTSP), arranging the environment and improving school structure and infrastructure, thus involving the community. · Some universities such as the University of Malang (UNM), Semarang State University (UNNES), Bogor Agricultural University (IPB), the University of Gajah Mada (UGM), the Policy Research Center of Ministry Education and Culture, and RCE (Regional Centre of Expertise on ESD) have conducted research on various aspects of	· The successful implementation of ESD for formal education in various placesarestrongly supported by capacity building programs in the form of training, workshops, and a comparative study for the school community as well as the policies of stakeholders (Schools and the Department of Education). · Based on NGOs' experience, intensive support is a key factor for a successful implementation of ESD in formal education. Through mentoring, motivation and commitment, and the monitoring and evaluation process is carried out on a regular basis, is proven to increase the effectiveness of such assistance. · One of the challenging factors in implementing ESD at school is the teachers' limited capacity and experience in the learning-teaching process of ESD related subject. It requires the role of Teachers Training Institution to broader the application of ESD, and subsequently requiring ESD to be included in its curriculum. · There is no information of progress report from the Academic and Institutional Research. · As there is insufficient learning material for teachers and students for ESD implementation, the comprehension of book writers in order to develop and internalization ESD on the teachning materal is certainly required.

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Table-8: Status of Implementation and Study of ESD Education Organization in Indonesia

ESD Educational Bodies in Indonesia	
Implementation Status	**Review**
Formal Education (refer to curriculum, management and integrated approach)	
ESD. However, results of those researches are not applied as a reflection material to improve the effectiveness of ESD application.	· The sustainable process of ESD application at the formal education is very determined by the capability of its leaders, from teacher, principal, regions operational units, Education Division, Head of Regions, to Minister of Education or ESD national focal point UNESCO, who had the capability to translate ESD in a formal education context. · Schools and community cooperation is very important for learning and skills exchange, and to support a complete application of ESD.
Non Formal Education plus Local Knowledge and Community Participation	
NGO performs nonformal education at various community groups as per its respective field of works, such as health, economic improvement, organic farming, and so on. Several programs are developed as per on site requirement, which then relate it to the vision and mission of the organization. There are also programs for children which due to certain extent it is yet covered at school. Several NGO performs informal education program for school-age children as that program frameworks are not included in the curriculum and learning processes at school.	

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Table-8: Status of Implementation and Study of ESD Education Organization in Indonesia

ESD Educational Bodies in Indonesia	
Implementation Status	**Review**
Non Formal Education plus Local Knowledge and Community Participation	

Local Issues

There are numbers of local issues arise in the ESD Framework, depend on community circumstances and geographical conditions of their living space as a source of life and livelihood.

Some very specific issues such as the coastal regions generally raise the issue of fresh water availability, poverty, or sea transport that rely on wave conditions; mountainous and forest regions raise the issue of land conversion, biodiversity, etc.; rural and urban areas mostly raise the issue of pollution, water quality, and transportation.

Community Participation

In general, most of the NGOs who are doing activities with the communityare using approaches that can increase income or improve health as the entrance, and consequently bring a positive effect to nature conservation, such as organic farming, forest or marine conservation. The increament of income was also interpreted by reducing expenses.

NGOs who are doing activities with the community on issues that are not related to nature conservation or environmental education, are not familiar with the ESD concept, although Node Regional assumed it has ESD implication in

Local Issues

It requires several stages to make local issues part of the ESD concept,using the sustainable living framework. The stages are: 1) explore the issue based on its association with other areas of socio-cultural - economic - ecological; 2) look at local issues in a global perspective; and 3) mapping aspects of knowledge, values, skills-ability and perpective of each field.

Tools and how to measure the achievement of program-related local issues, depending on the program implementers. So the achievement is very diverse in accordance to individual assumptions.

Community Participation

The application of ESD in community requires more complicated planning than in school. The diversity of character, occupation, dynamics of life, and the socio-economic and natural conditions in each area influence the accuracy of strategy and approach.

Economics became one of the strategic approaches to invite people to change theirlife pattern to a more sustainability insight. In the future, it is required to have a definition of green economy model or sustainable development insight that is more precise and easy for the community to understand.

Continuous Involvement and collaboration between the stakeholders is an important thing

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Table-8: Status of Implementation and Study of ESD Education Organization in Indonesia

ESD Educational Bodies in Indonesia	
Implementation Status	**Review**
Nonformal Education plus Local Knowledge and community participation	
reference to the balance of economic-ecological-cultural	to be built during ESD activities with the community. Community development programs of the government such as PNPM, promote the fulfilment of community needs that can be managed independently by the people in the local area.The fulfilled needs are generally more to the public needs in physical form. Management of this program is also depends highly on the capability of local community and facilitators in the area.
Knowledge and Local Culture Almost every region has culture and local knowledge that is embedded to natural conditions of the area. The activities and local knowledge also give an impact to a continuous living source. For example, Subak Bali, Hamemayu Hayuning Bawono, Sedekah Bumi, Adat Laot, and others. All of those have been proceed before the sustainable development concept at international level. However, these culture and local knowledge has slightly changed and replaced by modernisation, as it is not too appealing to the youngsters.	**Knowledge and Local Culture** Indonesian society has had the concept of continuity of life and livelihood in accordance with natural conditions and individual approach.The concept has to be inherited as an application of ESD in the community,so it can be meaningful to revive local knowledge and culture which in fact have a positive impact to the nature and to sustain the local community's economical condition. Local culture is a very crucialprospectiveto be associated and reflected to the concepts raised at a global level. This is one of the approaches that should come into consideration to attract young people to respect and maintain their local identity as part of a global community. Local knowledge that already has a global perspective should be widely promoted by the media, as a way to elevate the sense of belonging and to retain the ownership of such assets of Indonesia.

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Table-8: Status of Implementation and Study of ESD Education Organization in Indonesia

ESD Educational Bodies in Indonesia
Nonformal Education plus Local Knowledge and community participation

Footnote:

CONVENTION ON THE PROTECTION AND PROMOTION OF THE DIVERSITY OF CULTURAL EXPRESSIONS (UNESCO Paris, October 20, 2005)reminds several things regarding culture and local knowledge, one of them is to realize that cultural diversity creates a rich and varied world. To be more precise the following sentence is quoted from the convention:

"Being aware that cultural diversity creates a rich and varied world, which increases the range of choices and nurtures human capacities and values, and therefore is a mainspring for sustainable development for communities, peoples and nations."

Article 2.6 and article 13 emphasizing culture as a crucial part of sustainable development for present and future generations.

Article 10 and 11 stated the importance of community participation, the role of education and public awareness to strengthen the presence of cultural diversity as a guarantee of the sustainability of life and livelihoods.

Table-9: Implementation Status and Research for ESD Capacity Improvement in Indonesia

Capacity Improvement	
Implementation Status	**Study**
· Application of ESD in various sectors of educations, begins with training, include training for trainers. · Multi level training model has multiplied the ESD awareness. This training is held by teachers/principles/UPTD in several regions who have had the training and give training to another school. · In year 2010/2011 Educational Quality · Year 2010/2011 Education Quality Assurance Institute-Pronvicial level (LPMP) in each province held training for facilitators and teachers in limited seats, known as Education for Enhancement of Sustainable Development (PUP3B). · Some practitioners from Indonesia receive a training held by several countries such as Sweden (Ramboll), India (CEE) and Thailand (Atkinsons Asia) which increases the competency of ESD practitioners. Other than training, there are several comparative activity study, workshop and seminar. Programs which are implemented along by an intensive mentoring bring a big impact to the success of ESD implementation.	· Seriousness and commitment of the government, in this case the Ministry of National Education as a focal point at national level, does not make prioritize to ESD and therefore, the capacity of improvement program for educators and school practitioners could not attract enough attention. This consequently impact to a lack of understanding of ESD. · Due to minimum resources (human resources and supporting income) to conduct extensive training for broader participants evently and systematically, causing a limited awareness of ESD only to those who have had a training. This is why cooperation with multi parties is important, including with the private sectors. · In order to disseminate ESD awareness and gain more support to the implementation of ESD, a training model that utilizing networks through capacity building activities such as LPTK, Universities, P4TK, LPMP, NGO networks, devotee community for education, is required. The collection of centralized mentoring baseline data helps the monitoring and evaluation processes thus become a source of information for networks and stakeholders.

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Table-10: Status of Implementation and Review of The Roles of Private Sector, Partnership and Contributor to ESD in Indonesia

Role of Private Sector, Partnership and Contributor	
Implementation Status	**Study**
• During the last couple of years, cooperation within NGO and related government division are increasing and it is an advantage to both parties in achieving their own goals. The governments include the Education Division, Environment Division, Health Division, Marine Division, Food Control, etc. • Issue of Corporate Social Responsibility (CSR) triggers the company to work together with NGO as a program operator at site. This can optimize the accomplishment pace of the social welfare improvement goals. • Programs based on ESD concept or Sustainable Development is much relied on program initiator or donor organization.	**Partnership** • NGOs that are often assisting schools and communities in a regional conditioned to find creative strategies of cooperation and division of roles with several stakeholders. • Substitution of personnel and related regulation requires NGO to always be prepared with the right strategy. • Partnership becomes one of main ESD principles. So when ESD becomes more popular in Indonesia in recent years, the partnership developed by NGO can grow smoothly, eventhough there are still many challenges and obstacles in the implementation of the partnership in order to really encourage active involvement in accordance with their capacities and respective roles. **Private Sector and Donor** • Donor is very influential to the project framework and activities carried out by the recipient party. • ISO 26000 Year 2007 describes role of private sector through CSR Program, in reference to Guidance on Social Responsibility. It is basically the responsibility of an organization to the effect of decision and activities on society, which can be formed into an ethical behavior of transportation along with the sustainable development and community welfare; as well as to consider the expectation of stakeholders which are in line to the existing

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Table-10: Status of Implementation and Review of the roles of Private Sector, Partnership and Contributor to ESD in Indonesia

Role of Private Sector, Partnership and Contributor	
Implementation Status	**Study**
	law and to the norms of international behavior; whilst to be fully integrated to the organization.
	• In the beginning the CSR program forms as a charity and conducted by the company. In recent years, it is slightly change by partnering the activity with NGO, as for example, an educational or capacity improvement programs for school and/or community.
	• Programs supported by CSR need to be independently prepared for the sustainable program. It is very common for a company to alter a guideline and a program. And this is not only for CSR program but also programs sponsored by donor.
	• There are also many companies manage their own CSR program without partnering with other organization, and this will ultimately be effecting the organization.
	• One indicator of the company's involvement in the environmental preservation can be seen in the PROPER program of the Ministry of Environment which categorizes corporate responsibility to the environment in its business operations. Companies that develop programs related to ESD or Sustainable Development can improve company's assessment in order to get a PROPER ranking.
	• Sustainable Responsible Investment (SRI) Index KEHATI is an index that can be used by investor to invest on a company that applies Sustainable Development and has a good Company Management. Company who applies an ESD or Sustainable Development related program can elevate company's assessment to be included in the 25 companies of SRI Index KEHATI which are being assessed regularly.

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Table-11: Status of Implementation and Review of The Information System and ESD Publication in Indonesia

Information System and Publication	
Implementation Status	**Study**
· There have been numbers of films with environmental themes are produced in Indonesia. · School library becomes learning home for school residents and community. · Even so, it cannot bring a strong effect to its publication where only few organization or forum of similar field of work that knows. · An adequate information system has been formed as a terms of ESD distribution program, by having an internet program at the district, however, local people does not know how to use it and they do not have an operator. · Several actions and publications toward the standardization of ESD introductory concept have been produced by several organizations such as "Banir" Newsletter at the HOB areas, Pustaka Borneo site and EE Book, and the formation of Musyawarah Guru Mata Pelajaran or MGMP (Teacher Meeting on Education Subjects) for EE.	· To date, the information/publication media for the learning process conducted by education practitioners are still conventional. The education practitioners are still using a conventional Information media or publication in their learning process. They normally use films prepared by the supervising NGO or films given by the education department through district education division. These films are very useful in the teaching-learning activities, however, not every school have the appropriate tools or movie players and especially areas who had limited sources of electricity. · Learning activity and teaching the obligation to read at the library is needed to habituate or encourage the culture to love reading, for student and educators. Generally, school and local community have not optimally utilized the school's library. · Internet goes to village program initiated by Ministry of Communication and Information is a good starting point. However many communications tools which have been prepared can not be used optimum by community. Damaging tools, the availability of instrument's operator, and the high price of credit are general factors caused this problem. · Although it has been the rapid advancement of technology and media for information

Table-11: Status of Implementation and Review of The Information System and ESD

Publication in Indonesia

Information System and Publication	
Implementation Status	**Study**
	dissemination through publication, but considering the lack of communications network especially in remote area, then printed material/media is remain essential.
	· In promoting ESD, utilization Teacher Working Group (KKG) and Teacher Meeting on Education Subjects (MGMP) is considered effective for training and sharing among educators.
	· Making information media and publications are generally obtained from:
	· Develop solely by the institution
	· Mass Media
	· Sharing experiences/from the discussion
	· Optimizing network functions

Photo : Yayasan Pembangunan Berkelanjutan

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Table-12: Status of Implementation and Review of the ESD Networks in Indonesia

Networks	
Implementation Status	**Review**
1. There are many networks which are formed by individual purposes, locally, nationally, and internationally. 2. Those networks are formed and performed by the each members' mission and activity field, such as organic farming, indigenous community, environmental education, health, fair trade, human rights, and also gender issue (further detail on members of the network is attached)	· Those networks are organized according to each method. However, Indonesia's differences on infrastructure, geographic and cultural diversity became a barrier to a smooth coordination and communication, and the ability to utilize Information Technology and Communication between networks members. This condition affecting a lot to the networking journey. · In addition to that, it is required to have capacity improvement in organizing and operating the network. This affects the dynamic in networking and to the organization sustainability. · Communication between network members also requires balancing the delivery of information on the internal organization as well as to the adjacent areas. · Issues-based networks are so depending on the trend of the issue, as well as the consistency of the network members on emerging issues.

Photo : Yayasan KEHATI

Chapter IV:
Achievement and Lesson Learned on ESD in Indonesia

Implementation of ESD Decade (2005-2014) in Indonesia was being done as described earlier in this report. Several achievement and lesson learned have been summarized in Table-12 to have a better understanding for the current ESD situation in Indonesia.

Table-13: Achievement and ESD Lesson-Learned in Indonesia

Achievement and Lesson-Learned	
The Five Goals of International Framework UNDESD Implementation Scheme	**Guideline to ESD National Development Indicator in Asia Pacific**
1. Facilitating the connection and networking, interaction and exchanges between the respected ESD parties.	1. Facilitating the networking, exchanges and interaction between the respected ESD parties.

Networking

Networking is one of the effective tools to accelerate the dissemination of information and increase the capacity of individuals and institutions. Until now, it still requires the ability to manage and use the network to a movement of education for sustainable development.

Role of Private Sectors, Partnership, Donor

Number of partnerships between various partners is growing quantitatively. But still need to improve the quality of engagement and role of each party in correspond to their capacity. Partnership between government, private sectors (CSR program) and NGO have been started to grow within one ESD decade.

The existency of ESD spirit or sustainable development shall depend on the capability of ESD and sustainable development of the stakeholders which greatly affect to the program. This matter can be shown by factual numbers of private sectors that are oriented to short terms program application, involving many people and covered by media, while ESD is more to a proses and pogram sustainability orientation.

On the other hand, proper preparation for an independent planning in program sustainability is essential to foster active involvement of the beneficiaries, in order to avoid dependencyto the donors.

Findings indicate that NGOs make a significant contribution in the development of ESD in Indonesia, so in the future there needs to be an increase in partnerships between government, private sector, NGOs and other community groups.

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Achievement and Lesson-Learned

Partnership withEducation Institution for Education Personnel(LPTK) is also a part that needs attention, because when a prospective teacher has had the awareness and actively participate in ESD movement, the sustainable development in the future will be very promising.

Information and Communication Systems

Infrastructure related to the distribution of information and communication is still an obstacle, such as existing electricity and information center, updating information that requires proper solution complementing relevant conditions and character of each regions.

Reading culture is indispensable for ESD improvement and development. In some areas, it is still a challenge both in formal education and in the community.

ESD related information via short messages services need to be developed knowing that this telecommunication tool has commonly been used by the educators. Radio community (TV community) can also be used to spread the information related to ESD.

Routine activities of District's Education Department such as Teacher Working Group (KKG),Teacher Meeting on Education Subjects (MGMP), Secondary Principal Working Group (MKKS) are quite strategic to the distribution of information and capacity. Nevertheless, it requires a stronger network for KKG, MGMP, LPTK (Universities). The rector forum and others with ESD materials or accompanying organization can accompany that network.

2. **Provide an improvement profile for educational sector and the increasing role of knowledge in achieving sustainable development.**	2. **Provide new opportunities and countries to include the Government Regulation for education reformation.**
3. **Provide space and opportunity to update and promote the vision of sustainable development through various forms of education and public awareness**	

Non Formal Education

Non-formal education programs play an important role as a supporter of the implementation of formal education and community capacity building and proceed to have a discourse based on ESD as well as sustainable development.

Community Participation and Local Knowledge

Due to the diversity of life and livelihood conditions in every region in Indonesia, issues that emerged locally are also different one to another. It is important to increase the capacity to analyze

Achievement and Lesson-Learned

these local issues under ESD framework and global perspective. While, public education and management of groups in the community is also important to become part of ESD program.

Actually, there are some numbers of areas in Indonesia that already have knowledge, local knowledge and local culture rooted to the sustainable life and livelihood. However, to increase the sense of belonging of young people, as the assets own only by Indonesia, it requires more study and exploration, as well as a scientific explanation or an attractive packaging for the youngsters.

4. Assist in improving the quality of teaching and learning in ESD	3. Assist in improving the quality of teaching and learning in ESD

Formal Education

The translation of concepts and frameworks of ESD needs to be in line with the applicable national curriculum to be easily understood.Therefore, mentoring is a strategic key to the success of a program at the operational level within certain time period. Involvement of LPTK and Universities who produced teachers are also required, in order to include ESD in their learning curriculum. Partnership process within educational institution is required as a learning and experience exchange media for all parties. Develop a proper system/management at school organization.

5. To develop strategy of ESD related capacity improvement at all level.	4. To assist countries in reaching improvement related to Millennium Development Goals through ESD implementation.

Policy

NGOs should further enhance their understanding of the relevant policies in order to actively participate in assisting the government for ESD related development, implementation and policy review.

The necessity of understanding level of the stakeholderson sustainable development and ESD, as well as to any official changes occured at the international level.

Capacity Building

Since the government does not put prioritize on ESD issues, attention to the capacity building of the teachers and other education practitioners is very little. This shows the seriousness and commitment of the government, in this case the Ministry of National Education as a focal point at the national level. That causing lack of understanding of the parties regarding ESD.

It is still a challenge to have an accurate mechanism of the capacity building and distribution of capacity from central to district areas, due to Indonesian large area and imbalance infrastructure.

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Chapter V.
General Conclutions & Recomendation

A. General Conclusions

The variety of Indonesian ethnics brings diversity of culture in several regions. Some cultures have a concept of life and living in harmony with nature, in accordance to the concept of Sustainable Development (SD).

In analyzing the ESD-related programs, contributing author(redaction) team usesa framework table of Education for Sustainable development (ESD) that brings together aspects of Sustainable Development (Ecological - Socio-Cultural - Economics) with pillars of education (knowledge/cognitive - behavioral and skills/psychomotor - values and attitudes/affective), and for ESD to also consider the pillars of perspectives and issues. The eight ESD Indicators of Achievementis also used. All of these measurement tools refer to the "A Quick Guide to Developing National ESD" document.

ESD Decade that is aimed for the year 2005-2014 has been fairly comprehended by the central government, according to the study of NGO Teamwork for ESD in Indonesia. Unfortunately, the discourse of CPD from the central level is not good enough to reach the regional level. However, some rules and policies at the central to district levels have integrated the awareness of sustainable development and ESD principles.

In this National Report, the drafting team did reasoning implementation of ESD to see the status of implementation in general and conduct a study together on the following points:
1) Policy
2) Formal Education
3) Nonformal and Information Educations
4) Partnership, donor and private sectors
5) Networking
6) Publication

Upon completion to the above, redactionteam jointly made an assessment to the compiled implementation conditions and reviews, in order to have the learning lesson and recommendation.

Based on the lessons learned from this report, it appears that in many areas of understanding of ESD, it is still influenced by EE framework. Meanwhile, most of the schools who are accompanied by NGO also took time to implement ESD because at that time they had just begun to know EE.

Based on observations in the field, in some cases, schools do not have to apply EE prior to implement ESD; it really depends on where the school is located and the needs of the community in the area.

Redaction team concludes that ESD framework is appropriate to thedevelopment paradigm, lifestyle and sustainable livelihood. ESD framework that is absorbed from the international world, provide education logical base so that school and community are applying sustainable development concept that have been existed in various culture in Indonesia, and preserving that culture.

Additionally, ESD framework can be a common framework that can be adapted to the world of formal and informal education, and thus it remains to use the education pillars guideline to teach the principles of life and a natural harmony livelihood which already exist in Indonesia.

Nevertheless, redaction team understands that it requires government's understanding and acumen from central to district level, as a legal protection to the implementation of the international agreement.

Photo : Putera Sampoerna Foundation - School Development Outreach

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B. Recommendations

In general, the implementation of ESD Decade (Decade of ESD 2005-2014) in Indonesia is still sporadic. The role of NGOs is quite vital in the implementation of ESD in Indonesia because many NGOs are working together with the school.

Based on the performance during the ESD Decade (2005-2014) in Indonesia as it was reviewed in the previous chapters, as well as the fact that in Indonesia itself there are a variety of ongoing interpretationsof sustainable life that aligns with the ESD, the NGO Working Group for ESD in Indonesia recommends a number point to be followed up to continue the implementation of ESD and as a self preparation to enter the era of post-Decade of ESD:

1) Intensify coordination and cooperation between stakeholders

2) Strengthening the capacity of education institution for teachers (education institution for teacher grounding, training institution for active teachers).

3) Strengthening school management to support the program sustainability and distribution.

4) Strengthening the school network which members are from school groups such as Teacher Working Group (KKG), Teacher Meeting on Education Subjects(MGMP), Secondary Principal Working Group (MKKS) as well as reformation of the existing activity group.

5) Impartiality of teacher's capacity building in one schooling order to maintain program's sustainability.

6) Fixing up basic education such as "Reading Literacy" by providing more books related to ESD in a proper Indonesian language

7) Utilizing the research results as it can be easily applied and implemented at site.

8) Strengthening exchange of information between teachers through information technology media.

9) Strengthening the publication writing and capacity building for mass-media in correspond to ESD.

10) Building NGO capacity at ESD policies and encourage them to be more proactive in conducting advocacy.

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Attachment

Attachment-1: ESD Legal Basis

National Legal Shelter	Articles / Section
1945 Constitution	**Article 31, paragraph 3:** The government organizes and implements a national education system, to be regulated by law, that aims at enhancing religious and pious feelings as well as moral excellence with a view to upgrading national life
Law No. 20 Year 2003 regardng National Education System	**Article 3:** The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible
	Article 4, paragraph 1: Education is conducted democratically, equally and non-discriminatorily based on human rights, religious values, cultural values, and national pluralism
	Article 4, paragraph 3: Education is conducted as a life-long process of inculcating cultural values and for the empowerment of learners
	Article 4, paragraph 4: Education is conducted based on the principles of modeling, motivation and creativity in the process of learning
Law No. 17 Year 2007 regarding RPJPN Year 2005-2025	Policy and national strategy of sustainable development is reflected in the Mission of RPJPN Year 2005-2025: create a righteous society, with moral, ethics, cultured and civilized, based on the philosophy of Pancasila; as well as to have Indonesia a natural harmony and preserved by improving the operational management of development that can keep balance between exploration, sustainable, existence and

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National Legal Shelter	Articles / Section
	functioning natural resources and environment thus keeping its function, carrying capacity and comfort in to current and future livelihood. The second mid terms development (2010-214) directing the goals of sustainable development, natural resources management and preservation of environmental functions has to be developed through an institutional strengthening and improvement for community awareness, rehabilitation proses and, conservation of natural resources and environment accompanied by the strengthening of community active participation; the preserved biodiversity and other specific tropical natural resources which are used to give an added value, nation's competitive ability, as well as national development capital in the future.
Law No. 32 Year 2009 regarding Protection and Management of Environment	**Article 65 , paragraph 1:** Everybody shall be entitled to proper and healthy environment as part of human rights.
	Article 65, paragraph 2: Everybody shall be entitled to environmental education, information access, participation access and justice access in fulfilling the right to proper and healthy environment
	Article 66: Everybody struggling for a right to proper and healthy environment may not be charged with criminal or civil offense
	Article 67: Everybody shall be obliged to preserve the environmental functions as well as control environmental pollution and/or damaged
Regulation of Ministry of National Education No. 44 Year 2010 regarding Strategic Plan of National Education Ministry Year 2010-2014	**Education Paradigm: 1.2.5.** Education for Progressing, Developing, and/or Sustaining Development (PuP3B). This paradigm urges people to think about the sustainability of planet earth and the entire universe.

National Legal Shelter	Articles / Section
	This paradigm also requires sustainability of environmental health by maintaining the sustainability of ecosystem functions, preserving the components of the ecosystem, and maintaining the balance of interactions between components of the ecosystem. In addition, any form of human intervention on both the balance of the ecosystem through the development efforts of low-dose intervention until the development of high-dose intervention must be carried out within the limits of the carrying capacity of the environment, do not threaten the sustainability of renewable natural resources and lower the consumption of unrenewable natural resources.
Regulation of National Education Ministry No. 48 Year 2010 regarding Strategic Development of National Education Year 2010-2014	**1.2.d.** Education for Progressing, Developing, and/or Sustaining Development (PuP3B). This paradigm encourages people to consider the sustainability of the earth and the universe. Education has to grow an understanding about the importance of sustainable and balance of the ecosystem, which is the understanding that human, is part of ecosystem. Education has to give understanding about the values of social and nature responsibilities, to provide the student with a description that they are part of the social system which has to live in harmony with nature and all resident of the universe. By having those values, critical understanding regarding environment (social and natural) will arise as well as all kind of intervention to the good and bad of the nature, including development.
Memorandum of Understanding between the Ministry of Environment and the Minister of National Education No.03/MENLH/02/2010 and No. 01/II/KB/2010 regarding Environmental Education	**Article 2: This MoU covers:** a. Expansion of implementation of education for sustainable development (ESD), including the implementation of environmental education in all stripes, level and type of education as a tool or a means of creating change in mind-set, attitude, and behavior of cultured human environment; b. Coordination and synergy in the preparation of environmental education program of short, medium and long terms, as part of the ESD.

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Attachment-2: Umbrella Policy Law for ESD in Several Regions

District Regulation	Articles
Covering all ESD Elements	
Regulation of Surabaya Regency No. 16 Year 2012 regarding Education Operation	**Articles *Covering all ESD Elements.* Article 2:** education serves to develop capability and to form a character as well as the dignified civilization of the nation, aimed at developing the potential of students to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, resourceful, creative, independent and a responsible and democratic citizen.
Regulation of Kebumen Regency No. 22 Year 2012 regarding Education Operation	**Article 4:** The goals of education operation is the development of student's potential to become a man of faith and fear of God Almighty, noble and courteous, knowledgeable, resourceful, critic, creative, innovative, healthy, independent, confident, tolerant, socially sensitive, democratic and responsible, civilized, green mind, love the country, nationals, and morally based on Pancasila, and global mind.
Regulation of Bandung Regency No. 5 Year 2008 regarding Education Operation System	**Article 2:** Education serves to develop skill and to form a character of the citizen that is intelligent and respectful to make a civilized life, aiming to develop student's potential to become a man of faith and fear of God Almighty, noble, healthy, educated, resourcefulness, creative, independent, ability to compete on a national and international level and become a democratic and responsible society.
Regulation of Kalimantan East Province No. 03 Year 2012 regarding the education management and operation in East Kalimantan Province	**Article 2:** The education operation in the region aims to produce output of the educational unit that is capable of: a. Behaving wisely based on the value of faith and devotion to God Almighty. b. Valuing diversity of religion, ethnicity, nation, culture and status in democratic life.

District Regulation	Articles
	c. Mastering, exploit, develop and disseminate science, technology and art. d. Participating in the transfer of science and technology in utilizing and conserving natural resources available. e. Highly competitive, has nation personality and social integrity, and able to answer the challenges of the times. f. Supporting the development concept and strategy of East Kalimantan. g. Competing honestly, cooperating in goodwill, independency and responsibility.
Lifetime Learning	
Regulation of Surabaya City No. 16 Year 2012 regarding Education Operation	**Article 3, paragraph 3:** Education is performed or operated as a continuos acculturation process and empowerment which lasts a lifetime.
Regulation of Kebumen Regency No. 22 Year 2012 regarding Education Operation	**Article 2, point d:** Education is performed as a value transfer process (hereditary) and empowerment of student which last a lifetime.
Regulation of Badung Regency No. 5 Year 2008 regarding System of Education Operation.	**Article 3, paragraph 3:** Education is performed as a hereditary process and continuous empowerment which last a lifetime.
Focusing on Educators	
Regulation of Surabaya City No. 16 Year 2012 regarding Education Operation.	**Article 3, paragraph 5:** Education is operated in a pleasant ambiance, challenging, educating and competitive, based on good exemplary.

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District Regulation	Articles
Regulation of Kebumen Regency No. 22 Year 2012 regarding Education Operation.	**Article 2, point e:** Education is performed by giving exemplary, building spirit and developing creativity of the student in a learning process.
Regulation of Badung Regency No. 5 Year 2008 regarding Education Operation System	**Article 3, paragraph 5:** Education is performed in a pleasant ambiance, challenging, educating and competitive, based on good exemplary.
Regulation of Middle Kalimantan No. 10 Year 2012 regarding Education Operation.	**Article 11, paragraph 1:** Learning process in a unit of education is performed in an interactive, inspirative, pleasant, challenging, motivating the student to actively participate, also providing enough space for an idea, creativity, independency and exemplary. **Article 11, paragraph 3:** Learning process is centred to the student, teacher acts as a facilitator, mediator and role model.
Holistic Approach	
Regulation of Surabaya City No. 16 Year 2012 regarding Education Operation.	**Article 3, paragraph 2:** Education is performed as a whole system, with an open system and multiple meanings.
Regulation of Kebumen Regency No. 22 Year 2012 regarding Education Operation.	**Article 2, point c:** Education is performed as a whole system with an open system and multiple meanings.
Regulation of Badung Regency No. 5 Year 2008 regarding Education Operation System.	**Article 3, paragraph 2:** Education is performed as a whole system with an open system and multiple meanings.

District Regulation	Articles
Various Democratic Work Methods	
Regulation of Surabaya City No. 16 Year 2012 regarding Education Operation.	**Article 3, paragraph 4:** Education is performed fairly, democraticly and indiscriminative by upholding human rights, value of local culture and diversity.
	Article 3, paragraph 7: Education is performed by empowering the whole component of local government and community as well as to give opportunity to the people to participate in the operation and improvement of education quality.
Regulation of Kebumen Regency No. 22 Year 2012 regarding Education Operation.	**Article 2, point b:** Education is performed democratically and fairly as well as non-discriminatively, by upholding the human rights, religious values, etic values, socio-cultural and diversity of the nation.
	Article 2, point g: Education is performed by empowering the whole component of community through participating equally and balance in the operation and control of education quality.
Regulation of Bandung Regency No. 5 Year 2008 regarding Operation System.	**Article 3, paragraph 4:** Education is performed fairly, democratically and indiscriminatively by upholding the human rights, religious values, values of local culture and diversity.
	Article 4, paragraph 7: Education is performed by empowering the whole local government component and community as well as to provide opportunity to the people to participate in the operation and improvement of education quality.
Regulation of Center Kalimantan Province No. 10 Year 2012 regarding	**Article 11, paragraph 1:** Learning process in an education unit is performed in an interactive, inspirative, pleasant,

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District Regulation	Articles
Education Operation.	challenging, motivating process for the student to actively participate, and provide enough space for an idea, creativity,
Thinking Thouroughly	
Regulation of Surabaya City No. 16 Year 2012 regarding Education Operation.	**Article 3, paragraph 5:**Education is performed in a pleasant ambiance, challenging, educating and competitive, based on exemplary.
Regulation of Kebumen Regency No. 22 Year 2012 regarding Education Operation.	**Article 2, point e:** Education is performed by giving exemplary, spirit building, and encouraging student's creativity in the learning process;
Regulation of Badung Regency No. 5 Year 2008 regarding Education Operation System.	**Article 3, paragraph 5:** Education is performed in a pleasant ambiance, challenging, educating and competitive based on exemplary.
Regulation of Middle Kalimantan Province No. 10 Year 2012 regarding Education Operation.	**Article 11, paragraph 1:** Learning process in an education unit is performed in an interactive, inspirative, pleasant, challenging, motivating the student to actively participate, as well to provide enough space for any ideas, creativities, independency and exemplary.
Various Different Perspectives	
Regulation of Surabaya City No. 16 Year 2012 regarding Education Operation.	**Article 3, paragraph 5:** Education is performed in a pleasant ambiance, challenging, educating and competitive, based on exemplary.

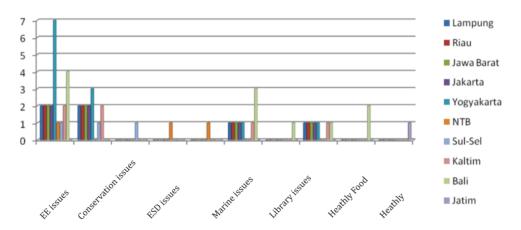| District Regulation	Articles
Regulation of Kebumen Regency No. 22 Year 2012 regarding Education Operation.	**Article 2, point e:** Education is performed by giving exemplary, building spirit and development creativity of the students in the learning process.
Regulation of Badung Regency No. 5 Year 2008 regarding Education Operation System.	**Article 3, paragraph 5:** Education is performed in a pleasant ambiance, challenging, educating and competitive, based on exemplary.
Regulation of Central Kalimantan Province No. 10 Year 2012 regarding Education Operation.	**Article 11, paragraph 1:** Learning process in a unit of education is performed in an interactive, inspirative, pleasant, challenging, motivating the student to actively participate, as well as to provide enough space for any ideas, creativities, independency and exemplary.

Photo : WWF Indonesia-ESD Unit

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Attachment-3: Assisted Schools in Indonesia

1. Yogyakarta Province has the most diverse assistantship which includes universities, companies's CSR, government, NGO and individual.

2. West Sulawesi Province has the largest number of individual assistantship, which includes 8 people.

3. Six provinces; Lampung, Riau, West Java, Jakarta, Yogyakarta and East Kalimantan, are assisted by companies, that are correlated with NGO or individuals.

4. Bali Province is the only one that is assisted by independent company without collaborating with NGO, individual or Government.

5. South Sulawesi Province is the only province that had teachers to assist.

6. Yogyakarta Province is the only province that has university to assist.
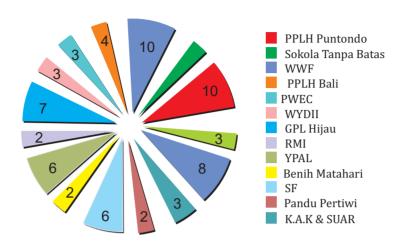
Mapping of Issues Raised in The Assisted Schools

1. Issues on Environmental Education (EE) are raised by 10 provinces: West Sulawesi, Bali, Lampung, Riau, West Java, Jakarta, Yogyakarta, West Nusa Tenggara, South Sulawesi, and East Kalimantan.

2. Issues on healthy food such as healthy canteen are raised by 7 provinces.

3. Oceanic and library issues are only raised by West Nusa Tenggara.

4. ESD or sustainable development issues are raised by South Sulawesi and West Sulawesi

5. Education Issue law regarding 2013 curriculum in specific, is only raised by East Java.

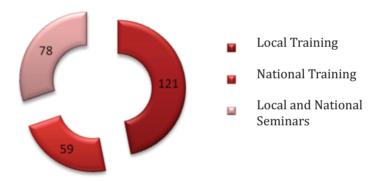6. Health issues, such as immunitation and School's Health Unit, are only raised by Bali Province.

Another raised issue in Bali is about company's promotional product.

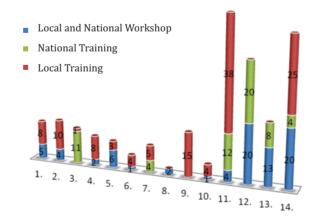# Attachment-4: ESD-related Activities from Several NGOs in Indonesia

Capacity Building Internal LSM
(Lokal, Nasional, Internasional)

Legend:
- PPLH Puntondo
- Sokola Tanpa Batas
- WWF
- PPLH Bali
- PWEC
- WYDII
- GPL Hijau
- RMI
- YPAL
- Benih Matahari
- SF
- Pandu Pertiwi
- K.A.K & SUAR

Total of ESD-related Activites
from NGO 2005 - 2013

- Local Training
- National Training
- Local and National Seminars

NGO's ESD Trainings and Workshop
(2005 - 2013)

- Local and National Workshop
- National Training
- Local Training

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Attachment-5. Compilation of Data Analysis Activities

Institution	Program	Target Group	Location	Learning Process	Balance			Indicator Outcomes
					Ecologi	Social	Economi	
WWF Indonesia/ TNTC	Cendrawasih Bay National Park	Schools and community	Cendrawasih Bay	Teacher Training	Utilization and management marine and terresterial natural resources	Problem in remote area that lack of information and poor (public) transportation	The limitations of the market, the low selling price, and seafood processing	Patterns of learning in schools integrate the socio, economic and ecology to educate and awareness in TNTC
IDEP	Seed Saving for Sustainable Agriculture	Farmer in the villages	Bali	Management and processing organic farming system	Sustainable farming system give impact to nature quality Conservation of local seed plant	Consumption patterns, family food stocks and farming culture Seed storing system.	Fight against poverty, social business Processing and management seed selling	Sustainable agriculture impact on nature and human health, and independent for agriculture needs. Farmers implementing sustainable agriculture
PPLH Bali	River as part of daily activities	Schools in city	Denpasar	River conservation through : movies , green maps , social journalism and researcher	Water pollution and river biodiversity	Religious sites and local wisdom , and the availability of clean water	River as part of a small industrial economy	Badung river as a medium of learning for the community and schools to maintain water quality
JARI	Sea is our friend	Schools in subdistrict	Mataram, Lombok	Site activities in coastal and sea	Conservation of sea and coastal area	Habit to throw waste into the ocean, local rules for conservation of e marine nature resource	Ecotourism that responsible to nature	Schools involved in marine and coastal conservation programs, and include for parents and UPTD
Skhola EBG	Capacity building with an integrated learning	Communities and non-formal education in subdistrict	Bone District	English language training in community group	Environment as learning media	English language as media for communication and open for new knowledges	English skill to propose for job but expensive for the training	Parents and children enjoys community activities to increase their capacity
PPLH Puntondo	Coral reef conservation	Village community	Takalar District	Community assistance	Restoration of coral reef as sea biodiversity habitat	Social interaction between coastal community	People's livelihood is fisherman	Coral reef conservation by community
Suar Institute	Rubber plants	Village community	Nanga Pinoh, Melawi District	Community assistance	Rasau Sebaju forest as peatlands	Indigenous forests and Indigenous Systems	Alternative livelihood	Reducing the height of the flood with Indigenous forest preservation
WWF Indonesia	ESD in HoB Area	Schools	Kalimantan	Training and schools asistance	Environmental Management , biodiversity , and natural resources	Culture and local wisdom , consumptive and social inequality (poverty)	Business environment, livelihood of community	Diverse and creative learning for students
YAPEKA	Development of Renewable Energy	Village community	Waringin Barat District	Utilization of manure as a renewable energy	The use of renewable energy , the benefits of cow dung	biogas process flow and utilization of biogas	Increased revenue through a reduction in household spending	Management of the biogas by the community independently and utilization of cow dung
Greenna	R-3	Womens	Kampung Cisalopa	Women assistance	Waste management	Barter dayly needs with the waste , the solution of social problems with the profit circulate system	Making new products with raw materials from waste	Community feel the impact of environmental , social , and economic of waste management

Institution	Program	Target Group	Location	Learning Process	Balance			Indicator Outcomes
					Ecologi	Social	Economi	
KEHATI	Teens go Green	Students in city	Ciliwung River area	Students program	Students program	Green lifestye	Consumption patterns increase the volume of garbage, and trash impact on ecology	Public campaign program by students
RMI	Watershed Management area	Schools and community	Caringin dan Cigombong, Bogor District	Strenghtening community group	Environmental conditions affect the watershed upstream of urban areas	Unemployment of productive age, resilience and social capital	Consumptive lifestyle and local economy potency	Change of mindset more critical and community groups who are able to relate the activities of the economic aspects - social - environment.
HIJAU	River as tourist attraction	Village community	Banjarasri, Jogjakarta	Community mentoring collectively for travel management	The concept of upstream to downstream and decreased spring discharge	Interpret the concept of local *Hamemayu Hayuning Bawana*	River as tourist attraction, manage by community	Increased tourism management by the community as a whole and protect upstream - downstream
Kanopi	Conservation slopes of Mount Merapi	Farmer, rancher and school	Sleman District, Central Java	The role o forest	Training for Farmer, rancher and school	Interest in local wisdom on diminishing natural	Activity in the forest to graze cattle, the social marketing	Alternative provision of fodder impact on the protection of forest
Putra Sampoerna School Outreach	Model Teacher Learning Center	Schools and community	Lumajang, West Java	Educators training for school management and learner	Principle, ESD perspectives related formal education and daily learning			Students think globally and act locally produced by educators who implement ESD
ECOTON	Water villages adoption	Schools and community	West Java	Program for teachers, pupils and university students	Wildlife as hunting, trade and maintenance forest conservation	Maintenance of wildlife as a lifestyle, as SDA pride	Guiding Ecotourism and distribution channel for hazelnut, coffee, and honey	Utilization of springs as a touris, forest expansion
PWEC	Animal and forest conservation	Schools and community	West Java	Program for teachers, pupils and university students	Wildlife as hunting, trade and maintenance forest conservation	Maintenance of wildlife as a lifestyle, as SDA pride	Wildlife and forests as state assets	Animal conservation issues and conveyed in processes of learning in formal education
PILI Green Network	Forest Ecosystem Services in BBSNP	Community	Bukit Barisan Selatan National Park,Lampung	Community assistance	Rehabilitation of land and forest ecosystem services	Social changes of the offense becomes legal on public order	Livelihood diversification and independent economic enterprises	Recovery paradigm and order in the community related to the management of the area
YPBB	Bridging Leadership Program	Community Village	Aceh	Leadership training to manage the post-tsunami villages more sustainable	Development and support of the physical and natural	Management issues of equal access to quality ecological	The pattern of consumption / production according to the carrying capacity of the natural	Understanding the issue of sustainability and leadership as a preparation for work
Lembaga Konservasi 21	Environmental education for elementary schools	School	Kab. Lampung Barat	School gardens, conservation camp, competitions	Forest conservation as water provider	School gardens and communication between teacher - parent -student	School garden that produce to support parents coffee plantations	Other principal will support and facilitate the activities and other partners make it works

Attachment-6: Profile of NGOs Working Group for ESD in Indonesia

BimaESW

"Benih Matahari"
Established in 2000
Address: Jl. Bendungan Bening No. 23, East Java 65145

Vision:

The formation ofeducational paradigm in Indonesia to achieve a sustainable social life.

Activities description:

"Benih Matahari" works in the field of education to support improvement of educators' capacity building and to affect the mindset and behavior of the young generation, who are responsive to the change and sustainability-minded. Our work method is based on partnership and work together with NGO that are active at schools in several regions. We apply a combination of frameworks between training – workshop – companionship for teacher/school/ educator where the companionship plays an important role to make sure that they will still use and develop the new knowledge and capability in person.

Petungsewu Wildlife Education Center (P-WEC)

Established in 2003
Address: Jalan Margasatwa No. 1 DS Petungsewu, Kecamatan Dau, Kabupaten Malang

Vision:

People of Indonesia have the awareness of and concern for the conservation of nature.

Mission:

a. Develop P-WEC as a center of information and information education for conservation of nature.
b. Develop P-WEC as one of the fund raising alternative for forests and wildlife conservation organized by ProFauna Indonesia.
c. Develop partnership with community, government, other organization and entrepreneurs, to encourage community awareness for the importance of nature conservation.

Activity Descriptions:

Petungsewu Wildlife Education Center (P-WEC) is a center of education information regarding to natural conservation. Established by ProFauna Indonesia by the end of 2003, P-WEC was formed with the purpose of providing opportunity to the community to gain information, knowledge and understanding regarding to natural conservation, as well as to elevate the community awareness and active participation of the conservation of nature. P-WEC activity is a Conservation Education, Community Development and Fund Raising. Activity for Conservation Education is not only held at the P-WEC facility but also held outside of the facility such as formal educational institution (school and university) and non-formal groups. P-WEC also has regular educational programs such as seminar, workshops, trainings, campaign and others. P-WEC also makes fund raising activities through outdoor educational programs, outbound and adventures. Fund raised from the activities are to support the conservation operation of wildlife and forest organized by P-WEC and ProFauna Indonesia.

Center of Bali Environmental Education (PPLH Bali)

Established in 1997

Address: Jalan Letda Reta No. 90 Yangbatu, Denpasar 80236, Bali – Indonesia

Vision:

"Properous community with a prudent and sustainable environmental management."

Mission:

- Improve understanding of the importance of environmental conservation management,
- Conduct actual exercises on education and community guidance which are in accordance to
- Prudency of local culture
- Cooperating with various level of society, include entrepreneurs and government.

Activity Descriptions:

PPLH Bali is a non-governmental institution focusing on an environmental education and community empowerment. PPLH Bali Program is performed to improve the understanding of the community in relation to environment with all related aspects. It is expected to be performed in line with the improvement of awareness, empathy and responsibility to nurse and preserve the environment. Urban, village and coastal are PPLH Bali's work areas. School, various age of students, teachers community, community and teenagers are its target. Fund managed by PPLH Bali came from independent organization and individual donations (local and international). PPLH Bali maintain relationship with various level of societies, government and private instutions in order to smoothen its program implementation.

Puntondo Center of Environmental Education (PPLHP)

Established on October 15th, 2001 (active since 1998)

Address: Jalan Serigala No. 135, Makassar, 90135

www.pplhpuntondo.com (new)

Vision:

Encourage the realization of community who are aware and care to the environment in order to aim a harmony living conditions.

Mission:

1. To become an autonomous and independent NGO.
2. To provide a learning opportunity for groups and individuals to understand environmental issues.
3. To distribute environmental information to a wider group targets.
4. To integrate the envinronmental education through the formal education curriculum.
5. To show an actual and practical examples to fix the environmental issues.
6. To promotean independent motivator or individual to manage their environment and activities.

Activity Descriptions:

Center of Environmental Education or so called "Pusat Pendidikan Lingkungan Hidup" (PPLH) is a non governmental organization working in the Non-Formal Environmental Education field, which is under the Puntondo Environmental Education Foundation (YPLHP) legal form. The Puntondo PPLH is situated in the coastal area of Teluk Laikang, customizely designed using marine and coastal base, and has became a simple yet practical environmental education place.

RMI – Rimbawan Muda Indonesia

Established on 1992

Address: Jalan Sempur No. 55, Bogor, West Java

Vision

The absolute power of men and women over land and natural resources towards a sustainable livelihood system.

Mission

· Empowermen and women, and group of farmers to fight for the right of land and natural resources towards sustainable living.
· Raise collective actions to obtain acknolwedgement and assurance for the rights of people, women and men, over land and natural resources.
· Develop knowledge management system through an acceleration of learning process that is capable of crossing the boundaries between knowledge and action.

Activity Descriptions:

RMI performs society companionship activities, especially in the ecosystem areas of Halimun Salak Mountain and Gunung Gede Pangrango in West Java and Banten Provinces,and generally in other places in Indonesia. This activities are performed via critical education which is intended to empower the community and their participation in managing the natural resources for sustainable living.

Faculty of Education
Universitas Siswa Bangsa Internasional
(The Sampoerna University)

Established in 2009

Vision

USBI's vision is to become a sustainable, internationally-recognized university, inspired by the philosophy of the Putera Sampoerna Foundation, which will help to build a better future for Indonesia.

Mission

USBI's mission is to educate future leaders who possess the distinctive USBI characteristics of leadership, entrepreneurship, and social responsibility, and are committed to giving back to Indonesian society through a lifelong engagement with the work of the Putera Sampoerna Foundation.

Activity Descriptons:

The Faculty of Education aims to prepare a new generation of highly qualified Indonesian educators with the attitudes, skills, and knowledge to meet Indonesia's 21st century education challenges and opportunities. Not only will students be competent and academically worthy, but they will also demonstrate a passion for education and a disposition towards social responsibility. The Faculty benchmarks its curriculum to international standards and collaborates with strategic partners to ensure its commitment to becoming the premier education institution in Indonesia. Each study program curriculum is designed to be interdisciplinary, multi-entry and multi-exit, allowing for flexibility based on student needs.

The Community of Scholatanpabatas

Established in 1991

Address: Jalan Haji Kalla No. 73A, Kelurahan Panaikang, Kecamatan Pariakkukang, Makassar, Sulawesi Selatan. 90231

Vision:
Education for all ("to pada macca")

Mission:
Develop independency, local ambience supremacy and humanitarian.

Activity Descriptions:
Skhholatanpabatas is a community engaging in empowering youth in the educational field, environmental health and environment, providing chance to the male/female generation to be involved in teaching or sharing activities in the location under Skholatanpabatas's supervision. These locations are in various communities such as local communities, orphanages and schools. Assisted or supervised communities located in urban cities (Makassar and Kendari), coastal (Makassar and Pinrang), and mountains (Lapri, Bone). The orphanage is located in Makassar and Manado. The assisted schools are in Maros and Makassar. Communities and school age childrens are the target of this assistancies. The teaching or sharing material are includes dancing, English language, writing and reading, handicraft, environment, and self development. Learning material is being delivered as an integration to local values. Other programs are to train and assist third party in a collaboration activity, or to have Skholatanpabatas assistance or involvement in the internal school activities.

WWF Indonesia

Established in 1962

Address: Graha Simatupang, Tower 2 Unit C, 7th – 11th Floor.
Jalan Letjen TB Simatupang, Jakarta 12540
www.wwf.or.id

Vision
Preservation of Indonesia's biodiversity for the prosperity of current and future generations.

Mission
- Promoting a sturdy ethics of conservation, awareness, as well as actions by Indonesian community.
- Faciliting multi-parties for their effort to preserve biodiversity and ecological process within ecological scale.
- Performing advocacy for any conservation supported policy, law and law enforcement.
- Promoting the conservation for community's welfare by utilizing natural resources in a sustainable manner.

Activities Descriptions:
WWF Indonesia is the biggest environmental conservation organization in Indonesia which was established in 1962. Since 1998, the organization was legally formed as a Foundation (Yayasan) where today, WWF Indonesia works at 28 district offices widely spread from Aceh to Papua, and supported by more than 400 employees. Since 2006, WWF Indonesia also received 54,000 supporters from all over the nations. Please visit www.wwf.or.id.

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Women and Youth Development Institute of Indonesia (WYDII)

Surabaya-East Java

V**ision:**

WYDII aims to the creation of representation and active participation from all in the decision-making process, as to the establishment of a democratic and humanely government.

Mission:

1. Encourage the establishment of the concept of participatory leadership among youth and women;
2. Create more rooms for formal communication with gender orientation, between women and youth which can simultaneously affecting the gender reconceptualization within them.
3. Improve youth and women's capability and potential with gender basis, as to be more actively participate in democracy and development;
4. Continuously participate in preserving the environmental sustainability which can later be influencing to a wider community with ideas of saving the environment.

WYDII empowering the community by:

1. Aiming to the creation of gender equality in various fields of social, cultural and political.
2. Promoting women leaders and politics, for women and teenage girls through training.
3. Providing advocacy of underage marriage within teenagers.
4. Providing advocacy to get righteousness of issues caused by natural resources exploitation,through obligation development to nurture and take care of the environment.
5. Promoting female figures to become social actor that are capable of fulfilling advocacy for women's basic need by fighting for women's rights in terms of health, food, energy and space for open participation.
6. Improving education and developing women awareness to a policy drafting and development of women's norms base on religion.

Yayasan Hijau GPL

Established in 1999

Address: Jalan Amri Yahya No. 1, Gampingan (Jogya National Museum Area),
Wirobrajan, Jogjakarta 55253, DIY.

Vision and Mission:

Having an environmental friendly people structure which is in line to local cultural wisdom.

Activity Descriptions:

Develop activities through art and culture to gain environmental awareness and knwoledge by spreading seeds of love to the environment to the schoolage children, teacher and family.

Kehati Foundation

Established in 1994

Address: Jl. Bangka VIII No. 3B, Pela Mampang, Jakarta
Selatan 12720

Vision :

Being a reliable and influential reformation agent in supporting the conservation and a fair yet sustainable use of biodiversity and environment.

Mission :

- · Improve awareness and understanding to promote the behavioural transformation of people.
- · Collection, management and distribution of resources.
- · Community organization empowerment.
- · Supporting the growth of economy with are based on renewable natural resources.
- · Promoting the creation of local and national public policies to preserve the Indonesian biodiversity

BioCommunica foundation

For Life and a Sustainable Future

Puri Cipageran Indah II C5-1
Bandung Barat 40552
Phone : +62 22 86600544
Mobile : +62 85794111963
Email: salehmochamad@gmail.com

Activities :

Training, Facilitation and Assistance Education for Sustainable Development activities.

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Towards The Ending of The Decade of ESD (2005 - 2014)

NGOs Working Group on Education for Sustainable Development in Indonesia
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