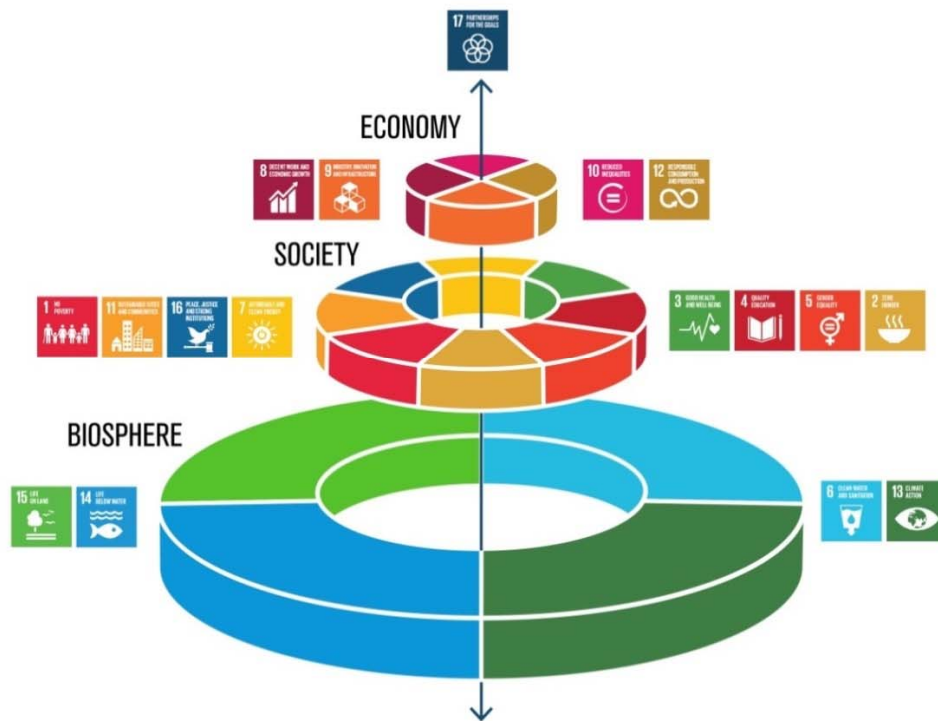




Recommendations of the Finding Pathways to Achieve the Sustainable Development Goals Conference

Institute of Diplomatic Studies,
Dili – Timor-Leste

4 - 5 July 2017



INTRODUCTION TO THE UNTL-VU JOINT CONFERENCE

Victoria University and *Universidade Nacional Timor Loro Sa'e* (UNTL, National University of Timor-Leste) have cultivated a meaningful partnership through a shared commitment to educational opportunities for Timorese people. The links between the two universities have grown over the years to include:

- Study Visits by academics from UNTL to VU under the Australian Leadership Awards
- Regular study tours of Timor-Leste by VU students and staff from several Colleges.
- Collaboration with the Department of Community Development at UNTL including curriculum development and an exchange program funded by the VU Foundation.
- More than 100 East Timorese VU alumni have returned to play significant roles in government and other organisations
- Conferences and seminars, including five biennial joint conferences between UNTL and VU.

The five biennial conferences to date have sought to create a space to debate and discuss issues of development in Timor-Leste between the Timorese government, academic and NGO communities. This year, the topic **Finding Pathways to Achieve the Sustainable Development Goals (SDGs)** was chosen. This conference complements the important work of government in integrating the SDGs into its planning mechanism, drawing on the expertise and experience of a wide range of academic and civil society participants.

The Objectives that were defined for the Finding Pathways to Achieve the Sustainable Development Goals (SDGs) Conference are:

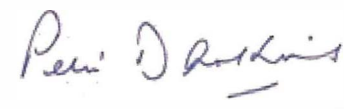
1. To get participants at the conference to know what they can do to address SDGs through their daily life, their teaching, their study and advocacy.
2. To enable academics and teachers to contribute their skills and expertise use the framework of SDGs to illuminate how development takes place.
3. To generate educational resources as a reference for ongoing learning and action on SDGs.
4. To engage students and youth in making practical changes in their lives in line with the SDGs.

The Dili based conference attracted some 200 conference participants included lecturers, students, civil society members and Timorese government members, about 80% of whom were Timorese nationals. All 17 SDGs were considered in separate facilitated workshops which promoted diverse ideas and deliberations by the range of participants. In line with the theme of the conference, the food provided was sourced from caterers using fresh local products and no plastic drink bottles or cups were used.

This document is the record of the recommendations which arose from the **Finding Pathways to Achieve the Sustainable Development Goals Conference**. UNTL and VU believe that sharing these recommendations is a first step towards further consideration and action and contribute to Timor-Leste's efforts to achieve the SDGs. We hope they will serve to further inform policy and action by government, academic/educational professionals as well as students, youth and civil society in general.



Professor Dr. Francisco Miguel Martins
Rector - UNTL



Professor Peter Dawkins AO
Vice Chancellor - VU

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Finding Pathways to achieve the SDGs - Conference Recommendations

SDG 1 - No Poverty

Facilitator Apolinario Magno, Rapporteur Matias Boavida

Recommendations

- Recognize that family farming is the most productive form of agriculture and give it more support
- Invest in the rural areas including programs for soil regeneration, education of farmers and helping them build marketing co-operatives.
- Improve quality of service in the ministries in rural areas and promote more communication and co-operation among them to remove rivalry and duplication.
- Civic education to include organizational development, financial literacy, and implementation of gender equality policies to reduce patriarchal obstacles
- Encourage greater Cooperation between ministries at all levels, including collaborative research with UNTL on issues holding back the eradication of poverty.
- Integrate a health plan for families which ensures access to health services for the poorest
- Recognise that land is a great asset for the family agriculture sector and facilitate family farmers getting access to good land and improving it.
- Follow good practices from other developing countries

SDG 2 – Zero Hunger

Facilitator Eugenio Lemos; Rapporteur: Maria (Beti) Goreti

Recommendations

- Farmers need to adopt intensification of agriculture by maximizing effective the use of land for agriculture production and fishery. Needs to look after the environment and use appropriate system to collect rain water and protect spring water in the territory of Timor-Leste.
- Government needs to allocate sufficient funds from the National Budget for improvements in the agricultural, small animal and fisheries sectors, in particular for food production.
- Government and civil society group needs to train community members to understand how to utilise natural resource with efficiency and care.
- Academics, especially UNTL and VU need to do research to identify local varieties and species of seeds and establish seed banks for genetic resources and seed saving programs in every community based on their local seeds calendar.
- Revitalise Timorese traditional cuisine base on harvesting seasonal food crops and make them part of the diet again.
- Implement school garden programs across schools in Timor-Leste and include in the curriculum skills in cuisine and nutrition.
- Government needs to implement sustainable agriculture and revitalise local knowledge to increase agricultural production and fisheries with low input without harming the environment.
- Need to map local food production based on seasonal harvesting and different microclimates.
- Need to establish laboratory to test and analyse nutrition value of local food production in Timor-Leste.

SDG 3 – Good Health and Wellbeing

Facilitator Dr Lidia Gomes, Rapporteur Francisco Neto

Recommendations

- The government needs to allocate more funds from the OGE (State Budget) to the health sector and the Ministry of Health needs to be more pro-active in planning for that investment, in infrastructure, personnel and health promotion. Establish a health strategic plan which includes more funds for facilities such as laboratories, research and other health related activities.
- Increase capacity of health professionals through refresher courses including in IT skills and communications skills.
- Create a digital database of health records of local population to help with family health history and future diagnosis and reduce delays for patients at clinics. Train staff needed to implement e-health.
- Take more initiatives to prevent HIV AIDS, Malaria, Dengue, TB, Hepatitis and other transmissible diseases through education, prompt treatment and, where possible, vaccination such as for Hepatitis A and B.
- Ensure that adequate equipment, supplies of drugs etc. is available at health posts in the rural areas. Train more pharmacists and pharmacy assistants. Reform drug procurement processes to avoid corruption.
- Promote awareness of reproductive health through the education system (formal and non-formal) for both boys and girls to lower the incidence of unplanned pregnancies.
- Promote the principles of ‘Safe Motherhood’ which recognizes that the safest years for giving birth are between the ages of 20 and 35, and encourage women to limit their childbearing to this age group. Further policies are needed to discourage early marriage and early pregnancy. Target 3.7 is relevant here:- ‘By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programs.’
- Encourage women who are pregnant to make decisions for themselves during their pregnancy such as to go for check-ups and deciding to see health professionals.
- Place more midwives in rural areas. Ex: one village, one midwife and one Nurse in each Suco in rural areas.
- Identify and control transmissible disease amongst prostitutes
- Establish more health centers in rural areas and/or close to where rural populations live. Encourage health professionals graduating from UNTL to work in rural areas by offering the one or two year internships in rural areas with access to good supervision and professional development.
- Invest in multi-disciplinary health research aimed at better policy-making and implementation in the Timorese context. UNTL could play a major role in this.
- Value traditional methods and carry out research on traditional medicines to determine their efficacy.
- Introduce basic health to children in the school curriculum including prevention of mosquito-borne diseases and recognition of other diseases such as chicken pox, hepatitis, to help with the prevention efforts. The curriculum should also include topics such as sanitation and the need for hand-washing, nutrition and the value of breast-feeding babies.

- Use media to promote the prevention of non-communicable diseases such as diabetes, cancer, heart-diseases, the dangers of smoking and the benefits of breastfeeding and to facilitate recognition by the public of all types of diseases.
- Improve the quality of the Health Science Faculty in UNTL as well as other universities by ensuring a more careful selection of students, better library and IT facilities and sufficient practical experience during the course to make all graduates motivated and ready for work in the health system. Regularly update academics on the latest in teaching methods including materials available on-line when UNTL gains such facilities.
- Create a National Agency for Drugs and Food Control to test food coming into the country and to ensure that drugs are needed and safe.

SDG 4 – Quality Education

SDG 4a – Facilitator Fernandes Brites da Cruz; Rapporteur Zulmira Pinto

Recommendations from Pre-school & Basic Education

- Government should increase investment in pre-school and basic education.
- Recruit teachers who are motivated to continue teaching.
- It is important to include traditional culture in preschool learning, for example inviting grandparents to come to preschool and tell traditional stories and involve grandparents or mothers to show how to make traditional materials.
- Schools should have adequate kitchens for the school feeding program.
- Culture and tradition of TL must be well studied before integrating to everyday learning to avoid conflict.
- Policy makers must understand which local culture can be integrated into children’s learning as well as what values and languages.
- Develop professional skill on how to integrate local culture in preschool and school
- Create space for parents in every preschool and school, and promote collaboration between preschool and parents.
- Parents, especially mothers, who wait for their children more than 2 hours without doing any activity, should be involved in activities, for example providing educational program that allow them to develop their ability and understanding to assist their children’s learning.
- Ensure economically disadvantaged students and also students with disabilities can all access to quality education (enhance inclusive education)
- Enhance the quality of data collection, monitoring and evaluation systems in schools and define who can do monitoring and evaluation.
- Develop a strong policy for parents’ involvement
- School should have Computer laboratory
- Integration of a Community Learning Centre and computer centre (Example Gariuai Centre)
- Develop a system that can support children who are past school age to access to quality education, especially in rural areas, such as through the Community Learning Centres.
- Overall, TL needs a stronger policy for education for the education system to be adequate

Elvis Brites da Cruz – Quality Education at Pre-school and Basic Education

<https://www.scribd.com/document/353090526/2017-Elvis-Brites-da-Cruz-on-Quality-Education-at-pre-school-and-Basic-education-level>

SDG4b Facilitator Marcos Amaral; Rapporteur Teresina Araujo**Recommendations for Secondary Schools**

- Enhance four aspects: government budget, policy for teacher competence, curriculum and facilities
- Improve school infrastructure
- Organise transport for students who live far away
- Increase salaries for the teachers
- Increase extra-curricular activities in the afternoons
- All students should be taught science in secondary schools
- Reduce the size of the classes
- Change the method of teaching
- Critical thinking should be a core unit or subject
- Create competencies for the schools
- Create project based learning integrating theory and practice
- High school students should be able to choose subjects in the vocational general curriculum.
- Create data base to know the available human resources (graduates)
- Give training in leadership to prepare children for the future
- Establish policy for students with 'early pregnancy' to return to school.
- Sexual education should be delivered to girls and boys in separate rooms
- Establish an appropriate course for teachers for teaching reproductive health

SDG4c Facilitator Armindo Maia; Rapporteur Alex Gusmao**Recommendations from Post-secondary and lifelong learning****Higher Education**

- It is recommended that the government increase financial resources to support tertiary education, both public and private, and invest in appropriate infrastructure i.e. libraries and IT infrastructure for higher education (National Research and Education Network) to improve quality and increase numbers of graduates and timely graduations.
- The government should increase financial resources to support UNTL to employ more teaching staff to ensure the quality of teaching in the light of the significant increase in student numbers made as a political decision in 2017. Universities should recruit teachers on the basis of merit and advertise teaching positions and selection criteria widely to ensure a good field of candidates.
- Appointed university teachers should be required to undertake a Certificate in Teaching and Learning in Higher Education (which could be accredited by INDMO), and all teachers given time to complete this qualification concurrently with a reduced level of teaching, in order to improve the quality of teaching at UNTL and other universities.
- It is recommended to the Ministry of Education (M.Ed) to reverse the current policy of selection for new students at UNTL, such that UNTL takes responsibility for selection of its students based on appropriate selection criteria by each Faculty, to include aptitude testing, language and communications skills testing and an interview. Prior counselling in high schools or Community Learning Centres should advise what courses are available and their pre-requisites.

- There needs to be a mechanism for student selection to UNTL to be agreed by both M.Ed and each Faculty at UNTL as to selection criteria, pre-requisites (e.g. levels of languages or mathematics that must be achieved for entry into certain courses), and who is eligible to apply for selection.
- Language of instruction: it is recommend to M.Ed to implement the official language policy (Tetun and Portuguese) in universities following the recommendation of the education congress held in May 2017. Also one of the recommendations from the previous UNTL-VU Conference 'Finding Pathways in Education' was all UNTL students (in each Faculty) should have the option of six levels of Portuguese and English, not just two as a present and that these language studies should be linked with the other subjects of their course.
- Preparatory courses should be available for enrolment by students who need it, before they enter a Faculty to ensure students are adequately prepared for university-level study. It could include languages and communications (writing and public speaking) and study skills such as use of libraries, searching data bases, research and writing essays, mathematics for those needing it, and a general subject including Timorese History, Sociology, Politics and Economics.
- To improve quality teaching, it is recommended that curriculum content continuously be upgraded in line with the recommendations made by UNESCO that knowledge and skills to implement the Sustainable Development Goals be included in all courses at university (and at high school) thus ensuring that graduates can respond to the necessities of Timor-Leste's development.
- 'Institutional partnerships' are recommended to the universities with institutions in other countries, to facilitate access to resources such that every university has a library, shares research experience etc. In particular, it is recommended that M.Ed and UNTL establish an Institutional Partnership with AARNET, the Australian Academic and Research Network, which is prepared to assist Timor-Leste to establish its own National Research and Educational Network (NREN).
- Higher Education institutions should also be involved in 'Collaborative Research Projects' funded by the government in ways which are cross-disciplinary, cross institutional and address issues needed by the country, such as Housing, Family Farming, Public transport, waste disposal, or the Social and Solidarity Economy. Collaborative Research projects could also emerge out of recommendations for achieving Sustainable Development Goals.

Community Learning Centres

- The Conference urges the introduction of Community Learning Centres to all municipalities and other major centres of population to teach their basic courses of adult literacy, primary school equivalency and high school equivalency.
- Autonomously run Community Learning Centres should also provide short courses such as animal and crop production, soil science, agro-ecological farm management, languages, organizational and administrative skills, financial management, IT and other communications skills, home industry skills such as cuisine and dressmaking, carpentry, solar energy etc. as required in each community, to inculcate the habit of 'lifelong learning'.
- Municipal authorities need to support public libraries, with open access computer centres, and give opportunities to access books and on-line reading materials to all people above 15 years who have not continued with formal education.

- Strengthen teacher training –the ministry of education must improve teacher training in each discipline including teaching methods, research capacity, and other aspects to ensure that theories taught are illustrated in practice, thus improving the quality of education
- Establish a Training Centre in each Municipality to train farmers, such as at CNFPE at Tibar is doing for local people, associated with a Community College or Community Learning Centre to provide other skills to farmers, e.g. using technology.
- It is recommended to the M.Ed, INDMO and SEPFOPE to create a ‘Lifelong Learning policy’ using mechanisms such as ‘Recognition of Prior Learning’ and ‘pathways’. This will enable students who have dropped out to return to training at their current level and enable graduates from either formal or non-formal training centres to achieve their education and workplace goals without discrimination due to their different pathways.

Helen Hill - Skills for All as Timor-Leste’s initial response to SDG 4

<https://www.scribd.com/document/353163209/Skills-for-all-as-Timor-Leste-s-initial-response-to-SDGs-4>

Teresinha Araújo Gusmão - Secondary Education in Timor-Leste

<https://www.scribd.com/document/352945572/Contribution-by-Teresina-Araujo-to-the-workshop-on-Secondary-Education>

Marcos Amaral – Quality language teaching in Secondary School

<https://www.scribd.com/presentation/353090288/Marcos-Amaral-on-Quality-Language-Teaching-in-Secondary-School>

Remegio Alquitran – Community Learning Centres – Quality Education for Post-Secondary and Lifelong Learning <https://www.scribd.com/document/352947405/Remegio-Alquitran-UNESCO-Presentation-on-the-Community-Learning-Centres-Tetum>

SDG 5 – Gender Equality

Facilitator: Teresa Tam, Rapporteur Gizela de Carvalho

Gender Ambassadors attended different SDG workshop sessions and reported on recommendations to promote gender equality in the SDG5 workshop.

SDG	Input by Gender Ambassador
SDG 1 No Poverty	<ul style="list-style-type: none"> - Increase incomes through agriculture and formal employment for both men and women. - The patriarchal system most affects women with minimum education. This makes women vulnerable to abandonment
SDG 2 Zero Hunger	<ul style="list-style-type: none"> - Raise awareness on how to have good nutritious food - Malnutrition high for pregnant women and children <5 years. Create pathways for pregnant and lactating mothers based on local food products - Need to analyse well when Timor does not have food: quantitative (not enough to eat) or qualitative hunger (diet has low nutritional value). - Girls don’t go to school in the hungry season to save money to buy food. - El Nino research shows more women die in the hungry season (Plan TL)
SDG 3	<ul style="list-style-type: none"> - Increase women’s knowledge about women’s reproductive and maternal health. - Need more midwives in rural areas

Good health & wellbeing	<ul style="list-style-type: none"> - Women should make their own decision about family size and their health care - Pregnant women need to take regular health checks - Need to facilitate communication between pregnant women and health post/ centre, e.g. mobile phones when needed. - Government should recognize the value of traditional medicine - Need research in traditional medicines curative properties, e.g. Moringa. - Reduce high maternal mortality - Mothers need more training in health. E.g.: mothers support groups using the nutrition pyramid (Alola). - Need Sisca program to support women and child health each month - Need better attitude of health care staff so women feel more comfortable - Create a safe (private) space for women for their health consultation - Need prevention of sexual abuse through education in the family, community, workplace and public. - The culture makes consultation about our reproductive organs taboo, so sometimes women do not go to hospital when they are sick.
SDG 4a Quality education -Pre-school & basic	<ul style="list-style-type: none"> - Mothers bring children to school and wait at the school for two hours. How can the schools engage with the mothers to support their own education so they do not waste time?
SDG 4 b Secondary Education	<ul style="list-style-type: none"> - Schools should provide sexual education to students, and should divide girls and boys in separate rooms. - Policy change is needed to allow young mothers from teenage pregnancy back to school - Establish an appropriate course for teachers for teaching reproductive health.
SDG 6 Clean Water & Sanitation	<p>n/a</p>
SDG 7 Affordable and clean energy	<ul style="list-style-type: none"> - Solar panels can assist women to provide clean light for cooking at night, and allow them to observe the children while they work. - If there is solar panel or natural gas they do not waste their time, and give more time for their businesses (i.e. prepare vegetables to sell). - Use of firewood or kerosene makes smoke, bad for women's health - Improved cook stoves can reduce use of firewood and reduce smoke in the house.
SDG 8: Decent work and economic growth:	<ul style="list-style-type: none"> - Domestic workers are not regulated to secure their rights. - In society domestic work is seen as women's work but there must be shared responsibility at home - In the free market the lack of price control negatively affects household budget. - Women's income is reduced because people buy foreign imports. - For economic sustainability the role of women in sustainable economic growth must be considered. - How to link women to the market when their income each month may be only \$20 from their small business
SDG 9: Industry, innovation and infrastructure	
SDG 10 Reduce Inequalities	<ul style="list-style-type: none"> - Role of tax system should consider poor people, single mother, vulnerable groups - National state budget should invest more on health, agriculture and education
SDG 11: Sustainable cities & communities	<ul style="list-style-type: none"> - The issue of gender should appear in the competency attribution in government policy for sustainable health. - Women have 6-7 kids because <i>barlake</i> exchange creates expectations that she will provide many kids for her husband's family. Also the Catholic Church also prohibits family planning. This creates burden on the economic wellbeing of the family

SDG 12 Responsible Consumption & Production	<ul style="list-style-type: none"> - Women and men should share the work of washing - Redesign the washing place near the eating table so that everybody can wash their dishes after eating. - Promote local food that does not produce rubbish - Men and woman have the same responsibility for cleaning up or preventing rubbish being thrown around. - Women menstrual pad and baby diapers are thrown everywhere causing health problems. Encourage girls use menstruation washable napkins but need to use high quality product to make it, - Promoting Menstrual Hygiene Management education to women and girls in Timor-Leste - Promote the re-use principle - reduce use of plastic bags - Parents need to remind their children to not littered their environment and to put rubbish in the bin - Older women have good practices in protecting environment. Need to share knowledge of making woven bags using traditional and organic materials - need community classes for older women to share their weaving skills and knowledge to the young generation
SDG 13 Climate Action	<ul style="list-style-type: none"> - Create a national movement on Climate Action, and raise awareness about gender effects of climate change - Need cooperation between the Ministry of Environment and other ministries. - Different effects of climate change on women and men of unseasonal dry season, food shortages, and women's role caring for children. - Women are victim of flooding because physically they are less strong and cannot swim. - Cultivating food, women have much work, double work burden (agriculture and domestic work) - Working Women's Centre advocates for women who have double burden of work – unpaid house work - More women die in the hungry season than men because they prioritize food for their husband and children. - We need data about hunger of women and men. - Women's political participation increased with new Suco law. According to February research by Alola, it gives more women opportunity to lead in their suco.
SDG 14 Life below water	n/a
SDG 15 Life on Land	n/a
SDG 16 Peace, justice and strong Institutions	<ul style="list-style-type: none"> - Public spaces must be made safe for women and reduce graffiti with bad words and sexual content on walls. - Reduce incidence of abuse against women, including respond to cases of men on motorbikes being sexually abusive. - Support men's organization which have program about prevention of gender based violence, e.g. AMKV and Men with New Vision - Violence starts in the family so education of men and boys is needed to respect women - Increase Advocacy action on GBV - Increase sexual abuse prevention programs in schools - Make Counselling for women and men available - Police must quickly respond to emergency calls when women are sexually abused. - Establish Hot-Line Free Call to police to attend emergency cases; - Promote peace march for freedom from violence (women movement and youth)

SDG 6 – Clean Water and Sanitation

Facilitator Zulmira Ximenes; Rapporteur Dulce Soares

Recommendations – Water Group

1. Everyone needs to work together, better coordination (Government, academic & NGO)
2. Water and sanitation needs to be installed in all Education buildings
3. Establish a rainwater harvesting campaign
4. Need more investment in clean water and sanitation from the State Budget.
5. More efficient water use in homes and farms. Farmers need training in building dams etc.
6. Water Resource Management needs to be included in curricula of a range of courses
7. Secondary school students can experiment with Desalination, designing water filters etc. as part of science class.
8. Encourage students to involve in advocacy work with NGOs (e.g. Water Aid)
9. Campaign against use of plastic bags, use local bags from local materials
10. Need rubbish bins everywhere and management of rubbish collection (see also SDG 11).

Recommendations – Sanitation group

Universities can engage in:

- more cross disciplinary, cross institutional research why communities to not use sanitation
- raising awareness, civic education and hygiene promotion,
- field work by undergraduate students to learn the nature of the problem

Collaboration between Universities:

- Collaborative research,
- Exchange study visits to look at examples of good practice
- Share data analysis on Timorese context
- Seminars and workshops

Government

- Include sanitation in state buildings, Include sanitation in state budget
- The government should be role models – need action and implementation, monitoring and evaluation.
- Collaboration amongst government and stakeholders
- Zulmira of UNTL and Justino of Water Aid offered to convene a first meeting on advocacy for SDG 6 to bring together all stakeholders for further discussion.

Zulmira Ximenes – Eco-hydrology approach and implementation in Asia-Pacific.

<https://www.scribd.com/document/351386835/Zulmira-Ximenes-Ecohydrology-Approach>

SDG 7 Affordable Clean Energy

Rapporteur Victor Soares; Rapporteur Simao Barreto

Recommendations

The Government should invest in renewable energy following global developments.

Types of Renewable energy to be researched in Timor-Leste:

- Electricity from Solar or Wind
- TESLA (storage)

- Biogas (creation) or biofuels
- Firewood plantations for cooking stoves using small amounts of wood

Consumer concerns should be addressed (e.g. Fear of cooking with gas)

- Courses on safe use of gas can be taught in schools as part of the school feeding program
- Community Learning Centres could teach courses for householders
- Cuisine will be taught as part of primary school gardens program in year 4

Educational opportunities to promote understanding of and use of renewable energy:

- Module on generation solar energy using solar panels could be taught in 3rd cycle of Basic Education,
- Innovation could be done in the Secondary school system, using existing subjects from both technical vocational H.S & General H.S
- Educational competitions could be held for design work on cooking stoves, solar panel applications and wind energy generation.
- Teacher training needed.

SDG 8 Decent work and economic growth

Facilitator Ismenio Martins; Rapporteur Elsa Pinto

Recommendations

1. That national economic policies enable people to have jobs that pay enough to support themselves and their family
2. Promote policies and regulation that will benefit the people in general and support sustainable growth.
3. Promote policies that encourages entrepreneurship and job creation to keep pace with the growing labor force
4. Promote the solidarity economy and cooperatives, to reform the economy and liberate our people from poverty.
5. Entrepreneurship and financial management should be taught to all students at high school.
6. Students should be engaged in more research on real life social, political and economic issues.
7. Domestic workers should be protected by regulation to secure their rights.
8. Eradicate forced labour, slavery and human trafficking in Timor-Leste.
9. Ensure decent work for all men and women by 2030.
10. Partnerships between civil society, government, Universities and communities are crucial to create a sustainable economy.

SDG 9 Industry, innovation & infrastructure

Facilitator Victor Soares, - Rapporteur: Jose Mousaco

Recommendations

- Need much more training on a variety of information technologies at all levels of education
- Collaboration and integrated planning for innovation between- sector/partners
- Develop both physical and non-physical infrastructure including knowledge infrastructure e.g. libraries, IT Networks (fibre optic cable), postal service, etc.

- Timor-Leste should implement the recommendations of the World Summit on the Information Economy 2014 and fight against digital exclusion.
- UNTL should work with PNDS on lobbying government to incorporate the SDG's into PNDS
- UNTL needs more design courses including an Architecture and Town Planning course
- UNTL research needed including improved facilities for scientific research and IT services
- Share resources, including intellectual resources, to build better more sustainable infrastructure
- Sustainable development should respect the environment. Promote small scale decentralized energy generation infrastructure that does not impact on the environment
- Recognise the balance between survival & environmental impact,
- Promote international investment, to introduce capital, new technology, new methods
- Capacity building for local people and invest in local natural resources to create decent work
- PNDS projects should be provided with quality control from TL government

NATIONAL PROGRAM FOR VILLAGE DEVELOPMENT (PNDS) building village Infrastructure priorities

<https://www.scribd.com/document/353168838/2017-Presentation-by-PNDS-National-Program-for-Village-Development-in-English-in-the-workshop-on-SDG-9>

SDG 10 Reduced Inequalities

Facilitator Januario Correia, Rapporteur Francisco de Deus Soares

Recommendations:

- VAT should not be introduced at this time as it wouldn't significantly increase revenue until there is a higher level of local production. The poorest would be disadvantaged the most.
- Current loopholes should be closed for revenue collection to increase the funds available to the government
- *Pension Vitalise*, the lifetime pension for ex-office holders and MPs, should become a contributory pension
- Veterans Pension should be means tested
- Bolsa de Mae (Mother's Purse) is the most successful pension at addressing inequality.

Jo Monteiro – The role of the Tax system in helping to reduce inequalities

<https://www.scribd.com/document/362011038/Jo-Monteiro-Using-the-Taxation-System-to-Reduce-Inequalities>

SDG 11 - Sustainable Cities and Communities

Facilitator Valentin Ximenes, Rapporteur - Apolinário Guterres

Recommendations

- (1) Strengthen the economic base of cities and communities by assisting with the creation of markets for agricultural products and other outputs.
- (2) Register Public Transport and bring it into the formal sector of the economy
- (3) Proper recycling of rubbish to be encouraged, including turning organic waste into fertilizer.
- (4) Strengthen formal and non-formal education at the level of communities to teach skills needed by those communities and to avoid too many of the educated people leaving the community.
- (5) Promote traditional architecture and facilitate design and building of decent housing

- (6) Introduce a Legal rights system for land to sustain human economic activity
- (7) Promote accountable governance.
- (8) Harness the social ambitions in the community to design and plan permanent structures for which municipal planning powers will be needed and municipal elections held.
- (9) Promote civic education to encourage participation of the community in city and local governance.
- (10) Policies to build homes and move communities' needs consciousness of the impact of the links in the community so it does not create violence

SDG 12 – Responsible Production and Consumption

Facilitator *Dr Therese Tam, Rapporteur Mira Fonseca*

Recommendations for government

- Promote local food that does not produce rubbish
- The issue of rubbish need to include in the school curriculum
- Need to find ways to disseminate information about laws to help community understand and obey the rules.
- Supplying and managing drinking water in schools & offices is a major consumer decision that needs to be made responsibly in a sustainable way and can save money!
- Ban the importation of plastic plates, cup, spoon and other containers.
- Put ban on take-away food in plastic containers or plastic bags
- Educate members of parliament to put water bottles in the rubbish bins, not throw bottles out from their car windows.
- Engage Youth in recycling and some will find a career in garbage management.
- Provide and support health care of the rubbish collector, provide them Personal Protection Equipment (PPE) and teach them how to use it. Give training to SAJ staff and teach them about lifting techniques.
- Establish a slogan for environment protection. For example Korean people have a unique slogan that if they throw rubbish not in the right place it is shameful for them
- Demand Heineke company includes some encouraging words about using rubbish bins on their product. E.g.: Heineken is best but will be better if you also put the can in the rubbish bin
- A company should be contracted to focus on managing rubbish and turning it into organic compost.
- Government need to impose tax on the imported goods that create rubbish, particularly the big companies, but also households.
- Government should facilitate the establishment of agreements with overseas suppliers for the purchase and recycling of empty cans and bottles. Some recycle companies in Timor have not been able to re-sell the reusable cans and bottles to overseas recycling companies due to limited and complicated shipping services, and because overseas supplier reject goods due to the low quality of cleaning resulting from lack of effective cleaning technology of the Timor-Leste recycle company. Agreements are needed with the overseas suppliers to buy and re-use the recycle cans and bottles that companies in Timor-Leste imported from them
- Rubbish bins are far from many households, and they are too small. Open bins cause respiratory problems for the people who live close to the bin
- Need a place to receive damaged computer and TV for recycling
- *Post-conference recommendation:* Follow Vanuatu's example of banning the plastic bag!

Recommendations for Universities

- Lecturers should encourage their student to do research on recycling management
- It is important to redefine 'rubbish' because rubbish means something that cannot be used again. In fact many things thrown away can be reused. Need skills and knowledge about classification of types of rubbish.
- Need comparative studies on alternatives. i.e. if the banana leaf can be used as a plate (as in India and Solomon Islands)
- Teach wholesalers and retailers how to use less packaging
- University need to held regular event on rubbish management and create a national campaign about this issue
- Introduce architecture and design subjects at university using sustainable materials and ideas
- Environmental Science and Environmental Policy Departments (or Faculties) should be established at universities.
- Environmental Science should be a major High School subject to develop skills for the implementation of the SDGs.

Recommendations for communities

- Disseminate knowledge of rubbish management in the communities.
- Men and woman should take equal responsibility for cleaning up or preventing rubbish being thrown around.
- Promote the re-use principle - reduce use of plastic bags
- Encourage community to resell cans from domestic consumption like sardine, milk and others
- Encourage shops to give incentives to the customers who brings back cans or bottle to them
- Parents need to remind their children to not litter the environment and to put rubbish in the bin
- Older women have good practices in protecting environment. Need to share knowledge of making woven bags using traditional and organic materials
- Need community classes for older women to share their weaving skills and knowledge to the young generation
- Timor-Leste needs to learn more from the people in the Pacific island countries (i.e. Solomon Island) on how to use organic materials for food and serving food.
- Women menstrual pad and baby diapers are thrown everywhere causing health problems. Encourage girls use menstruation washable napkins. Promote use of locally made quality products.
- Promoting Menstrual Hygiene Management education to women and girls in Timor-Leste
- Promote *tarabandu*

Recommendation for individuals

- Carry your own bags for shopping
- No littering
- Teaching children how to make traditional baskets etc. and not use plastic bags.
- Change the mentality to become independent person using self- sustainable materials.

SDG 13 – Climate Action

Facilitator: Franciso Neto ; Rapporteur: Maria (Beti) Goreti

Recommendations:

1. Introduce new methods in agriculture to replace the traditional method of slash and burn.
2. Promote reforestation and raise awareness on the impacts of cutting trees.
3. Create national movement on sustainable development.
4. Increase the cooperation between individuals, private sectors and the government.
5. Introduce land conservation during drought/ dry season periods by adding dried leaves to gardens to provide moisture to the land and plants.
6. Change people's mentality when using electronic or carbon emitting equipment (e.g. Close the door when the air con is turned on, etc...)
7. Raise awareness on environmental protection and conservation.
8. Use environmentally-friendly practices when conducting infrastructure projects (e.g. Do not cut trees down when installing power lines).
9. Make use of local knowledge to protect environment and people. E.g. Tara Bandu.
10. Build Environment movement – take action to protect the environment, create website, and take action together share information electronically and through websites.
11. Introduce the use of bio-briquette stove (to replace wood by using rice paddy skin, coffee skin, dried leaves, etc...)
12. Use local seeds. Don't buy from Monsanto.
13. Introduce recycling into the life of the Timorese.
14. Using shopping bags instead of getting new plastic bag each time when do shopping.
15. Social justice in addressing climate change among the poor and the rich.

SDG 14 - Life Below Water

Facilitator Mario Tilman, Rapporteur Jose Lucas da Silva

Recommendations and guidance for developing SDG14 targets and indicators:

1. Improved food security is a critical priority in Timor-Leste, urgently need to: increase sustainable fish production, access and availability; increase fish consumption particularly in children; enhance and develop gendered livelihoods; improve capacity and management; improve fisheries and aquaculture technology; and promote the economic benefits of small-scale fisheries to the national economy.
2. The current very low national budget allocation needs to be significantly increased to reflect the urgency of shoreline protection, coastal livelihood development and fisheries based food security in Timor-Leste.
3. Increasing food security, employment and livelihoods through fisheries and fish production is a critical national priority (SDG1, SDG2), and at this stage, is a far greater priority than establishing 'no-take' Marine Protected Areas (MPAs).
4. Implementing Integrated Coastal Management (ICM) and 'ridge-reef management' is a critical priority in Timor-Leste – and needs to link strongly with SDG15 (life on land), particularly programs to reduce catchment 'run-off' into the marine environment.
5. Coastal governance needs strengthening in Timor-Leste at the national level, to address lack of inter-sectoral and inter-ministerial coordination, and also enhance regulations/enforcement.
6. Community-based, 'bottom up' land-use planning approaches which have been successful in Timor-Leste (and elsewhere) need further support: including coastal vulnerability assessments, and Local

- Marine Managed Areas (LMMAs) supporting fisheries and coastal livelihood development. These approaches provide useful models to support decentralised governance in coastal communities.
7. 'Tara bandu', and co-management are critical to support effective local-scale coastal and marine resource management, and further should be formalised in current efforts towards national 'decentralisation'.
 8. Timor-Leste faces major challenges in tackling climate change in coastal areas – so relevant actions under SDG14 need to link strongly with SDG13 (climate action).
 9. There are a large number of donors, development partners (international, national, local), with many projects and activities – which are often poorly coordinated and overlapping. Improved donor coordination could be assisted by public environmental reporting, and the establishment of 'clearing houses', and data management systems (link with SDG 17).
 10. National data management systems and multiple-use spatial planning are essential for implementing multi-sectoral management and integrated coastal management (ICM).
 11. Public auditing, monitoring and regular environmental reporting – would significantly increase donor coordination as well as transparency, accountability and the assessment of aid effectiveness.
 12. With weak institutional management capacity in fisheries/aquaculture management, training and capacity-building is a high national priority (i.e. in small-scale fisheries data collection, co-management, licensing, and compliance / monitoring).
 13. With weak institutional capacity and the very high dependence on coastal resources – education and vocational training, including university level courses, in coastal-marine ecosystems, coastal planning and management, fisheries/aquaculture management, is a very high priority in Timor-Leste.
 14. While there is a need to improving local marine research capacity, it is a lower priority than vocational training. Research in the area of marine technology is not currently a high national priority.
 15. Current action on Illegal, Unregulated and Unreported (IUU) fishing by Australia, East Timor and Indonesia is being undertaken under the RPOA-IUU. Australia-Indonesia are currently cooperating on joint border surveillance and capacity-building, this cooperation needs to be extended to Timor-Leste; this should also include training and support for IUU and foreign fisheries licensing, inspections, monitoring, control and surveillance.
 16. Public and community-based education and awareness programs on ocean conservation and ocean health and management are a priority – particularly with a focus on coral reefs, reducing ocean litter (particularly plastics), reporting illegal harvesting and illegal fishing, protecting marine threatened species, and controlling marine pests/invasive species.

Mario Cabral - Integrated Coastal & Oceans Management and National Oceans Policy for Timor-Leste
<https://www.scribd.com/document/353089628/Mario-Cabral-2017-on-an-Integrated-Coastal-and-Oceans-Policy-for-Timor-Leste>

SDG 15 – Life on Land Facilitator

Facilitator Acacio Guterres – Rapporteur Maebh Cryan

Recommendations for Government

- Improve coordination between government, universities, civil society for improvement of conditions on the land.

- The government needs to have a policy for revival of the soil in most of Timor-Leste's farming areas. This should cover:
 - Fertile Soil composition and application of organic fertilizers
 - Training farmers in Water conservation.
 - Rotation system with legumes for nitrogen-fixing
 - Improving environmental education of farmers
 - Research and teaching by academics on soil improvement
- Promote Conservation Agriculture as an alternative to slash and burn agriculture, as recommended by FAO.
- Change attitudes and protect biodiversity:
 - Concentrate and promote local knowledge,
 - Utilize appropriate technology for the local context.
 - Improve the Extension Service in agriculture by recruiting only people who are expert in farming and also in community group facilitation.
- Reduce de-afforestation and ensure that wood usage for cooking is sustainable by:
 - Researching alternative cookers which use less firewood
 - Field testing them with women's groups and other users
 - Growing wood especially as fuel in an appropriate place.
- Land tenure arrangements are needed which enables young people who wish to establish a farm as a productive enterprise to get access to land in a region suitable for them.
- The Government should modify the National Strategic Development Plan to secure and integrate the SDGs.

Recommendations for UNTL

- (1) Introduce fieldwork subjects in first and second years of agricultural courses to enable students to learn from farmers about life on the land and farming issues.
- (2) Students need to learn how to access and use existing data on land and production etc. Data should be shared with all interested parties.
- (3) Recruit a group of students with land who wish to become a farmer and turn their land into a productive enterprise for a Diploma 1 in Farming to be taught partly in the classroom and partly on their own farm.

SDG 16 Peace, Justice and Strong Institutions

Facilitator Antero Benedito da Silva, Rapporteur Alex Gusmao

Recommendations on Peace

1. Develop mechanisms to end violence against children, starting with the education system teaching collaborative skills from pre-school and empathy and sympathy with others.
2. Strengthen existing mechanisms in the community that increase peaceful and inclusive social life.
3. Use local resources to promote sustainable peace within the community, such as cultural practices and laws which are positive – *Tara Bandu* and others.
4. Improve the economic life of the people and invest in community education to raise the capacity of the people to increase inclusivity in society.
5. Valorize traditional laws that are positive to promote peace.

Recommendations on Strong Institutions

1. Invest sufficient resources in institutions particularly in the justice sector to develop institutional capacity and human resources. For example, adequate translation and interpretation facilities for the courts so everyone can get access to the courts.
2. Review the system of political representation, to ensure that the national parliament reflects the reality of Timor-Leste.
3. Civil society must be strengthened so it can be a powerful advocate for communities connecting to government programs, including building NGOs that are independent, for example from national parliament or from the government.
4. Create/ establish partnership with VU and UNTL to build a Research Centre in the area of Peace, justice and good government.

Recommendations on Gender Justice

1. Make secure environment for girls every hour of the day
2. Stop Sexual Abuse
3. Provide Martial Arts Training for Girls

SDG 17 - Partnerships for the Goals

Facilitator - Dr Eduardo Serrao, Rapporteur Cristina Freitas

Challenges to be addressed

- (1) Sometimes a development partner or private sector has different interest than the Timorese they hope to partner with e.g. private sector or investor always aim for profit.
- (2) Timor has a Lack of human resources of people who really understand these types of partnership.
- (3) Partnership and coordination tend to only happen in the upper level of the government, with little or no coordination between upper and down level.
- (4) There is lack of cooperation between one institution and others within the Timorese government
- (5) There is strong political intervention especially in justice sector.
- (6) Lack of networking to work together (between local and international, civil society etc.) to find the sustainable solution.
- (7) Too many partnerships lead to lack of initiative and create dependency on donors.
- (8) Difficult to find a proper academic role to play in term of evidence based policymaking
- (9) Third quarter of civil society funding in Prime Minister goes to churches. Only NGO forum benefit from this funding about 70% and they stop talking about politics.

Recommendations

- (1) To make the SDGs successful all advocates (civil society, university, etc.) need to work together.
- (2) Development partners need to follow government policy
- (3) We have to define Partnership in the Timor context
- (4) Singapore model of engaging young graduates to work with the government body could improve the human resources capacity
- (5) Stakeholder need to prepare their staff to work together
- (6) To maximize a partnership we must prepare humans resources to coordinate internally
- (7) Successful partnerships depend on the capacity of each leader or Minister who leads the institution
- (8) It is important to have good coordination between local and international people

- (9) TL needs to have strong Independent institutions
- (10) Higher education in Melbourne and Timor-Leste could work together to conduct credible and quality research which could influence policy makers in this country
- (11) Partnership is not necessary initially between organizations /institutions but can start between individuals (start from grassroots level)
- (12) Recommend students from different universities work together to engage in plastic free environment (rivers, beaches etc.)
- (13) All stakeholders should to work under one body /umbrella
- (14) When entering a partnership we need to think about what the other partner wants to get out or benefit from the partnership and how to develop an information-sharing platform between the partners
- (15) Need to inform SDG focal points in the Prime Minister's office of external Partnerships.
- (16) Involve the churches as partners where appropriate.

Student Workshop and Youth Action Plan

The Student Ambassadors, like the Gender Ambassadors, were distributed across the different SDG workshop sessions. There is no SDG specifically for youth issues, but they came together in the Student Workshop in the last session. The students were asked to consider issues important for youth in Timor-Leste today, and to develop a youth action plan.

Youth Action Plan

1. Establish a student movement which focuses on sustainable development goals. Share ideas about SDGs, and investigate issues to be well-informed before taking actions on SDGs.
2. Establish academic groups to focus on conducting research in relation to SDGs in collaboration with other universities.
3. Establish a student action group with a focus on women students' security. Conduct research on how to assure security for women students, working in cooperation between all universities.
4. Promote education for all, engage in socialising the importance of education for children and adults in marginalised communities.
5. Establish a student movement focusing on waste management. Educate the public not to throw rubbish on the ground, and raise awareness on the harmful effects of plastics on the environment. Campaign for more rubbish bins and waste management services.
6. Socialisation and raising awareness on reducing the use of plastics, and their harmful effects on the environment. Create brochures that contain all of the information in regards to harmful effects of plastic on the environment.
7. Involve all youth in 13 municipalities in taking climate actions and educate them on environmental protection. Encourage youth to grow their own food, and not eat imported packaged food.
8. Seek funding for SDGs-related activities.

Final Session: Summing up

This summing-up session was based on input from the rapporteurs who took notes from all 20 SDG workshops on 3-4 July 2017. The outcomes were summarised and presented by Assoc. Prof. Jerry Courvisanos.

Introductory Remarks

First, deep thanks to all rapporteurs who made the effort to summarise and synthesise wide ranging discussions held in workshops dedicated to one of the 17 SDGs, or in the case of education, three sub-goals. Writing all this down on large white sheets of paper which were pinned on a wall enabled conference participants to view all the workshop outcomes. The large wall sheets together with the rapporteurs input in a debriefing session after the final workshops, enabled the following notes to be generated.

These notes distil the recommendations of individual workshops such as to identify common threads of discussion across workshops. Patterns emerge across the SDG landscape. Common threads are set out to provide practical insights into steps forward to achieve the SDGs in Timor-Leste and what future sustainable development might look like.

Setting the Scene

By setting the scene, policymakers, advisors, civil society and interested laypersons will be able to appreciate what exists as basis for a successful sustainable development path. Also, limitations and what can be done to overcome obstacles can be discerned clearly.

The first context is recognition of the unique, strong and viable assets that Timor-Leste possesses as a young independent nation. Notable assets include a large vibrant youth which seeks and absorbs education; a strong women advocacy position from government, cooperatives, NGOs and the private sector; a pristine physical environment that has not been damage hard at all by pollution, pesticides, chemicals, carbon emissions, or mass tourism; population united under one flag and one historical memory. These are truly valuable assets.

Enormous obstacles and challenges have always been thrown in front of this population over centuries, but determination and resilience have ensured that these obstacles were surmounted against huge odds. The recommendations set out below are ambitious, but they create challenges no bigger than the ones successfully overcome by this small population over historical time.

The recommendations are not specific as to who undertakes the challenges to implement them. In effect, it is everyone who appreciates the need to implement each specific recommendation; and who has the strength, experience and ability to carry the task forward. In true Timorese spirit, these individuals who appreciate the need for each recommendation will form teams and groups that can provide support and strength in numbers.

The implementation of these recommendations begins by individuals operating within all levels of societal activity at the bottom of the Timor-Leste community structure such as families, households, dormitories, schools, universities, clubs and associations. For example SDGs can be actively pursued when shopping (use canvas bags not plastic bags), dining (eat locally produced food), walking (collect and bin rubbish), dancing/socialising (recycle all cans and bottles), cooking (compost food waste, use energy efficient stoves).

However, individuals cannot do it on their own, especially in a collectivist society like Timor. Implementation of the following recommendations requires collective activity in many forms: (i) set up a Sustainable Development Solutions Network (SDSN) under the auspices of the UN, (ii) as member of a community organisation put pressure on government through parliamentary members and representations to ministers, (iii) join consumer groups activists, (iv) form or participate in cooperative associations based around common work activities, (v) build understanding and awareness of sustainable development at village, *suco*, and *aldeia* levels.

Threads in the Recommendations

1. Awareness

There is a lack of awareness of the SDGs at all levels of Timorese society, including government departments and even some ministers. Stop blaming others about lack of awareness and start build awareness as individuals and within groups and networks. The SDGs need to be driven through to all communities of interest and practice in the country. You are not alone on this. Make yourself aware of existing SDGs awareness at individual and group levels, then network and build on this. There needs to be massive promotion and knowledge of the 17 SDGs at all levels of the Timorese community.

2. Education

Experience from other countries shows that SDGs awareness requires education from an early age, and reinforced continually across all education levels and structures. This education occurs at both formal and social learning modes.

For the SDGs to be understood they must be included in the formal mode, there needs to be quality upgrade in schools/universities, effective teacher training, language proficiency, critical thinking (question what the problem is) and design thinking (solve the problem using creative multi-disciplinary tools), and concentration on basic mathematics and science. Supporting these actions should be: a comprehensive national curriculum, clear objectives for the role of higher education (and monitor and certify its proper operation), and recruitment drive campaign for quality teachers and academics both inside and outside the country.

In the informal mode, social learning enables understanding through field work (internships), within the family, and in groups (e.g. youth groups) and associations (e.g. cooperatives). Promote activities for “unemployed”, “underemployed” and “drop outs” that support social and environmental wellbeing and generate income opportunities through effective resource management.

3. Regulation

In order for SDGs to be successfully implemented, there needs to be regulations established by government that set the “ground rules” for the various standards and reforms required. For example, land reform needs to be regulated to provide certainty that will encourage landholders to commit to investment and labour effort into production on the piece of land which is currently in dispute or lacks clarity of ownership. There are also standards that need to be set in areas like education and environmental impact. Such regulation will remove arbitrary actions that are endemic in the country currently, often leading to illegal behaviour and corruption. Such actions make any sustainability option unviable from a purely practical level. In the first place laws and decrees need to be passed that will establish regulatory criteria, followed by effective monitoring of these standards by independent authorities. In some cases, like environmental impacts, standards have been decreed, but the ability to

evaluate and then monitor these impacts remains limited in a country which has lacked experience or knowledge about such standards in the past.

4. Integration

The country has too much “silo mentality”. Concentration on one issue at a time/place/action seems all-pervasive. The challenge is how to cross-cut across these issues and areas, in order to reduce significantly overlaps in activities and remove individual egos that are locked into one specific action to be implemented. What is required are work teams and processes that are integrative. Integration will emerge from cross-cutting teams with different expertise and knowledge that ensure collaborative efforts (“working together”) by personnel across different government departments as well as NGOs, donors, schools, universities, companies, cooperatives and other institutions.

5. Participation

It is critical that everyone becomes involved in the SDGs. This requires everyone to become involved in at least one or a few of the 17 goals. SDGs will not succeed if left up to the government to do it all. Bottom-up is the crucial difference between the top-down UN Millennium Development Goals (MDGs) that were poorly implemented often, and the approach of the UN towards achieving the SDGs. This is evident from the UN website on SDGs and the effort there to build actions from across all levels of society, and create action networks across these levels.

In Timor-Leste, the most obvious need for participation is in governance. For a very small country, it is amazingly centralised, with virtually all decisions and implementation judgements coming from “Dili Central”, by the one government in the country. Many aspects of the SDGs can only work if political power becomes decentralised is “in the hands” of cultural institutions (like *sucos*), development structures like PNDS (National Programme for *Suco* Development), and worker groups (like cooperatives). Such bottom level institutions could have their powers strengthened to address at the source issue like “slash-and-burn” village practices; sanitary and water projects linking with local NGOs; exploitation/abuse of specific categories of workers, students or household members. Also, local government empowered at municipality and sub-municipality level to address roads, rubbish and rates. Further, participation needs to be encouraged at more interest-based levels. Local institutions can encourage *ad hoc* groups to form around clean-up beaches, curriculum enhancements in local schools, older persons weaving baskets for all to take when going shopping, recycling and reuse centres. Groups can form to lobby for change at a higher level of governance, or form production and consumption cooperatives to carry out their own economic activities without the need for the profit motive.

6. Role of Research

Research across all fields on inquiry need to be built up quickly and strongly. First there needs to be a more relevant curriculum and regulatory standard for higher education certification, with greater emphasis on training PhD graduates overseas but with commitment to return and work in the country. Second, providing these researchers with projects that require more than just data collection. Local researchers need to develop their own research projects from the ground up; seeking advice and support as the locals themselves require from international scholars. Thirdly, an equivalent to Australia’s Australian Research Council (ARC) needs to be set up by government to provide the needed research infrastructure, from Internet to test tubes. The aim would be for new ideas based around the SDGs to emerge and be tested by indigenous scholars; recognised locally with domestic applications.

Action Plan by Government on all 17 SDGs

The 2011 Strategic Development Plan (SDP) was developed prior to the world's commitment to the SDGs, and the notion of "harmonizing" the SDGs with SDP should be abandoned. The SDP was based on an old economic development model of high gas prices and expected large future gas fields in the Timor Sea, in the context of a non-resource constrained world. All these assumptions no longer apply, and thus the SDP needs to be modified or redesigned to fit into the new resource-constrained SDG-based economic model. Thus an action plan for implementing the 17 SDGs in an integrated non-linear approach needs to be set up and followed. Ecologically sensitive goals must not wait until other goals have been achieved. All goals are interrelated, and the plan should reflect this approach using complexity economics modelling with flexible instrumental planning designs. Finally, proper commitment of funds must accompany the new SDG action plan, to ensure each project is viable from the start with a strong potential for success.

Gender and Youth Issues

A gender and youth focus was established throughout the conference by Gender Ambassadors and Student Ambassadors who were allocated to attend the different SDG workshops and present their findings on gender and youth issues at this final session. These summaries are contained in the SDG workshop recommendations that follow under SDG5 for Gender Ambassadors and a Youth Action Plan by the Student Ambassadors at the end of the document.

Final Comments

The recommendations set above derive from all the SDG workshops and their work in identifying issues, including their resolution. Many recommendations are very specific to each goal (or sub-goal), and have been recorded from the individual wall sheets that were written during the workshops. The task of the summing up session was to present common threads or patterns that emerged across all workshops. Reappearing across a number of goals (or sub-goals) ensured that such recommendations apply widely across the country and thus point towards possible pathways for future sustainable development. The task for the future is to find ways for these recommendations to be embedded into the community with support from all institutions within Timor-Leste.

Associate Professor Jerry Courvisanos, Federation Business School, Federation University, Australia

See: Courvisanos, Jerry and Matias Boavida 2017, *Review of the Roadmap for sustainable development in Timor-Leste: an economic policy report*.

<https://www.laohamutuk.org/misc/TLSA2017/CourvisanosSDGRoadMapReportJul2017a.pdf>

Thanks

The organisers would like to thank the many individuals who contributed their time and commitment to making this conference a success. In particular we would like to note the contribution of Dr Eduardo Serrão, all the facilitators, rapporteurs, Gender Ambassadors and Student Ambassadors for their efforts which have enabled valuable outcomes from the conference discussion. These recommendations arising from rich collaborative discussions on the issues provide a framework such that each and every person and institution can find pathways to contribute towards sustainable development goals in Timor-Leste. We would also like to thank staff at VU and UNTL without whose support and assistance the conference would not have been possible.

Dr Ann Wigglesworth, Conference Coordinator for VU.

October 2017