

# **Multi-stakeholder Partnerships For SDGs Policy Making : Role of Academia**

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# MRC, LMC as Multi–stakeholder Partnerships and role of academia ?

1. WHOSE ASEAN ? WHOSE MEKONG? : SDGs *with* shrinking civic space !?

2. Globalization, Regional integration : imbalances, Inequality and Injustice

3. Global Agenda 2030 and SDGs as BAU or Transformation? Power and KNOWLEDGE  
IMBALANCES

4. SDGs as Transformative resources? *Expanded* Spaces for transformations

5. Engaging for Inclusive Futures : HOW

-Knowledge generation and Co-creation : evidence – based policy making

-Research, Action, Engagment

-Science-Policy Interface and *Inclusive* Policy Making

Conclusion : Localizing and *regionalizing* SDGs : Deepening and Broadening Cross-Border Learning

# Co-evolution perspective

## **MAN/Society**

Religion

Culture

Economy

Technology

## **Environment/Nature**

Soil and Land

Oceans

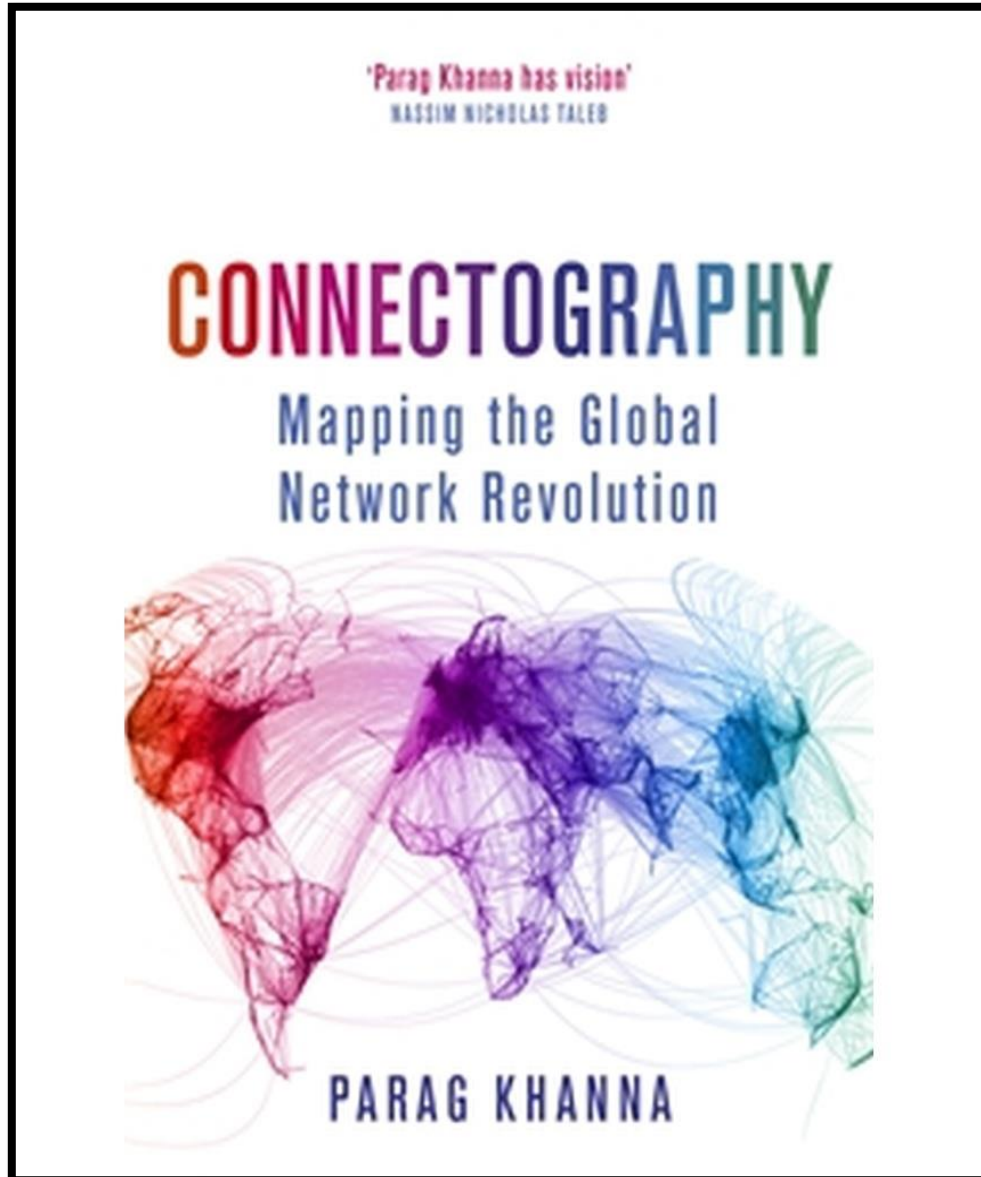
Rivers

Resources

# Who knows? Who cares? : Sense – making and meanings

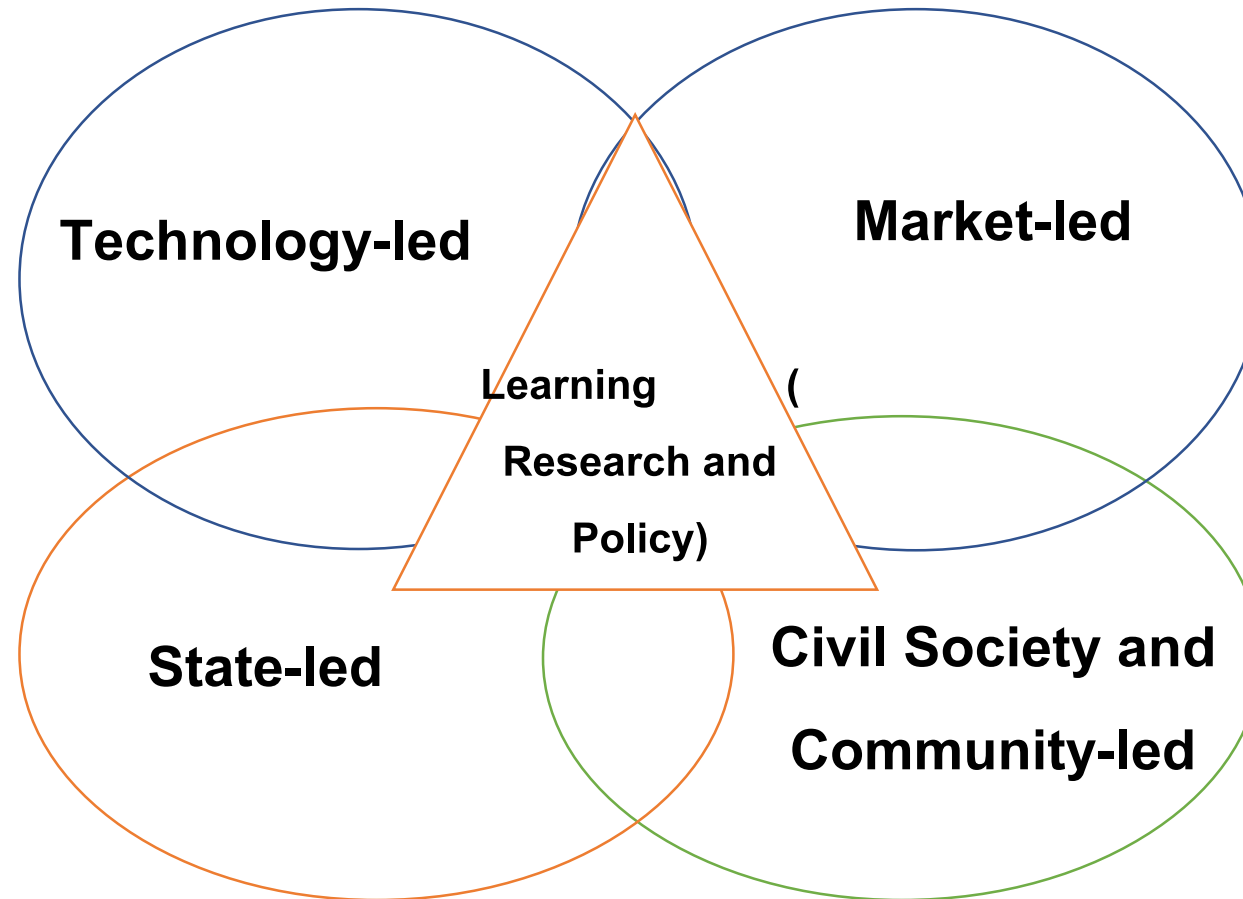
1. The *End* of Land, forest, and Oceans *as* we know them
2. Connectivity or Exploitation?
3. Who Owns the Land or the Routes?  
Who Owns the Earth?
4. Tragedy of Commons
5. Learning together : Common but Differentiated : Governance

# Connectography: Mapping the Future of Global Civilization 2016



**Or  
EXPLOITATIONS?**

# What forces for our future?



# SDGs as New Framework for decision-making

- Move beyond the simple “balance-sheet approach”.....  
to shared values, objectives and goals
- Internationally accepted norms are basis for our future
- Adopt a rights and risks approach
- Define whose rights and what risks

# SDGs and Internationally accepted norms as basis a new framework

- UN Declaration of Human Rights
- Rio Principles
- GLOBAL AGENDA 2030 (SDGs)
- UNESCO Declaration of Ethical Principles in Relation to Climate Change
- UNEP : Environmental Rights and Defenders (UNEA 2017)



# SDG Implementation Beyond Silo-ization

## Policy integration

- Need to bridge the gap between silo-based institutional sectoral and thematic structures and realities of interconnectedness between dimensions/sectors
- Need to bridge short-term demands and longterm concerns
- Horizontal, vertical and transversal linkages

# IUU and *Slavery scandals*



**Indonesia to Ask UN  
Support to Categorize  
Illegal Fishing as  
Transnational Crime**

Source: jakartaglobe



**4 Cambodians to be  
deported over illegal fishing**

Source: The Jakarta Post

# Human Trafficking and “ Modern slavery ”

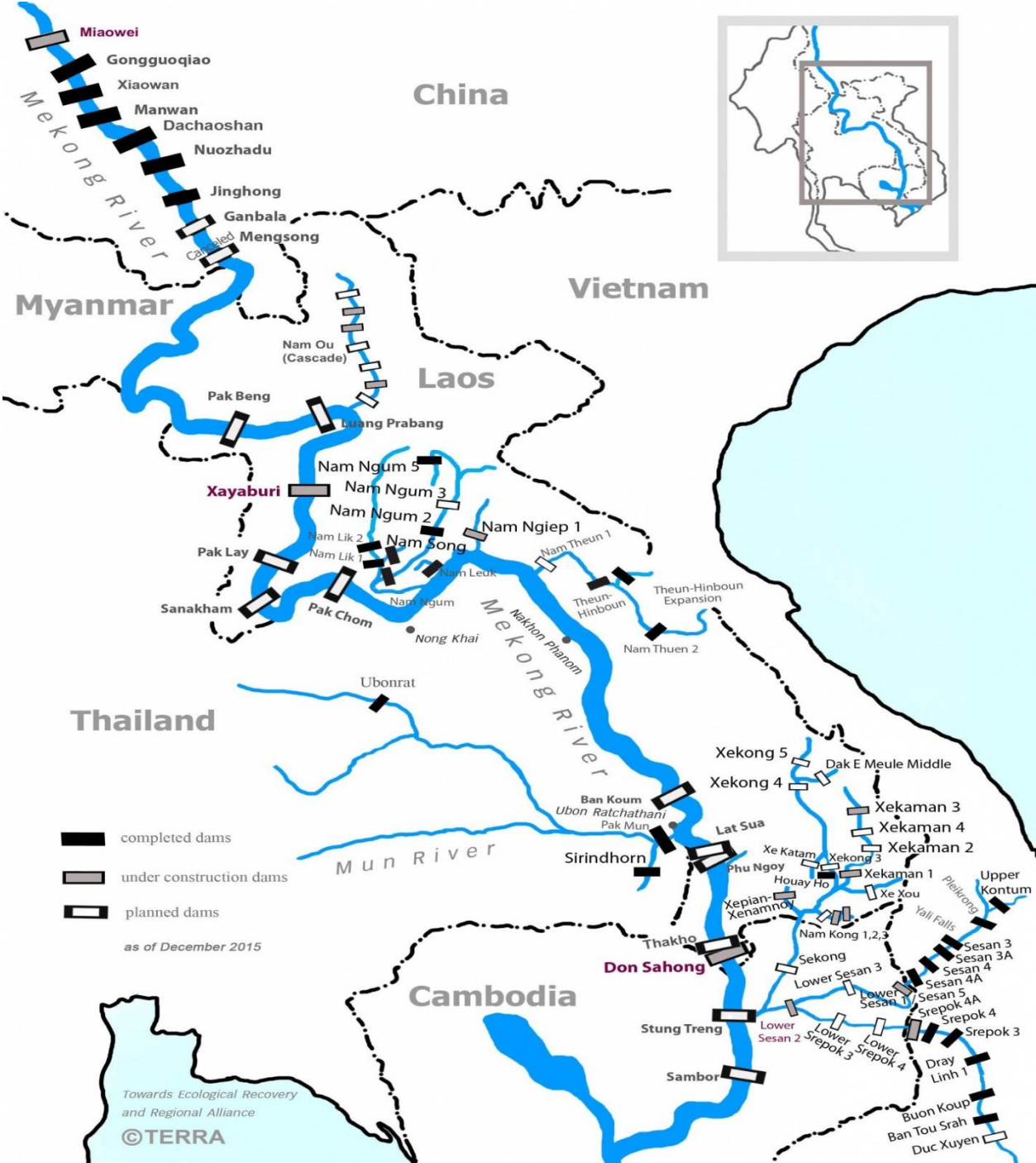


# Re – Contextualizing Human Sensibility and Knowledge- Co-Creation thru SDGs Platforms

- No Community without Human Solidarity:
  - Possibility of multiple identities and publics
  - Shared solidarity with affected people can be empowering
- Critical and Creative Engagements with historical perspective
  - Engaging with the social field
  - New Public Knowledge
- Co-production of knowledge and new policy learning
  - As a methodology
- Knowledge Brokers and Policy Dialogue promoters (within and crossborders) ?



# Case 2 : Dam Projects on the Lancang-Mekong River



# *Hug Chiengkhong Group's : Questions Put forward*

1. Fish Migration: How would hundreds of species the Mekong fish migrate through the dam. As a lawsuit regarding Xayaburi dam transboundary impacts by Thailand's Supreme Administrative Court, would Pak Beng Dam deal with these issues differently?
2. Pak Beng Dam Project's transboundary impacts on the Mekong River's ecosystems.
3. Impacts on the Mekong River's water level, on Thai-Lao border along Chiang Saen, Chiang Khong, Wieng Kaen. The area has been heavily affected by Juing Hong dam's downstream impacts for over two decades.
4. Impacts on tourists' boats between Houay Xai and relevant business during the dam construction.
5. How could transboundary impacts assessment open to all stakeholders, especially for affected communities? The issues have been in a lawsuit regarding Pak Beng Dam at Thai Administrative Court. An appeal has been submitted to Thai Supreme Administrative Court.
6. Transboundary Impacts Mitigation Plan. How could this be inclusive and transparent?

# Globalization and Regionalism in Asia: 3 Generations of learning

1. a linear progress of economic integration
2. integrates with human rights and security, and justice
3. includes dealing with consequences of regional policies, and become proactive with inter-regional arrangements
  - Culture beyond nations
  - Globalization demands Governance beyond governments

## A Polycentric World: A Sustainable Future?

- Global Imbalances : Rise of the Global South and *emancipatory* potentials?
- Regionalization of development:  
“national interests” vs. “transboundary interests”
- Stronger private economic actors & market forces  
**VS** Weaker social actors/stakeholders
- Polarizing Discourses and Deadends: Increasing distrusts and social alienation, conflicts and violence
- ASEAN, MRC, LMC for whom?



# *Learning as if the planet matters from G-speed to L-speed*

## **1. New Awareness**

- Globalization [s] and Risks and *New actors*
- Politics of Identity and its Limits ---TOWARDS INCLUSIVE FUTURES!

## **2. Transformative Potentials in the Unequal World? : SDGs and beyond**

- Economic  $\neq$  *Social integration* : Institutional lags
- *Cultures of competitiveness*
- *Hybrid Governance*

## **3. Necessity of *Partnerships and public diplomacy***

- Confidence-building and trust, role of international understanding
- Mutual Learning in Multi-stakeholder contexts

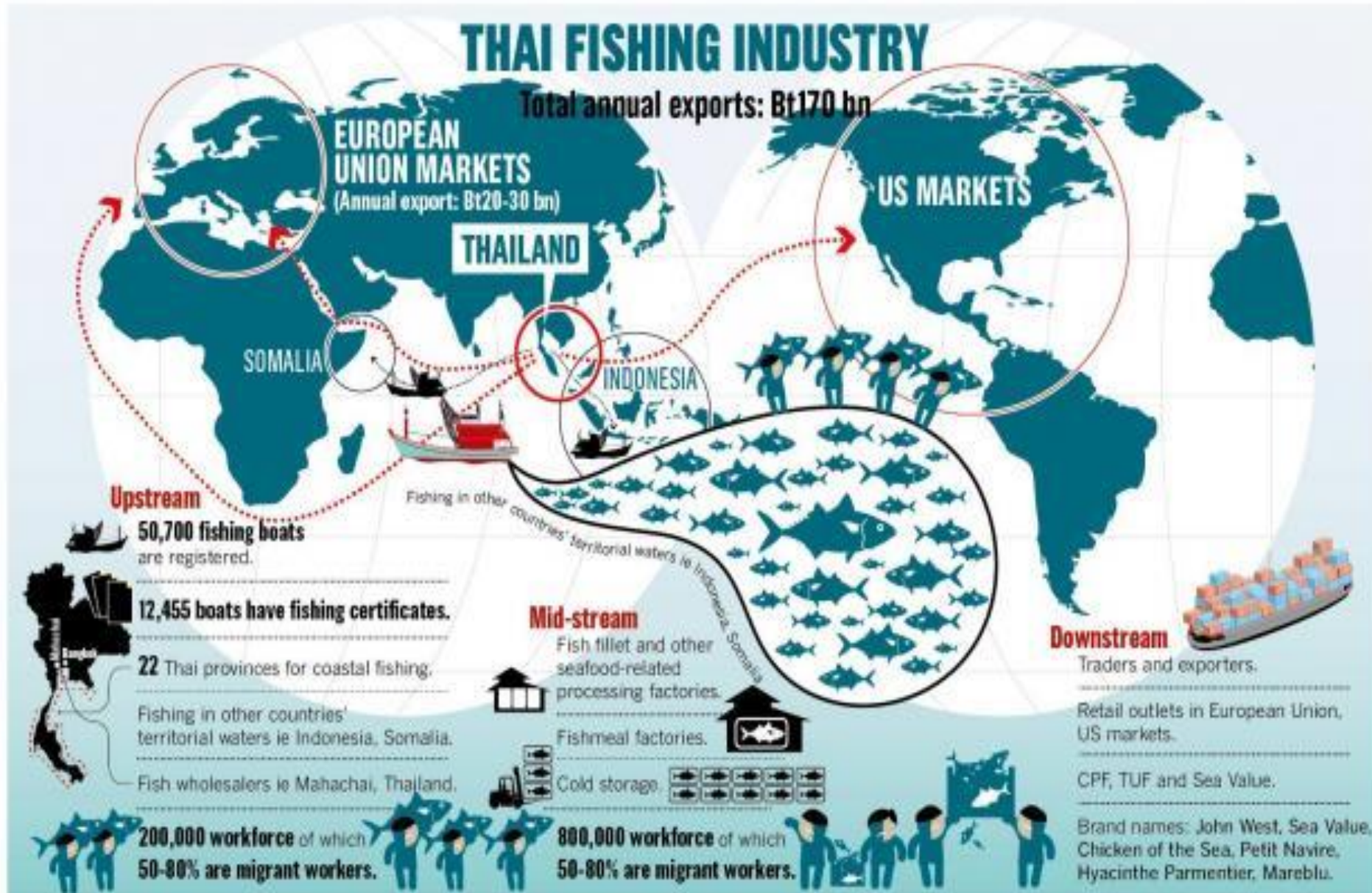
## **4. Enabling Environments : Knowledge and Policy Platforms**

- “Showcasing” or Transformative Learning?

# ASEAN Knowledge Production and SDGs Implementation : A Reality Check

- a. Too much one - sided and High Priority of **Economic**  
Integration: linear and undifferentiated
  - National, and little subnational and weak Cross - Border
- b. Formal (and bureaucratized), Elitist and Exclusive
- c. Sectorally uneven
- d. Huge gaps and lags
  - Realworld-problems vs. Researchworlds
  - S/T vs. SHS, and little interaction
  - silos vs. collaborative learning

# Case 1 : IUU fishing



# Knowledge institutions for Common Future

- “Real-world” problems of development, e.g. trade-off between resources exploitation & conservation
- Perception gaps & unfavorable climate of opinions
- Complexity of actors/stakeholders & actions
- Institutionalizing Communities, CSO and university as legitimate stakeholders
- Universities and the research networks as
  - (a) transformative learners
  - (b) knowledge intermediaries / knowledge brokers
  - (c) platform providers