



REQUEST FOR PROPOSAL (RFP)

To: All interested bidders	DATE: March 11, 2020
	REFERENCE: RFP/UNDP/DGPRU-SDG/007/2020 - Provision of SDG Academy Indonesia Curriculum and Material Development

Dear Interested Bidders,

The United Nations Development Programme (UNDP) hereby invites you to submit a Proposal to this Request for Proposal with reference **Provision of SDG Academy Indonesia Curriculum and Material Development**.

A **bidder's conference** will be held on:

Date/Time : March 18th, 2020 starting 0930 hour (GMT+7)
Place : UNDP Office, 7th Floor, Menara Thamrin Building,
Jl. M. H. Thamrin Kav. 3, Jakarta

Detailed Terms of Reference (TOR) as well as other requirements are listed in the RFP available on UNDP ATLAS e-Tendering system (<https://etendering.partneragencies.org>) **Event ID: 5574**

Your offer, comprising of a Technical and Financial Proposal, should be submitted in accordance with the RFP requirements, through the UNDP ATLAS e-Tendering system and by the deadline indicated in <https://etendering.partneragencies.org>.

NOTE! The Technical Proposal and Financial Proposal files **MUST BE COMPLETELY SEPARATE** and uploaded separately in the system and clearly named as either "TECHNICAL PROPOSAL" or "FINANCIAL PROPOSAL", as appropriate. Each document shall include the Proposer's name and address.

The file with the "FINANCIAL PROPOSAL" must be encrypted with a password so that it cannot be opened nor viewed until the Technical Proposal has been found to be pass the technical evaluation stage. Once a Technical Proposal has been found to be responsive by passing the technical evaluation stage, UNDP shall request the Proposer to submit the password to open the Financial Proposal.

The Proposer shall assume the responsibility for not encrypting the Financial Proposal. **NOTE: DO NOT ENTER BID AMOUNT IN THE SYSTEM, INSTEAD ENTER THE NUMBER 1.**

In the course of preparing and submitting your Proposal, it shall remain your responsibility to ensure that it is submitted into the system by the deadline. The system will automatically block and not accept any bid after the deadline. In case of any discrepancies, the deadline indicated in the system shall prevail.

Kindly ensure that supporting documents required are signed and stamped and in the .pdf format, and free from any virus or corrupted files and the **FINANCIAL PROPOSAL IS PASSWORD PROTECTED**.

NOTE: The file name should contain only Latin characters (No Cyrillic or other alphabets.).

You are kindly requested to indicate whether your company intends to submit a Proposal by clicking **"Accept Invitation"** but not later than **March 18th, 2020**. If this is not the case, UNDP would appreciate indicating your reason, for our records.

If you have not registered in the system before, you can register by logging in using:

Username: event.guest

Password: why2change

The step by step instructions for registration of bidders and quotation submission through the UNDP ATLAS e-Tendering system is available in the attached "Instructions Manual for the Bidders". Should you require any training on the UNDP ATLAS e-Tendering system or face any difficulties when registering your company or submitting your quotation, please send an email to feby.utari@undp.org and yusef.millah@undp.org.

Please note that ATLAS has following minimum requirements for password:

1. Minimum length of 8 characters;
2. At least one capital letter; and
3. At least one number.

New proposer registering for the first time, the system will not accept any password that does not meet the above requirement, and thus registration cannot be completed.

For existing vendor whose current password does not meet the abovementioned password requirements, the system will prompt you to change your password upon signing in. Please change your password in accordance with the abovementioned password requirements to be able to login to the system.

The user guide and video are available to you in the UNDP public website in this link: <http://www.undp.org/content/undp/en/home/operations/procurement/business/procurement:notices/resources/>. You can also access the instruction from youtube with link: <https://www.youtube.com/watch?v=Trv1FX6reu8&feature=youtu.be>.

You are advised to use Internet Explorer (Version 10 or above) to avoid any incompatibility issues with the re-tendering system.

No hard copy or email submissions will be accepted by UNDP.

UNDP looks forward to receiving your Proposal and appreciate your interest to participate in UNDP procurement opportunities.

Sincerely yours,

A handwritten signature in black ink, appearing to be 'MSK' or similar, written over a vertical line.

Martin Stephanus Kurnia
Head of Procurement Unit
3/11/2020

Annex 1
Description of Requirements

Context of the Requirement	Provision of SDG Academy Indonesia Curriculum and Material Development
Implementing Partner of UNDP	Ministry of National Development Planning / National Development Planning Agency and Tanoto Foundation
Brief Description of the Required Services ¹	The consultant firm is expected to provide curriculum and material development for SDG Academy Indonesia. Please refer to the Annex 3: Terms of Reference for detailed explanation on required services.
List and Description of Expected Outputs to be Delivered	Reports that meets the requirements of the Annex 3: Terms of Reference
Person to Supervise the Work/Performance of the Service Provider	<i>SDG Technical Advisor UNDP Indonesia / Director of SDG Academy Indonesia</i>
Frequency of Reporting	Refer to the Annex 3: Terms of Reference
Progress Reporting Requirements	Biweekly
Location of work	<input checked="" type="checkbox"/> At Contractor's Location, if required, for technical works specifically indicated in the proposal
Expected duration of work	5 months
Target start date	April 2020
Latest completion date	20 August 2020
Travels Expected	N/A
Special Security Requirements	N/A
Facilities to be Provided by UNDP (i.e., must be	N/A

¹ A detailed TOR may be attached if the information listed in this Annex is not sufficient to fully describe the nature of the work and other details of the requirements.

excluded from Price Proposal)	
Implementation Schedule indicating breakdown and timing of activities/sub-activities	<input checked="" type="checkbox"/> Required
Names and curriculum vitae of individuals who will be involved in completing the services	<input checked="" type="checkbox"/> Required
Currency of Proposal	<input checked="" type="checkbox"/> United States Dollars <input checked="" type="checkbox"/> Local Currency for Local Bidders
Value Added Tax on Price Proposal ²	<input checked="" type="checkbox"/> must be exclusive of VAT and other applicable indirect taxes
Validity Period of Proposals (Counting for the last day of submission of quotes)	<input checked="" type="checkbox"/> 90 days In exceptional circumstances, UNDP may request the Proposer to extend the validity of the Proposal beyond what has been initially indicated in this RFP. The Proposal shall then confirm the extension in writing, without any modification whatsoever on the Proposal.
Partial Quotes	<input checked="" type="checkbox"/> Not permitted
Payment Terms ³	

² VAT exemption status varies from one country to another. Pls. check whatever is applicable to the UNDP CO/BU requiring the service.

³ UNDP preference is not to pay any amount in advance upon signing of contract. If the Service Provider strictly requires payment in advance, it will be limited only up to 20% of the total price quoted. For any higher percentage, or any amount advanced exceeding \$30,000, UNDP shall require the Service Provider to submit a bank guarantee or bank cheque payable to UNDP, in the same amount as the payment advanced by UNDP to the Service Provider.

	No	Deliverables	Timelines	Payment Schedule (%)
	1	1 (one) Leadership and Management course module using blended-learning approach	May 2020	40%
	2	First 2 blended learning for SDG Leadership Certification on Poverty Reduction and Improving Education Quality.		
	3	1 (one) Capstone Project guideline using blended learning approach.		
	4	2 SDG course fully online learning for Poverty Reduction and Improving Quality Education		
	5	1 (one) Training Module that will be used to train SDG Leadership Academy course instructors.		
	6	Other 4 (four) SDG Leadership Certification modules using blended-learning approach	June 2020	30%
	7	10 (ten) SDG course modules using fully online learning approach.	Aug 2020	30%
Person(s) to review/inspect/ approve outputs/complete d services and authorize the disbursement of payment	SDG Technical Advisor UNDP Indonesia / Director of SDG Academy Indonesia			
Type of Contract to be Signed	<input checked="" type="checkbox"/> professional service contract			
Criteria for Contract Award	<input type="checkbox"/> Lowest Price Quote among technically responsive offers <input checked="" type="checkbox"/> Highest Combined Score (based on the 70% technical offer and 30% price weight distribution) <input checked="" type="checkbox"/> Full acceptance of the UNDP Contract General Terms and Conditions (GTC). This is a mandatory criterion and cannot be deleted regardless of the nature of services required. Non-acceptance of the GTC may be grounds for the rejection of the Proposal.			
	Technical Proposal (70%) <input checked="" type="checkbox"/> Expertise of the Firm 50%			

Criteria for the Assessment of Proposal	<input checked="" type="checkbox"/> Methodology, Its Appropriateness to the Condition and Timeliness of the Implementation Plan 25% <input checked="" type="checkbox"/> Management Structure and Qualification of Key Personnel 25% NOTE: only bidder(s) who received minimum of 70 points where the financial proposal will be opened Financial Proposal (30%) To be computed as a ratio of the Proposal's offer to the lowest price among the proposals received by UNDP.
UNDP will award the contract to:	<input checked="" type="checkbox"/> One and only one Service Provider <input type="checkbox"/> One or more Service Providers, depending on the following factors: <i>[Clarify fully how and why will this be achieved. Please do not choose this option without indicating the parameters for awarding to multiple Service Providers]</i>
Contract General Terms and Conditions ⁴	<input type="checkbox"/> General Terms and Conditions for contracts (goods and/or services) <input checked="" type="checkbox"/> General Terms and Conditions for de minimis contracts (services only, less than \$50,000) Applicable Terms and Conditions are available at: http://www.undp.org/content/undp/en/home/procurement/business/how-we-buy.html
Annexes to this RFP ⁵	<input checked="" type="checkbox"/> Form for Submission of Proposal (Annex 2) <input checked="" type="checkbox"/> Detailed TOR <input type="checkbox"/> Others ⁶ <i>[pls. specify]</i>
Contact Person for Inquiries (Written inquiries only) ⁷	Feby Utari / Yusef Millah feby.utari@undp.org ; yusef.millah@undp.org Procurement Unit Any delay in UNDP's response shall be not used as a reason for extending the deadline for submission, unless UNDP determines that such an extension is necessary and communicates a new deadline to the Proposers.
Other Information <i>[pls. specify]</i>	N/A

⁴ Service Providers are alerted that non-acceptance of the terms of the General Terms and Conditions (GTC) may be grounds for disqualification from this procurement process.

⁵ Where the information is available in the web, a URL for the information may simply be provided.

⁶ A more detailed Terms of Reference in addition to the contents of this RFP may be attached hereto.

⁷ This contact person and address is officially designated by UNDP. If inquiries are sent to other person/s or address/es, even if they are UNDP staff, UNDP shall have no obligation to respond nor can UNDP confirm that the query was received.

FORM FOR SUBMITTING SERVICE PROVIDER'S PROPOSAL⁸

(This Form must be submitted only using the Service Provider's Official Letterhead/Stationery⁹)

[insert: Location].

[insert: Date]

To: [insert: Name and Address of UNDP focal point]

Dear Sir/Madam:

We, the undersigned, hereby offer to render the following services to UNDP in conformity with the requirements defined in the RFP dated [specify date] , and all of its attachments, as well as the provisions of the UNDP General Contract Terms and Conditions :

A. Qualifications of the Service Provider

The Service Provider must describe and explain how and why they are the best entity that can deliver the requirements of UNDP by indicating the following:

- a) Profile – describing the nature of business, field of expertise, licenses, certifications, accreditations;
- b) Business Licenses – Registration Papers, Tax Payment Certification, etc.
- c) Latest Audited Financial Statement – income statement and balance sheet to indicate its financial stability, liquidity, credit standing, and market reputation, etc.;
- d) Track Record – list of clients for similar services as those required by UNDP, indicating description of contract scope, contract duration, contract value, contact references;
- e) Written Self-Declaration that the company is not in the UN Security Council 1267/1989 List, UN Procurement Division List or Other UN Ineligibility List.

B. Proposed Methodology for the Completion of Services

The Service Provider must describe how it will address/deliver the demands of the RFP; providing a detailed description of the essential performance characteristics, reporting conditions and quality assurance mechanisms that will be put in place, while demonstrating that the proposed methodology will be appropriate to the local conditions and context of the work.

⁸ This serves as a guide to the Service Provider in preparing the Proposal.

⁹ Official Letterhead/Stationery must indicate contact details – addresses, email, phone and fax numbers – for verification purposes

C. **Qualifications of Key Personnel**

If required by the RFP, the Service Provider must provide :

- a) *Names and qualifications of the key personnel that will perform the services indicating who is Team Leader, who are supporting, etc.;*
- b) *CVs demonstrating qualifications must be submitted if required by the RFP; and*
- c) *Written confirmation from each personnel that they are available for the entire duration of the contract.*

D. **Cost Breakdown per Deliverable***

	Deliverables <i>[list them as referred to in the RFP]</i>	Percentage of Total Price <i>(Weight for payment)</i>	Price <i>(Lump Sum, All Inclusive – IDR/USD please select one)</i>
1	1 (one) Leadership and Management course module using blended-learning approach	40%	
2	First 2 blended learning for SDG Leadership Certification on Poverty Reduction and Improving Education Quality.		
3	1 (one) Capstone Project guideline using blended learning approach.		
4	2 SDG course fully online learning for Poverty Reduction and Improving Quality Education		
5	1 (one) Training Module that will be used to train SDG Leadership Academy course instructors.		
6	Other 4 (four) SDG Leadership Certification modules using blended-learning approach	30%	
7	10 (ten) SDG course modules using fully online learning approach.	30%	
	Total	100%	

**This shall be the basis of the payment tranches*

E. **Cost Breakdown by Cost Component [This is only an Example]:**

Description of Activity	Remuneration per Unit of Time	Total Period of Engagement	No. of Personnel	Total Rate
I. Personnel Services				
1. Services from Home Office				
a. Expertise 1				
b. Expertise 2				
2. Services from Field Offices				

a. Expertise 1				
b. Expertise 2				
3. Services from Overseas				
a. Expertise 1				
b. Expertise 2				
II. Out of Pocket Expenses				
1. Travel Costs				
2. Daily Allowance				
3. Communications				
4. Reproduction				
5. Equipment Lease				
6. Others				
III. Other Related Costs				

NOTE: The financial proposal should be submitted separately and protected with password

*[Name and Signature of the Service Provider's
Authorized Person]
[Designation]
[Date]*

Annex 3
Terms of Reference
Provision of SDG Academy Indonesia Curriculum and Material Development

I. Background

UNDP partners with people at all levels of society to help build nations that can withstand crisis, and drive and sustain the kind of growth that improves the quality of life for everyone. On the ground in 177 countries and territories, UNDP offers global perspective and local insight to help empower lives and build resilient nation.

UNDP Indonesia's mission is to be an agent for change in the human and social development of Indonesia. We aim to be a bridge between Indonesia and all donors as well as a trusted partner to all stakeholders. We work in four key areas of development: Governance Reforms, Pro-Poor Policy Reforms, Conflict Prevention and Recovery, and Environment Management, with the overarching aim of reducing poverty in Indonesia.

SDGs in Indonesia

The 2030 Agenda for Sustainable Development and the corresponding 17 goals that comprise the Sustainable Development Goals (SDGs) is a promissory note, negotiated and signed by 193 governments, written to people and the planet. Agenda 2030 seeks to eradicate poverty in all its forms and dimensions, including extreme poverty, whilst strengthening universal peace and freedom, and improving the environmental outlook of the planet.

SDGs are universal in nature and have a wider scope than its predecessor, the Millennium Development Goals (MDGs). Indonesia played an important role in shaping the post-2015 development agenda and the current list of SDGs. Moreover, the proposed goals and targets align well with the growth and development priorities of the Government of Indonesia (GoI) stated on the 2015-2019 RPJMN. The GoI is committed to pursue the implementation of the SDGs both at national and sub-national level. In July 2017, the GoI enacted the Presidential Decree No. 59 Year 2017 on the Implementation of the SDGs in Indonesia.

SDG Academy Indonesia

UNDP Indonesia establishes SDG Academy Indonesia to empower local stakeholders, especially the local civil servants, to meet Sustainable Development Goals (SDGs) relevant to their subnational/local context. The roles of local administrations and the roles of communities have been identified as the weakest links in Indonesia's effort in implementing SDGs (Alisjahbana, 2016). In collaboration with Ministry of National Planning Development and Tanoto Foundation, the Academy aims at strengthening not only the local administrators' knowledge about SDGs but also their leadership and managerial skills needed to solve local SDG issues.

In particular, there are two general objectives of SDG Academy Indonesia, which are:

1. To broaden knowledge horizon, deepen leadership skills, and strengthen dispositions of Indonesian civil servants in the area of SDGs;
2. To strengthen the governance process at the subnational/local level including on the institutional problem-solving capacity to pursue sustainable development goals.

A curriculum framework has been designed to meet these objectives. The next required step is to develop a set of course modules based on this framework that detail impactful learning experiences that will engage all participants during the Academy.

There will be two types of program in the Academy: SDG Leadership Certification and SDG Mobile Learning.

The consultant is expected to develop a set of comprehensive course modules around specific SDG topics/issues in Indonesian context using blended-learning approach and fully online learning approach.

The blended learning approach is used in the SDG Leadership Certification Program.

- There are three courses in the certification program:
 - a) Leadership and Management;
 - b) SDG Topic/Issue; and
 - c) Capstone Project
- Priorities are given to targeted civil servants in selected subnational/local governments and private sector executives.
- The SDG Leadership Certification Program runs for 5 months in total. In which classroom session will be done only 5 times (once a month) and will be complemented with online learning.
- In the first two months (8 weeks), participants will take two courses: Leadership and Management, and SDG Topic/Issue.
- In the final three months (12 weeks), participants will do the Capstone Project, integrating their learning into practice, by connecting what they have learned during courses into a real SDG issue in their subnational/local context.
- At the end of the Academy, participants will conduct a public presentation of their capstone project.

The fully online learning approach is used in the SDG Mobile Learning Program.

- The mobile learning program focuses on the knowledge of SDGs, combining practical knowledge about SDG topics, and best practices from Indonesia and around the world.
- Participants are general public and the course is free of charge.
- Participants can independently complete a module within six months.

Both blended learning and online learning consist of a list SDG topics/issues listed below.

SDG Pillar	Topic/Issue	Blended Learning Module	Fully Online Learning Module
Social Pillar (SDGs 1, 2, 3, 4, 5)	Poverty Reduction	V	V
	Improving Education Quality	V	V
	Health Services		V

SDG Pillar	Topic/Issue	Blended Learning Module	Fully Online Learning Module
Economy Pillar (SDGs 7, 8, 9, 10, 17)	Human Resources (Employability)	V	V
	Natural Resource Management	V	V
	Investment		V
Environment Pillar (SDGs 6, 11, 12, 13, 14, 15)	Waste Management	V	V
	Pollution		V
	Critical Land Management		V
Law and Governance Pillar (SDG 16)	Violence against Women and Children	V	V
	Good Governance		V
	Social Diversity/Multiculturalism		V

Table 1: List of SDG Topics/Issues in the SDG Leadership Academy

II. Objective

To develop a set of comprehensive course modules around specific SDG topics/issues in Indonesian context using blended learning approach and fully online learning approach.

III. Scope of Work, Activities and Deliverables

- 1) To make a team within higher education institution or to create a consortium consists of institution and other subject matter experts.
- 2) Using the curriculum framework draft of the SDG Academy Indonesia as attached, develop comprehensive course modules of the SDG topics/issues mentioned in the previous section. The modules are written in Bahasa Indonesia.
 - 1 Leadership and Management course module using blended learning approach.
 - 6 SDG course modules using blended learning approach (first 2 priority is Poverty Reduction and Improving Education Quality).
 - 12 SDG course modules using fully online learning approach, that will be developed by appointed vendor for SDG Academy Indonesia.
 - 1 Capstone Project module using blended learning approach.
- 3) Ensure the content and activities of the course modules represent the most updated knowledge of the content and its relevance to Indonesian context, under consultancy with SDG Technical Advisor UNDP Indonesia / Director of SDG Academy Indonesia.
- 4) Each module should consist of the following components:
 - Course description
 - Related Academy/Program Learning Outcomes

- Course Learning Outcomes
 - Body of knowledge
 - Learning resources
 - Course Map
 - Course Outline (e.g., week, topic, learning objective, key questions, references, activities, etc.)
 - Assessment and grading system
 - Regulation
- 5) Share the draft modules with key subject matter experts (SME) assembled by UNDP Indonesia for their review; incorporate comments and finalize the modules. SME will be further informed to the Consultant.
 - 6) Develop a comprehensive training module with a training curriculum (2-3 days) for SDG Academy Indonesia course instructors.
 - 7) Assist the UNDP SDG Academy Indonesia team in providing resource persons and the materials for Training of Trainers (TOT) workshop for course instructors in the SDG Academy Indonesia campus.

IV. Overall Requirement

- A. A team of experts with lead expert in the fields relevant to all SDG topics/issues of SDG Leadership Academy, with recommended structure as follow:
 1. **1 (one)** lead expert as Project Leader
 - Master degree holder with minimum of 15 years of experience in designing curriculum and learning materials to nurture continuous learning
 - Having experience in handling adult learning programs both in blended learning and fully online learning approaches
 - Having experience in designing and delivering strategic capacity building initiatives both in regional and national level
 2. **4 (Four)** subject matter experts as curriculum designer
 - Master degree holder with minimum of 10 years (or bachelor degree with 15 years) of experience in developing learning materials using blended learning and fully online learning approaches
 - Having experience in designing assessment methods and tools of learning programs
 - Having experience in designing step by step learning experience to create culture of continuous learning
 3. **4 (Four)** associates to support the experts
 - Bachelor degree holder with minimum of 3-year experience in supporting learning materials development
 - Having experience in teaching, learning facilitation, and learning evaluation process
- B. Each of team member has to reflect below competencies:
 - Familiar with SDGs topics and its relation to Indonesia / local context
 - Able to create ease learning tools for adult to understand complex issues related to SDG

- Having knowledge in policy making process both in public (national / regional level) and private sector (organization level)
- Understand the adult learning methodologies and creating culture of continuous learning through various approaches
- Excellent writing, editing, and oral communication skills in English and Bahasa Indonesia.

C. The higher education institution/company and its consortium has to have qualification as follows:

- At least 5 years of experience in development, assessment and evaluation of curriculum, teaching and learning resources. Any experience related to SDGs will be an added advantage.
- Experience with blended and fully online learning approaches. Any experience with the project-based learning and/or problem-based learning approaches will be an added advantage.
- Experience in facilitating training for teaching and learning purposes (training for teachers or course instructors).
- Relevant regional and international experience in Sustainable Development Goals will be an added advantage.

D. Technical Proposal should be as follow:

- Show a thorough understanding of this term of reference.
- Include a description of the methodology to be adopted in accomplishing the task.
- Demonstrate previous experience in conducting related tasks relevant to the assignment.
- Demonstrate inclusivity, gender equality, ethical principles, and non-discrimination in the development of all course modules.
- Detailed technical plan on the execution and operationalization of the assignment.
- A proposed timeline indicating activities/sub-activities to be undertaken and the corresponding outputs.
- Full details of proposed consultancy team members, including their CVs which relate their experience and skills, etc. to this undertaking.
- Names, physical and email addresses and telephone numbers of three references for the consultancy organization which must relate to major work done within the last three years.
- Full names, post office box number, telephone number(s), e-mail address, physical address and contact person(s) of the consultant(s).

E. Financial proposal, which outlines costs of the various components as required completing the assignment successfully, that includes:

- Itemized consultancy fees/costs (professional fees)
- Itemized field expenses, including lines for enumerator compensation and transportation (if any)
- Itemized administrative expenses
- Out of pocket expenses (if any)
- Transportation cost (if any)

- Management fee/overhead cost (if any)

In the case that some urgent/immediate new/changed arrangement or production or any problems that possibly arise, the selected Institution must consult with UNDP's SDGs Team.

V. Payment Schedule

No	Deliverables/ Outputs	Completed deadline	Percentage for each deliverable	Review and Approvals required
1	1 (one) Leadership and Management course module using blended-learning approach	May 2020	40%	Payments will be made upon approval from Technical Advisor SDGs based on submission of the report
2	First 2 blended learning for SDG Leadership Certification on Poverty Reduction and Improving Education Quality.			
3	1 (one) Capstone Project guideline using blended learning approach.			
4	2 SDG course fully online learning for Poverty Reduction and Improving Quality Education			
5	1 (one) Training Module that will be used to train SDG Leadership Academy course instructors.			
6	Other 4 (four) SDG Leadership Certification modules using blended-learning approach	June 2020	30%	
7	10 (ten) SDG course modules using fully online learning approach.	Aug 2020	30%	
Total Deliverables			100%	

Attachment:
Reference for Curriculum & Learning Materials Dev



U N

D P

**Tanoto
Foundation**

Kemendiknas
PAPERS



SDG
academy
INDONESIA

Reference for Curriculum & Learning Materials Development

SDG Academy Indonesia Vision and Mission ...



SDG
academy
INDONESIA

Vision: An innovative capacity building program aiming to increase Indonesia's state and non-state actors' capacities in localizing the Sustainable Development Goals, covering the areas of governance and policy, innovative solutions, monitoring and reporting.

Mission: To empower private and public sector leaders in Indonesia to effectively and intelligently use the SDGs framework to jointly deliver on Indonesia's sustainable development agenda 2030

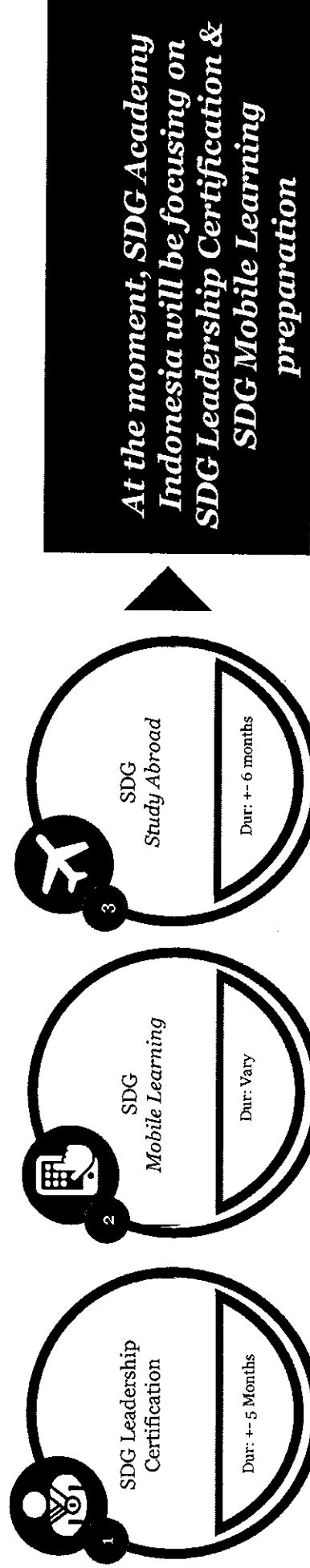
Topics priority that SDG Academy Indonesia will focus on ...

SDG Pillar	Topic/Issue [^]	Blended Learning Module	Fully Online Learning Module
Social Pillar (SDGs 1, 2, 3, 4, 5)	Poverty Eradication*	V	V
	Improving Education Quality*	V	V
	Health Services		V
Economy Pillar (SDGs 7, 8, 9, 10, 17)	Human Resources (Employability)	V	V
	Natural Resource Management	V	V
	Investment		V
	Waste Management	V	V
Environment Pillar (SDGs 6, 11, 12, 13, 14, 15)	Pollution		V
	Critical Land Management		V
	Violence against Women and Children	V	V
Law and Governance Pillar (SDG 16)	Good Governance		V
	Social Diversity/Multiculturalism		V

[^]Topics are based on FGD result with multistakeholders, conducted by UNDP Indonesia

*Priority for 2020 is Poverty Reduction and Improving Quality Education

SDG Academy Indonesia will have 3 (three) main programs ...



SDG Academy Indonesia programs are open to anyone. Participants might include...



Local and National Government Officials*
(Staff level to Echelon II)



Private Sector Executives and Philantropy



Non-Government Officials, Civil Service Organizations, and Media



Academics and Experts (including Higher Education students)

*Local and National Government Officials will be exempted from any course fee

Structure of Learning Modules for SDG Leadership Certification Program

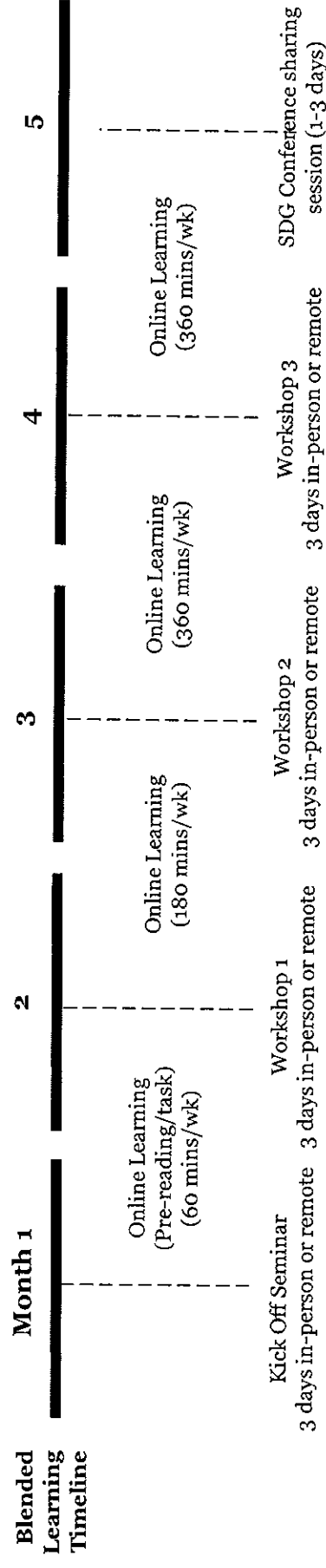
Course Components

Area 1: Leadership and Management

Area 2: SDG Content

Area 3: SDG Academy Indonesia Capstone Project

Develop an innovative project proposal addressing a specific SDG problem in their subnational/local context based on their learning in the previous two areas (leadership and management, and an SDG topic/issue).



Expected Learning Outcomes from Each Module Area



Area 1: Leadership and Management

Learning Outcomes:

- Develop, construct and apply a set of core leadership and managerial values and standards of behavior;
- Gaining adequate knowledge, information, and understanding policy to access various opportunities, including options to finance the efforts to achieve SDGs.
- Identify and analyse leadership and management to improve institutional effectiveness and innovation around SDGs whilst reducing inefficiency.
- Monitor, evaluate and enhance institutional performance in meeting SDGs; Deliver SDG-related services that meet local stakeholder needs.



Area 2: SDG Content

Learning Outcomes:

- Acquire the knowledge, concepts and principles of an SDG topic/issue;
- Identify challenges and opportunities for implementing an SDG topic/issue in subnational/local context;
- Become acquainted with assessment tools and new approaches for dealing with the implementation of an SDG topic/issue;
- Broaden the knowledge of international and national best practices in the an SDG topic/issue;
- Develop approaches for implementing an SDG topic/issue in subnational/local context.



Area 3: Capstone Project

Learning Outcomes:

- Formulate a problem related to an SDG topic/issue relevant to their subnational/local context;
- Redesign the tools of governance and/or develop novel solutions to policy challenges;
- Lead a strategic change in subnational/local context;
- Manage projects, engage various stakeholders, and to use partnerships to achieve outcomes;
- Reflect on learning, project activities, and obstacles, and identify strategies to overcome them;
- Apply feedback to improve the process and products of their project;
- Make their project public by explaining, displaying and/or presenting it to public audiences in multiple formats, such as seminars, conferences, talk shows, videos, etc.

Expected General Outcomes

During SDG Leadership Certification Program

Activities

Academy Course Completion

Outputs

- Training in SDG leadership (and management)
- Outputs **linked to the chosen focus issue/SDGs problem**
- With respect to an SDG target, **provide valid and relevant evidence** about the nature of its internal and external environment, the quality and extent of its performance, the **available resources**, identify challenges within and facing the team, and identify **possible context-relevant solutions** based on best-practices.
- Identify **priority challenges to be addressed** within a defined time and selected measurable actions that address barriers to achieving results (a project proposal).

Academy Project Implementation (Capstone Project)

Outputs

- Individual and project team responsibilities and **resources are internally aligned and project goals are externally aligned** in order to address selected implementation challenges and meet project objectives.

Capacity Building of Students

Outputs

- Enhanced leadership characteristics
- Improved leadership and/or policy development skills
- Improved ability to deliver service and engage citizens
- Improved ability to **collaborate and network** with others
- Increased or **continuing commitment** to SDGs
- Improved knowledge and understanding of SDGs content and practices
- Increased **recognition in and/or sense of prestige and credibility** in SDGs

Post-program

Outcomes

- Greater demonstration of leadership characteristics
- Greater demonstration of management and/or policy development skills
- Increased collaboration and/or networking with others in SDGs
- Increased dissemination of knowledge about SDGs issues
- Participants **acquire more responsibility and enhanced leadership roles** in home institutions

Individual Objectives/outcomes

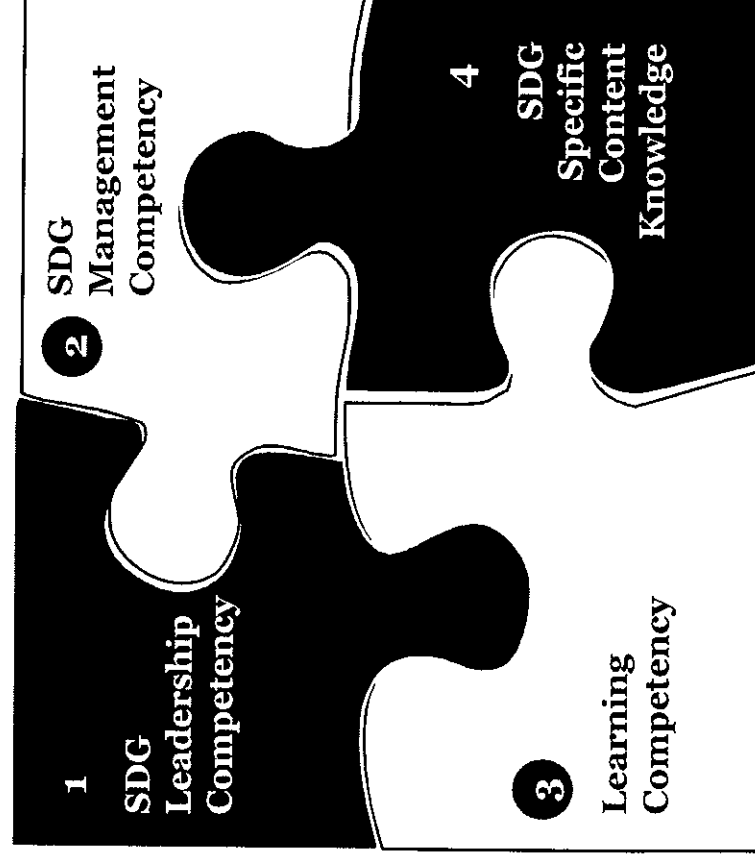
Institutional Objectives/outcomes

Outcomes

- Increased **institutional capacity to implement SDGs** programs, to develop or influence policies, and to impact SDGs implementation.
- Increased **collaboration between organizations and institutions** on issues around SDGs.

Designed Academic Competencies from the SDG Academy Indonesia Programs ...

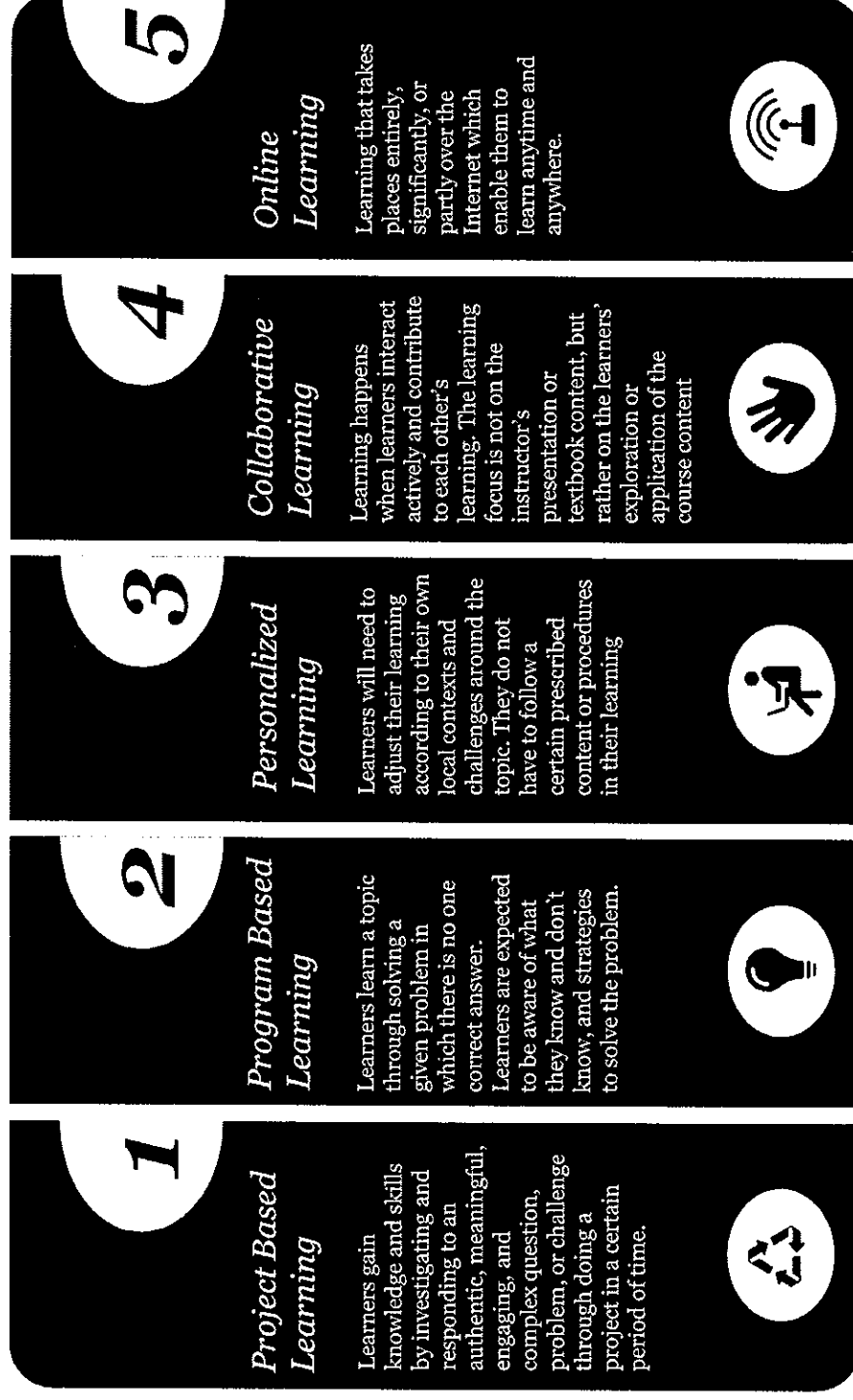
- **Ability to bring strategic change** related to SDGs, both within and outside the organization, and to meet organizational goals related to SDGs,
- **Ability to influence his/her subnational/local organizational vision** and to implement it in a continuously changing environment.



- **Ability to manage projects**, engage various stakeholders, and to use partnerships and networks in order to achieve SDGs outcomes.
- **Ability to nudge public behaviour** towards desirable SDGs outcomes.
- **Knowledge of issues, solutions and partners** to address selected relevant topics among the 17 goals.

- **Ability for lifelong learning** especially around SDGs issues.
- **Ownership of inquiry stance**, information literacy, critical thinking, problem solving, ethical reasoning and decision making, and critical reflection.

Various core learning approaches will be used to optimize learning process and experiences (1/3) ...



Various core learning approaches will be used to optimize learning process and experiences (2/3) ...

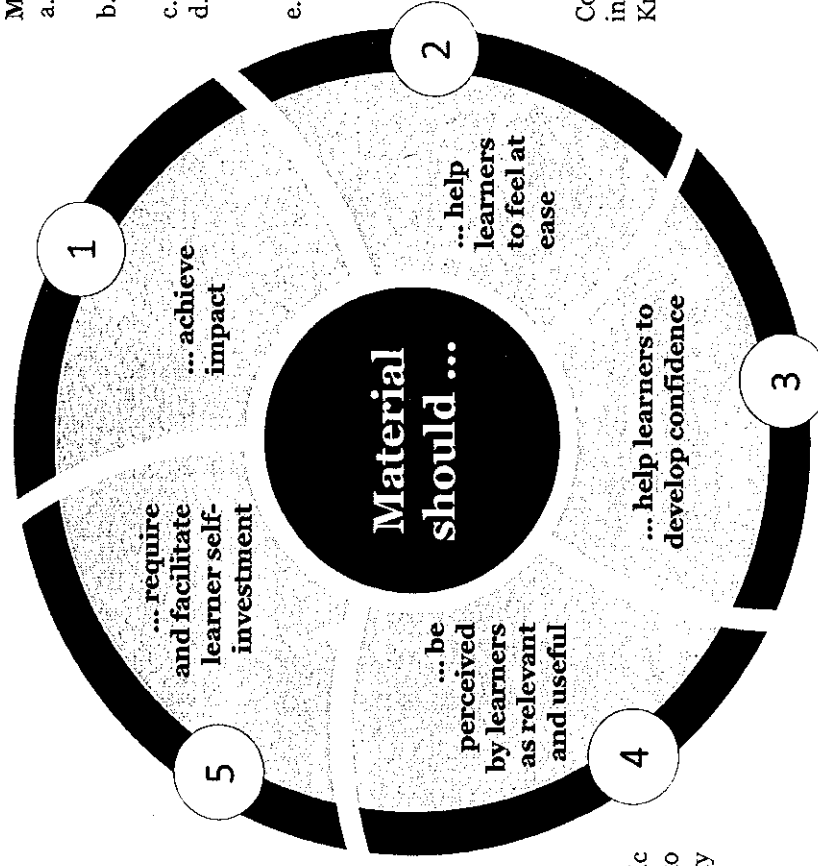
Project-based Learning	<p>Project-based Learning is a learner-centered teaching approach in which learners work on a project over a certain period of time. Learners gain knowledge and skills by investigating and responding to an authentic, meaningful, engaging, and complex question, problem, or challenge.</p> <p>By the end of the project, learners will produce a product or a public presentation. In addition to gaining deep content knowledge, learners also develop skills such as critical thinking, creativity, problem solving, collaboration, and communication.</p>	<p>There are seven key elements in designing a project in Project-based Learning, which are:</p> <ol style="list-style-type: none"> 1. A Challenging Problem or Question — The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge; 2. Sustained Inquiry — Learners engage in a rigorous, extended process of posing questions, finding resources, and applying information; 3. Authenticity — The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the learners' lives; 4. Student Voice & Choice — Learners make some decisions about the project, including how they work and what they create; 5. Reflection — Learners and instructors reflect on the learning, the effectiveness of their inquiry and project activities, the quality of learner work, and obstacles that arise and strategies for overcoming them; 6. Critique & Revision — Learners give, receive, and apply feedback to improve their process and products; 7. Public Product — Learners make their project work public by explaining, displaying and/or presenting it to audiences beyond the classroom.
Problem-based Learning	<p>Problem-based learning is one way to frame a project in a project-based learning approach. Learners learn a topic through solving a given problem in which there is no one correct answer.</p> <p>They typically work in groups conducting research, integrating theory and practice, and apply knowledge and skills to come up with a possible and logical solution to the given problem. Problem-based learning requires learners to be aware of what they know and don't know, and strategies to solve the problem.</p>	<p>The typical steps in problem-based learning are as follows:</p> <ol style="list-style-type: none"> 1. Presentation of an "ill-structured" (open-ended, "messy") problem; 2. Problem definition or formulation (the problem statement); 3. Generation of a "knowledge inventory" (a list of "what we know about the problem" and "what we need to know"); 4. Generation of possible solutions; 5. Formulation of learning issues for self-directed and coached learning; 6. Sharing of findings and solutions.

Various core learning approaches will be used to optimize learning process and experiences (3/3) ...

Personalized Learning	<p>While participants of the SDGs Leadership Academy Indonesia are grouped around a common topic (e.g., water pollution, stunting, etc.), they do not have to follow a certain prescribed content or procedures in their learning. They will need to adjust their learning according to their own local contexts and challenges around the topic.</p> <p>Thus, the participants' learning journey will be determined based on their conversations with the instructors, relevant stakeholders, a growing understanding about the SDG topic, and their personal learning strategies.</p>	<p>There are four core elements in designing personalized learning, which are:</p> <ol style="list-style-type: none"> 1. Flexible content and tools — Instructional materials allow for differentiated path, pace, and performance tasks; 2. Targeted instruction — Instruction aligns to specific learner needs and learning goals; 3. Learner reflection and ownership — Ongoing learner reflection promotes ownership of learning; 4. Data-driven decisions — Frequent data collection informs instructional decisions and groupings.
Collaborative Learning	<p>SDGs Leadership Academy Indonesia believes in learning happens when learners interact actively and contribute to each other's learning. In collaborative learning, learners are engaged in a common task where every person depends on and is accountable to one another.</p> <p>In collaborative learning, the focus is not on the instructor's presentation or textbook content, but rather on the learners' exploration or application of the course content. In collaborative learning, learners can teach and learn from each other as each will have unique viewpoints in approaching a question, problem, or task.</p>	<p>SDGs Leadership Academy Indonesia believes in learning happens when learners interact actively and contribute to each other's learning. In collaborative learning, learners are engaged in a common task where every person depends on and is accountable to one another.</p> <p>In collaborative learning, the focus is not on the instructor's presentation or textbook content, but rather on the learners' exploration or application of the course content. In collaborative learning, learners can teach and learn from each other as each will have unique viewpoints in approaching a question, problem, or task.</p>
Online Learning	<p>Online Learning is defined as learning that takes places entirely or significantly over the Internet (Means, Toyama, Murphy, & Baki, 2013).</p> <p>There are two types of Online Learning. The first one is the Purely Online, which refers to learning that takes place entirely on the Internet. The second one is Blended, which refers to learning through a combination of online and face-to face experiences.</p>	<ol style="list-style-type: none"> 1. Have an excellent instructional design-This covers all elements such as planning, structuring, processing, interacting, and evaluating online courses. 2. Recruit and retain highly qualified, well supported, and fully committed instructors 3. Create a sense of online learning community 4. Utilize a comprehensive Learning Management System (LMS) 5. Teach digital literacy and citizenship

Developed learning material for the SDG Academy Indonesia is desired to be under below characteristics ...

- Materials can achieve impact through:**
- novelty (e.g. unusual topics, illustrations and activities);
 - variety (e.g. breaking up the monotony of a routine with an unexpected activity;
 - attractive presentation (e.g. colors / photographs);
 - relevant & appealing content (e.g. local references, best practice, something new; engaging stories; universal themes;);
 - achievable challenge (e.g. tasks which challenge the learners to think).



It would seem that learners profit most if they invest interest, effort and attention in the learning activity.

Providing the learners with a choice of topic and task is important if we are trying to achieve perception of relevance and utility

Comfortable students apparently can learn more in shorter periods of time. (Dulay, Burt and Krashen 1982)

Relaxed and self-confident learners learn faster (Dulay, Burt and Krashen 1982).

Universal Design for Instruction

Application to Instruction	
No.	Principle
1	Equitable Use Instruction is designed to be useful and accessible by people with diverse abilities. Provide the same means of use for all students; identical whenever possible, equivalent when not.
2	Flexibility in Use Instruction is designed to accommodate a wide range of individual abilities. Provide choice in methods of use.
3	Simple and Intuitive Instruction is designed in a straightforward and predictable manner, regardless of the student's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.
4	Perceptible Information Instruction is designed so that necessary information is communicated effectively to the student, regardless of ambient conditions or the student's sensory abilities.
5	Tolerance for Error Instruction anticipates variation in individual student learning pace and prerequisite skills.
6	Low Physical Effort Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning. Note: this principle does not apply when physical effort is integral to essential requirements of a course.
7	Size and Space for Approach and Use Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use regardless of a student's body size, posture, mobility, and communication needs.
8	A community of learners The instructional environment promotes interaction and communication among students and between students and faculty.
9	Instructional Climate Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students.

*The SDG Academy
Indonesia will
ensure its learning
materials and
activities are within
the range of
universal design for
instruction to
accommodate
learners' diversity ...*

Source: Scott, S., McGuire, J. & Foley, T. (2003) Universal Design for Instruction: A Framework for Anticipating and Responding to Disability and Other Diverse Learning Needs in the College Classroom, Equity & Excellence in Education, 36:1, 40-49

