Reference for New Courses & Learning Materials and Programs Development

2021

SDG Academy Indonesia
Jalan Teluk Betung No. 33, Jakarta Pusat 10230
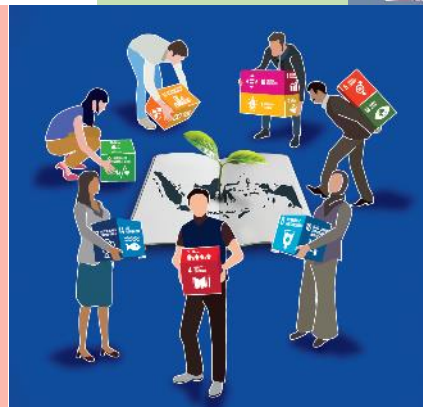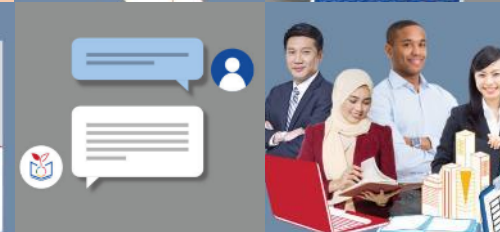www.sdgacademyindonesia.id
info@sdgacademyindonesia.id
@sdgacademy_id
+628111075500

Vision and Mission

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 all SDGs stakeholders' leaders in Indonesia to **effectively and intelligently** use the **SDGs framework** to jointly deliver on Indonesia's sustainable development agenda 2030.

Main Programs

SDG
Leadership
Program

SDG
Mobile Learning
Program

SDG
Study Abroad
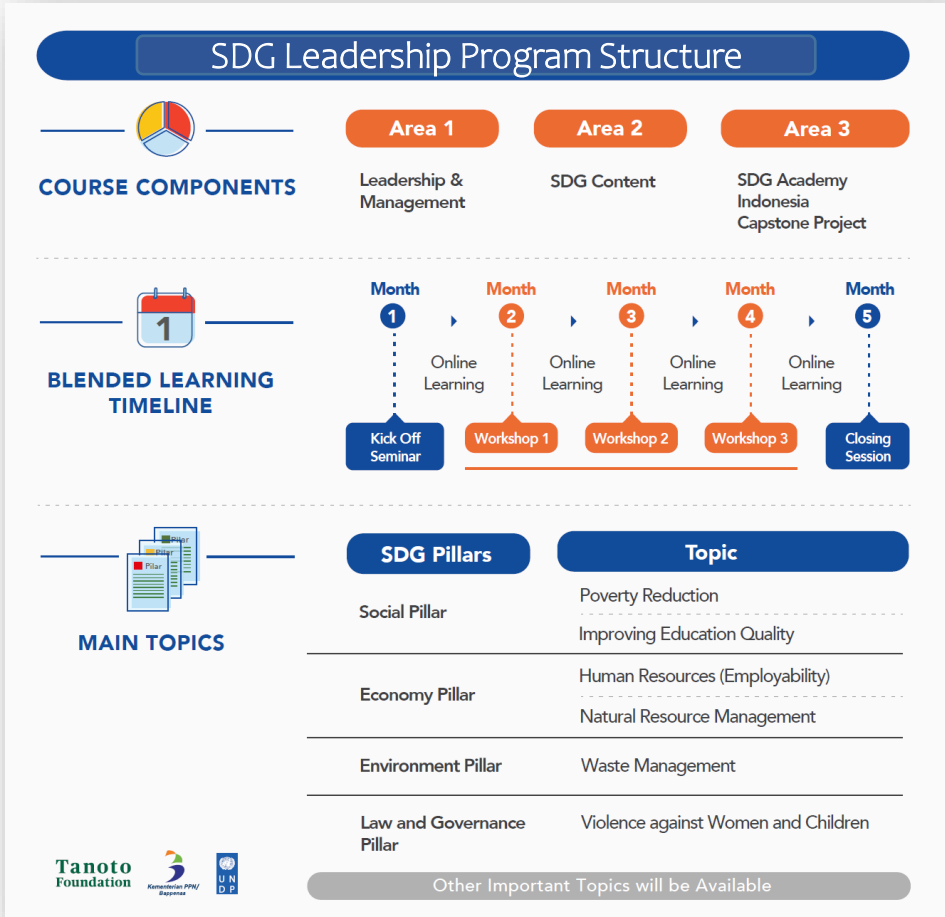Program

SDG Leadership Program

SDG Leadership Program

Expected Learning Outcomes from Each Focus Area

Area 1-Leadership and Management

Learning Outcomes:

- Distinguish between leadership and management skills;
- Develop, construct and apply a set of core leadership and managerial values and standards of behavior;
- Identify and analyse leadership and management situational challenges in the context of SDGs outcomes;
- 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.

SDG Leadership Program

During SDG Leadership Certification Program | **Post-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 Participants

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

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.

SDG Leadership Program

General Competency Framework

Participants will demonstrate the ability to bring about strategic change related to SDGs, both within and outside the organization, and to meet organizational and individual goals related to SDGs, including the ability to influence his/her subnational/local organizational vision and to implement it in a continuously changing environment.

1 SDG Leadership Competency

2 SDG Management Competency

Participants will demonstrate the ability to manage projects, engage various stakeholders, and to use partnerships and networks (cross-sectoral approach) in order to achieve SDGs outcomes or to nudge public behaviour towards desirable SDGs outcomes.

Participants will demonstrate the ability for lifelong learning especially around SDGs issues. This learning competency includes inquiry stance, information literacy, critical thinking, problem solving, ethical reasoning and decision making, and critical reflection.

3 Learning Competency

4 SDG Specific Content Knowledge

Participants will acquire knowledge of issues, solutions and partners to address selected relevant topics among the 17 goals.

SDG Leadership Program

The graduates of the program are expected to be able to:

1 describe advanced and comprehensive theoretical and technical of SDGs knowledge in the field of work and/or practice;

2 demonstrate intellectual independence in the application of SDGs knowledge by applying critical, analytical and evaluation skills in the field of work and/or practice;

3 apply a range of essential methods and procedures to solving a broad range of complex problems related SDGs in home institutions;

4 convey SDGs ideas in both written or oral forms using appropriate and different forms of presentation, confidently, accurately and coherently in appropriate context and well-structured manner to a diversity of audiences;

5 use a broad range of information, media and technology applications to support work related to SDGs.

6 work autonomously, and show leadership and professionalism in managing responsibilities within broad organizational parameters with SDG principles in home institutions;

7 engage effectively in self-directed lifelong learning and professional pathways;

8 demonstrate adherence, and ability to identify ethical issues, make decision ethically, and act professionally within the varied social and professional environment, and practice that are related to SDGs in home institutions .

SDG Leadership Program

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

No	Principle	Application to instruction
1	Equitable use	Instruction is design to be useful and accessible by people with diverse abilities. Provide the same means of use for all learners; identical wherever 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 learners' 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 learners, regardless of ambient conditions or the learners sensory abilities.
5	Tolerance for error	Instruction anticipates variation in individual learners 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.
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 learners and the academy.
9	Instructional climate	Instruction is designed to be welcoming and inclusive. High expectations are espoused for all learners.

SDG Leadership Program

The SDG Academy Indonesia will employ variety of learning approaches to optimize learning process and experiences …

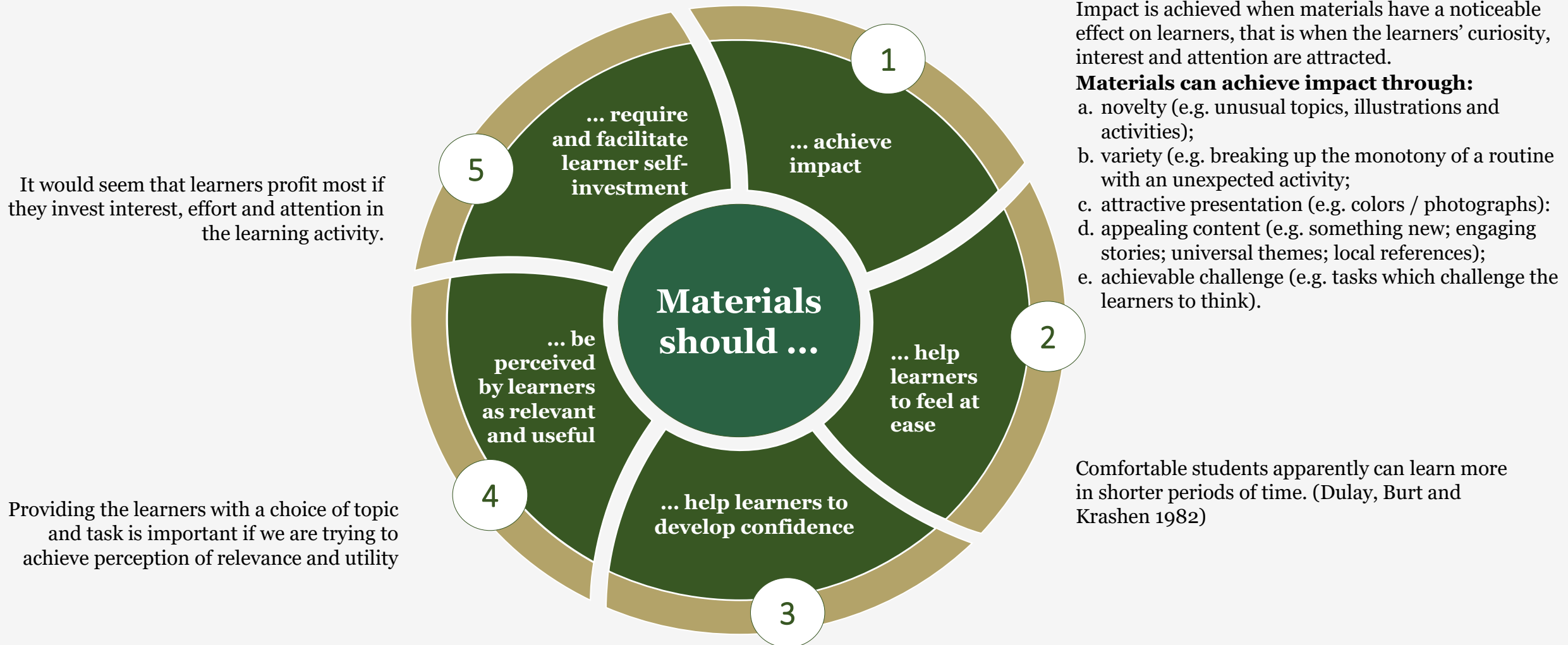|		
Project-based Learning	Project-based Learning is a learner-centered teaching approach in which learners work on a project over a certain period of time. Learners gain knowledge and skills by investigating and responding to an authentic, meaningful, engaging, and complex question, problem, or challenge. 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.	There are seven key elements in designing a project in Project-based Learning, which are: 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	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. 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.	The typical steps in problem-based learning are as follows: 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.

SDG Leadership Program

**The SDG Academy Indonesia will employ variety of learning approaches
to optimize learning process and experiences …**

Personalized Learning	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. 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.	There are four core elements in designing personalized learning, which are: 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	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. 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.	
Online Learning	Online Learning is defined as learning that takes places entirely or significantly over the Internet (Means, Toyama, Murphy, & Baki, 2013). 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.	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

SDG Leadership Program

Desired Learning Material Characteristics

Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted.

Materials can achieve impact through:
a. novelty (e.g. unusual topics, illustrations and activities);
b. variety (e.g. breaking up the monotony of a routine with an unexpected activity;
c. attractive presentation (e.g. colors / photographs):
d. appealing content (e.g. something new; engaging stories; universal themes; local references);
e. 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

Materials should ...

5 ... require and facilitate learner self-investment

1 ... achieve impact

2 ... help learners to feel at ease

4 ... be perceived by learners as relevant and useful

3 ... help learners to develop confidence

Comfortable students apparently can learn more in shorter periods of time. (Dulay, Burt and Krashen 1982)
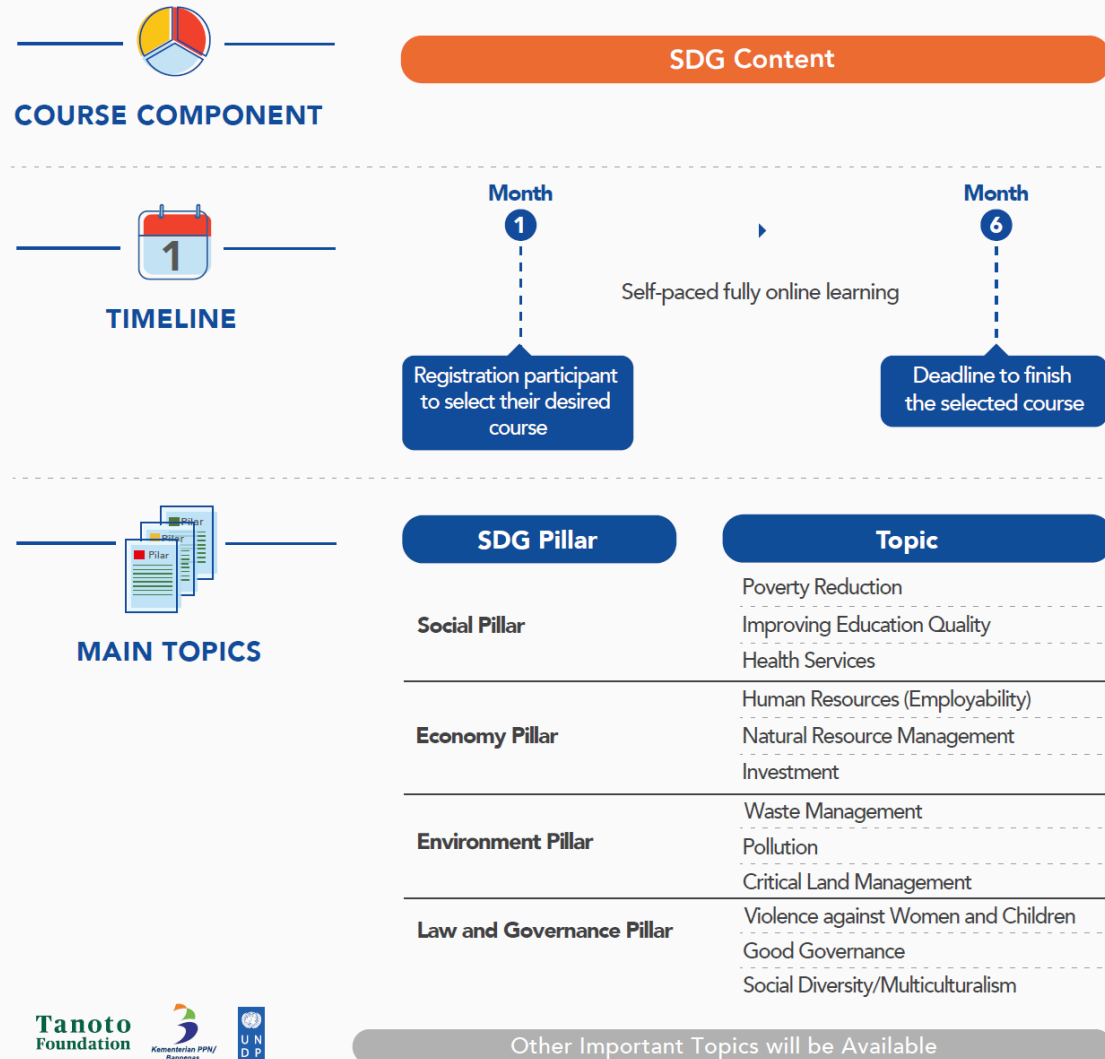
Relaxed and self-confident learners learn faster (Dulay, Burt and Krashen 1982).

Source: Tomlinson, Brian (2011). Material development (2nd Ed.). Cambridge: Cambridge University Press.

SDG Mobile Learning Program

SDG Mobile Learning Program Structure

COURSE COMPONENT

SDG Content

TIMELINE

Month 1 → **Month 6**

Self-paced fully online learning

Registration participant to select their desired course

Deadline to finish the selected course

MAIN TOPICS

SDG Pillar	Topic
Social Pillar	Poverty Reduction
	Improving Education Quality
	Health Services
Economy Pillar	Human Resources (Employability)
	Natural Resource Management
	Investment
Environment Pillar	Waste Management
	Pollution
	Critical Land Management
Law and Governance Pillar	Violence against Women and Children
	Good Governance
	Social Diversity/Multiculturalism

Other Important Topics will be Available

Tanoto Foundation · Kementerian PPN/Bappenas · UNDP

Available courses in the MLP Platform

SDG Academy Indonesia — SDGs 101

SDG Academy Indonesia — Sumber Daya Manusia dan Ketenagakerjaan

SDG Academy Indonesia — Manajemen Sumber Daya Alam

SDG Academy Indonesia — Pengentasan Kemiskinan

SDG Academy Indonesia — Kekerasan terhadap Perempuan dan Anak

SDG Academy Indonesia — Pelayanan Kesehatan

SDG Academy Indonesia — Keragaman Sosial

SDG Academy Indonesia — Pengelolaan Sampah Berkelanjutan

SDG Academy Indonesia — Peningkatan Kualitas Pendidikan

*Other courses will be available soon

SDG Mobile Learning Program

Program Learning Outcomes for SDG Mobile Learning

The graduate of the program are expected to be able to:

1 enhance SDGs knowledge in the field of study, work and/or practice;

2 demonstrate intellectual independence in the application of SDGs knowledge by applying critical, analytical and evaluation skills in the field of study, work and/or practice;

3 higher awareness in related to SDGs implementation in individual and/or organizational, sub-national and national level;

4 increase collaboration and/or networking with multi-stakeholders in the initiative of SDGs implementation and acceleration in individual and/or organizational, sub-national and national level, as well as international level.

Expected General Outcomes of Program Graduates

Individual 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

Institutional 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.

Expected Graduate's Competencies

Learning Competency	SDG Leadership Competency	SDG Management Competency	SDG Specific Knowledge Competency

SDG Academy Indonesia

Participants and Registration

Target Participants

Civil Services/ Government Officers both in national and sub-national levels.

Private Sectors and Philanthropies.

Academicians and Higher Education Institutions' Students.

NGO, CSO, UN Agencies, and Media.

Registration

SDG Leadership Certification Program

First batch of participants is by invitation and the following batch will go through selection process.

SDG Mobile Learning Program

There is no selection process, everyone (internet is required) is allowed to register and join.

SDG Study Abroad Program

Candidates register online and there will be selection process.

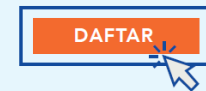## Registration Process

1 www.sdgsacademyindonesia.id

Visit SDG Academy Indonesia's Website

2 DAFTAR

Enter the registration page

3

Fill in the registration form

4

Selected participants will be contacted. For the SDG Mobile Learning, participants can directly choose the learning materials.

SDG Academy Indonesia

Other Initiatives (Pipeline)

Beranda Inspirasi

A knowledge platform that consist of a collection of articles and vlog on SDGs' initiatives (WILL BE LAUNCHED IN JULY 2021)

Alun-Alun Inovasi SDGs Indonesia (SDGs Indonesia Innovation Square)

A knowledge platform that consist of a collection of good practices, new approaches, innovation, and success stories related to SDGs implementation. (WILL BE LAUNCHED IN AUGUST 2021)

SDG Academy Indonesia Campus

Jalan Teluk Betung No. 33, Jakarta Pusat

Discussion Corner and Library of the SDG Academy Indonesia

Classroom / Hall of the SDG Academy Indonesia

For more information:

SDG Academy Indonesia
Jalan Teluk Betung No. 33, Jakarta Pusat 10230
Website: www.sdgacademyindonesia.id
Email: info@sdgacademyindonesia.id
Instagram:@sdgacademy_id
WhatsApp: +628111075500

SDG academy INDONESIA

a partnership of:

Tanoto Foundation

Kementerian PPN/ Bappenas

UNDP