United Nations Development Programme

Mid-Term Evaluation of
Assistance for Enhanced Innovation for the Achievement of the
SDGs in Indonesia (ACHIEVE) Project
For period of evaluation January 2020 – December 2022

Final Report

Prepared by

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26 July 2023

ACKNOWLEDGEMENTS

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Project/outcome Information	
Project/outcome title	'**ACHIEVE**': Assistance for Enhanced Innovation for the Achievement of the SDGs in Indonesia
Atlas ID	00110276
Corporate outcome and output	OUTCOME 4: Stakeholders adopt innovative and integrated development solutions to accelerate advancement towards the Sustainable Development Goals. • Project Outputs 1,2,3 and 4 are attributed to CPD Output 4.2. Policy environment strengthened to expand public and private financing for the Sustainable Development Goals (SP Indicator E.2.2 Number of innovative solutions adopted by programme partners, which expanded policy and development options: Artificial Intelligence, Behavioral insights, Blockchain, Foresight, Crowd funding, Crowd sourcing, and Micronarratives New and emerging data, Positive deviance, Real-time information systems, Remote sensing, other. • CPD 2021-2025 Indicative Outputs: o Project Output 1, attributes to CPD Output 1.1. Public institutions are capable of responsive, inclusive, participatory and representative decision-making (SP Output 1.1.2 - Number of provinces with capacities to accelerate Sustainable Development Goals localization in the Decade of Action) o Project Output 2 (GEN 2) attribute to CPD Output 2.1. Vulnerable groups supported to build productive capacities and to benefit from sustainable livelihoods (SP Output 2.1.1 - Number of value chains strengthened at subnational levels)
Country	Indonesia
Region	Asia and the Pacific
Date project document signed	1 January 2020 (original) and 10 Feb 2023 (revision)

Project dates	**Start**	**Planned end**
	1 January 2020	31 December 2024

Total committed budget	**USD 1,691,559.51**
Project expenditure at the time of evaluation	**USD 1,127,043.98**
Funding source	**Tanoto Foundation, DFAT, NCC**
Implementing party[1]	**UNDP CO Indonesia**

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[1] This is the entity that has overall responsibility for implementation of the project (award), effective use of resources and delivery of outputs in the signed project document and workplan.

Evaluation information		
Evaluation type (project/ outcome/thematic/country programme, etc.)	Project	
Final/midterm review/ other	Midterm Review	
Period under evaluation	**Start**	**End**
	1 January 2020	31 December 2022
Evaluators	Saediman Mboe and Zuraidah Said	
Evaluator email address	saediman@yahoo.com	zuzu.said@gmail.com
Evaluation dates	**Start**	**Completion**
	26 May 2023	31 July 2023

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List of Acronyms and Abbreviations

ACHIEVE	Assistance for Enhanced Innovation for the Achievement of SDGs in Indonesia
AWP	Annual Work Plan
BAPPENAS	*Badan Perencanaan dan Pembangunan Nasional* (Ministry of National Development Planning)
BASADA	*Barisan Sahabat Alam*
CE	Circular Economy
CPD	Country Programme Document
CSO	Civil Society Organization
DFAT	Department of Foreign Affairs and Trade, Australian Government
DGPRU	Democratic Governance and Poverty Reduction Unit
DIKTI	*Direktorat Pendidikan Tinggi* (Directorate of Higher Education)
DIM	Direct Implementation Modality
DS	Development Service
FGD	Focus Group Discussion
GoI	Government of Indonesia
ICMG	Intellectual Capital Management Group
Kemendes PDTT	*Kementerian Desa, Pembangunan Daerah Tertinggal dan Transmigrasi* (Ministry of Villages, Disadvantaged Regions Development, and Transmigration)
KEMDIKBUD RISTEK	*Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi* (Ministry of Education, Culture, Research and Technology)
KII	Key Informant Interview
LAN	*Lembaga Administrasi Negara* - National Administration Agency
LCP	Leadership Certification Program
LMS	Learning Management System
LO	Learning Outcomes
LOA	Letter of Agreement
LCP or LP	Leadership Certified Program or Leadership Program
MLP	Mobile Learning Program
MTR	Mid Term Review
NCC	Nippon Closures Co., Ltd.
NGO	Non-Governmental Organization
NPM	National Project Manager
NPD	National Project Director
PAR	Project Assurance Report
PB	Project Board
PBM	Project Board Meeting
PMU	Project Management Unit
PRODOC	Project Document
Prukades	*Produk Unggulan Kawasan Pedesaan*
PwD	Persons with Disabilities
RPJMD	*Rencana Pembangunan Jangka Menengah Daerah* (Regional Mid-Term Development Plan)
RPJMDes	*Rencana Pembangunan Jangka Menengah Desa* (Village Mid-Term Development Plan)
RPJMN	*Rencana Pembangunan Jangka Menengah Nasional* (National Mid-Term Development Plan)

RRF	Results and Resources Framework
SDGs	Sustainable Development Goals
SIP	Social Innovation Platform
SKPD	*Satuan Kerja Perangkat Daerah* (Regional Government Working Unit)
SMART	Specific, Measurable, Attainable, Relevant, Time-bound
SP	Strategic Plan
SPADA	*Sistem Pembelajaran Daring* - Online Learning System
ToR	Terms of Reference
UI	*Universitas Indonesia* (University of Indonesia)
UN	United Nations
UNAIR	*Universitas Airlangga* (University of Airlangga)
UNILA	*Universitas Lampung*
UNDP	United Nations Development Programme

1. EXECUTIVE SUMMARY

1.1 Project Description (brief)

The project aims to accelerate the achievement of SDG targets in Indonesia by addressing several underlying causes, including weak institutional capacity, low knowledge and awareness of the SDGs, limited funding options, insufficient data and monitoring tools, and challenges in promoting inclusivity. The ACHIEVE Project was designed to address these issues through four outputs, focusing on institutional strengthening, operationalizing the SDG Academy, promoting inclusivity through the Social Innovation Platform, and integrating the project with Indonesia CO. While Output 2 and Output 3 have been actively implemented, not all outputs have been fully realized since the project's inception in 2020.

ACHIEVE Project was a continuation from Project Initiation Plan (PIP) in 2018 regarding SDGs Localization Program to support mainstreaming the SDGs at the national and sub-national levels. ACHIEVE Project is designed to provide assistance to the government of Indonesia in accelerating the process of SDGs achievement. . The total duration of the Project is five years from 2020-2024 and is financially supported by funding from Tanoto Foundation, Department of Foreign and Trade (DFAT), Nippon Closure Co. Ltd (NCC), and TRAC UNDP.

The Mid-term Review (MTR) presented herein, examines the ACHIEVE Project with the aim to evaluate ACHIEVE's progress toward meeting its principal objective and expected outcomes. Furthermore, it seeks to identify early indications of success, as well as failures, to assist the project team in recognizing potential adjustments that may be necessary to ensure the Project remains on track to meet its targets once it is terminated. In accordance with UNDP evaluation guidelines, the evaluation assessed four categories of project progress, namely project strategy and design, progress towards results, project implementation and adaptative management, and sustainability, using the OECD/DAC evaluation criteria of relevance, effectiveness, efficiency, and sustainability

Considering the stated objectives and scope of the MTR, a semi-structured qualitative approach was employed to gather relevant information pertaining to the evaluation criteria mentioned above. Some quantitative data were also obtained concerning project progress and achievements, as well as scoring of responses from an online survey of alumni of SDG Leadership Academy Programs. Data collection primarily consisted of a review of project documents, records, and secondary sources, as well as conducting key informant interviews, focus group discussions, online surveys, field visits, and observations.

1.2 Project Progress Summary

Institutional strengthening and policy advocacy activities were successfully carried out in 2020 and 2021, but no further activities were undertaken in 2022. The accomplishments during this period included the development of updated metadata and the National Action Plan for SDGs, the organization of the Annual SDG Conference, and the establishment of a strategic partnership with the Ministry of Villages. Notably, UNDP's collaboration with Bappenas yielded positive outcomes, leading to the development of national policies and institutional frameworks for the SDGs, with a particular focus on gender equality.

Output 2, titled "SDG Academy Indonesia Operationalized," represents the project's standout achievement, garnering substantial success and unwavering support from the Tanoto Foundation. Virtually all activities outlined under this output have been effectively executed, propelling the project towards the realization of its mid-term goal. Four indicators (2.1, 2.2, 2.3, and 2.5) have successfully met their targets, while one indicator (2.4) has made partial progress towards its target. However, one indicator (2.6) faces challenges due to ambiguity in measuring Program Enrolment, and Indicator 2.7 has been deemed irrelevant for the current stage. Overall, Output 2 demonstrates steady progress towards achieving its targets.

Output 3 of the project has made notable progress towards achieving its targets, successfully attaining three out of seven indicators. However, Indicator 3.7 is marked as "No data collected," highlighting the need for dedicated data collection efforts in this area. Notably, several indicators (3.3, 3.4, 3.6, and 3.7) are closely interlinked, involving knowledge product dissemination, production, distribution, capacity building, and advocacy events. The project has successfully implemented Social Innovation Platform (SIP) approach in two *Kawasan Pedesaan* in West Java and Gorontalo. Moreover, three indicators demonstrate partial achievements, indicating ongoing efforts to further improve performance in these areas.

Regarding Output 4, titled "ACHIEVE Role as Integrator of Indonesia CO Implemented," there has been no recorded progress. In addition to the resource constraints, this role entails collaborative activities with other units in UNDP CO. These activities are naturally expected to be carried out without requiring explicit listing in the Output.

1.3 MTR Ratings & Achievement Summary Table

Measure	MTR Rating	Achievement Description
Project Strategy	Satisfactory.	The project strategy is highly relevant and well-aligned with the United Nations Sustainable Development Cooperation Framework (UNSDCF) and the Country Program Document (CPD) for Indonesia. The ACHIEVE project demonstrates relevance to Indonesia's development priorities. It aligns with Presidential Decrees that emphasize collective efforts for SDG achievement at both sub-national and global levels. The establishment of the SDG Academy is also highly relevant, addressing the knowledge and capacity-building needs in Indonesia to drive sustainable development. Moreover, the project aligns with Indonesia's Roadmap of SDGs and targets priority sectors with financing gaps. The project interventions are especially important in the context of the COVID-19 pandemic, emphasizing the urgency to educate people about sustainable development and promote science-literate and collaborative leadership. Gender mainstreaming was featured in the project strategy and results framework.
Progress Towards Results	Output 2: Highly Satisfactory	Output 2, "SDG Academy Indonesia Operationalized," stands as the project's flagship achievement with significant success and continuous support from the Tanoto Foundation. Nearly all outlined activities under this output have been successfully implemented, bringing the project close to accomplishing its mid-term goal. The assessment of Output 2 indicators reveals that four indicators (2.1, 2.2, 2.3, and 2.5) have achieved their targets, while one indicator (2.4) has partially achieved its target, and one indicator (2.6) faces challenges due to

		ambiguity in measuring Program Enrolment. Notably, Indicator 2.7 was deemed irrelevant for the current stage. Overall, Output 2 is making progress towards achieving its targets, indicating promising prospects for the project's successful completion by the end of the project period.
	Output 3: Moderately Satisfactory	Output 3 of the project has shown notable progress in achieving its targets, with three out of seven indicators successfully achieved. Indicator 3.7 is marked as "No data collected," indicating a need for data collection efforts. Indicators 3.3, 3.4, 3.6, and 3.7 are closely interlinked, involving knowledge product dissemination, production, distribution, capacity building, and advocacy events. While innovative solutions were successfully adopted in Gorontalo Province, challenges were encountered in West Java due to resource mobilization and social conditions. There are three indicators with partial achievements, indicating ongoing efforts.
Project Implementation and Adaptive Management	Moderately Satisfactory	The project implementation and adaptive management have been assessed as moderately satisfactory. The changes made have proven effective, with clear responsibilities and reporting lines. The quality of execution by both the implementing agency and partner has been commendable. Notably, there is a good gender balance among project staff and the project board. The project has made progress in achieving its targets. Project implementation has been largely timely, and work planning has been results-based. Budget revisions appear to align well with the project's strategic objectives. Monitoring and evaluation systems are in place, although there is room for improvement in utilizing the logframe as an effective monitoring tool. Stakeholder engagement has been leveraged effectively. The project has identified no environmental risks, given its focus on capacity building activities. Reporting has been effective in sharing adaptive management changes, though there is a need for improvement in its quality and data availability. Internal project communication requires enhancement, while external project communication has been regular and effective. In summary, the project demonstrates a satisfactory level of progress in its implementation and adaptive management, with several positive aspects, but also areas that warrant attention and improvement.
Sustainability	Moderately Likely	*Financial* The project shows some potential for financial sustainability, considering availability of funds that can be obtained from multiple sources, including the private sectors and income-generating activities. However, it is essential to be cautious about the expectations for future funding, as securing such funding may not be guaranteed. *Socio-economic* Key stakeholders have demonstrated support for the project and its long-term benefits, indicating their interest in the continuity of project outcomes. Public and stakeholder awareness of the project's objectives is sufficient and contributes to the sustainability of the project. Lessons learned should be documented and shared with relevant parties to facilitate knowledge

		transfer and potential replication or scaling of project activities in the future.
		Institutional framework and governance
		Legal frameworks, policies, governance structures, and processes do not pose significant risks that jeopardize the sustenance of project benefits. The project's implementation of Development Service (DS) presents an opportunity to enhance financial sustainability and tailor programs to meet specific needs. Collaborative partnerships with SDG Centers can facilitate individual payments and ensure the success of the payment modality.
		Environmental risks
		The project activities have demonstrated a positive impact on environmental sustainability, particularly through topics such as waste management, natural resources management, and circular economy. There are no significant environmental risks that jeopardize the sustenance of project outcomes.

1.4 Concise summary of conclusions

1. The Project aligns with SDGs Agenda 2030, UN Sustainable Development Cooperation Framework (UNSDCF), and UNDP CPD, showing its relevance to Indonesia's development priorities. Clarifying and revising indicators in the logical framework will enhance its effectiveness. The decentralized approach provides flexibility, but an overall goal is needed for better impact assessment.

2. Implementation of project outputs varies significantly and faces challenges due to funding constraints. The adoption of Development Service (DS) as the preferred payment modality holds promise but requires expedited efforts for realization. Fulfilling all requirements is crucial to prevent pending tranche disbursement, thereby avoiding delays and adjustments due to budget limitations.

3. Output 2, "SDG Academy Indonesia Operationalized," is a flagship achievement, successfully implemented with unwavering support from the Tanoto Foundation, nearing mid-term goals. Similarly, Output 3 has made notable progress, achieving three out of seven indicators and showing partial achievements in three others. To build on these successes, enhancing internal project communication with stakeholders and clarifying specific activities and indicators in the results-based work plan would be beneficial.

4. The project's innovative solutions successfully address complex issues in Gorontalo and West Java's *Kawasan SDGs* using the SIP approach. Stakeholder engagement efforts focusing on inclusivity and targeting communities of all ages through programs like SDG Mobile Learning Program (MLP) and SDG Leadership Program will amplify impact.

5. The project strongly emphasizes addressing gender-related issues, evident in its ProDoc, which explicitly incorporates gender mainstreaming across all aspects of project implementation. Additionally, the project staff and Project Board demonstrate a relatively equal gender balance, prioritizing gender equity.

6. *Beranda Inspirasi*, the knowledge sharing platform initiated by the Academy, exhibits encouraging growth and engagement, especially among women and young adults. Leveraging partnerships with government entities, development partners, and the UN System strategically will enhance support for the project's coherent and mutually supportive results.

7. The project activities pose minimal social and environmental risks, enabling focused implementation of measures. Additionally, external project communication, including web presence and outreach campaigns, has been well-established to raise public awareness effectively.

1.5 Recommendation

The following are summary of the recommendations, which are further elaborated in the final chapter of the report.

1. Conduct a comprehensive study to determine the best sustainability options for the SDG Academy after the project's end. Develop a sustainability action plan for smooth transition and continued operation.

2. Proceed with a payment gateway involving the SDGs Centers as a third party, considering legal implications and alignment with UNDP regulations. Design an alternative revenue model.

3. Establish regular meetings with the donor to ensure shared understanding of objectives, progress, and outcomes.

4. Revise the Proposal to promote clarity and alignment between ProDoc and Proposal. Define indicators and targets for effective monitoring and evaluation.

5. Reconstruct the Theory of Change for adaptive management in diverse settings and issues.

6. Augment the Leadership Certification Program (LCP) curriculum with partnership formation skills.

7. Identify specific performance indicators for *Beranda Inspirasi*'s impact measurement. Implement a robust evaluation framework.

8. Improve efficiency in the Leadership Program under the SDG Academy by conducting parallel arrangements.

9. Fill the vacant position of Deputy Director at SDG Academy to facilitate seamless collaboration with the Tanoto Foundation.

10. Consider a seed fund to support Leadership Program graduates for better Capstone project implementation and alignment with program objectives.

2. INTRODUCTION

2.1 Purpose and Objectives of the Mid-Term Review

The Mid-term Review (MTR) presented herein, examines the ACHIEVE (Assistance for Enhanced Innovation for the Achievement of SDGs in Indonesia) Project, which was initiated in January 2020. The MTR aims to evaluate ACHIEVE's progress toward meeting its principal objective and expected outcomes, as outlined in the Project Document (ProDoc). Furthermore, it seeks to identify early indications of success, as well as failures, to assist the project team in recognizing potential adjustments that may be necessary to ensure the Project remains on track to meet its targets once it is terminated. Additionally, the MTR examines the Project design and identify potential risks that could reduce the chances for it to sustain after funding and technical support ends. The evaluation also includes an assessment of the contributions made towards women empowerment, gender mainstreaming, youth and other vulnerable population.

This MTR report can assist project team, partners, board members, and implementors to evaluate project strategies and make necessary adjustments or modifications to enhance target achievement during the remaining period. The report is a product of diligently gathered data and information from diverse sources, including desk review, interviews, surveys, and Focus Group Discussions. Thorough verification of these findings has been undertaken to ensure that the perspectives of all stakeholders are duly considered. As such, this MTR report serves as a valuable reference for the project parties, offering insights into best practices for further implementation.

2.2 Scope and Methodology

The Terms of Reference (TOR), the Guidance for Conducting Midterm Reviews of UNDP-Supported Projects, and standard evaluation practice serve as the framework for the methodology for the MTR. The review will provide evidence-based information that is credible, reliable, and verifiable. The review is participatory and consultative in nature to ensure close engagement with the government and other pertinent stakeholders.

2.2.1. Evaluation Scope

Evaluation Scope

Based on the Terms of References (ToR), the scope of MTR is as follows:
1. The evaluation will focus on assessing the implementation of the ACHIEVE Project from January 2020 until December 2022.
2. Review will assess the four categories of project progress, namely (i) project strategy (project design, and result framework), (ii) progress towards results (progress towards outcomes analysis, remaining barriers to achieving the project objective), (iii) project implementation and adaptive management (management arrangement, work planning, finance and co-finance, project-level monitoring and evaluation systems), stakeholder engagement, social and environmental standards (safeguards), reporting, and communication and knowledge management), and (iv) sustainability (financial risks to sustainability, socio-economic risks to sustainability, institutional framework and governance risks to sustainability, and environmental risks to sustainability).

3. The evaluation process will include consultation with the donor, UNDP, project team, partners, implementers, and beneficiaries of the project at national, provincial and community levels.

Evaluation Criteria

In accordance with UNDP evaluation guidelines, the evaluation will assess implementation of the Project using the OECD/DAC evaluation criteria of relevance, effectiveness, efficiency, and sustainability.

- **Relevance***:* Is the Intervention doing the right things? The extent to which intended outputs and outcomes of the project are consistent with national and local policies and priorities and the needs of intended beneficiaries.
- **Effectiveness:** Is the intervention achieving its objectives? The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.
- **Efficiency:** How well are resources being used? The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely manner.
- **Sustainability:** Will the benefits last? The extent to which the net benefits of the intervention continue or are likely to continue.

Evaluation Questions

Evaluation questions around relevance, effectiveness, efficiency, and sustainability have been developed to review the final results and progress of the Project (See Annex 4).

To ensure the quality of the evaluation process, the Evaluation Team has developed an evaluation matrix from the one provided in the ToR. The matrix provides a comprehensive and detailed outline of data sources and data collection methods for each evaluation question (see Annex 5).

2.2.2 Evaluation Approach and Methods

In view of the above-mentioned objectives and scope of the MTR, a semi structured qualitative approach was adopted to gather required information related to above mentioned evaluation criteria. However, it is also expected that some deal of quantitative information would come across related to the project progress and achievements, including possible scoring of responses from online survey and analysis of participants attending SDG Academy Programs to understand distribution of population groups, types of organization, and geographical coverage. Overall data were collected mainly through the review of project documents, records and secondary sources, key informant interviews, focus group discussions, online survey, field visits and observations. The details of data collection methods are laid out in the following.

Desk Review

A good deal of mostly progress, efficiency and effectiveness related data is to be obtained from review of project documents. These include, but are not limited to, the following:
- o Project document,
- o Proposal of SDG Academy,

- o SDG Academy progress report,
- o Social and environmental risk screening checklist,
- o Theory of change and results framework,
- o Programme and project quality assurance reports,
- o Annual work plan,
- o Activity designs,
- o Consolidated quarterly and annual reports,
- o Highlights of project board meetings,
- o Technical/financial monitoring reports.

Interviews

The evaluation relies mostly on qualitative research tools to comprehensively assess various aspects of the project. These include evaluating the effectiveness of the strategies and activities implemented, identifying positive achievements resulting from the intervention, understanding the challenges encountered during the interventions, and examining the steps taken to address these challenges. Furthermore, the evaluation aims to extract valuable lessons from the project's implementation and provide insightful recommendations to guide future project endeavors. To achieve these goals, semi-structured interviews were conducted with key informants representing a diverse range of stakeholders and beneficiaries. The selection of interviewees was done in consultation with UNDP and project colleagues. The key informants included representatives from the Project Team, UNDP, BAPPENAS, Tanoto Foundation, Nippon Closure Company Ltd (NCC), SDGs Centers at partner universities, Provincial Government (Bappeda and Dinas), SDGs Academy Indonesia Leadership Program (LP) participants, LP alumni, representatives of civil society organizations, and project beneficiaries.

Table 1 presents a comprehensive list of individuals and groups who were interviewed as part of the project evaluation process. These interviews were conducted using a combination of online platforms, such as Zoom, as well as offline discussions. To maintain confidentiality and ensure unbiased responses, no project team members were present during these interviews. For enhanced accuracy and focus, the majority of the interviews, especially those conducted online, were recorded, allowing the evaluators to concentrate on the discussion rather than taking notes. It is crucial to highlight that these recorded sessions were not shared with any entity associated with the project.

The interviews served multiple purposes in this evaluation. Firstly, they played a crucial role in clarifying and validating the initial findings obtained from the desk review. Additionally, they provided the evaluation team with a deeper understanding of the project implementation, particularly in cases where data and supporting documents were not readily accessible. For example, interviews with graduates of the SDG Leadership Program offered valuable insights and a more detailed description of the program, as it was not extensively outlined in the Project Documents and Progress Reports. Moreover, these interviews proved instrumental in capturing any changes made to the Leadership Academy curriculum, such as the transition from individual assignments to group assignments for capstone project development.

Table 1. List of informants interviewed by evaluation team

Name of interviewee	Gender	Role in the project	Institution	Date of interview	Remark
Rade Ayu	Female	Designing of SDG Academy program and curriculum	SDG Hub University of Indonesia	6 June 2023	Zoom
Sita Rahmi	Female	SDG Leadership Program graduate (Batch 2)	Lazizmu	7 June 2023	Zoom
Eirene Christa Luturmas	Female	SDG Leadership Program graduate (Batch 3)	Yayasan Pendidikan Gema Kasih Yobel	7 June 2023	Zoom
Bambang Mangkay	Male	SIP Implementing Partner	Japesda Gorontalo	7 June 2023	Zoom
Wiwik Junus Ismail	Female	SDG Leadership Program graduate (Batch 1), and Stakeholder in Gorontalo Province where SIP Program was implemented.	Bappeda Gorontalo	8 June 2023	Zoom
Mr. Nakagawa, Mr. Okubo, Ms. Sasaki	Male and female	Donor	Nippon Closure Company and ICMG	13 June 2023	Zoom
Mr. Michael Susanto, Ms. Yunety Tarigan, Mr. Ingga	Male and female	Donor	Tanoto Foundation	13 and 16 June 2023 (twice)	Zoom
Ria Wierma	Female	Project Partner	SDG Centre at Lampung University	13 June 2023	Zoom
Vivi Yulaswati	Female	Coordinating Partner	Bappenas	19 June 2023	Offline discussion
Mr. Siprianus Bate Soro, Mr. Muhammad Husain, Ms. Dien Dewi	Male and female	Project team members	ACHIEVE Project team	20 June 2023	Offline discussion
Mr. Ade Mardani Putra, Mr. Aji Hamanto	Male	SDG Leadership Program graduate (Ade Mardani, Batch 2), Capstone Project Implementor	Politeknik Pelayaran Banten	21 June 2023	Offline discussion
Juliaty Sopacua	Female	Former Director of SDG Academy Indonesia	UNDP Indonesia	22 June 2023	Offline discussion
Christian Natal Manullang	Male	Project Operation Team	UNDP Indonesia	22 June 2023	Offline discussion
Indriana Heni	Female	Coordinating Partner	National SDG Secretariat	22 June 2023	Zoom
Patrisia Helena Saraswati	Female	Mentor of SDG Leadership Program	University of Indonesia	23 June 2023	Zoom
Ikin Sugino	Male	Beneficiary of SIP	Head of Mango Farmers Group	24 June 2023	Offline discussion

		at Ciwaru Village, Sukabumi, West Java			(during field trip)
Tini Astuti	Female	Former Employee at Tanoto Foundation involved in ACHIEVE Project	-	6 June 2023	Zoom

Focus Group Discussion

Whenever possible, Focus Group Discussions (FGDs) were conducted through offline discussions. The list of FGDs conducted can be found in Table 2. These FGDs played a crucial role in elaborating on and clarifying any issues raised during the discussions and previous interviews. They were primarily conducted during field trips and visits to the project partner's office. Unlike Output 2 (SDG Academy Establishment), which involved more focused discussions, the nature of the Social Innovation Platform (SIP) (Output 3) necessitated comprehensive discussions with various stakeholders due to the longer duration of project implementation. Consequently, the evaluation team conducted interviews with SIP stakeholders to gain further insights and perspectives. During discussions the participants were provided with the opportunity to reflect on their experiences and recommend suggestions to further improve project efficiency and effectiveness.

Table 2. Location, Participants, and Institutions Attending FGD

Institution	No of Attendees	Role in the project	Date of FGD	Location
Hamlet/Kampung Management Team	5 persons (4 M, 1 F)	Beneficiary of SIP	25 June 2023	Taman Jaya Village, Sukabumi, West Java
Resilience Development Initiatives (RDI)	5 persons (2 M, 3 F)	SIP Implementing Partner	26 June 2023	RDI Office, Bandung, West Java
Dinas Pemberdayaan Masyarakat dan Desa (DPM Des), West Java Province	4 persons (3 M, 1 F)	SIP Coordinating Partner	26 June 2023	DPM Desa Office, Bandung, West Java

Field Observations

The evaluation team carried out field visits to validate the key tangible outputs and interventions of the project. The visited project locations include (i) Capstone projects of the SDG Leadership Program in Politeknik Pelayaran, Tangerang (Banten), and (ii) the SIP prototyping sites in Ciletuh, Sukabumi (West Java). For the project area in Grorontalo that could not be visited, the team utilized online meetings and other communication tools to gather necessary information and insights from stakeholders in that province. These remote interactions ensured that all project areas were adequately covered during the evaluation process.

Online Survey

An online survey was conducted to gather the perceptions of the SDG Leadership Program from its alumni. The survey consisted of 27 questions, including multiple-choice, open-ended, and multiple-selection formats. It was available for participation over a one-week period, during which 30 alumni out of a total of 112 alumni from three early batches responded. The survey aimed to gather alumni opinions on the effectiveness and efficiency of the program, considering its duration of five months. Additionally, feedback was sought on the program's curriculum, design, and suitability in addressing their needs regarding SDG-related issues. Open-ended questions were included to identify challenges and issues faced by the alumni during their participation in the program and during the implementation of their capstone projects.

2.2.3 Data Analysis

In view of the open-ended nature of evaluation questions and semi-structured data collection methods, most of the data were analyzed qualitatively. Qualitative data gathered were processed using validations, triangulations, interpretations and abstractions techniques. However, data from online survey, where applicable, were analyzed using descriptive statistics such as mean and percentage.

The information gathered during interviews, which reflected the individual perspectives of the entities involved, was not immediately considered as a finding. To avoid potential bias, it was essential to cross-check these perceptions with those from other entities. Additionally, if any additional findings or potential issues arose during the interviews, the evaluation team would verify them by referring to relevant project documents or by requesting supporting data from the project team. Only after these initial findings were substantiated through the inclusion of supporting data and documents, or confirmed through interviews with other project entities holding different roles and/or representing different institutions, were they officially classified as "findings" or "potential issues."

In summarizing the results of the data analysis, the Evaluation Team combined the key findings obtained from Key Informant Interviews (supported by direct observations) with the findings from surveys and desk reviews. The process of triangulating data from both primary and secondary sources, including Key Informant Interviews and surveys, served as the final step in data analysis. The evaluation report reflected this triangulation, showcasing how the different data sources aligned or differed across a range of responses.

The preliminary findings of the evaluation exercise had been presented to the project stakeholders immediately after the completion of data collection. After detailed data analysis, the draft evaluation report would be furnished discussing findings related to four areas of project progress. The report also takes into account the best practices and lessons learned and also furnishes set of recommendation based on the aspirations of stakeholders and conclusions of the evaluation. The draft report is submitted accordingly for the consideration and comments of all involved parties and is later on finalized through accommodating all relevant comments and suggestions.

The initial findings of the evaluation had been shared with the project stakeholders promptly upon completion of data collection. Following a comprehensive data analysis, a draft evaluation

report is produced, addressing findings pertaining to the four areas of project progress. The report incorporates identified best practices, lessons learned, and a set of recommendations based on stakeholder aspirations and evaluation conclusions. The draft report is submitted for review and comments by all parties involved, and it will be further refined to incorporate relevant feedback and suggestions before finalization.

2.3 Structure of the MTR Report

The MTR has been structured according to the provisions of the ToR, as described below:
Section 1: Executive Summary
Section 2: Introduction
Section 3: Project Description and Context
Section 4: Findings
Section 5: Conclusions and Recommendations
Section 6: Annexes

3. PROJECT DESCRIPTION AND BACKGROUND CONTEXT

3.1 Development Context

The year 2020 marked the fifth anniversary of the adoption of the Sustainable Development Goals (SDGs) by the United Nations' 193 member states. Since its launch in 2016, Indonesia has been at the forefront of SDG implementation, considering its national development agenda as synonymous with SDG implementation. In 2017, the Government of Indonesia (GoI) issued Presidential Decree No. 59/2017, providing guidance for SDG implementation in the country. This policy was further reinforced by Presidential Decree No. 111/2022, which emphasized four crucial aspects for the "Decade of Action": (1) governance and institutional arrangements, with BAPPENAS leading the way; (2) the establishment of an inclusive SDG Coordination Team, comprising government bodies, parliament, businesses, philanthropy, academia, experts, civil society organizations, and media; (3) the development of an SDG Roadmap and National Action Plan; and (4) coordination of SDG monitoring, evaluation, and reporting, as well as financing. Non-state actors, such as businesses, philanthropy, universities, and civil society groups, have also played significant roles in SDG implementation in Indonesia.

To showcase its progress, Indonesia presented Voluntary National Reviews (VNRs) during the High-Level Political Forum (HLPF) in New York in 2017, 2019, and 2021. Despite the challenges posed by the COVID-19 pandemic, Indonesia successfully presented its third VNR in 2021, focusing on sustainable and resilient recovery from the pandemic to achieve the 2030 Agenda. The VNR highlighted Indonesia's substantial and consistent efforts towards the SDGs, while also addressing challenges, emerging issues, and partnerships with civil society and subnational governments. Notably, collaborative efforts between the Ministry of Development Planning/Bappenas, UNDP Indonesia, and the Tanoto Foundation were featured as an example of capacity building through the establishment of the SDG Academy Indonesia. This academy offers various programs, including mobile learning, leadership training, and study abroad opportunities, open to the public.

While the GoI has established an SDG Secretariat at the national level, only a few subnational governments have followed suit. This has created disparities among provinces and districts, hindering accelerated progress toward achieving the SDGs. Additionally, the availability of SDG data has been limited, with only 35% of data available at the national bureau of statistics (BPS) and a lack of dedicated data systems at the subnational level. Overall, Indonesia has yet to fully utilize the One Data System to coordinate a comprehensive SDG data system.

Given the call for a decade of action to achieve the SDGs by 2030, it is crucial for Indonesia to explore new ways of accelerating SDG actions. However, this effort faces challenges due to varying capacities among government bodies and development actors across the nation, as well as prevailing business-as-usual approaches. Innovative solutions to persistent development challenges will define Indonesia's success in achieving the SDGs. To operationalize the primary SDG indicators for each goal, BAPPENAS has developed the "Roadmap of SDGs Indonesia," which includes policy positions, intervention scenarios, and financing gaps that need to be addressed in priority sectors such as education, health, social protection, food, environmental protection, research and development, and good governance. The Government aims to increase tax revenue to GDP from 10.5% in 2019 to 14.2% by 2030 to commit additional public finances to SDG attainment.

Since Indonesia's adoption of the SDGs in 2016, UNDP has been a key development partner supporting the GoI in SDG implementation. At the national level, UNDP has supported the SDG secretariat, facilitated the preparation of the SDG Roadmap and National Action Plan, and played a pivotal role in the preparation of VNRs. Through partnerships with the Ministry of Finance, UNDP has facilitated innovative financing instruments, such as the issuance of Green Sukuk in 2017. At the subnational level, UNDP has provided technical assistance to strengthen inclusive governance, evidence-based policy-making, and progress tracking. UNDP has also mobilized SDG financing from non-state actors, such as philanthropy, to fund initiatives at the subnational level. Knowledge sharing among development actors from various institutions, at subnational, national, and global levels, has been facilitated by UNDP to showcase successful assistance efforts.

With only a decade remaining to achieve the SDGs by 2030, the need for acceleration is more critical than ever. Indonesia must intensify its efforts to address the widespread development challenges, and UNDP must expand and enhance its assistance to the GoI.

3.2 Problems that the project sought to address: threats and barriers targeted

The primary goal of the ACHEVE Project is to accelerate the achievement of SDG targets across Indonesia by adopting various innovations. Several underlying causes have been identified, including weak institutional capacity in program development and planning, low knowledge and awareness of the SDGs, limited funding options, insufficient data and monitoring tools for SDG achievement, and challenges in promoting inclusivity.

While Indonesia has demonstrated commitment at the national level through the establishment of the SDG Secretariat, many institutions face challenges in effectively integrating the SDGs into their decision-making processes and operational frameworks. Limited understanding of the SDGs, inadequate technical expertise, and insufficient resources hinder the ability of institutions to develop and implement targeted strategies aligned with the SDGs.

Low knowledge and awareness of the Sustainable Development Goals (SDGs) represents a significant issue to their achievement in Indonesia. Despite the country's commitment to SDG implementation, there remains a considerable gap in understanding and awareness of the SDGs among various stakeholders, including government officials, policymakers, civil society organizations, and the general public. Insufficient knowledge about the goals, targets, and indicators of the SDGs hinders effective planning, implementation, and monitoring efforts. It also limits the ability to mobilize support and engage diverse sectors of society in SDG-related activities.

The lack of sufficient financial resources is another significant barrier to achieving the SDGs in Indonesia. While the government has made commitments to allocate public funds towards SDG attainment, there remains a financing gap in priority sectors, such as education, health, and social protection. Mobilizing additional resources, both domestic and international, is essential to bridge this gap and ensure sustainable financing for SDG implementation. Efforts should focus on exploring innovative financing mechanisms, engaging private sector investment, and strengthening partnerships with development partners and philanthropic organizations.

The unready availability of data poses a significant challenge to SDG progress tracking. At the national level, only 35% of SDG data is currently available at the national bureau of statistics (BPS), with the remaining 65% scattered across various line ministries and agencies. This fragmented data landscape limits the ability to effectively monitor and evaluate SDG implementation. Moreover, at the subnational level, only a small number of local governments have established dedicated data systems to track SDG progress. This lack of comprehensive data systems impedes the accurate assessment of SDG achievements and hinders evidence-based decision-making at the local level.

Recognizing that these underlying causes could hinder Indonesia's progress towards the SDG targets by 2030, the ACHIEVE Project has been specifically designed to address some of these issues through its four outputs. In collaboration with key partners such as Bappenas and Tanoto Foundation, the project provides crucial support to the SDG Secretariat at the National Level, helping them fulfill their mandate through the implementation of Output 1. Output 2 focuses on the establishment of the SDG Academy, which aims to enhance institutional capacity and create more funding opportunities by fostering partnerships across different sectors and institutions. This initiative is intended to strengthen the overall capacity of the institutions involved in SDG implementation. As part of Output 3, the Social Innovation Platform (SIP) is introduced to promote inclusivity and facilitate a bottom-up decision-making process. It encourages active participation and close engagement of local communities in the development program design. The ultimate goal is to overcome challenges in mainstreaming inclusivity and foster more effective, locally-led development initiatives. By targeting these key areas, the ACHIEVE Project strives to make a meaningful contribution to accelerating SDG achievement in Indonesia, ultimately bringing the country closer to realizing its sustainable development objectives.

3.3 Project Description and Strategy

ACHIEVE Project was a continuation from Project Initiation Plan (PIP) in 2018 regarding SDGs Localization Program to support mainstreaming the SDGs at the national and sub-national levels. ACHIEVE Project is designed to provide assistance to the government of Indonesia in accelerating the process of SDGs achievement and has been implemented since January 2020. The total duration of the Project is five years from 2020-2024 and is financially supported by funding from Tanoto Foundation, Department of Foreign and Trade (DFAT), Nippon Closure Co. Ltd (NCC), and TRAC UNDP.

The ACHIEVE project aims at providing technical assistance and facilitation to accelerate achievement of SDG goals. As shown in Table 3, the activities carried out in this project will contribute to the achievement of the following outputs: a. Output 1: Institutional Strengthening and Policy Advocacy Conducted, b. Output 2: SDG Academy Indonesia Operationalized, c. Output 3: SDG Actions, Knowledge Management and Knowledge Sharing Implemented, d. Output 4: ACHIEVE role as integrator of Indonesia CO Implemented. However, since 2020 up until now, not all outputs have been actively implemented. So far, the Project has managed to implement well mainly Output 2 and Output 3.

Table 3. ACHIEVE Project Outputs and Activity Results

Outputs	Activity Results
Output 1: Institutional Strengthening and Policy Advocacy Conducted	1.1 SDGs Secretariat strengthened coordination, planning and budgeting, and monitoring, including gender sensitization at national and sub national level. 1.2: SDGs related research using gender lens conducted, and results published and disseminated. 1.3: SDGs data system at national and sub-national level developed or strengthened with 12 sex-disaggregated data-basis wherever available. 1.4: Mainstreaming of SDGs in University conducted
Output 2: SDG Academy Indonesia Operationalized	2.1. SDG Academy Indonesia curriculum developed. 2.2: SDG Academy Indonesia venue arranged, and facilities made available. 2.3: SDG Academy Indonesia Learning Management System developed. 2.4: All 3 programs Leadership certification, Mobile learning and Study abroad, and other SDG related talks/seminars/conferences implemented and conducted
Output 3: SDG Actions, Knowledge Management and Knowledge Sharing Implemented	3.1: "*Kawasan* SDGs" established through broad consultation with all stakeholders and additional funds mobilized by SDGs Secretariat. 3.2: Knowledge products produced and disseminated including exposure of gender equality targets through various media platforms. 3.3: SDGs related capacity building and advocacy events conducted and/ or facilitated, with equal participation of women and men, at national, regional and global events
Output 4: ACHIEVE role as integrator of Indonesia CO Implemented	4.1: Strategic engagement with new partners initiated by leveraging various internal resources. 4.2: Similar program and projects in the same geographical locations or similar sectors are consolidated and leveraged for a new program/ initiative.

3.4 Project Implementation Arrangements

The Project is implemented through the Direct Implementation Modality (DIM), wherein UNDP directly carries out the project to ensure its timely completion within the designated five-year timeframe. The successful implementation of the Project heavily relies on effective communication and coordination with its various stakeholders, as well as the implementation of mechanisms that ensure stakeholder participation. For this purpose, the Project has closely collaborated with the following stakeholders and partners: (1) Government & Parliament, including Bappenas RI, Kemendagri RI, and relevant Indonesian Ministries; (2) Private Sector and Philanthropy, such as the Tanoto Foundation and Nippon Closures Company, Ltd.; (3) Academic and Expert institutions; and (4) Civil Society Organizations (CSOs), media entities, and local communities. Through this multi-stakeholder partnership, the project aims to deliver cutting-edge solutions and innovations in order to address the development challenges that Indonesia currently faces. The partners play a crucial role as enablers, catalysts, and think tanks in achieving the Sustainable Development Goals (SDGs).

As outlined in the Project Document (ProDoc), the Project Board assumes the responsibility of making decisions to ensure the allocation of required resources, resolving conflicts within the project, and engaging in negotiations with external entities when issues arise. In addition, the Board has the following key functions: (i) Reviewing and approving substantial revisions to the project; (ii) Exercising accountability by providing oversight, guidance, and recommendations to the project management team; (iii) Assessing the progress of the project document; and (iv) Reviewing and endorsing the annual work plan and monitoring plan of the project. It is crucial to note that the decisions made by the Project Board will adhere to standards that prioritize management for development results, best value for money, fairness, integrity, transparency, and effectiveness.

3.5 Project timing and milestones

The project started in January 2020 with a term of five years (2020-2024). The key milestones or achievement of the project are summarized in Table 4.

Table 4. Milestones and key dates for ACHIEVE Project

Milestones	Key Dates
SDG Academy Indonesia launch	Nov 2019
ACHIEVE operation	Jan 2020
Leadership Program (LP) and Mobility Learning Program (MLP) launch	Mar 22, 2021
NCC Joined the project	July 2022
Expected date for MTR	Dec 2021 – Mar 2022
Actual date for MTR	Jul 2023
Estimated date for the Terminal Evaluation	First Semester 2024
Closing date	Dec 2024

4. FINDINGS

4.1 Project Strategy

4.1.1 Project Design

Review the problem addressed by the project and the underlying assumptions. Review the effect of any incorrect assumptions or changes to the context to achieving the project results as outlined in the Project Document.

Interviews conducted have revealed that key stakeholders lack awareness of the ProDoc's contents. For instance, individuals affiliated with Project Board Member institutions only seem to be acquainted with the SDGs Academy component, which represent just one of the project's four components. This confusion may arise from the fact that the ProDoc references the Project Board for the entire project, while Proposal for SDGs Academy stipulates a separate Project Board specifically for the SDGs Academy, with identical membership. In reality, the Project Board is functioning specifically only for the SDGs Academy.

The project exhibits relevance, and certain well-conceived design elements have been identified. However, there are several indicators that are either ambitious or underdeveloped, potentially limiting its effectiveness, particularly considering the significant percentage of unobtained funds. For instance, indicator 2.8, pertaining to the total number of enrollments in all programs, lacks clarity regarding whether it refers solely to participants of the Leadership Certification Program or includes all enrollments in the Mobility Learning Program. Furthermore, in the Proposal to the Donor, the indicator specifies student recruitment, further contributing to this confusion. Compounding matters, there are disparities in the target figures for enrollment and students between the two documents. As these differences pertain to performance, it is in everyone's best interest to address them promptly through a proposal revision, as has been suggested in the last PBM and SDGs Academy Progress Report 2022.

The project document envisages the "leave no one behind" approach as one of the main accelerators for strategies of SDGs achievement. The implementation of this principle can be seen in the selection of pilot locations for Social Innovation Platform (SIP) approach. The selected locations are State-Prioritized Cluster of Villages (KPPN) Ponelo Islands in Gorontalo province and KPPN Citamansakti in West Java province. Both locations represent the most lagging areas in each province as part of the leave no one behind approach. Social Innovation Platform is an open innovation approach that provides a multi-party collaboration framework and facilitates the process of connecting diverse stakeholders, such as multi-stakeholders at village, district, provincial level and co-creations of solutions with local communities, and initiatives in solving socio-economic problems that are being faced in a region. SIP fosters inclusive and active participation of local communities and consists of in-depth processes, ranging from understanding the values and cultures that underlie the livelihood of a community to arrive at a systemic transformation.

The budgetary situation for the Project reveals a significant funding shortfall compared to the total budgetary requirement. As outlined in the ProDoc, the original budget allocated 5 million USD, but only USD 1,691,559.51 has been secured from donors. This means that the current available funds only amount to 33.8% of the originally planned budget, leaving a substantial

gap of 66.2%. This gap has the potential to significantly impact the Project's ability to achieve its intended objectives and overall results.

It is important to recognize that the challenge of planning with a substantial portion of unobtained funds is not unique to this particular Project but is rather common within the UNDP. While projects under the UNDP often outline ambitious budgets to address critical national challenges and attract potential donors, the actual funds received may fall short due to various reasons beyond immediate control. Addressing this funding gap calls for a proactive approach, careful planning, and collaboration with all relevant stakeholders to ensure the project's objectives are met.

The assumptions made during project design can be summarized as follows:
- Political will and commitment from the government will ensure optimum support for post project activities that result to project sustainability and replicability.
- Successful enforcement of formulated policies and regulations on SDGs implementation that will support in directing and implementing the programs.
- Strong coordination between a multitude of stakeholders and beneficiaries to ensure the implementation of project activities.
- Capable strategic partners to support decision making process for the project implementation.
- Regular update and upgrade of Learning Management System (LMS) for technological improvement.
- Sufficient project support from local strategic partners in implementing the SDG Academy Indonesia Leadership Program and SIP prototyping at pilot villages.

Review the relevance of the project strategy and assess whether it provides the most effective route towards expected/intended results. Were lessons from other relevant projects properly incorporated into the project design?

In Indonesia's pursuit of achieving the Sustainable Development Goals (SDGs) by 2030, Bappenas is designated as the primary implementing partner. To fulfill this responsibility, Bappenas receives support from the national-level SDG Secretariat, which plays a coordinating role among the sub-national SDG Secretariats. At the sub-national level, Bappeda acts as an extension of Bappenas, collaborating closely with the sub-national SDG Secretariats to formulate and execute Local Action Plans (*Rencana Aksi Daerah* or RADs). The collective contributions of RADs from various sub-national levels form the basis of the SDGs national action Plan (*Rencana Aksi Nasional* or RAN). The SDG RAN and SDG Roadmap are instrumental in providing a concrete framework and action plan, guiding Indonesia toward achieving its 2030 targets. Improvement in institutional capacity, combined with innovation in funding mechanism, which is expected to be driven from facilitation for partnership across institutions, are some of the expected outcomes ACHIEVE project is trying to attain.

Under United Nations Sustainable Development Cooperation Framework (UNSDCF), the UNDP Outcome 1 means to achieve the condition where "people living in Indonesia, especially those at risk of being left furthest behind, are empowered to fulfil their human development potential as members of a pluralistic, tolerant, inclusive and just society, free of gender and all other forms of discrimination". Improvement in institutional capacity will be achieved through empowerment of human capital in the institution, which is in synergy with the project objectives. SIP approach, which promotes active participation of local community and facilitates inclusivity, is in line with the principle of leaving no one behind stipulated in the

UNSDCF. Specifically, under UNSDCF, the Indicative Program Output 1.1 stipulates "Public institutions are capable of responsive, inclusive, participatory and representative decision-making". Promoting SIP approach in development program planning is strongly relevant with this Output, where active participation of local community along the process is strongly encouraged.

The project interventions align with Outcome 4 of the Country Program Document (CPD), which focuses on stakeholders adopting innovative and integrated development solutions to accelerate progress towards the Sustainable Development Goals (SDGs). All project outputs contribute to CPD Output 4.2, which aims to strengthen the policy environment and expand public and private financing for the SDGs. Specifically, Project Output 1 is linked to CPD Output 1.1, which aims to enhance the capability of public institutions to make responsive, inclusive, participatory, and representative decisions. This is measured by Strategic Plan Output 1.1.2, which tracks the number of provinces equipped with the capacity to accelerate SDG localization during the Decade of Action. Project Output 2, is associated with CPD Output 2.1, which seeks to support vulnerable groups in building productive capacities and benefiting from sustainable livelihoods.

The ACHIEVE project adopted and modified the Mainstreaming Acceleration and Policy Support (MAP) approach, which is a UNDP corporate approach, to the specific context of Indonesia. This project is a continuation of the previous initiative known as the Project Initiation Plan (PIP) in 2018 and focused on the SDGs Localization Program. The PIP was developed from previous collaborative efforts with a number of partners on SDG at national and sub-national levels. Therefore, the ACHIEVE project draws upon the knowledge gained and the successful experiences from past initiatives to provide assistance to the government of Indonesia in expediting the achievement of the SDGs. This will be accomplished through the implementation of an innovative capacity building program that spans across the nation, with the aim of enhancing the capacities of both state and non-state actors in localizing the SDGs.

Review how the project addresses country priorities. Review country ownership. Was the project concept in line with the national sector development priorities and plans of the country?

The ACHIEVE Project demonstrated relevance to the development priorities of the Government of Indonesia (GoI). Within the national context, the project activities aligned with the GoI's priorities outlined in Presidential Decree No.59/2017 on the Implementation of SDGs Achievement and Presidential Decree No.111/2022 on the Acceleration of SDGs achievement in Indonesia. These two presidential decrees emphasize the significance of collective efforts in concentrating SDG achievements at both sub-national and global levels.

Of particular importance is Presidential Decree No. 111/2022, which mandates four crucial aspects during the 'Decade of Action.' These aspects include: 1) the establishment of an inclusive SDG Coordination Team comprising representatives from the government, parliament, business sectors, philanthropy, academics, experts, civil society organizations, and media; 2) the development of an SDG Roadmap and National Action Plan; 3) the coordination of monitoring, evaluation, and reporting of SDGs; and 4) the financing of SDGs. By aligning with these key aspects, the ACHIEVE Project effectively supported the GoI's priorities and contributed to the collective effort required for SDG achievement. Its activities were in line with the GoI's vision of attaining the global agenda in a fair and collaborative manner, ensuring equal progress at all levels.

The establishment of the SDG Academy is highly relevant to the national needs and context of Indonesia. With 17 goals, 169 targets, and over 300 indicators, the Sustainable Development Goals (SDGs) represent an ambitious vision for global development. As an early adopter of the SDGs, Indonesia recognizes the importance of engaging all stakeholders in the pursuit of these goals. To effectively participate in this collective effort, stakeholders require a comprehensive understanding of the SDGs and their implementation. In this regard, capacity-building programs are crucial in enhancing the knowledge and skills of SDG stakeholders to effectively govern the implementation of the SDGs in their respective areas. In response to this need, the SDG Academy Indonesia was established with two primary objectives. Firstly, it aims to broaden the knowledge horizon, deepen leadership and management skills, and strengthen the determination to succeed, while fostering innovative thinking among leaders from all corners of the country. Secondly, it seeks to enhance governance processes at the sub-national level, including building institutional problem-solving capacity to advance the SDGs.

By pursuing these objectives, the SDG Academy plays a vital role in equipping stakeholders with the necessary tools and competencies to drive sustainable development in Indonesia. It aligns with the national agenda by addressing the knowledge gaps and skill requirements essential for successful SDG implementation. Through the SDG Academy, Indonesia demonstrates its commitment to building a capable and empowered network of leaders who can effectively contribute to the pursuit of the SDGs at both the national and sub-national levels.

The SDGs Academy is highly relevant in addressing the capacity-building needs in Indonesia, particularly in the context of the national strategy to build back better to accelerate economic recovery after Covid-19 pandemic and achieve the SDGs by 2030. Recognizing the importance of Circular Economy (CE) implementation, the SDGs Academy acknowledges the necessity of providing knowledge and skills related to maintaining a circular economy, which aligns with the goals and objectives set by the Government of Indonesia (GoI).

The ACHIEVE project aligns with the objectives outlined in the Roadmap of SDGs Indonesia, thereby demonstrating its relevance and consistency. This roadmap serves as the overarching framework for implementing the primary indicators associated with each SDG. It encompasses policy positions for 57 selected indicators out of a total of 319 national SDG indicators, as well as various scenarios such as 'business as usual' and 'intervention scenarios'. These scenarios provide insight into the financing gaps that must be addressed to achieve specific SDGs. Priority sectors that have been identified as having significant financing gaps include education, health, social protection, food security, environmental protection, research and development, and good governance. By assisting to addressing these gaps, the ACHIEVE project contributes to the efforts for the fulfillment of the SDGs and critical areas of need within Indonesia.

The relevance of Project intervention becomes more evident when considering the current global context, particularly in light of the COVID-19 pandemic. This global crisis has served as a reminder of the urgency to educate people about sustainable development. It has highlighted the interconnectedness of the SDGs and emphasized the importance of science-literate and collaborative leadership, facilitated by innovative digital platforms. In response to this urgency, SDG Academy Indonesia has recognized the need to offer capacity building programs that aim to enhance the knowledge and skills of SDGs' stakeholders, empowering them to effectively govern and implement the SDGs within their respective areas. By fostering a deeper understanding of sustainable development and equipping individuals with the necessary tools and expertise, these interventions play a crucial role in driving meaningful progress towards a more sustainable future.

Review the extent to which relevant gender issues were raised in the project design. Were relevant gender issues raised in the Project Document?

The project places a strong emphasis on addressing gender-related issues and concerns. The project's ProDoc explicitly highlights the incorporation of gender mainstreaming considerations across all aspects of the project. This commitment is evident as the term "gender" is directly mentioned in three activity results associated with the project's outputs. Moreover, the project's data collection methodology underscores the importance of utilizing gender disaggregated data. This approach ensures a comprehensive understanding of gender dynamics and enables informed decision-making. By actively integrating gender considerations into its activities, the project demonstrates its commitment to promoting gender equality and inclusivity throughout its implementation.

The main objective of this project is to localize the Sustainable Development Goals (SDGs) in Indonesia at both the national and sub-national levels. By doing so, it aims to strengthen social sustainability through enhanced social collaboration and innovation among stakeholders involved in the SDGs. The project document recognizes the vulnerability of marginalized segments of society, including women, persons with disabilities, youth, and others, within the context of the proposed intervention. It emphasizes the importance of upholding human rights principles, particularly for these marginalized groups, as well as for poor populations, underrepresented communities, and diverse gender orientations. In this regard, the project is committed to integrating UNDP's global policies on human rights-based approaches into its projects and programs, giving due consideration to gender equality and the engagement and protection of the rights of indigenous and local peoples.

4.1.2 Results Framework / Logframe

Undertake a critical analysis of the project's log frame indicators and targets, assess how "SMART" (Specific, Measurable, Attainable, Relevant, Time-bound) the midterm and end-of-project targets are, and suggest specific amendments/revisions to the targets and indicators as necessary.

The project has been designed through a proper logical framework analysis. In general, the proposed activities are coherent with the project objectives and expected results. Gender based indicators have been included in the project logical framework (LogFrame).

The assessment of the project's logical framework reveals areas of improvement related to indicators and targets. Some indicators lack clarity, making it necessary to revise and enhance their effectiveness. For instance, the term 'enrollment' in the indicator 'Increase enrollment in the Leadership Program' needs clarification. It is crucial to specify whether it refers exclusively to students of the Leadership Program or includes anyone who enrolls in the Mobility Learning Program as well. Additionally, the indicator 'Number of populations/agencies advocated' presents an unclear comparison between populations and agencies, as they are not directly comparable entities. To ensure meaningful measurement, a more precise and relevant indicator can be formulated to align the indicator with a measurable and attainable target, focusing on the desired outcome of agency commitments.

In addition, the indicator 'Increased percentage of women participants in all programs offered'

lacks clarity regarding which programs are included and the baseline against which the increase will be measured. To make it more specific and measurable, it is recommended to revise the indicator as 'Achieve a 25% increase in female participation in the Leadership Program and the Mobility Learning Program compared to the baseline year.' This clarification ensures that the indicator encompasses the relevant programs and provides a clear baseline for measuring progress.

The results framework adheres to a standard approach by anticipating the achievement of outcome through the implementation of concrete outputs. It is acknowledged that certain output indicators were absent. This is understandable, however, considering that the respective interventions were recently introduced. Consequently, the establishment of indicators were contingent upon the outcome of these interventions after a few months or a year of project implementation.

Are the project's objectives and outcomes or components clear, practical, and feasible within its time frame?

In assessing the logical framework of the project, it becomes apparent that an overall goal or outcome is absent. Instead, the project is structured around specific outputs, each with its own set of objectives. This decentralized approach may offer flexibility but poses challenges in terms of assessing the project's overall impact. Moreover, the implementation of the outputs varies significantly. For instance, Output 4 remains unimplemented due to funding constraints, limiting its potential contribution to the project's intended outcomes. Additionally, Output 1 is only implemented for the first two years, indicating a temporal limitation that might impact the long-term sustainability of its objectives. It is crucial to recognize these limitations and their potential implications for the project's success.

Furthermore, it is worth noting that Output 2, focused on the SDG Academy, has its own distinct LogFrame. The LogFrame is included in the proposals to Donors. This separation signifies a separate set of objectives and evaluation criteria specific to the SDG Academy's activities. While this approach is understandable as it offers an opportunity for focused management and evaluation, it may also create challenges in terms of aligning and integrating the outcomes of Output 2 with the broader project framework.

During the MTR, it was observed that the project proposal is undergoing a revision process, following the agreement made in the 5th Project Board Meeting. The purpose of the revisions is to ensure the Proposal's content aligns with the current project situation and eliminates any irrelevant information. As indicated in the SDG Academy Progress Report for 2022, the Academy team has completed the proposal and submitted it for review by the Donor to obtain valuable feedback. The key focus of these revisions lies in the milestone table, which outlines the proposed targets and schedule for each of the five tranche periods. Additionally, efforts have been made to address areas such as wording consistency, alignment of the Theory of Change (ToC) with the Project Document (ProDoc), and other necessary adjustments.

4.2. Progress Towards Results

4.2.1 Progress Towards Outcomes Analysis

Review the log frame indicators against progress made towards the end-of-project targets;

populate the Progress Towards Results Matrix, as described in the Guidance For Conducting Midterm Reviews of UNDP-Supported color code progress in a "traffic light system" based on the level of progress achieved; assign a rating on progress for the project objective and each outcome; make recommendations from the areas marked as "not on target to be achieved" (red). Compare and analyze the Core Indicators at the Baseline with the one completed right before the Midterm Review.

The MTR team is tasked to provide ratings on the Project's progress towards its objective. The assessment of progress is based on data obtained from various sources, including Project Assurance Reports (PARs), Progress Report, PBM minutes, and interviews with project stakeholders during the evaluation mission. However, it is essential to acknowledge that few challenges were encountered during the assessment process. These challenges included limitations in the quality of indicators and targets, availability of data, and shortcomings in the project's monitoring and evaluation system, which might affect the accuracy of progress evaluation.

The assessment results are presented in Table 5 and Table 6, which offer a comprehensive summary of the progress made towards the mid-term targets for each indicator. Specifically, Table 5 pertains to Output 2, while Table 6 relates to Output 3. To gauge the level of achievement, each indicator has been assigned a rating utilizing a color-coded "traffic light" system, effectively highlighting the relevant cells within the matrix. The rating system operates as follows:

a) GREEN: Indicates that the target has already been achieved.
b) YELLOW: Signifies that the target is partially achieved or on-track to be accomplished by the project's end.
c) RED: Indicates that the target is at high risk of not being achieved by the project's end and requires immediate attention.

As previously mentioned, no assessment was conducted for Output 1 and Output 4, as the former is not implemented, and the latter's activities have been halted or discontinued. Nonetheless, for the sake of completeness, some short explanations about these two Outputs will be provided below. By including these explanations, the evaluation aims to offer a holistic perspective on the overall implementation and outcomes of the Project, even when certain Outputs were not subject to formal assessment.

To ensure a comprehensive understanding of the findings presented in the "progress towards results" tables, detailed explanations are offered in the paragraphs and sections following the tables. These additional explanations are designed to provide further context and insights into the evaluated progress of the Project.

Output 1: Institutional Strengthening and Policy Advocacy Conducted

Regarding Output 1, "Institutional strengthening and policy advocacy conducted," activities were carried out in 2020 and 2021, but no activities were undertaken in 2022. In 2020, UNDP Indonesia engaged in several key activities, including supporting the National Secretariat for SDGs in developing updated metadata for Indonesia's SDGs, the second edition of the National Action Plan for SDGs, and organizing the Annual SDG Conference. Additionally, a significant achievement in 2020 was the establishment of a strategic partnership between UNDP Indonesia and the Ministry of Villages, Development of Disadvantaged Regions and Transformation (Kemendesa PDTT). This partnership aimed to address the adverse impacts of the COVID-19 pandemic on vulnerable rural populations in Indonesia and revitalize progress towards the

Sustainable Development Goals (SDGs). Other notable activities encompassed the SDG Localizing Riau initiative in 2020 and 2021, as well as providing support to Bappenas in conducting the Voluntary National Review (VNR) in 2021.

In 2021, as part of the UN's support to the Government of Indonesia, UNDP plays a crucial role in supporting the national-level SDGs Dashboard. This dashboard serves as a comprehensive tool to capture contributions made by both the government and non-state actors towards achieving the Sustainable Development Goals (SDGs). Furthermore, UNDP is actively collaborating with the Ministry of Education to advance the integration of the SDG Academy mobile learning program into the Ministry's learning platform, thereby promoting the mainstreaming of SDGs in universities. In this regard, UNDP organized awareness-raising events at ten universities across Indonesia to introduce the concept of integrating SDGs in university curricula, engage with experts and academics for insights, and explore potential collaboration opportunities. Notably, UNDP has successfully partnered with several universities in adopting the SDG Academy's mobile learning platform as an integral part of university courses. These initiatives underscore UNDP's commitment to fostering SDG awareness and knowledge dissemination within the higher education sector.

Considering the resource constraints and the extensive efforts already made since 2016 in institutional strengthening and policy advocacy activities, there are valid justifications for reducing the scope of this Output. UNDP has collaborated with the national government and three pilot provinces (Lampung, Riau, and Gorontalo) in these endeavors. Close collaboration with Bappenas has enabled the development of national policies and institutional frameworks for the SDGs, with a focus on gender equality. UNDP Indonesia has provided technical assistance to Bappenas for planning, implementation, and monitoring of SDG localization through gender-responsive staffing at the National SDGs Secretariat. In this regard, all activities in Output 1 have basically been done in PIP since 2018. Given the limited funding, there might be perception that sufficient work has already been accomplished in recent years, making it unnecessary to duplicate efforts, especially with what SDGs Secretariat has been achieving now.

Output 2: SDG Academy Indonesia Operationalized

Output 2, titled "SDG Academy Indonesia Operationalized," stands out as the flagship achievement among the four outputs. It has been largely successful and receives unwavering support in terms of funding from the Tanoto Foundation. Almost all activities outlined under this output have been implemented. As a result, the Project is on the verge of accomplishing its mid-term goal in relation to this particular output.

Table 5. Progress Towards Results Matrix for Output 2

Indicators	Mid-term Target	Midterm Level and Assessment	Achivement Rating
2.1 Number of Curriculum for SDG Academy Indonesia completely developed	13 curriculums should be produced.	As of 2021, 21 modules have been produced.	Achieved
2.2 SDG Academy Indonesia Campus and its facilities arranged and available according to agreed standard between UNDP-Tanoto Foundation	Settled	Settled	Achieved
2.3 SDG Academy Indonesia Learning Management System developed and functions	Achieved	Achieved	Achieved
2.4 Total number of programs sessions, talks/seminars/conferences/speaking engagement implemented and conducted	14 should be completed	• 6 webinars (7000 participants), • Leadership Program Batch 1-3 (total of 112 participants) • 3 Dialogues on Circular Economy Total 12 events	Partly achieved
2.5 Increased percentage of women participants in all programs offered	30% women participants	• 6 webinars (55% female), • Leadership program, 3 batches (female proportion is around 50%)	Achieved
2.6 Total numbers of enrolment of all programs offered	3000 enrolments	6 webinars, 7000 active learners LCP 112 MLP 9,620	Achieved
2.7 Project Visit for Capstone Project Tracking and Re-engagement with Alumni	-	NA. The activity will start in 2024.	NA

Output 2 consists of seven indicators with the different level of achievement. During this MTR Evaluation, Indicator 2.7, "Project Visit for Capstone Project Tracking and Re-engagement with Alumni," was deemed irrelevant since it pertains to an activity scheduled for 2024. As a result, it does not contribute to the assessment of the project's progress at the present stage. Regarding Indicator 2.6, "Total numbers of enrolment of all programs offered," there is a lack of clarity regarding the definition of Program Enrolment. This ambiguity has made it challenging to accurately measure the achievement of this indicator.

In terms of the overall assessment of Output 2 indicators, four indicators (2.1, 2.2, 2.3, and 2.5) have achieved their targets, one indicator (2.4) has only partially achieved its target, and one indicator (2.6) is significantly behind in meeting its target. Based on this assessment, it can be concluded that Output 2 is making progress towards achieving its target by the end of the project period.

Furthermore, the MTR Team acknowledge the positive growth and engagement achieved by *Beranda Inspirasi.* the online knowledge sharing platform initiated by the Academy. Its ability to attract visitors, generate pageviews, and facilitate knowledge sharing is commendable,

demonstrating its effectiveness in reaching a diverse audience and fostering collaboration in the context of Sustainable Development Goals (SDGs). However, it is crucial to highlight the limitation in the evaluation process: the absence of specific indicators measuring the performance or achievement of *Beranda Inspirasi* under Output 2. While the platform's positive growth and engagement are encouraging signs of success, having well-defined indicators would have provided a more comprehensive and concrete assessment of its impact in contributing to the intended outcomes of the Academy's initiative. Therefore, the MTR Team recommend the Academy and stakeholders identify and establish specific performance indicators aligned with the platform's objectives. The same applies for *Alun-Alun Inovasi*, which will be launched soon. These indicators should be measurable, time-bound, and relevant to the context of the SDGs.

Indicator 2.1 Curriculum development

The curriculum development process for the SDG Academy Curriculum has been successfully completed, following a series of well-structured events and thorough analysis. The SDGs Team UNDP Indonesia undertook three major sequential events between November 2018 and June 2019: the SDGs sub-national roadshow series, National Focused Group Discussions (FGD), and subsequent analysis of the roadshow and FGD results. The outcomes of this analysis formed the foundation and final recommendation for the development of the SDG Academy curriculum., which was then followed by a bidding process to select a competent consultant for curriculum development.

Drawing upon the valuable information gathered during the sub-national roadshow and national FGD, urgent SDGs topics were identified as focal points for the SDG Academy curriculum development. Through a competitive bidding process, a highly skilled consultant was chosen to spearhead the development. The consultant successfully produced a comprehensive set of deliverables, which included one Leadership and Management course module, six SDG course modules utilizing a blended learning approach, and an additional six SDG course modules employing a fully online learning approach. Furthermore, the consultant developed a Capstone Project module using a blended learning approach and a Training Module specifically designed to train SDG Leadership Academy course instructors.

The resulting curriculum exhibits a high level of comprehensiveness and is tailored to address specific SDG topics and issues within the Indonesian context. The blended learning approach, combining online and in-person elements, has been adopted for the SDG Leadership Certification Program. On the other hand, the SDG Mobile Learning Program solely relies on the fully online learning approach. This approach diversification ensures a dynamic and engaging learning experience for participants across different platforms and facilitates the effective dissemination of knowledge related to sustainable development goals.

Indicator 2.2 SDG Academy Indonesia Campus and its facilities arranged and available according to agreed standard between UNDP-Tanoto Foundation

The venue for the SDG Academy campus has been finalized at the Tanoto Foundation office, located in a prime area of Central Jakarta. With a spacious area of approximately 400 m^2, the office is an ideal space for the SDG Academy. The soft launch of the SDG Academy Indonesia took place on October 10th, during the SGD Summit in 2019. The inauguration ceremony, graced by the Minister of National Planning and Development Agency and UNDP management, marked the official commencement of the academy at the selected venue

The SDG Academy Indonesia utilizes several spaces within the venue, including small office areas, rooms for courses, a discussion/presentation room, and a stage for hosting SDG-related talks. UNDP and the Tanoto Foundation intend to utilize the space as a platform to translate the ambitious vision of governance and transform the SDGs into a tangible movement. The venue will serve as a hub for bringing together communities, facilitating open dialogues, and conducting SDG action experiments, thereby representing the true essence of an academy.

Indicator 2.3 SDG Academy Indonesia Learning Management System developed and functions

The Learning Management System (LMS) has been successfully completed. It enables two important programs of SDGs Academy, namely Leadership Program and Mobile Learning System, to be accessed anytime by other prospective trainees and members of the public interested in SDGs. Thus, it plays a pivotal role in the SDG Academy Indonesia program, enabling access to government officials and the public interested in SDGs. The LMS serves as an online platform that facilitates the administration, delivery, and tracking of training courses and programs. It allows both administrators and participants to create, deliver, and report on training materials, fostering greater interactivity, social networking, collaboration, and reflection. By leveraging the LMS, SDG Academy Indonesia ensures that its modules, developed by the core team members, instructors, and SDG experts, are readily accessible in the Indonesian language, with the added advantage of being free and downloadable.

The significance of the LMS lies in its ability to provide an inclusive and flexible learning experience. With the SDG topics identified, module content is developed to address specific areas, such as integrating SDGs into regional development plans and harnessing fintech for sustainable development. This digital content is not only incorporated into online modules but also adapted for mobile learning, expanding the reach and accessibility of the academy's educational resources. Additionally, the LMS requires a reliable cloud platform to maintain its functionality effectively.

During the course design phase, the core team of the SDG Academy Indonesia focuses on creating a comprehensive LMS tailored for the online courses offered in the SDG Leadership Program. This involves content design and development, ensuring a robust and engaging learning experience for participants. Furthermore, professional development workshops equip instructors with the necessary skills to foster effective online collaboration, set high expectations, adapt teaching methods to the online environment, and employ suitable online teaching strategies.

The SDG Leadership Program spans five months, commencing with a two-day opening seminar hosted by UNDP and a national government agency. Participants then engage in three online courses, covering governance, leadership, and SDG-specific topics. Face-to-face workshops are organized at intervals throughout the program, facilitating interaction between participants, instructors, and experts. These workshops provide valuable opportunities for in-depth discussions and collaboration, lasting for three days each. The program concludes with a special one-day colloquium, where participants showcase their learning outcomes through course assignments or progress reports on capstone projects. Participants receive a certificate of completion recognized by relevant national authorities, acknowledging their participation and contributing to their career advancement.

Initially, the Leadership Program was designed as a hybrid model, combining online and offline workshops, while the Mobile Learning Program focused on distance learning. However, due to the Covid-19 pandemic, the Leadership Program had to transition to a fully online format, resulting in certain limitations and challenges for the participants. To comprehensively evaluate the suitability of this adjustment and to understand how well it aligned with the participants' needs and expectations, the evaluation team conducted interviews and an online survey among the program graduates. The online survey yielded several noteworthy findings, which are visually presented in Figures 1 to 5. For a comprehensive view of all the results, please refer to Annex 2.

Fig 1 revealed that the most common issue faced by graduates was technical challenges, primarily related to poor internet connections during program participation. Moreover, the day-long online workshops were perceived as less engaging due to several challenges. These included limited opportunities for interactive discussions, difficulties in managing time between program participation and work responsibilities, challenges in fostering effective teamwork when team members were located in different areas, and the absence of on-site practical activities, such as visiting an SDG project.
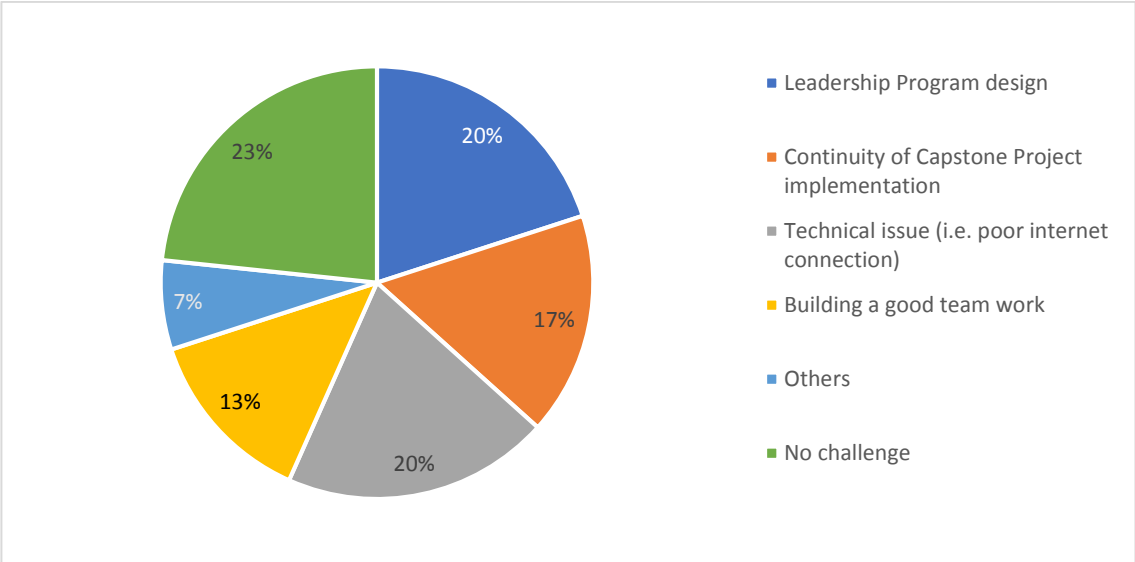

Fig. 1. Respondents' Views on Challenges Faced When Attending Leadership Program

During the five-month period of the Leadership Program, participants are expected to finalize their Capstone Project ideas. While the Capstone Project does not require immediate implementation, graduates are encouraged to carry it out after the program concludes. However, several challenges hindered its implementation, including the geographical dispersion of team members, the difficulty in establishing partnerships with various institutions (which was not adequately addressed during the Leadership Program), securing funding for project implementation, decreased commitment from individual team members due to demanding work schedules and geographical differences, and insufficient support from the institutions they work for or from relevant government bodies involved in SDG programs.

Despite the challenges identified by the graduates, the overall program received highly positive feedback. As shown in Fig. 2, the program's effectiveness received high ratings from the

graduates, as evidenced by a significant number of respondents who rated it as "highly effective" (53%) and "effective" (40%). For future program improvements, certain topics are deemed essential to be included, such as funding, partnership development, and monitoring, evaluation, and reporting. Special attention should be given to exploring how the implemented SDG programs can contribute to achieving national and sub-national targets, including realization of local action plan (RAD) (Fig.3).
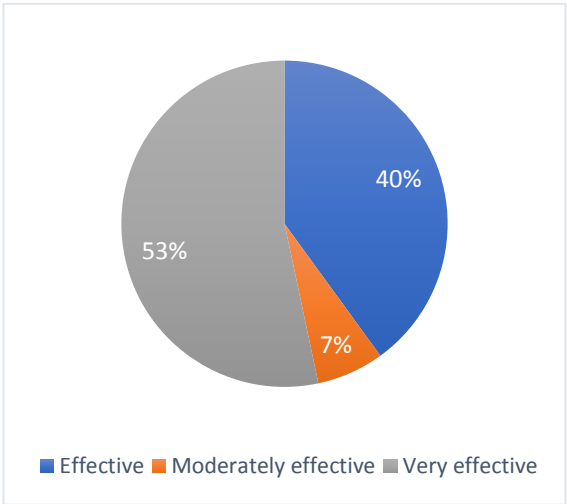

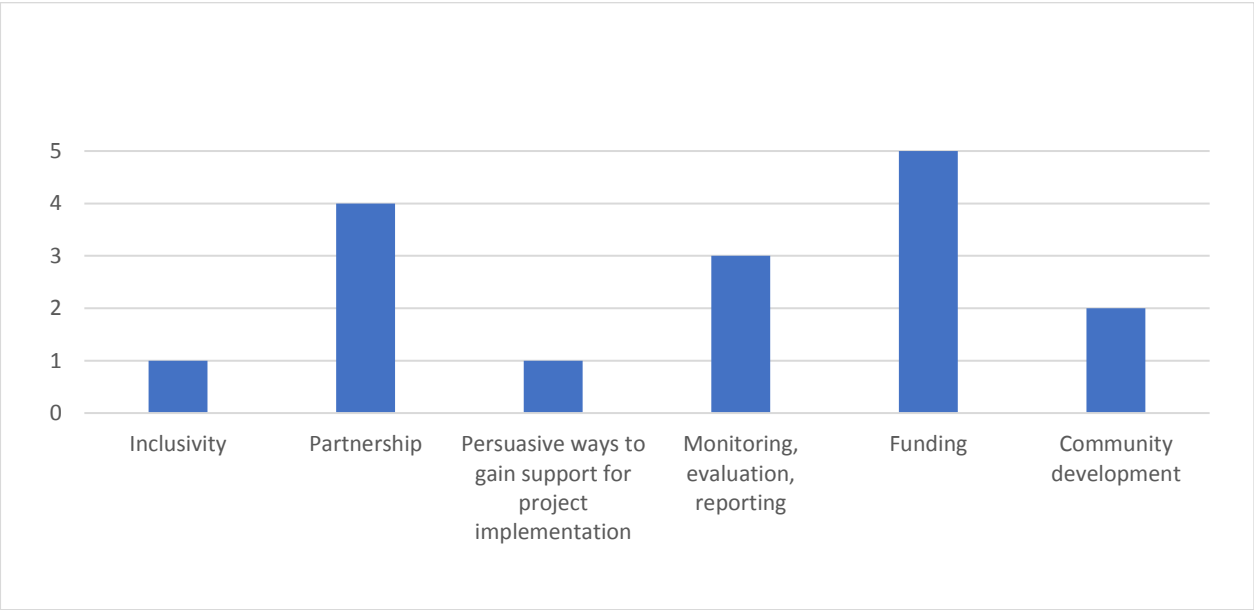Fig 2. Respondents' Views on Effectiveness of Leadership Program

Fig. 3. Respondents' Views on Important Topics to be Included in the Leadership Program

In August 2021, The Academy launched *Beranda Inspirasi* as a knowledge sharing platform that enables stakeholders to share their successful SDG-related programs, innovations and ideas. As of the end of 2022, the platform has garnered significant traction, with a total of 444 registered users and 318 published articles. This active participation indicates a strong interest in utilizing the platform for knowledge dissemination and engagement. The positive progress observed can be attributed to several well-conceived initiatives taken by the Academy, such as organizing a writing competition. This event has played a pivotal role in attracting a surge of visitors, resulting in increased pageviews, registrations, and published articles. The statistics

are indicative of a growing enthusiasm among stakeholders to share their knowledge and interact with SDG-related content on the platform.

Indicator 2.4 Total number of programs sessions, talks/seminars/conferences/speaking engagement implemented and conducted

The implementation of key programs, including the SDG Leadership Program Batch 4 and supporting activities, encountered obstacles during Semester 2 in 2022. These challenges arose primarily due to the rescheduling of the first Project Board Meeting (PBM) in 2022, delays in tranche disbursement, and the vacancy of the National Project Manager for ACHIEVE, impacting strategic coordination efforts. However, it is commendable that the team has shown unwavering commitment to advancing significant outputs, as evidenced during the 5th PBM. Notably, the team is actively engaged in preparing for an independent review and revising the proposal submitted to the Tanoto Foundation to align with the current situation. Furthermore, efforts have been made to identify and capitalize on opportunities for enhancing promotional activities and outreach efforts.

Regarding the Leadership Certification Program, it is evident that the project has not achieved the targets outlined in the proposal. By the end of 2022, three Batches of the program were successfully conducted, resulting in the graduation of 112 SDG Certified Leaders. However, the proposal had set ambitious targets of 364 students in 2021, 655 students in 2022, 803 students in 2023, and 956 students in 2024. The project's inability to meet these targets may be attributed to resource constraints, which are connected to the assumption in the proposal that students from the private sector would contribute financially. Nevertheless, it is important to acknowledge that the Leadership Program continues to be offered free of charge to all participants, including those from the private sector, in contrast to what was initially proposed.

While the Leadership Certification Program falls short of achieving its targeted number of students, the SDG Mobile Learning Program (MLP) has proven to be highly successful. The SDG Mobile Learning Program is an online, web-based distance learning initiative designed to accommodate a large number of participants without specific prerequisites. The MLP was developed to provide access to individuals interested in learning about SDGs and related issues through a platform that offers greater interactivity, social networking, collaboration, and reflection, thereby enhancing the learning experience beyond traditional classroom settings.

Since its inception in March 2021, the SDG Mobile Learning platform has exhibited a positive trend of growth. Currently offering 13 modules, the platform has witnessed a continuous increase in enrollment and module completions. In the second semester of 2022, there has been a notable 15.88% increase in enrollment compared to the first semester. As of December 31, 2022, the total number of enrolled participants stands at 9,620, with 4,612 participants completing the course, resulting in a completion rate of 47.94%. Although the completion rate has slightly declined compared to the previous semester's rate of 48.52%, the escalating numbers of enrollment and completions demonstrate the ongoing effectiveness and public interest in the Academy's learning platform.

Indicator 2.5 Increased percentage of women participants in all programs offered

The ACHIEVE project is dedicated to supporting, facilitating, engaging, and empowering stakeholders involved in the SDGs, ensuring equal participation of both men and women. The ProDoc highlights the ongoing integration of Gender Mainstreaming considerations across all

project activities. The SDG Academy Indonesia, as an integral part of the project, actively involves women, persons with disabilities (PwD), and youth in various programs, including the SDG Leadership Program, SDG Mobile Learning Programs, as well as additional activities such as campaigns, webinars, and knowledge sharing platforms. Consequently, the project has successfully achieved equal representation of men and women across all its interventions.

The SDG Academy Indonesia has successfully cultivated a vibrant and inclusive learning community, with a total of over 11,000 participants. This diverse community consists of students, young professionals, researchers, academicians, policymakers, private sector representatives, philanthropists, and other changemakers who are eager to expand their knowledge of the SDGs. Notably, the community includes active participation from women, persons with disabilities (PwD), and youth, and it encompasses individuals from various regions, organizations, and genders.

It is noteworthy that the number of women participating in SDGs activities has shown consistent growth. According to the 2022 Progress Report (PAR), there has been an impressive 49% increase in the number of women participants in the Leadership Certification Program (LCP) compared to the previous year. Similarly, the Mobile Learning Program has seen a significant 41.3% increase in the number of women participants compared to the preceding year. These figures clearly indicate the expanding engagement of women in SDG-related initiatives and highlight the Academy's commitment to promoting inclusivity and gender equality in its programs.
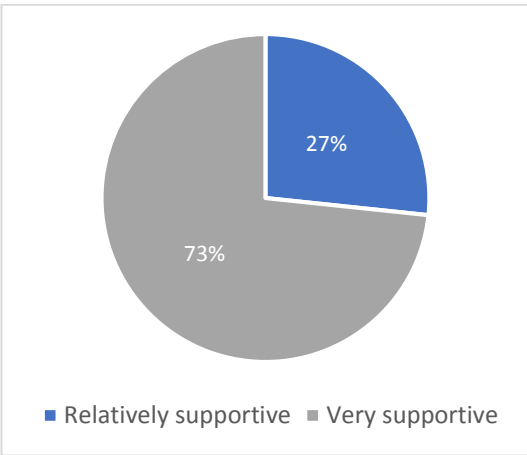

Fig 4. Respondents' Views on LP's Promotion of Gender Balance and Women Participation in Discussions

The SDG Academy has demonstrated success in fostering greater participation of women, persons with disabilities (PwD), and youth in both the SDG Leadership and SDG Mobile Learning Programs. The findings are consistent with the outcomes of an online survey conducted among LP alumni to gauge the extent of the LP's efforts in promoting gender balance and encouraging women's participation in discussions. The survey revealed that a significant majority (73%) expressed being "very supportive," while the remaining 37% reported being "relatively supportive" (Fig. 4). Additionally, the Academy has actively encouraged the involvement of women in virtual workshops and webinars. However, it is important to acknowledge that there is still a lack of representation of women from eastern Indonesia, particularly Papua. Addressing this gap presents a significant challenge for the Academy, as it strives to ensure equal geographical distribution of participants across all its programs, in alignment with the principle of leaving no one behind. It is essential for the Academy to

continue working towards inclusivity and actively engage women from underrepresented regions to enhance the diversity and reach of its initiatives.

Furthermore, it is noteworthy to observe that a majority of the audience (over 60%) on *Beranda Inspirasi* are female, while nearly 57% fall within the age range of 18-24. This data suggests that digital platforms like *Beranda Inspirasi* have the potential to effectively engage with youth and young adults who are proficient in utilizing technology. The platform's efforts to encourage interaction, inspiration, and collaboration, such as through the bi-monthly writing competitions targeting students, youth, and professionals, have contributed to its appeal in fostering a dialogue around SDG issues.

Indicator 2.6 Total numbers of enrolment of all programs offered

As of Semester 2 in 2022, the Academy has recorded the graduation of 112 SDG-Leaders who successfully completed the SDG Leadership Program. These graduates are expected to become capable leaders who are committed to driving sustainable development initiatives. Moreover, the SDG Mobile Learning Program has garnered a notable enrollment figure of 9,620 across 13 available learning materials. This high level of interest and engagement in the Mobile Learning Program signifies the program's relevance and accessibility, attracting a diverse audience to participate in valuable educational opportunities related to sustainable development.

Overall, the progress of the project on this indicator has been successful, surpassing the mid-term target. These achievements demonstrate the project's commendable efforts in promoting and delivering comprehensive educational programs to a significant number of participants. The surpassed mid-term target showcases the effectiveness and appeal of the Academy's offerings, reflecting its commitment to advancing the pursuit of the Sustainable Development Goals in Indonesia.

Indicator 2.7 Project Visit for Capstone Project Tracking and Re-engagement with Alumni

The Capstone project is an integral component of the SDG Leadership Program, allowing participants to apply their learnings and skills acquired throughout the program. These projects are collaborative efforts undertaken by groups of participants, with the expectation that they will be implemented upon program completion. As part of its evaluation process, the SDG Academy intends to conduct site visits to observe the implementation of these capstone projects firsthand. The information gathered during these visits will serve as valuable examples of best practices in SDGs implementation.

However, it is important to note that these visits are scheduled for 2024 and have not taken place yet. Therefore, they cannot currently be utilized to assess the progress of this specific activity. Nonetheless, the planned visits hold great potential for providing valuable insights and showcasing successful SDGs initiatives once they are conducted.

Output 3: SDG Actions, Knowledge Management and Knowledge Sharing Implemented

Within Output 3, one indicator (3.7) is marked as "No data collected." Indicator 3.4, which measures the estimated number of people reached through the dissemination of knowledge

products, is closely linked to indicator 3.3, which focuses on the production and distribution of knowledge products with a focus on gender equality targets. Indicators 3.6 and 3.7, which pertain to the number of agencies/populations advocated and the percentage increase in participant capacity from previous activities respectively, are closely tied to indicator 3.5, which involves capacity building and advocacy events.

Table 6. Progress Towards Results Matrix for Output 3

Indicators	Mid-term Target	Midterm Level and Assessment	Achivement Rating
3.1 Number of "*Kawasan* SDGs" established through broad consultation with all stakeholders and additional funds mobilized by SDGs Secretariat.	4 *kawasans*/ SIPs implemented	2 *kawasan* of SIP pilot projects (Gorontalo and West Java)	Partly achieved
3.2 Number of innovative solutions in *Kawasan* SDG adopted and replicated by other partner/ LGs/ministries	2 replications/adoptions	7 adoptions of innovation solution in Gorontalo Province, by different Line Ministries Offices at sub-national level. To be replicated in 150 villages by Kemendesa PDTT	Achieved
3.3 Number of Knowledge products produced and disseminated including exposure of gender equality targets	8 knowledge products	1 SIP Pocket Book produced (1 knowledge product), 1 video uploaded	Partly achieved
3.4 Number of estimated people reached through knowledge products dissemination	60 people	In West Java : Around 200 people or more in Gorontalo : 1231 people (M: 622; F: 609)	Achieved
3.5 Number of SDGs related capacity building and advocacy events conducted and/ or facilitated at national, regional and global level (at least 50% participants are women)	13 events	- 14 in West Jawa - 14 in Gorontalo	Achieved
3.6 Number of agencies/ populations advocated	200 agencies/populations	In West Java: 2 agencies (RDI and DPMD) In Gorontalo: 2 agencies (Japesda and BAPPEDA)	Partially Achieved
3.7 Percentage increase in capacity of participant from previous activities	5% increase	No data collected for this indicator	No data collected

While some innovative solutions were successfully adopted in Gorontalo Province by Line Ministries Offices at the sub-national level, the same level of adoption could not be attained in the case of West Java due to different circumstances related to resource mobilization within Government Institutions and the social conditions of the local communities involved.

Overall, Output 3 has made notable progress in achieving its targets, with three out of seven indicators successfully achieved. Additionally, there are three indicators that show partial achievements, indicating ongoing efforts and advancements. However, to comprehensively assess the overall status, it is essential to address the indicators with 'Partially Achieved' status and collect data for the indicator with 'no data collected' status. Further monitoring and

concerted efforts may be necessary to ensure the successful realization of all targets.

Indicator 3.1 Number of "*Kawasan* SDGs" established through broad consultation with all stakeholders and additional funds mobilized by SDGs Secretariat.

The Project has implemented Social Innovation Platform (SIP) in two *Kawasan Perdesaan* (villages area) to address Sustainable Development Goals (SDGs) challenges. These areas are the *'Kawasan Perdesaan Ponelo Kepulauan'* in Gorontalo province and the '*Kawasan Perdesaan Citamansakti*" in Sukabumi District in West Java province. In these new *Kawasans,* the emphasis is on 'Human-Centered Design' to develop innovative solutions tailored to the needs of local villagers. The goal is to create a pilot model of SDGs implementation at the village level. The formulation of solutions involves collaboration between the Project, Kemendesa PDTT (Ministry of Villages, Disadvantaged Regions, and Transmigration), BRH (Bangkok Regional Hub), and ALC (Action Learning Center). The implementation of these new *Kawasans* builds upon a similar approach used in the areas of Pekanbaru City (*Barisan Sahabat Alam*, or BASADA) and Kuantan Singingi district in Riau province (Fire-Free Village).

In Gorontalo, the Social Innovation Approach was able to map the socio-economic conditions of poor fishermen and identify their livelihood sources. The project facilitated advocacy for the improvement and capacity development of this vulnerable group. The recognition and support for the poor fishermen/women were formalized through a decree by the Ponelo Village Head, ensuring their existence and the village government's backing for their livelihood. The project also provided capacity strengthening activities, resulting in increased knowledge among fishermen/women about improving the quality of their catch, managing post-harvest production, understanding market prices, and being aware of conservation issues related to sea-cucumber cultivation.

In Sukabumi, the re-engagement process focused on gaining support and involvement from various counterparts at the provincial, district, and village levels. This included collaboration with the Sukabumi District Tourism Agency, Sukabumi SMEs (small and medium enterprises) Agency, Ciemas District Office, Intervillage Cooperation Agency (BKAD), and the respective village head offices of Ciwaru, Tamanjaya, and Mekarsakti. The positive impact of these efforts is the discovery of new potential tourism destinations beyond the renowned Ciletuh Geopark. These hidden treasures in diverse elements of tourism destinations, such as the socio-cultural aspects of quality tourism in the village and agrotourism based on mango farms, can help increase the market for tourism in the region.

Indicator 3.2 Number of innovative solutions in *Kawasan* SDG adopted and replicated by other partner/ LGs/ministries

The project successfully implemented seven innovative solutions in two *Kawasan* SDGs in Gorontalo and West Java to address complex social, economic, and environmental issues. In Gorontalo, the solutions include developing Ponelo Blue Ecotourism Village, promoting unique products through Prukades (*Produk Unggulan Kawasan Pedesaan*, or Featured Products of Ponelo Islands National Priority Village Cluster), and enhancing the capacity and value-chain of sea cucumber fishermen/women. These initiatives aim to create a sustainable

ecotourism village, increase economic opportunities, and improve sea cucumber cultivation practices. In West Java, the innovative solutions include developing agrotourism portfolio development and capacity building. This initiative focuses on developing the agrotourism sector that can attract visitors and contribute to the local economy.

These innovative solutions have been implemented through the Social Innovation Approach (SIP) and are planned to be replicated in 150 villages in 2023. The ACHIEVE project is documenting the processes and knowledge gained from these initiatives and will disseminate them widely through various channels, including mainstream and social media. The project also emphasizes knowledge sharing events and activities at different levels, facilitated by ACHIEVE in collaboration with partners such as BAPPENAS (National Development Planning Agency) to promote learning and replication of successful pilot projects.

Indicator 3.3 Number of knowledge products produced and disseminated including exposure of gender equality targets

During the evaluation, the MTR team encountered challenges regarding the indicator "Number of knowledge products produced and disseminated, including exposure of gender equality targets." No reports were found that specifically addressed the progress of this indicator, including the most recent PAR 2022. As a result, it remains uncertain whether the project has indeed produced knowledge products, and if so, the extent of their production.

Nevertheless, after a thorough review of project documents, it was discovered that a pocket book focusing on the Social Innovation Platform had been produced. This pocket book provides valuable information and insights relevant to the project. Additionally, UNDP created a video that was uploaded to YouTube, serving as a means to disseminate project-related knowledge.

Furthermore, one of the implementing partners, RDI, has produced three videos, which have been uploaded to YouTube. Similarly, Japesda, another implementing partner in Gorontalo, has created eight videos that are available on YouTube. Although it is unclear whether these videos were considered as knowledge products by the project, they play a significant role in furthering the dissemination efforts and expanding the reach of project-related information.

While the categorization of the videos produced by the implementing partners as official knowledge products of the project may require clarification, it is important to recognize their potential value in terms of disseminating project-related knowledge and potentially promoting gender equality. Despite the lack of documentation in the project reports, acknowledging these videos as valuable knowledge products can provide a more comprehensive assessment of the project's efforts in disseminating information and reaching a wider audience.

Indicator 3.4 Number of estimated people reached through knowledge products dissemination

Based on the PAR 2022, the number of estimated people reached through knowledge products dissemination accounted approximately 200 people in West Java, and 1,231 people in Gorontalo. Interestingly the figure for Gorontalo is disaggregated by gender, consisting of 622 men and 609 women. However, it is hard to assess this number since there is no information about the types of knowledge products the project has produced or disseminated. If the video

uploaded by UNDP can be considered a knowledge product as it contributes to the dissemination of project related information, then it has 500 views that can be considered as the number of people reached. In the case of RDI, three videos were uploaded with a total of approximately 250 views, while Japesda uploaded eight videos with about 800 views in total. To determine whether these videos from implementing partners should be considered knowledge products of the project, it is essential to assess their relevance to the project's objectives, the alignment with the intended target audience, and whether they contribute to the dissemination of project-specific knowledge. Including them in the assessment would provide a more comprehensive understanding of the reach and impact of the project's knowledge products.

Indicator 3.5. Number of SDGs related capacity building and advocacy events conducted and/ or facilitated at national, regional and global level (at least 50% participants are women)

The assessment of the output indicator "Number of SDGs related capacity building and advocacy events conducted and/or facilitated" indicates a significant level of activity achievement. In West Java, a total of 13 events were conducted or facilitated, including three coordination meetings with implementing partners, two identification and mapping events, two co-design activities, two facilitation/uplifting of tourism amenities activities, three follow-up meetings with implementing partners, one prototyping activity, and one capacity building session. These events demonstrate a comprehensive approach to capacity building and advocacy, contributing to the project's objectives and promoting sustainable development goals in the region.

In Gorontalo, a total of 14 events were conducted or facilitated, consisting of two coordination meetings with implementing partners, three mapping and identification activities, and nine training and technical guidance activities. These events highlight a strong commitment to capacity building and advocacy efforts in Gorontalo, facilitating collaboration and knowledge sharing among stakeholders and supporting the implementation of sustainable development goals. Overall, the assessment of this reveals an active approach to fostering capacity building, advocacy, and stakeholder engagement.

Indicator 3.6 Number of agencies/ populations advocated

The indicator "number of agencies/populations advocated" is somewhat unclear and poses challenges in terms of comprehension. While the term "agencies" is relatively straightforward, the inclusion of "populations" introduces confusion. This discrepancy is apparent when examining the PAR 2021 report, where the indicator refers to populations, whereas in PAR 2022, it focuses on the number of agencies. In PAR 2022, four agencies are mentioned as being advocated for, namely Bappeda and Japesda in Gorontalo, and DPM Desa and RDI in West Jawa. This suggests that even the project itself acknowledges the lack of clarity surrounding this indicator.

An issue arises when comparing the figures provided in the ProDoc. According to the baseline data (2019), the initial value is recorded as zero. However, the project has established a target of 200 for 2022. In this context, the achievement of advocating for four agencies can be deemed successful compared to the baseline of zero. Nonetheless, the target set for 2022 appears to

pertain to the population rather than the agencies themselves, making it challenging to draw a definitive conclusion.

Indicator 3.7 Percentage increase in capacity of participant from previous activities

This indicator may refer to the measurement of growth or improvement in the skills, knowledge, or capabilities of individuals who have previously participated in activities or programs associated with the project. The indicator is important to assess the effectiveness of the capacity-building initiatives and track the progress made by participants in developing their skills and knowledge. However, so far there have been no measurement of this indicator by the project.

Output 4: ACHIEVE Role as Integrator of Indonesia CO Implemented.

Output 4, "ACHIEVE role as integrator of Indonesia CO implemented," did not record any progress at all. Under this Output, ACHIEVE project is expected to play an integrator role in the country office given the project focus on various aspects of localizing of SDGs. However, so far, no activities have been carried out in this Output.

Project Assurance Report (PAR) 2020 and 2021 did report some activities on this Output. For example, ACHIEVE project play an integrator role in CO in several ways, (i.e. hosting The 2020 Indonesian SDGs Debate with "Bright Youth, Better Planet") in collaboration with Comms Team, Environment Unit, QARE (Gender) Unit, GUYUB Project, and HEART Project to highlight how bright young Indonesians respond to the challenges presented by COVID-19 and how they act on the SDGs agenda. The ACHIEVE Team also collaborated with other team from CO to tailor the conceptual ideas of three webinar series in conjunction with the 2020 Indonesia Annual SDGs Conference. In addition, other unit or project involved as reviewers to the SDGs Academy Indonesia's learning materials and presenter to the learning videos.

4.2.2 Remaining barriers to achieving the project objectives

Identify remaining barriers to achieving the project objective in the remainder of the project. By reviewing the aspects of the project that have already been successful, identify ways in which the project can further expand these benefits.

Despite the notable progress achieved thus far, there are several barriers that must be addressed in order to ensure the successful achievement of the project objective. One significant challenge pertains to the limited availability of financial resources. The project has encountered difficulties in securing sufficient funding, which has impeded the completion of certain activities and milestones. It is understandable that the project has chosen to prioritize outputs or activities that still have adequate funding. However, if feasible, it remains crucial to explore additional funding options to resume activities that are not financially burdensome but can significantly enhance the number of individuals with sufficient knowledge in SDG mainstreaming. This is imperative for expanding the critical mass of people who can be reached in relation to SDG achievement and mainstreaming.

The shortage of staff resulting from recent resignations can limit the progress toward achieving the project objective. The vacant positions have created gaps in the project team's capacity and expertise, impacting the implementation of project activities. This shortage of staff not only

limits the team's ability to effectively execute the project's work plan but also compromises their ability to adapt to emerging challenges and opportunities. It is important to address this issue promptly by initiating a recruitment process to fill the vacant positions. Ensuring a fully staffed team will strengthen the project's capacity to overcome challenges and achieve the desired results.

The adoption of Development Service (DS) as the preferred payment modality in the SDG Leadership Program presents a significant challenge due to time constraints and the complex implementation procedure involved. Although DS has been extensively evaluated and deemed a viable solution, there is a recognition within the MTR Team of the potential risk that it may not materialize within the limited remaining period. Consequently, it is imperative for the Project Team, UNDP, and all stakeholders to exert their utmost efforts to expedite its realization.

4.3 Project Implementation and Adaptive Management

4.3.1 Management Arrangements

Review overall effectiveness of project management as outlined in the Project Document. Have changes been made and are they effective? Are responsibilities and reporting lines clear?

The project is implemented under the Direct Implementation Modality (DIM), with UNDP assuming direct responsibility for conducting project activities and managing its resources. Throughout the implementation, this project adheres to the policies, procedures, and practices of the United Nations Security Management System (UNSMS). Consequently, it aligns with UNDP's Programme and Operations Policies and Procedures, emphasizing social and environmental sustainability through the application of the UNDP Social and Environmental Standards. The implementation of the project is closely supervised and supported by senior management, with dedicated support staff actively involved in ensuring its success.

Overall, the project is guided by a Project Board consisting of representatives from UNDP as executive, Bappenas as senior beneficiary, and Tanoto Foundation as Senior Supplier. The Project Board is the main decision-making body and is responsible for approval of annual work plans and overseeing of the project progress. The project document envisaged that the Project Board will meet at least once a year. It can be suggested that the board can meet once in every six months.

Project Board Meetings have been consistently done twice a year in 2020 and 2021, but was only held once in 2022. Rescheduling of PBM in 2022 along with the vacant position of the National Project Manager of ACHIEVE and delays in tranche disbursement have hindered the implementation of key programs, such as SDG Leadership Program Batch 4 and other supporting activities.

The staff turnover at the beginning of 2022 had a significant impact on the implementation of the project. Four key positions were vacated, including the National Project Manager. Despite the challenges caused by the departures, the team demonstrated resilience and were dedicated to advancing the SDGs in Indonesia through impactful programs and activities. The turnover remains an important issue that affected management, communication, and execution, but the

Academy has adopted proactive measures to demonstrate their determination to overcome the obstacles.

Review the quality of execution of the Executing Agency/Implementing Partner(s) and recommend areas for improvement. Do the Executing Agency/Implementing Partner and/or UNDP and other partners have the capacity to deliver benefits to or involve women? If yes, how?

The target achievement of Social Innovation Platform (SIP) approach is not at the success of program implementation but at the uptake of this approach by government institutions and development partners. SIP comprises six stages in program planning, namely (in sequence order) System Mapping, Deep Listening, Building Mutual Understanding, Co-creation, Prototyping, and Expansion. Most of these stages require intense face-to-face interaction and discussion with different groups of people and stakeholders. However, due to the Covid-19 pandemic and its associated social restrictions, adjustments were made to the first two stages in the Program implemented in Gorontalo Province. These stages were conducted through phone calls. Fortunately, this adaptation did not compromise the quality of the results Fortunately, this adjustment does not compromise the result generated. When the pandemic situation is under control and social restriction is eased, the approach is applied back to normal to face-to-face discussion.

In the context of executing the priority program in Ponelo Village, Japesda played a crucial role as a local stakeholder involved in every stage of the program planning, using the SIP approach. Around 40 solutions were identified during this planning phase, and sea cucumber fishery was selected for implementation. The program encompassed capacity building and advocacy to raise awareness about sustainable fishing practices and the importance of avoiding overexploitation. However, raising awareness among fishermen about sustainable fishing proved challenging, and a particular group of fishermen in the Village initially refused the idea. To address this issue, Japesda adopted a strategic approach, engaging in close discussions with the wives of the fishermen who resisted the concept of sustainable fishing. The focus was on highlighting the benefits of sustainable fishing for the environment and their livelihoods. This approach recognized the vital role of women in influencing their husbands' attitudes towards new initiatives and proved successful in resolving the issue. Moreover, Japesda made efforts to accommodate women's involvement in workshops and discussions by adjusting the timing to suit their availability, although this was sometimes difficult due to their essential roles in households.

Another noteworthy initiative, though unfortunately not implemented due to budget constraints, was selected for implementation by DPM Desa (Village Community Empowerment Office) at the sub-national level. This initiative involved an ecotourism program in the Saronde area, where the village community collaborated to design various tourism packages. This initiative serves as a success story, empowering the community and fostering a sense of appreciation as they discovered their ability to create ecotourism packages—an ability they had never realized before. Additionally, the program instilled hope within the community to build back better after the pandemic, emphasizing the potential for positive change and development.

Are responsibilities and reporting lines clear? Is decision-making transparent and undertaken in a timely manner?

As stated in the proposal, the governance structure of the SDG Academy comprises two primary hierarchies: the Project Board and the Executive Staff. The composition, roles, and

responsibilities of these entities are clearly defined, ensuring a well-structured framework. The reporting lines within the organization are also transparent and well-established.

At the apex of the governance hierarchy is the Board, which consists of several institutions and serves as the decision-making body for all activities undertaken by the SDG Academy. Conversely, the Executive Staff includes the Academy Director, Deputy Director, two Specialists, Admin/Finance personnel, and Coaches/Instructors. This team is responsible for the execution of the Academy's work plan, ensuring its successful implementation.

What is the gender balance of project staff? What steps have been taken to ensure gender balance in project staff? What is the gender balance of the Project Board? What steps have been taken to ensure gender balance in the Project Board?

Gender consideration has been taken in all activities of the Project. With respect to gender balance within gender project staff, the number of male and female members is relatively the same. This similar proportion has been maintained since the project inception. This gender balance has been achieved through a series of deliberate measures taken to ensure inclusivity and equal opportunities. This might also be related to gender-responsive policies and guidelines applied within the UNDP that specifically address gender equality and women's empowerment within the organization.

A similar commitment to inclusivity is evident within the Project Board. The board consists of an equitable representation of both male and female members, acknowledging the importance of diverse perspectives in decision-making processes. It is encouraging to see that principle of inclusivity and equal opportunities have also been applied in the organizations of other project board members.

4.3.2 Work planning

Has implementation been-timely? Are work-planning processes results-based? Is the project's resultsframework used as an effective management tool?

Several activities faced delays due to the pending disbursement of the 2022 tranche, requiring the team to adjust their plans within the constraints of the limited available budget. As highlighted in the SDG Academy Progress Report, this pending disbursement had a significant impact on the Academy, resulting in the suspension of several projects and plans in the second semester of 2022. For instance, the commencement of Batch 4 of the SDG Leadership Program, initially scheduled for October 2022, was affected. The delay in disbursement was attributed to the insufficient fulfillment of milestones stipulated in the proposal. Consequently, the Academy has reflected on this situation and refocused its plans to prioritize the completion of unfinished milestones from 2021, ensuring they are accomplished in 2022.

The project work plan outlined in the ProDoc sufficiently articulates specific objectives and targets, demonstrating a logical approach towards achieving the desired outcomes. However, due to the project's inability to secure all the necessary funds, many activities (Outputs 1 and 4) have been reduced or discontinued. On the other hand, there are indicators that are not clearly defined, and some figures differ from what is stated in the proposal. The latter issue is related to the promise in the proposal that participants from the private sector would be required to pay to participate in the Leadership Program.

The utilization of the project's Results Framework as a monitoring tool may not be optimal. This is evident from the insufficient information provided in the Project Assurance Report (PAR) to assess project progress comprehensively. Additionally, while there is a Progress Report available, it is specifically focused on the SDG Academy. As a result, the project lacks a robust monitoring system that can furnish detailed information regarding the progress of all project Outputs, hindering the ability to track performance against indicators and targets effectively.

At the same time, the limitations observed in the utilization of the Results Framework as a monitoring tool or the general absence of progress information of Other Outputs other than Output 2 may be linked with the absence or vacancy of communication specialist. A communication specialist would typically be responsible for collecting and analyzing data, synthesizing information, and preparing comprehensive reports that highlight progress, challenges, and key insights. Their involvement would ensure that the PAR contains the necessary information required for effective project monitoring and evaluation. It is recommended that the project considers the inclusion of a communication specialist to strengthen its monitoring and reporting processes and maximize the potential of the Results Framework as a management tool.

4.3.3 Finance and co-finance

Consider the financial management of the project, with specific reference to the cost-effectiveness of interventions. Review the changes to fund allocations as a result of budget revisions and assess the appropriateness and relevance of such revisions. Does the project have the appropriate financial controls, including reporting and planning, that allow management to make informed decisions regarding the budget and allow for timely flow of funds? Is co-financing being used strategically to help the objectives of the project?

The evaluation findings regarding finance and co-finance are applicable only to Output 2 of the project, which involved three sources of funding: Tanoto Foundation, DFAT, and NCC. However, since the evaluation covered the period up until December 2022, when NCC funding had not yet been utilized for implementation, the focus was primarily on the co-finance received from Tanoto Foundation and DFAT. Unfortunately, financial data supporting Output 3 was not available, making an analysis of finance and co-finance for that output unfeasible.

As of December 2022, the project had received a total of USD 970,927.32 from Tanoto Foundation and USD 156,116.66 from DFAT, representing 97.38% and 98.54% of the respective agreed amounts. These figures indicate a high level of financial commitment and adherence to the agreed funding arrangements. Notably, both Tanoto Foundation and DFAT allocated the highest proportion of expenses to Contractual services (61-64%), followed by General operating and other direct costs (12-23%) and Programme support cost (7%). Considering that the SDG Academy relies on course materials, curriculum development, and course design to be fully operational, the allocation of significant resources to Contractual services can be justified.

However, it should be noted that the aggregated nature of the Contractual services expense makes it challenging to assess the specific breakdown of costs for different services. Further disaggregation would have provided more insights into which services consumed the majority

of the expenses. Nonetheless, the information collected from the desk review and interviews indicated that the Leadership Program received a relatively high allocation of resources compared to other programs within the SDG Academy. This can be attributed to the program's requirement for external entities to fulfill roles such as mentors, instructors, and speakers, which were facilitated through contractual services. Despite being resource-intensive and time-consuming, the successful implementation of three batches of the Leadership Program, resulting in 112 graduates or SDG Leaders, demonstrates its effectiveness and impact from a financial perspective.

Upon reviewing the SDG Academy Progress Report, it is evident that some revisions have been made to the project's budget allocation. Initially, the operational costs of batches in the SDG Leadership Program were not included in the budget. Instead, the Academy intended to offer paid courses to cover the operational expenses associated with each batch. However, the outbreak of the Covid-19 pandemic since the program's launch in March 2021 has necessitated a change in approach. As a result, it became imperative to allocate a specific budget for the operational expenses of each batch. Notably, the operational costs of batch 1 were successfully covered using the remaining funds from the first and second tranches, obviating the need for additional funding. Consequently, until Batch 3, the Leadership Program continued to be offered free of charge to participants.

From the MTR team's perspective, these budget revisions appear to align with the project's strategic objectives. They were justified by the need to optimize resource allocation in response to the evolving circumstances caused by the pandemic. The revisions allowed the project to adapt and continue its implementation while ensuring that operational costs were appropriately addressed. However, it is crucial for the project to find viable ways to incorporate paid courses in future batches, as originally outlined in the proposal. This will be essential for the project's long-term sustainability and financial viability.

4.3.4 Project-level monitoring and evaluation systems

Review the monitoring tools currently being used: Do they provide the necessary information? Do they involve key partners? Are they aligned or mainstreamed with national systems? Do they use existing information? Are they efficient? Are they cost-effective? Are additional tools required? How could they be made more participatory and inclusive?
Examine the financial management of the project monitoring and evaluation budget. Are sufficient resources being allocated to monitoring and evaluation? Are these resources being allocated effectively?
Review the extent to which relevant gender issues were incorporated in monitoring systems. See Annex 9 of Guidance for Conducting Midterm Reviews of UNDP-Supported for further guidelines.

The UNDP M&E procedures, outlined in the monitoring plan within the ProDoc, serve as the standard framework for monitoring the project. As stated in the ProDoc, the project will be monitored through various tools and mechanisms. These include regular meetings with the SDG National Secretariat, Project Board Meetings, Project Visits to track the capstone project, workplan meetings, bi-annual reports, and a final report. The MTR Team has received and reviewed all the reports mentioned, with the exception of the workplan meeting. However, the MTR team has yet to receive any report or meeting minutes from the workplan meeting. It is worth noting that the bi-annual report focuses specifically on the SDG Academy (Output 2),

without providing progress updates or project implementation details for other Outputs.

Regarding the evaluation plan outlined in the ProDoc, it specifies the Mid-Term Review (MTR) and the Final Evaluation (FE) as key evaluation activities. The independent MTR is currently in progress, and this report represents a part of that process. The final evaluation is scheduled to occur in September 2024, following the established evaluation guidelines of UNDP. The final report, along with the FE report, will collectively serve as the comprehensive project report package. These reports are to be submitted to the Project Board during the project's terminal review meeting, where lessons learned, opportunities for scaling up, and the recommendations provided in the FE, along with the associated management response, will be discussed and deliberated upon.

The Project Board meets at least once a year to conducts regular project reviews to assess the project's performance and evaluate the Annual Work Plan (AWP) for the upcoming year. Since the project's launch, the Project Board has convened on five occasions. Detailed minutes of these meetings meticulously document the discussions held, decisions made, and subsequent actions taken by the board. These minutes are prepared and shared with all members of the Project Board to ensure transparency and effective communication among stakeholders.

4.3.5 Stakeholder engagement

Project management: Has the project developed and leveraged the necessary and appropriate partnerships with direct and tangential stakeholders?

The stakeholder engagement approach of the Project involves collaboration with various stakeholders at national and sub-national levels, focusing on establishing partnerships, fostering inclusivity, and empowering communities to drive sustainable development in line with the SDGs. At the national level, close partnerships are established with government agencies and ministries, including Bappenas, Ministry of Village, Development of Disadvantaged Region and Transmigration (Kemendesa PDTT), Ministry of Home Affairs, and related Indonesian ministries. The private sector and philanthropic organizations such as the Tanoto Foundation and Nippon Closures Company, Ltd. are also important partners. Academic institutions, civil society organizations, media, and the community, play crucial roles in the engagement process. At the sub-national level, similar engagement approaches are applied, with BAPPEDA as the main counterpart.

At the sub-national level, the ACHIEVE project supports Kemendesa PDTT by introducing innovation in policy-making processes. The project pilots the Social Innovation Platform (SIP) approach in two locations: the Ponelo Islands in Gorontalo province and Citamansakti in West Java province. SIP facilitates multi-party collaboration, connecting stakeholders at the village, district, and provincial levels. It promotes co-creation of solutions with local communities to address socio-economic challenges and encourages inclusive and active participation of the communities. The approach emphasizes understanding the values and cultures of the communities to achieve systemic transformations.

Stakeholder engagement efforts are also pursued to focus on inclusivity and target communities of all ages. The SDG Mobile Learning Program (MLP) is designed to provide free online learning materials on SDGs, accessible to lifelong learners. The program aims to reach and engage communities through comprehensive selection criteria, ensuring inclusivity and gender

equality. Community leaders across the country are involved in a five-month capacity-building program known as the SDG Leadership Program. Graduates from this program are expected to become key actors and champions in mainstreaming SDGs within their local communities.

The project leverages partnerships for some reasons. ACHIEVE must seek partnership to carry out its work as well as to sustain results. Furthermore, an explicit strategy of mainstreaming is to work with different partnership between areas of government, development partners, and within the UN System. Partnerships are also key to the principle of coherence which is expressed through the compatibility and complimentary of the Project with other interventions to be mutually supportive and synergetic.

Table 7. Key stakeholders involved in and engaged with ACHIEVE project

Partnership	Type	Purpose	Roles
Ministry of National Development Planning/ Bappenas	Government	Overall Project	As a leading government agency in mainstreaming SDGs in Indonesia, Bappenas takes the role as primary source to align ACHIEVE project activities to national strategic plan.
Ministry of Villages, Development of Disadvantages Regions and Transmigration/ Kemendesa	Government	Output 1	Kemendesa takes role in terms of policy mainstreaming on SDGs localizing project.
Ministry of Education, Culture, Research and Technology/ Kemdikbudristek	Government	Output 2.3	Kemdikbudristek serves as partner in ACHIEVE operational activities in mainstreaming SDGs through knowledge sharing and the integration of learning materials.
State Administration Agency / LAN RI	Government	Output 2.3	LAN serves as partner in ACHIEVE operational activities in mainstreaming SDGs through knowledge sharing and integration of learning materials.
Tanoto Foundation	Philanthropy	Overall Project	Tanoto Foundation support ACHIEVE in regard to financial contribution and providing technical support for ACHIEVE operationalized and project implementation
Nippon Closures Co.Ltd (NCC)	Private Sector	Output 3	NCC supports ACHIEVE with financial contribution and for ACHIEVE operationalization, collaborating in several strategic activities.
Intellectual Capital Management Group (ICMG)	Private Sector	Output 3	ICMG supports ACHIEVE in operationalization, collaborating in several strategic activities particularly in developing materials on Circular Economy as practitioners.
SDGs Center Universitas Lampung	Academia	Output 2.3	SDGs center UNILA serves as partner in ACHIEVE operational activities in mainstreaming SDGs through knowledge sharing in academia.
SDGs Center Universitas Airlangga	Academia	Output 2.3	SDGs center UNAIR serves as partner in ACHIEVE operational activities in mainstreaming SDGs through knowledge sharing in academia

Participation and country-driven processes: Do local and national government stakeholders support the objectives of the project? Do they continue to have an active role in project decision making that supports efficient and effective project implementation?
Participation and public awareness: To what extent has stakeholder involvement and public awareness contributed to the progress towards achievement of project objectives?
How does the project engage women and girls? Is the project likely to have the same positive and/or negative effects on women and men, girls and boys?

Through SDG Academy Indonesia, communities of all ages are treated as the main target of the SDG Mobile Learning Program (MLP) that provides free online learning materials covering topics in four pillars of SDGs accessible inclusively for lifelong learners. Meanwhile, by implementing comprehensive selection criteria to ensure inclusivity, gender equality and other aspects relevant to the principle of SDGs, community leaders across the country are engaged through five-months capacity building activities offered by the SDG Leadership Program. After graduating from the program, these SDG Leaders are expected to be the key actors and frontliners that will leverage the mainstreaming of SDGs in the local communities.

Social Innovation Platform is an open innovation approach that provides a multi-party collaboration framework and facilitates the process of connecting diverse stakeholders, such as multi-stakeholders at village, district, provincial level and co-creations of solutions with local communities, and initiatives in solving 17 socio-economic problems that are being faced in a region. SIP fosters inclusive and active participation of local communities and consists of in-depth processes, ranging from understanding the values and cultures that underlie the livelihood of a community to arrive at a systemic transformation

4.3.6 Social and Environmental Standards (Safeguards)

Validate the risks identified in the project's most current SESP, and those risks' ratings; are any revisions needed?

The MTR Team received the project's Social and Environmental Screening Procedure (SESP) checklist, and all risk-related questions were answered with a "no." The project primarily focuses on capacity building and does not involve major physical infrastructure or construction activities, which could explain the absence of affirmative responses in the SESP. Consequently, the project's nature seems to pose minimal or negligible social and environmental risks. The project team has diligently assessed and concluded that the activities associated with the project interventions have no significant adverse social or environmental impacts. This assessment also allows for a focused implementation of measures to ensure the seamless integration of social and environmental considerations into the project interventions.

4.3.7 Reporting

How have adaptive management changes been reported by the project management and shared with the Project board? How well does the Project Team and partners undertake and fulfill reporting requirements? How have lessons derived from the adaptive management process been documented, shared with key partners and internalized by partners?

The main reports have been generated in accordance with UNDP project management and reporting guidelines. These reports encompass the Project Assurance Report (PAR), SDG

Academy Indonesia Progress Report, PBM minutes, Annual Work Plan and Budget (AWPB), and NCC Progress Report. The PAR is prepared annually, while the SDGs Academy Indonesia Progress Report is prepared semi-annually. The MTR Team has collected and reviewed PARs for years 2020, 2021, and 2022, the AWPB for 2021 and 2023, four SDGs Academy Indonesia Progress Reports for 2021 and 2022, as well as the Second Semester NCC Progress Report for 2022. All this reporting is in required standard, progress and review reports are balanced, and they covered the issues on strengths and weaknesses, achievements and challenges alike.

The Project Assurance Reports (PARs) document the progress made against the project outputs and activities each year, using the indicators and targets established at the project's inception. The PAR includes key elements such as project information, results and budget delivery, monitoring of the CPD and output indicators, as well as sustainability. Meanwhile, the SDGs Academy submits regular progress reports every six months, which provide detailed reviews of progress, achievements, impacts, risks, issues, and lessons learned. However, it is worth noting that a comprehensive progress report is not available for all Outputs, particularly Output 3. Considering its potential for replication, outcomes, and impact in other areas, it is also important to have such report on Output 3. The availability of progress reports for all outputs is valuable as it provides essential information needed to conduct a comprehensive assessment of the project's accomplishments, challenges, and lessons learned.

The project management has reported and shared adaptive management changes with the Project Board. These changes encompass various measures, such as addressing the impact of the Covid-19 pandemic and incorporating the NCC as a new donor to promote CE and inclusion of activities aligned with their support. Performance concerns have been thoroughly discussed in the Project Board Meetings (PBM), and detailed descriptions of issues and risks can be found in the SDGs progress reports. However, it is important to note that not all concerns have been resolved at this time.

4.3.8 Communications & Knowledge Management

Review internal project communication with stakeholders: Is communication regular and effective? Are there key stakeholders left out of communication? Are there feedback mechanisms when communication is received? Does this communication with stakeholders contribute to their awareness of project outcomes and activities and investment in the sustainability of project results?

During the MTR, the MTR team identified some concerns related to the internal communication among key stakeholders of the ACHIEVE Project. These concerns were primarily focused on the confusion surrounding the status and relationship between the ProDoc and the project proposal, as well as the status of the ACHIEVE Project in relation to SDG Academy. Additionally, stakeholders expressed uncertainty regarding the definition and specific figures or numbers associated with certain indicators outlined in the ProDoc and proposal.

To address these issues, it is recommended to fill the currently vacant position of Deputy Director of SDG Academy. The role of the Deputy Director is crucial in bridging the interests and gaps between the Project and the Tanoto Foundation. Notably, the Tanoto Foundation serves as both a donor and a Board member, making effective communication and alignment vital. By appointing a Deputy Director, the project can facilitate seamless collaboration,

ensuring that the objectives and expectations of both parties are effectively communicated and coordinated.

In addition, to improve internal communication, it is also recommended that regular meetings at a technical level be conducted among the institutions that make up the project board. Relying solely on the Project Board Meeting (PBM), held once or twice a year, is deemed insufficient to ensure effective communication and understanding among stakeholders. Regular technical meetings will provide an opportunity for in-depth discussions, clarifications, and information sharing, contributing to a more coherent and well-informed collaboration.

It is essential that these meetings are documented through the preparation of comprehensive minutes. These minutes should be stored and shared with all key stakeholders, fostering institutional memory and ensuring the dissemination of vital information. This becomes particularly important considering the possibility of staff turnover within each organization involved in the project. By implementing these recommendations, the project can greatly enhance internal communication, improve stakeholder understanding, and promote a more cohesive and well-informed collaboration among project stakeholders.

Review external project communication: Are proper means of communication established or being established to express the project progress and intended impact to the public (is there a web presence, for example? Or did the project implement appropriate outreach and public awareness campaigns?)

The project has made commendable efforts in establishing proper means of communication to express its programs and activities to the public. SDG Academy has established a robust web presence which provides comprehensive information about its objectives, programs, and activities. The website serves as a central hub for stakeholders and the public to access its three main programs, namely Leadership Program, Mobile Learning Program, and Study Abroad Program.

Additionally, the project has implemented various communication channels such as social media platforms to disseminate information and engage with the public effectively. SDG Academy has also demonstrated a proactive approach in implementing appropriate outreach and public awareness campaigns. The Academy has actively participated in numerous events and engagements, contributing as panelists, speakers, assessors, facilitators, and knowledge sources on SDG-related topics. In the latter half of 2022, the Academy experienced a notable rise in external correspondence, being involved in speaking engagements, discussions, seminars, and webinars with stakeholders such as embassies, private sectors, start-up accelerators, and other civil society organizations. This positive exposure has provided an opportunity for the Academy to extend its reach and promote SDGs to a wider audience leading to increased recognition as a key player in mainstreaming Sustainable Development Goals (SDGs) in Indonesia.

In order to expand its outreach and promote knowledge-sharing, the Academy has taken proactive steps to implement advocacy activities and reinforce the "*Beranda Inspirasi*" platform. These efforts are complemented by initiatives such as writing competitions, branding and promotional campaigns, and the introduction of new side events like the "*Satu Hari Belajar SDGs*" (1 Day SDGs). The primary goal of these endeavors is to engage a diverse and broader audience, allowing for wider dissemination of information alongside the Academy's core programs. Moreover, the Academy has outlined plans to launch "*Alun-Alun Inovasi*" in 2023,

pending necessary arrangements with the SDG National Secretariat and the Ministry of National Development Planning (Bappenas). These strategic measures underline the Academy's commitment to fostering knowledge exchange, enhancing public engagement, and achieving its objectives in mainstreaming and accelerating the achievement of SDGs in Indonesia.

4.4 Sustainability

Sustainability is generally considered to be the likelihood of continued benefits after the funding ends. The summary of the analysis of the project sustainability is reported in the following table. Overall, the likelihood that benefits will continue to be delivered after project closure is rated as Moderately Likely since there are moderate risks to sustainability, yet there are expectations that at least several of the outcomes and/or outputs can be continued after the Project concludes.

Table 8. Sustainability rating table

Sustainability	Rating
Financial resources	ML – Moderately Unlikely
Socio-economic	ML – Moderately Likely
Institutional framework and governance	ML – Moderately Likely
Environmental	N.A.
Overall Likelihood of Sustainability	ML – Moderately Likely

The following sections include considerations across the four sustainability risk dimensions, including financial, socioeconomic, institutional and governance, and environmental.

4.4.1 Financial risks to sustainability

What is the likelihood of financial and economic resources not being available once the donors assistance ends (consider potential resources can be from multiple sources, such as the public and private sectors, income generating activities, and other funding that will be adequate financial resources for sustaining project's outcomes)?.

A number of institutions have participated in funding the project since the project design phase. DFAT funds activities in Output 1, Tanoto Foundation and NCC finance activities in Output 2, and TRAC UNDP finances activities in Output 3. As previously explained, ACHIEVE focuses its activities on Output 2 and 3, so the financial sustainability will be assessed based on the sustainability of activities in these two Outputs.

Currently, the funding for Output 2, which is the SDGs Academy in this case, is provided by Tanoto Foundation, with partial support from NCC for the CE topic. Therefore, discussing financial sustainability means discussing financial support for the SDGs Academy after the project ends. Based on the results of the Project Board Meeting and interviews, the MTR Team has gathered the impression that all stakeholders still have a positive appreciation for the existence of the Academy and its activities, although there are certainly some notes that need to be taken into account. It is the responsibility of UNDP and PMU to explore various possibilities in this regard. It should be noted that, as of now, there is no written agreement

regarding financial support after the project ends for the SDGs Academy or, if any, its potential successor entity.

Regarding the implementation of the Social Innovation Platform (SIP) approach in Ciletuh Geopark, Sukabumi District, West Java Province, the results of interviews and field visits have revealed different outcomes for the two SIP piloting locations. One piloting site has been more successful than the other in terms of participation, collaboration, co-creation, innovation, learning, and adaptation. Despite power dynamics issues at the village level, the tourism village has the capacity to mobilize community self-help initiatives and foster cooperation in various aspects, which can potentially attract the involvement of external institutions in the development of their village. On the other hand, PAR and interview results indicate that several solution portfolios generated from the SIP approach in the Ponelo Islands will be included in the Village Medium-Term Development Plan (RPJMDes), thereby increasing the likelihood of their utilization.

4.4.2 Socio-economic risks to sustainability

Do the various key stakeholders see that it is in their interest that the project benefits continue to flow? Is there sufficient public / stakeholder awareness in support of the long-term objectives of the project?

The response from stakeholders to the project activities varies depending on their roles or the specific project activities they are involved in. However, overall, stakeholders, partners, and beneficiaries have expressed positive appreciation for the project activities, particularly those related to Outputs 2 and 3. This positive reception can be attributed not only to the perceived personal, institutional, or societal benefits but, more importantly, to the relevance of capacity development in the context of SDGs and the community's needs. In essence, stakeholders demonstrate significant support for the long-term benefits derived from the project activities. This widespread positive feedback indicates the project's effectiveness in generating value and impact among its key stakeholders.

The online survey results reveal a noteworthy finding, with 50% of respondents stating that the Leadership Program has a very significant positive impact on their institution, their colleagues, and their everyday tasks (Fig 5). Additionally, 47% of respondents reported the impact as "relatively significant." These results indicated that the Leadership Program has brought about positive changes within the participants' institutions and among their colleagues. The fact that half of the respondents perceive the impact as "very significant" indicates a strong endorsement of the program's effectiveness in generating tangible outcomes. The program seems to have not only empowered individual participants but also contributed to enhancing institutional practices and promoting a positive ripple effect on their colleagues' work. The Leadership Program's ability to positively influence participants' everyday tasks suggests that the acquired knowledge and skills are being practically applied and integrated into their professional lives.
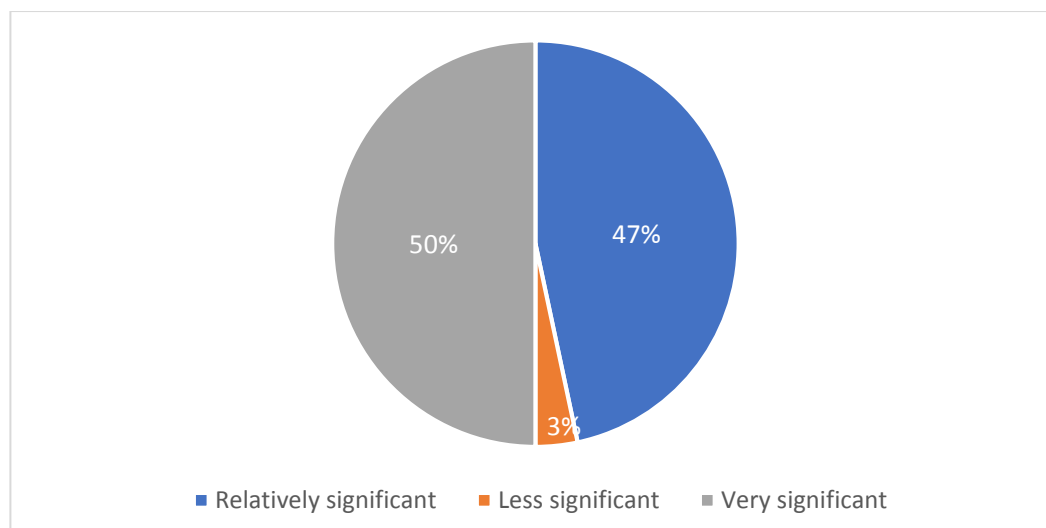
Figure 5. Respondents' Views on the Extent the LP Bringing About Positive Impact on Their Institution, Colleagues, and Everyday Tasks

The high percentage of respondents highlighting a very significant positive impact on their institutions, colleagues, and everyday tasks is encouraging and may indeed be indicative of the project's positive trajectory towards sustainability. However, a more comprehensive evaluation of the program's long-term effects and incorporating feedback from those who rated the impact as "relatively significant" will help establish a more robust understanding of the project's sustainability and identify areas for continuous enhancement.

The MTR Team appreciate the sustainability efforts of the Project, particularly evidenced by the significant achievement of the Social Innovation Platform (SIP). As outlined in PAR, this achievement is exemplified by the signing of the Letter of Intent between the Minister of Village, Disadvantaged Area Development, and Transmigration (Kemendes PDTT) and UNDP, outlining the plan to adapt and replicate the SIP approach in up to 150 villages across the nation. The adaptation of the SIP process is expected to ensure the preservation of community participatory processes, enabling the translation of community needs, particularly those of the poor and marginalized groups, into programs and activities that prioritize their development interests. This development signifies a commendable commitment to long-term sustainability and inclusivity within the Project's scope.

Are lessons learned being documented by the Project Team on a continual basis and shared/ transferred to appropriate parties who could learn from the project and potentially replicate and/or scale it in the future?

SDG Academy Indonesia not only focuses on delivering knowledge and capacity development programs but also plays a crucial role as a catalyst for exchanging knowledge and expertise in the context of the Sustainable Development Goals (SDGs). In line with this mission, the Academy has developed two knowledge-sharing platforms, serving as channels through which individuals can inspire one another with innovative ideas and solutions related to SDG topics. These platforms, namely *Beranda Inspirasi* and *Alun-Alun Inovasi*, contribute significantly to the overall knowledge exchange ecosystem.

Beranda Inspirasi, launched in July 2021, provides individuals with a platform to share their insights, innovations, knowledge, and interests regarding SDG-related issues through written content. This platform serves as a valuable space for individuals to express their thoughts,

contribute to the broader SDG discourse, and inspire others through their unique perspectives. By fostering a collaborative environment, *Beranda Inspirasi* promotes the sharing of best practices and lessons learned, ultimately enhancing the effectiveness and sustainability of SDG initiatives.

Additionally, *Alun-Alun Inovasi*, set to be launched soon, will showcase exemplary practices, novel approaches, innovative solutions, and success stories related to SDG implementation in Indonesia. This platform will serve as a repository of valuable knowledge, providing stakeholders with access to practical examples and insights that can inform their own efforts towards achieving the SDGs. By highlighting local success stories, *Alun-Alun Inovasi* aims to inspire and empower individuals, organizations, and communities to replicate effective strategies, fostering a culture of innovation and impactful change.

The MTR Team are of the opinion that these two knowledge-sharing platforms contribute to the replicability and sustainability of ideas, practices, and innovations within the SDG framework. The platforms create an environment where knowledge is shared, collaborations are forged, and valuable insights are disseminated, ultimately supporting the advancement of the SDG agenda in Indonesia.

It is essential for the Project to thoroughly document the lessons learned from its operations. This requirement applies not only to activities encompassed within Output 2 (SDGs Academy), but it is particularly crucial for activities carried out under Output 3, such as the Social Innovation Platform (SIP). The documentation of best practices, lessons learned, and success stories derived from project operations serves several purposes, including knowledge management, replication and scaling, accountability, institutional memory, and learning and capacity development. By doing so, the Project can contribute to the wider body of knowledge in the relevant fields, ultimately enhancing its overall effectiveness. In light of this, the Project should consider the most effective means of communication and knowledge management, which may involve appointing a dedicated staff member for this specific task.

4.4.3 Institutional framework and governance risks to sustainability

Do the legal frameworks, policies, governance structures and processes pose risks that may jeopardize sustenance of project benefits?

The project has examined the potential use of Development Service (DS) as a solution for the payment modality issue in its SDG Leadership Program. DS is a form of development assistance provided by UNDP to help partners achieve development results. In the context of the Academy, DS can be utilized to deliver training courses and develop training methodology/curricula for the SDGs. The project team has conducted a market survey and benchmarking, confirming the viability of DS. From the perspective of non-profit entities such as UNDP, Tanoto Foundation, and Bappenas, DS is deemed acceptable. The MTR Team support this idea as it aligns with the project's initial promises outlined in the proposal, including increasing participation and introducing fees for participants from the private sector. Moreover, DS has the potential to reduce dependence on donor funding, thereby enhancing the project's long-term sustainability.

Furthermore, as elaborated in the SDG Academy Progress Report, the implementation of Development Service (DS) presents an opportunity to extend its offerings to the public and

institutions interested in participating in the Academy's programs, such as the SDG Leadership Program and SDG Study Abroad Program. By utilizing DS, these programs can be tailored and customized to meet specific needs and requirements. In order to facilitate individual payments, a collaborative partnership can be established between the Academy and the SDG Centers in Indonesia. This collaboration is highly advantageous, considering the presence of 36 SDG Centers across Indonesia, which possess extensive networks with potential participants and key stakeholders including academia, experts, facilitators, as well as national and regional government entities. This approach is deemed ideal to ensure the success of the payment modality and cater to the evolving demands of the public. Therefore, the MTR Team urge the Project team to proceed with the implementation of DS. Hence, the MTR Team strongly recommends that the Project and UNDP proceed with the implementation of the DS.

4.4.4 Environmental risks to sustainability
Are there any environmental risks that may jeopardize sustenance of project outcomes?

Almost all Project activities are not directly linked to physical infrastructure. Therefore, MTR Team see no environmental risks to sustainability. However, it is worth noting that the Project activities actually promote environmental sustainability. A notable example is the Leadership Program, which covers several subjects or topics related to environment, such as Waste Management, Natural Resources Management, and Circular Economy. These topics are closely aligned with and actively support efforts aimed at preserving the environment, fostering the development of sustainable cities, and promoting clean and green energy. Another noteworthy achievement is the successful implementation of the Capstone Project on waste management by alumni of the Leadership Program at Banten Maritime Polytechnic. This accomplishment has not only inspired other educational institutions but has also had a positive impact on the local community, motivating them to develop an appreciation for the environment and strive towards its preservation. Furthermore, the SIP Prototyping site at Kampung Wisata in Taman Jaya Village, Sukabumi District, and Ponelo Islands in Gorontalo Province, also emphasizes respect for the environment along with local culture, people, and resources.

5. Conclusions and Recommendations

5.1 Conclusions

1. The Project aligns with SDGs Agenda 2030, UNSDCF, and UNDP CPD, demonstrating its commitment to integrated solutions. All project outputs contribute to CPD Output 4.2, reinforcing policy and financing for the SDGs. Additionally, the alignment with GoI's priorities, as outlined in Presidential Decrees No. 59/2017 and No. 111/2022, further solidifies its relevance to Indonesia's development agenda.

2. Ambiguities in some indicators and targets within the project's logical framework require clarification and revision to ensure effective monitoring and evaluation. A more precise and measurable approach to indicator formulation will enhance the project's impact assessment.

3. The decentralized approach, structured around specific outputs and objectives, provides flexibility but poses challenges in assessing overall impact. It is essential to strike a balance between decentralized implementation and comprehensive impact assessment.

4. Implementation of project outputs varies significantly and faces challenges due to funding constraints. The adoption of Development Service (DS) as the preferred payment modality holds promise but requires expedited efforts for realization. Fulfilling all requirements is crucial to prevent pending tranche disbursement, thereby avoiding delays and adjustments due to budget limitations.

5. Regarding Output 1, "Institutional strengthening and policy advocacy conducted," activities were carried out in 2020 and 2021, but no activities were undertaken in 2022. Considering the resource constraints and the extensive efforts already made since 2016 in institutional strengthening and policy advocacy activities, there are valid justifications for reducing the scope of this Output.

6. Output 2, "SDG Academy Indonesia Operationalized," is a flagship achievement, successfully implemented with unwavering support from the Tanoto Foundation, nearing mid-term goals. Similarly, Output 3 has made notable progress, achieving three out of seven indicators and showing partial achievements in three others. To build on these successes, enhancing internal project communication with stakeholders and clarifying specific activities and indicators in the results-based work plan would be beneficial.

7. The project's innovative solutions successfully address complex issues in Gorontalo and West Java's *Kawasan SDGs* using the SIP approach. Stakeholder engagement efforts focusing on inclusivity and targeting communities of all ages through programs like SDG Mobile Learning Program (MLP) and SDG Leadership Program will amplify impact.

8. The project strongly emphasizes addressing gender-related issues, evident in its ProDoc, which explicitly incorporates gender mainstreaming across all aspects of project implementation. Additionally, the project staff and Project Board demonstrate a relatively equal gender balance, prioritizing gender equity.

9. There is insufficiency of information provided in PAR, and the Progress Report is only for Output 2. Consequently, the utilization of the project's Results Framework as a monitoring tool may not be optimal.

10. Leadership Program received a relatively high allocation of resources compared to other programs within the SDG Academy. This can be attributed to the program's requirement for external entities, which were facilitated through contractual services. Despite being resource-intensive and time-consuming, the successful implementation of three batches of the Leadership Program demonstrates its effectiveness and impact from a financial perspective.

11. *Beranda Inspirasi*, the knowledge sharing platform initiated by the Academy, exhibits encouraging growth and engagement, especially among women and young adults. Leveraging partnerships with government entities, development partners, and the UN System strategically will enhance support for the project's coherent and mutually supportive results.

12. The project's activities have been assessed as posing minimal or negligible social and environmental risks. This allows for focused implementation of measures to integrate social and environmental considerations into the project interventions.

13. Enhancing internal project communication, particularly in terms of ProDoc alignment and specific activity clarification, will foster better coordination and understanding among team members. Additionally, external project communication, including web presence and outreach campaigns, has been well-established to raise public awareness effectively.

5.2 Lessons learned

1. In order to achieve significant milestones, it is essential to prioritize collaboration and inclusivity. The power of collaboration becomes evident when applied to capacity building efforts, as it reinforces the significance of working together to ensure that no one is left behind in the implementation of the Sustainable Development Goals (SDGs). By fostering a spirit of collaboration and inclusivity, organizations can effectively address the challenges associated with SDGs and ensure that progress is made in a comprehensive and equitable manner.

2. The successful implementation of a Capstone Project depends on several critical factors. These factors include the establishment of an effective partnership, the dedication and commitment of the student, the support from the head of the institution where the student works, and the existence and support of peers with suitable expertise.

3. While staff turnover is an inevitable reality that organizations must anticipate and address, too many resource changes within a project can have significant negative impacts Therefore, any organizations need to anticipate and proactively manage the effects of staff turnover to ensure the progress and sustainability of project activities.

4. The role of women, specifically the wives of fishermen, proved crucial in addressing the issue of non-participation or reluctance of fishermen in the project activities. When faced with the challenge of raising awareness among fishermen about sustainable fishing

practices, Japesda approached the wives of the fishermen who initially refused the idea. This strategy had proven successful in resolving the issue. This confirms SIP approach that recognizes the significant role of women in driving changes within the communities.

5. While it is essential for project to have ambitious goals, it is equally important to consider the resources available and the sphere of influence of the management teams responsible for implementation. At the same time, given the ever-changing contexts, projects should have the flexibility to revise outputs and indicators that are clearly unattainable within the project period, replacing them with more rational and feasible alternatives. This approach will promote a more balanced and realistic framework for achieving project success.

6. The leverage impact resulted from Leadership Program is sometimes not well documented. An exemplary case involves a program alumna who works at an organization responsible for managing fund collected from religion-based sources and utilizing the fund for philanthropy activities. This alumna, along with her peers, produces a book on how to utilize the funding they manage in SDGs related program to expand the benefits to different target groups. This publication now serves as valuable reference for the organization in the development of future programs.

7. It is crucial to ensure clear communication and understanding among stakeholders regarding the ProDoc, project design, and objectives to align expectations and facilitate coordination.

8. Decentralized approaches that offer flexibility in project implementation may pose challenges in assessing the project's overall impact. Balancing flexibility with the need for impact assessment is crucial.

5.3 Recommendations

1. Conduct a study to investigate the best form and sustainability options for the SDG Academy after the project ends. The key aspect to be covered in the study could include financial sustainability, governance and institutional arrangement, curriculum and training programs, partnership and collaboration, alumni engagement, monitoring and evaluation framework, stakeholder engagement and communication, and legal and regulatory consideration. Based on the study findings and recommendations, a comprehensive sustainability action plan can be developed to cover the necessary steps, responsibilities, timelines, and resource requirements to ensure the successful transition and continued operation of the SDG Academy beyond the project's duration.

2. In the short run, given the remaining time of the project, the project can proceed with the plan for payment gateway that will involve SDGs Center as a third party in the payment mechanism. In this regard, the Project must consider potential legal and administrative implication and the compatibility of this approach with UNDP regulations and guidelines. The Project needs to design a business model that explore alternative revenue stream, fee structure, and mechanism for transparent financial transactions.

3. Establish regular meetings between the project management and the donor to address any differences in perception. Regular meetings provide a venue for open dialogue,

clarification of misunderstandings, and alignment of expectations between both parties, in order to ensure a shared understanding of the project's objectives, progress, and outcomes.

4. The MTR Team recommends a comprehensive revision of the Project's Proposal and Theory of Change to strengthen the project's design and results framework. This Proposal revision is essential to address discrepancies, promote clarity, and ensure alignment between the ProDoc and the Proposal. By providing clear definitions for all indicators and revising targets accordingly, the project will establish a solid foundation for accurate monitoring and evaluation. Additionally, reconstructing the Theory of Change with more robust assumptions will enable adaptive management, addressing diverse settings and issues for improved effectiveness, efficiency, and sustainability. A clearly articulated theory of change will guide the project's implementation, monitoring, and evaluation efforts, ensuring a clear understanding of how activities contribute to achieving desired outcomes

5. The interview findings highlight that a significant contributing factor to the inability to apply the Capstone Project proposals is a lack of knowledge and skills related to partnership implementation. Consequently, the MTR Team recommends augmenting the curriculum or LO of the Leadership Certification Program (LCP) with additional knowledge and skills in partnership formation. The topics that should be covered include the concept of partnerships, guiding principles and values, individual and shared objectives, roles and responsibilities, and the development of partnership agreements. While these partnership agreements do not necessarily require formal signatures, they serve as valuable exercises to solidify partnership agreements, including aspects such as governance, communication, review processes, and risk management.

6. The Academy and stakeholders need to identify and establish specific performance indicators aligned with *Beranda Inspirasi*'s objectives. These indicators should be measurable, time-bound, and relevant to the context of the SDGs. By addressing the absence of specific indicators and implementing a robust evaluation framework, the Academy can gain a clearer understanding of *Beranda Inspirasi*'s impact on knowledge sharing and its contribution to the broader goals of the SDGs. This, in turn, will provide valuable insights for future decision-making and improvement of the platform's performance.

7. The online survey indicated that a five-month period with 25-40 participants per batch is considered the ideal arrangement for the Leadership Program. Nevertheless, it appears that the current implementation of the program has raised concerns regarding resource allocation, time spent, and the number of graduates generated. Based on the survey results, it is recommended to consider a more streamlined approach. To increase efficiency, one possible solution is to adopt a parallel arrangement for the program. Instead of conducting the program twice a year, with each one starting after the previous one finishes, an additional program could be introduced in between, with overlapping timeframes. However, it is crucial to plan and manage this parallel arrangement carefully to avoid any potential logistic issues in program delivery. Close coordination between all stakeholders and effective communication will be essential in ensuring the success of this modified approach.

8. It is recommended to fill the currently vacant position of Deputy Director of SDG Academy. The role of the Deputy Director is crucial in bridging the interests and gaps between the Project and the Tanoto Foundation. Notably, the Tanoto Foundation serves as both a donor and a Board member, making effective communication and alignment vital. By appointing a Deputy Director, the project can facilitate seamless collaboration, ensuring that the objectives and expectations of both parties are effectively communicated and coordinated.

9. The Project needs to take proactive steps to address the issue of a large number of graduates being unable to implement their Capstone Project proposals. To encourage and facilitate implementation, the Project might need to establish a seed fund or seed capital initiative. By providing financial support to graduates for the execution of their proposed projects, the Project can foster a greater sense of commitment and accountability among participants. Moreover, with the provision of seed funding, the Project gains a legitimate stake in monitoring and tracing the progress of the Capstone Project implementations, which could lead to more successful outcomes and a stronger alignment with the program's objectives. This approach ensures that graduates receive the necessary resources to bring their ideas to life while also promoting a higher level of engagement and collaboration between the Project and its participants.

Annexes

ANNEX 1 – Term of Reference (TOR) for Mid-term Review Evaluation

Terms of Reference
National Consultant of Mid-Term Evaluation for Assistance for Enhanced Innovation for the Achievement of the SDGs in Indonesia (ACHIEVE)

BASIC CONTRACT INFORMATION

Location	: Indonesia
Duty Station	: Home-based with travel to areas of responsibility
Application Deadline	: 13 February 2023
Type of Contract	: Individual Contract
Post Level	: Senior Expert (Leader of mid-term evaluation, national)
Languages Required	: English
Starting Date	: 13 March 2023
Duration of Contract	: 13 March – 28 April 2023
Expected Duration of Assignment	: 35 working days (Evaluation time frame: January 2020-December 2022)

BACKGROUND

A. **Project Title**

Assistance for Enhanced Innovation for the Achievement of SDGs in Indonesia (ACHIEVE)

B. Project Description

This is the Terms of Reference for the UNDP Midterm Review (MTR) of the Enhanced Innovation for the Achievement of the SDGs in Indonesia (ACHIEVE) Project implemented by UNDP, which started in January 2020 to December 2024. This ToR sets out the expectations for this MTR. The MTR process must follow the guidance outlined in the document *Guidance For Conducting Midterm Reviews of UNDP - Supported* (*http://web.undp.org/evaluation/guideline/documents/PDF/UNDP_Evaluation_Guidelines.pdf*).

In the UN Sustainable Development Summit held in September 2015, UN countries members agreed on a common development agenda which will be achieved in 2030. This agenda is called Sustainable Development Goals (SDGs). SDGs has 17 goals and 169 targets that are measured with more than 300 indicators. Since its official launch in 2016, Indonesia has been on the front

row on the SDGs implementation. To Indonesia, "implementing national development agenda is implementing SDGs".

The government of Indonesia (GoI) translated their commitment in adopting the SDGs by issuing the Presidential Decree No. 59 in July 2017 as a guiding policy for the implementation of SDG in Indonesia. Further, it was strengthened by the Presidential Decree No. 111 in 2022 which mandated four important aspects in the 'Decade of Action': (1) governance and institutional arrangement with BAPPENAS as the leading agency – with 4 groups of stakeholders: government and parliament, academics, private sectors and philanthropy, CSO and media; (2) planning of SDGs, roadmap and action plan; (3) monitoring, evaluation, and reporting; and (4) financing of SDGs.

Despite the progress, Indonesia still needs to accelerate its SDGs achievement leading to 2030. Several issues have been identified as limiting factors, for example: 1) low institutional capacity, 2) insufficient effective program and finance for SDGs, 3) unreliable data, and 4) limited innovative solutions to SDG challenges.

ACHIEVE Project, which sits within the Democratic Governance and Poverty Reduction Unit (DGPRU) is designed to provide assistance to the government of Indonesia in accelerating the process of SDGs achievement. Building its strategy to work with groups of stakeholders, ACHIEVE will engage with the government (BAPPENAS and line ministries), non-state actors and development partners. In all its work, ACHIEVE will use 'innovation' as the most important enabler, for example the 'SDG Academy Indonesia' as an innovative learning and capacity building program, featured in Indonesia Voluntary National Review (VNR) 2021 as one of the good practices in inclusive collaboration and capacity building efforts to accelerate SDGs in this "Decade of Action.",

ACHIEVE Project has four outputs, as follow: Output 1: Institutional Strengthening and Policy Advocacy Conducted, Output 2: SDG Academy Indonesia Operationalized, Output 3: SDG Actions, Knowledge Management and Knowledge Sharing Implemented, and Output 4: ACHIEVE role as integrator of Indonesia CO Implemented. However, since 2020 up until now, not all outputs have been actively implemented. So far, the Project has managed to implement well mainly Output 2 and Output 3.

Output 1: Institutional Strengthening and Policy Advocacy Conducted

Strong institution, policy coherence, effective planning and budgeting based on evidence and reliable data are important necessary conditions for Indonesia to achieve SDGs in 2030 and are to be happening at all levels of government. Starting 2016, UNDP has been working with the national government as well as with 3 pilot provinces; Lampung, Riau and Gorontalo regarding institutional strengthening and advocacy.

The following activity results will contribute to the achievement of this output:
1. SDGs Secretariat strengthened coordination, planning and budgeting, and monitoring, including gender sensitization at national and sub national level.
2. SDGs related research using gender lens conducted, and results published and disseminated.
3. SDGs data system at national and sub-national level developed or strengthened with sex-disaggregated data-basis wherever available.
4. Mainstreaming of SDGs in University conducted.
5. Voluntary National Review (VNR) SDGs.

<u>Output 2: SDG Academy Indonesia Operationalized</u>

Low SDG knowledge and awareness, low institutional capacity and ineffective knowledge sharing are among issues identified to hinder accelerated achievement of SDGs. Disparity of capacity among sub-national governments is considered high, with local government at district level being the most challenging group, despite the fact that they are at the front line of SDG implementation. As such, an innovative and effective learning approach is needed, both for the government and for non-state SDG actors.

UNDP through the ACHIEVE project has established SDG Academy Indonesia; a capacity building program, aiming at increasing Indonesia's stakeholders in localizing the SDGs, offering materials including governance and policy, innovative solutions on specific goals, and monitoring and reporting of the SDGs. Member of the SDG Academy Indonesia must demonstrate gender responsiveness and participate in gender-sensitive training. Launched in November 2019, during SDG Annual Conference.

The following activity results will contribute to the achievement of this output

1. SDG Academy Indonesia curriculum developed.
2. SDG Academy Indonesia venue arranged, and facilities made available.
3. SDG Academy Indonesia Learning Management System developed.
4. All 3 programs Leadership certification, Mobile learning and Study abroad, and other SDG related talks/seminars/conferences implemented and conducted, including project visit for capstone projects tracking and re-engagement with alumni.

SDG Academy Indonesia offer 3 types of programs, as follows:

1) *SDG Leadership Program*

Using a blended learning approach, this program engages selected participants in the academy courses ranging from governance, SDG specific topic, and leadership. Face-to-face workshops will be explored further where participants can directly interact with course instructors and invited guest speakers. (see Figure 1)

Figure 1. Summary of Activities in the SDG Leadership Program

The SDG Leadership Program includes:
1. Three blended-learning courses: Area 1-Leadership and Management, Area 2-SDG specific topic and Area 3-Capstone Project
2. An opening session hosted by the Academy
3. Three face-to-face, online or hybrid workshops, mentoring sessions with the dedicated mentor and independent discussion on each SDG specific topics.
4. A final session (colloquium) hosted by the Academy in which the participants will present their capstone projects designed or developed during the program.

However, due to the Covid-19 pandemic and movement restriction order, the Academy decided to shift the learning approach from blended learning initially to be fully online for the initial batches. As the successful implementation of Batch 1, therefore the Academy continues its implementation with a fully online approach until the end of 2022, on average 45 participants per batch. As of August 2022 the Academy has successfully graduated 3 batches of SDG Leadership Program with a total of 112 participants (SDG-Leaders).

2) SDG Mobile Learning Program

This program is designed to provide access to government officials and the general public in Indonesia who are interested and are involved with SDGs areas. Materials in a variety of forms are developed by the SDG Academy Indonesia core team members, academy instructors, and leading SDG experts from Indonesia and other countries. All materials are free and most are downloadable, and delivered in Indonesian language. (see Figure 2) (see Annex 3 for potential materials of the SDG Mobile Learning Program).
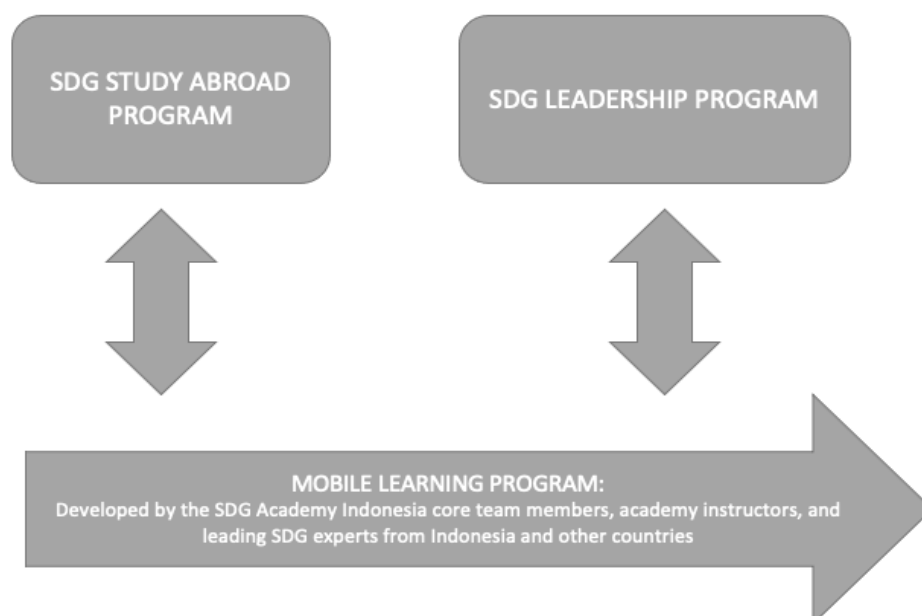
Figure 2. SDG Mobile Learning Program in SDG Academy Indonesia

The Academy plans to invite prominent contributors to share their insights through short videos discussing SDGs issues in Indonesia. Topics can range from poverty and inequality, quality universal education, health services, inclusive economic growth and decent work opportunities, basic infrastructure and connectivity, sustainable cities, climate change, conserving and sustainably using natural resources, biodiversity and marine resources, good governance and other potential topics that will be available on the Mobile Learning Program.

3) SDG Study Abroad Program

Using some blended learning approach, this program takes selected participants to a leading university in the Academy's country partner to strengthen their leadership and managerial skills to solve real and current SDG issues at their home country. It could be implemented by making a bilateral partnership between UNDP and abroad institutions as UNDP has knowledge and information materials on the baseline issues to be learned for the participants. This program can also be a platform where development partners can develop programs collaboratively with UNDP to send Indonesian stakeholders abroad to learn a specific subject related to SDGs.

For the time being however, the Academy is focusing on its two main programs: the SDG Leadership Program and SDG Mobile Learning Program. The SDG Study Abroad Program is on pipeline and the Academy is currently nurturing strategic partnerships to support the implementation of resource mobilization.

Broadening the Impact

In broadening the impact of the key programs, the SDG Academy Indonesia developed two knowledge-sharing platforms for sharing knowledge, ideas and innovation that reflect the SDGs good practices. The two platforms are namely: Beranda Inspirasi (in operational) and Alun-alun Inovasi (to be launched).

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1) Beranda Inpirasi: is an interactive medium – knowledge-sharing platform - where users can share their SDG-related ideas, innovation, analysis, or projects/programs to inspire others for their contribution towards SDGs at the local level.
2) Alun-Alun Inovasi: a platform that showcases curated content on good practices, new approaches, innovation, and success stories related to SDGs implementations in Indonesia.

Output 3: SDG Actions, Knowledge Management and Knowledge Sharing Implemented

The 'Decade of Action' calls for accelerating sustainable solutions to the development challenges around the world, including Indonesia. At the heart of this effort is the use of innovation in all aspects including the use of information technology, unlocking new sources of finance, co-creating the new modality of service delivery, piloting the innovative solutions and scaling up. Using the platform approach and taking advantage of various new emerging tools such as system thinking, collective analysis and more – ACHIEVE will bring partners together, including women and youth groups in mapping the issues and finding solutions.

Under this Output, ACHIEVE has implemented the Social Innovation Platform (SIP), a method designed to encourage the integration of various initiatives and connectivity of actors so that they can drive a systemic and comprehensive approach to achieving sustainable SDGs goals. The SIP implementation process consists of six (6) main stages, namely: 1) System Mapping, 2) Deep listening 3) Sense-making, 4) Co-creation, 5) Prototyping and 6) Scaling up.

Since 2020 SIP approach has been piloted in two locations, namely Provinces of Gorontalo and West Java. The locations were selected as part of the Village Ministry's rural national priority location (KPPN) and due to high poverty rate and inequalities.

The SIP focus in each location differs but fall under the support to improve community livelihood through local economic development activities. In Gorontalo, SIP helps community and government stakeholders through the prototyping of blue ecotourism village, promote youth to actively involved in village waste management activities and support the identification and management of village top commodities (e.g. anchovies, tuna, sea cucumber) at Ponelo Island, North Gorontalo. Similarly in West Java, the SIP supports community and government stakeholders including Provincial Village Empowerment Agency (DMPDes), Tourism Agency (DisPar), Family Planning Agency (DPPKB) and Bappeda through the prototyping of Tourism Hamlet (Kampung Wisata KB) in Taman Jaya Village, Sukabumi which is managed by the community. The SIP location in Sukabumi is part of the Ciletuh-Pelabuhan Ratu UNESCO Global Geopark which holds great economic potential for the community living on the area. Another SIP activity in West Java is the prototyping of Agrotourism through Mango Farming in Ciwaru Village, Sukabumi.

Output 4: ACHIEVE role as integrator of Indonesia CO implemented

As a project focusing on various aspect of localizing of SDGs, ACHIEVE project can play an integrator role in the country office in several ways; for example, consolidate SDGs related materials of all projects, or providing SDGs perspective to initiatives, etc. For the coming 5 years, the following activities will be implemented to contribute to this output.

1. Strategic engagement with new partners initiated by leveraging various internal resources.

2. Similar programs and projects in the same geographical locations or similar sectors are consolidated and leveraged for a new program/ initiative.

C. MTR Purpose

The Project is halfway through the project period and therefore an evaluation is needed to assess the effectiveness and progress of the project activities towards the achievement as specified in Project's Document and its milestones. Results of this MTR will be used by the Project Management Unit and the Project Board to improve the performance and compliance of the project. Additionally, the results will also be used to see whether adjustments are needed and assess early signs of project success or failure to identify the necessary changes to set the project on track to achieve its intended results. The MTR will also review the project's strategy, risks and sustainability plan (exit strategy).

Issues relate directly to the questions the evaluation must answer so that Project Management Unit, the Project Board will have the information they need for pending decisions or action. An issue may concern the relevance, efficiency, effectiveness or sustainability of the intervention. In addition, UNDP evaluations must address how the intervention sought to strengthen the application of the rights-based approach and mainstream gender in development efforts. In addition to that, the Project also ascertains that the independent assessment should be undertaken with an independent party outside of the operational team to minimize conflict of interest in auditing the Project and its operational activity.

Based on the MTR's findings, the milestones and overall work plan may be modified to better reflect the current situation. This includes the SDG Leadership Program, which was converted to a fully-online format in order to comply with COVID-19 restrictions. The MTR will then demonstrate whether the blended learning approach to teaching and learning will actually be more effective. The recommendation will then be put forth for approval by the Project Board at the following Project Board Meeting.

The progress will be assessed in consideration of the following:
- Project strategy: project design and results framework/log frame;
- Progress towards results (outcomes);
- Project implementation and adaptive management: management arrangements, work planning, finance and co-finance, project-level monitoring and evaluation (M&E) systems, stakeholder engagement, social and environmental standards, reporting, and communication and knowledge management; and
- Sustainability: financial, socio-economic, environmental, institutional framework and governance risks to sustainability.
- Project structure
- Monitoring and evaluation approaches of the project/output

DUTIES AND RESPONSIBILITIES

D. MTR Approach & Methodology

The MTR report must provide evidence-based information that is credible, reliable and useful.

The MTR team will review all relevant sources of information including documents prepared during the preparation phase (i.e. PIP, UNDP Initiation Plan, UNDP Social and Environmental Screening Procedure (SESP)), the Project Document, project reports including Annual Project Review/PARs, project budget revisions, national strategic and legal documents, and any other materials that the team considers useful for this evidence-based review.

The MTR team is expected to follow a collaborative and participatory approach[2] ensuring close engagement with the Project Team, government counterparts, the UNDP Country Office(s), direct beneficiaries, and other key stakeholders.

Engagement of stakeholders is vital to a successful MTR.[3] Stakeholder involvement should include interviews with stakeholders who have project responsibilities, including but not limited to executing agencies, senior officials and task team/ component leaders, key experts and consultants in the subject area, Project Board, project stakeholders, academia, local government and CSOs, etc. Additionally, the MTR team is expected to conduct field missions at capstone project locations if needed.

The specific design and methodology for the MTR should emerge from consultations between the MTR team and the above-mentioned parties regarding what is appropriate and feasible for meeting the MTR purpose and objectives and answering the evaluation questions, given limitations of budget, time and data. The MTR team must, however, use gender-responsive methodologies and tools and ensure that gender equality and women's empowerment, as well as other cross-cutting issues and SDGs are incorporated into the MTR report.

The final methodological approach including interview schedule, field visits and data to be used in the MTR should be clearly outlined in the Inception Report and be fully discussed and agreed between UNDP, stakeholders, and the MTR team.

The final MTR report must describe the full MTR approach taken and the rationale for the approach, making explicit the underlying assumptions, challenges, strengths and weaknesses about the methods and approach of the review.

Methodological approaches may include some or all of the following:

▪ Mid-term review should employ a combination of both qualitative and quantitative evaluation methods and instruments.
▪ **Document review of all relevant documentation.** This would include a review of inter alia
  o Project document
  o Proposal of SDG Academy
  o Theory of change and results framework.
  o Programme and project quality assurance reports.
  o Annual work plan
  o Activity designs.
  o Consolidated quarterly and annual reports.
  o Highlights of project board meetings.
  o Technical/financial monitoring reports.

▪   **Semi-structured interviews** with key stakeholders including key government counterparts, donor
community members, representatives of key civil society organizations and implementing partners:

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[2] For ideas on innovative and participatory Monitoring and Evaluation strategies and techniques, see UNDP Discussion Paper: Innovations in Monitoring & Evaluating Results, 05 Nov 2013.

[3] For more stakeholder engagement in the M&E process, see the UNDP Handbook on Planning, Monitoring and Evaluating for Development Results, Chapter 3, pg. 93.

- o **Development of evaluation questions** around relevance, effectiveness, efficiency and sustainability and designed for different stakeholders to be interviewed.
- o Key informant and focus group discussions with men and women, beneficiaries and stakeholders.
- o All interviews should be undertaken in full confidence and anonymity. The final evaluation report should not assign specific comments to individuals.

- ▪ **Surveys and questionnaires** including participants in development programmes and/or surveys and questionnaires involving other stakeholders at strategic and programmatic levels.
- ▪ **Field visits** and on-site validation of key tangible outputs and interventions.
- ▪ The evaluator is expected to follow a participatory and consultative approach that ensures close engagement with the evaluation managers, implementing partners and direct beneficiaries.
- ▪ **Other methods** such as outcome mapping, observational visits, group discussions, etc.
- ▪ **Data review and analysis** of monitoring and other data sources and methods.
  - o Ensure maximum validity, reliability of data (quality) and promote use; the evaluation team will ensure triangulation of the various data sources.

The final methodological approach including interview schedule, field visits and data to be used in the evaluation should be clearly outlined in the inception report and be fully discussed and agreed between UNDP, stakeholders and the consultant.

For the field visit, it is recommended to visit the following:

- Capstone projects of SDG Leadership Program located in Kendal (Central Java) and Serang (Banten).

- SIP prototyping site in Ciletuh, Sukabumi (West Java).

E. Detailed Scope of the MTR

The MTR team will assess the following four categories of project progress. See the *Guidance for Conducting Midterm Reviews of UNDP-Supported* for extended descriptions.

1. **Project Strategy**

Project Design:
- ● Review the problem addressed by the project and the underlying assumptions. Review the effect of any incorrect assumptions or changes to the context to achieving the project results as outlined in the Project Document.
- ● Review the relevance of the project strategy and assess whether it provides the most effective route towards expected/intended results. Were lessons from other relevant projects properly incorporated into the project design?
- ● Review how the project addresses country priorities. Review country ownership. Was the project concept in line with the national sector development priorities and plans of the country (or of participating countries in the case of multi-country projects)?
- ● Review decision-making processes: were perspectives of those who would be affected by project decisions, those who could affect the outcomes, and those who could contribute information or other resources to the process, taken into account during project design processes?

- Review the extent to which relevant gender issues were raised in the project design. See Annex 9 of *Guidance for Conducting Midterm Reviews of UNDP-Supported* for further guidelines.
  - Were relevant gender issues (e.g. the impact of the project on gender equality in the programme country, involvement of women's groups, engaging women in project activities) raised in the Project Document?.

Results Framework/Log frame:
- Undertake a critical analysis of the project's log frame indicators and targets, assess how "SMART" the midterm and end-of-project targets are (Specific, Measurable, Attainable, Relevant, Time-bound), and suggest specific amendments/revisions to the targets and indicators as necessary.
- Are the project's objectives and outcomes or components clear, practical, and feasible within its time frame?
- Examine if progress so far has led to, or could in the future catalyze beneficial development effects (i.e. income generation, gender equality and women's empowerment, improved governance etc...) that should be included in the project results framework and monitored on an annual basis.
- Ensure broader development and gender aspects of the project are being monitored effectively. Develop and recommend SMART 'development' indicators, including sex-disaggregated indicators and indicators that capture development benefits.

2. **Progress Towards Results**
   - Review the log frame indicators against progress made towards the end-of-project targets; populate the Progress Towards Results Matrix, as described in the *Guidance For Conducting Midterm Reviews of UNDP-Supported* color code progress in a "traffic light system" based on the level of progress achieved; assign a rating on progress for the project objective and each outcome; make recommendations from the areas marked as "not on target to be achieved" (red).
   - Compare and analyze the Core Indicators at the Baseline with the one completed right before the Midterm Review.
   - Identify remaining barriers to achieving the project objective in the remainder of the project.
   - By reviewing the aspects of the project that have already been successful, identify ways in which the project can further expand these benefits.

3. **Project Implementation and Adaptive Management**

Management Arrangements
- Review overall effectiveness of project management as outlined in the Project Document. Have changes been made and are they effective? Are responsibilities and reporting lines clear? Is decision-making transparent and undertaken in a timely manner? Recommend areas for improvement.
- Review the quality of execution of the Executing Agency/Implementing Partner(s) and recommend areas for improvement.
- Review the quality of support provided by the UNDP and recommend areas for improvement.
- Do the Executing Agency/Implementing Partner and/or UNDP and other partners have the capacity to deliver benefits to or involve women? If yes, how?
- What is the gender balance of project staff? What steps have been taken to ensure gender balance in project staff?

- What is the gender balance of the Project Board? What steps have been taken to ensure gender balance in the Project Board?

Work Planning
- Review any delays in project start-up and implementation, identify the causes and examine if they have been resolved.
- Are work-planning processes results-based? If not, suggest ways to re-orientate work planning to focus on results?
- Examine the use of the project's results framework/ logframe as a management tool and review any changes made to it since project start.

Finance and co-finance
- Consider the financial management of the project, with specific reference to the cost-effectiveness of interventions.
- Review the changes to fund allocations as a result of budget revisions and assess the appropriateness and relevance of such revisions.
- Does the project have the appropriate financial controls, including reporting and planning, that allow management to make informed decisions regarding the budget and allow for timely flow of funds?
- Informed by the co-financing monitoring table to be filled out by the Commissioning Unit and project team, provide commentary on co-financing: is co-financing being used strategically to help the objectives of the project? Is the Project Team meeting with all co-financing partners regularly in order to align financing priorities and annual work plans?

Sources of Co-financing	Name of Co-financer	Type of Co-financing	Co-financing amount confirmed at CEO Endorsement (US$)	Actual Amount Contributed at stage of Midterm Review (US$)	Actual % of Expected Amount
Donor	Tanoto Foundation	Financing Agreement	USD 1,354,662.70	USD 690,310	50,59%
Donor	Nippon Closures Company, Ltd.	Financing Agreement	USD 143,203.92	USD 87,675.36	61.24%
Donor	Australian Government	Financing Agreement	USD 158,430.43	USD 158,430.43	100%
Donor	TRAC	Financing Agreement	USD 35,262.46	USD 35,262.46	100%
		TOTAL	**USD 1,691,559.51**	**USD 971,684.25**	

Project-level monitoring and evaluation systems
- Review the monitoring tools currently being used: Do they provide the necessary information? Do they involve key partners? Are they aligned or mainstreamed with national systems? Do they use existing information? Are they efficient? Are they cost-effective? Are additional tools required? How could they be made more participatory and inclusive?
- Examine the financial management of the project monitoring and evaluation budget. Are sufficient resources being allocated to monitoring and evaluation? Are these resources being allocated effectively?

- Review the extent to which relevant gender issues were incorporated in monitoring systems. See Annex 9 of *Guidance for Conducting Midterm Reviews of UNDP-Supported* for further guidelines.

Stakeholder Engagement

- Project management: Has the project developed and leveraged the necessary and appropriate partnerships with direct and tangential stakeholders?
- Participation and country-driven processes: Do local and national government stakeholders support the objectives of the project? Do they continue to have an active role in project decision-making that supports efficient and effective project implementation?
- Participation and public awareness: To what extent has stakeholder involvement and public awareness contributed to the progress towards achievement of project objectives?
- How does the project engage women and girls? Is the project likely to have the same positive and/or negative effects on women and men, girls and boys? Identify, if possible, legal, cultural, or religious constraints on women's participation in the project. What can the project do to enhance its gender benefits?

Social and Environmental Standards (Safeguards)

- Validate the risks identified in the project's most current SESP, and those risks' ratings; are any revisions needed?
- Summarize and assess the revisions made since CEO Endorsement/Approval (if any) to:
  - The project's overall safeguards risk categorization.
  - The identified types of risks[4] (in the SESP).
  - The individual risk ratings (in the SESP).
- Describe and assess progress made in the implementation of the project's social and environmental management measures as outlined in the SESP submitted at CEO Endorsement/Approval (and prepared during implementation, if any), including any revisions to those measures. Such management measures might include Environmental and Social Management Plans (ESMPs) or other management plans, though can also include aspects of a project's design; refer to Question 6 in the SESP template for a summary of the identified management measures.

A given project should be assessed against the version of UNDP's safeguards policy that was in effect at the time of the project's approval.

Reporting

- Assess how adaptive management changes have been reported by the project management and shared with the Project board.
- Assess how well the Project Team and partners undertake and fulfill reporting requirements (i.e. how have they addressed poorly-rated PARs or donor reports/ annual reports, if applicable?)
- Assess how lessons derived from the adaptive management process have been documented, shared with key partners and internalized by partners.

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[4] Risks are to be labeled with both the UNDP SES Principles and Standards: Climate Change and Disaster; Disadvantaged or Vulnerable Individuals or Groups; Disability Inclusion; Adverse Gender-Related impact, including Gender-based Violence and Sexual Exploitation; Biodiversity Conservation and the Sustainable Management of Living Natural Resources; Restrictions on Land Use and Involuntary Resettlement; Indigenous Peoples; Cultural Heritage; Resource Efficiency and Pollution Prevention; Labor and Working Conditions; Community Health, Safety and Security.

Communications & Knowledge Management
- Review internal project communication with stakeholders: Is communication regular and effective? Are there key stakeholders left out of communication? Are there feedback mechanisms when communication is received? Does this communication with stakeholders contribute to their awareness of project outcomes and activities and investment in the sustainability of project results?
- Review external project communication: Are proper means of communication established or being established to express the project progress and intended impact to the public (is there a web presence, for example? Or did the project implement appropriate outreach and public awareness campaigns?)
- For reporting purposes, write one half-page paragraph that summarizes the project's progress towards results in terms of contribution to sustainable development benefits, as well as global environmental benefits.
- List knowledge activities/products developed (based on knowledge management approach approved at CEO Endorsement/Approval).

4. **Sustainability**

- Validate whether the risks identified in the Project Document, Annual Project Review/PARs and the ATLAS Risk Register are the most important and whether the risk ratings applied are appropriate and up to date. If not, explain why.
- In addition, assess the following risks to sustainability:

Financial risks to sustainability:
- What is the likelihood of financial and economic resources not being available once the donors assistance ends (consider potential resources can be from multiple sources, such as the public and private sectors, income generating activities, and other funding that will be adequate financial resources for sustaining project's outcomes)?

Socio-economic risks to sustainability:
- Are there any social or political risks that may jeopardize sustainability of project outcomes? What is the risk that the level of stakeholder ownership (including ownership by governments and other key stakeholders) will be insufficient to allow for the project outcomes/benefits to be sustained? Do the various key stakeholders see that it is in their interest that the project benefits continue to flow? Is there sufficient public / stakeholder awareness in support of the long-term objectives of the project? Are lessons learned being documented by the Project Team on a continual basis and shared/ transferred to appropriate parties who could learn from the project and potentially replicate and/or scale it in the future?

Institutional Framework and Governance risks to sustainability:
- Do the legal frameworks, policies, governance structures and processes pose risks that may jeopardize sustenance of project benefits? While assessing this parameter, also consider if the required systems/ mechanisms for accountability, transparency, and technical knowledge transfer are in place.

Environmental risks to sustainability:
- Are there any environmental risks that may jeopardize sustenance of project outcomes?

Conclusions & Recommendations

The MTR consultant/team will include a section in the MTR report for evidence-based **conclusions**, in light of the findings.

Additionally, the MTR consultant/team is expected to make **recommendations** to the Project Team. Recommendations should be succinct suggestions for critical intervention that are specific, measurable, achievable, and relevant. A recommendation table should be put in the report's executive summary. The MTR consultant/team should make no more than 15 recommendations total.

Ratings

The MTR team will include its ratings of the project's results and brief descriptions of the associated achievements in a *MTR Ratings & Achievement Summary Table* in the Executive Summary of the MTR report. See the TOR Annexes for the Rating Table and ratings scales.

F. Expected Outputs and Deliverables

The MTR team shall prepare and submit:

- **<u>MTR Inception Report</u>**: The inception report should be carried out following and based on preliminary discussions with UNDP after the desk review and should be produced before the evaluation starts (before any formal evaluation interviews, survey distribution or field visits). MTR team/consultant clarifies objectives and methods of the Midterm Review no later than 2 weeks before the MTR mission. To be sent to DGPRU and project management. Completion date: **20 March 2023**
- **<u>Presentation</u>**: MTR team presents initial findings to project management and the DGPRU at the end of the MTR mission. Completion date: **10 April 2023**
- **<u>Draft MTR Report</u>**: MTR team submits the draft full report with annexes within 3 weeks of the MTR mission. Completion date: **24 April 2023**
- **<u>Final Report*</u>**: MTR team submits the revised report with annexed and completed Audit Trail detailing how all received comments have (and have not) been addressed in the final MTR report. To be sent to the DGPRU **within 1 week** of receiving UNDP comments on the draft. Completion date: **28 April 2023**

*The final MTR report must be in English. If applicable, the Commissioning Unit may choose to arrange for a translation of the report into a language more widely shared by national stakeholders.

G. Institutional Arrangements

The principal responsibility for managing this MTR resides with the DGPRU.

The Commissioning Unit will contract the consultants and ensure the timely provision of per diems and travel arrangements within the country for the MTR team. The Project Team will be

responsible for liaising with the MTR team to provide all relevant documents, set up stakeholder interviews, and arrange field visits.

H.   Duration of the Work

The total duration of the MTR will be 35 of working days over a period of (8 weeks) starting (13 March 2023), and shall not exceed three months from when the consultant(s) are hired. The tentative MTR timeframe is as follows:
- **13 March 2023**: Application closes and selection of MTR team commence
- **13 March 2023**: Prep the MTR Team (handover of project documents)
- **13 March 2023** 5 days : Document review and preparing MTR Inception Report
- **20 March 2023** 5 days: Finalization and Validation of MTR Inception Report- latest start of MTR mission
- **20 March 2023** 5 days: MTR mission: stakeholder meetings, interviews, field visits
- **27 March 2023**: 5 days Mission wrap-up meeting & presentation of initial findings- earliest end of MTR mission
- **3 April 2023** 5 days : Preparing draft report
- **10 April 2023** 5 days: Incorporating audit trail on draft report/Finalization of MTR report
- **17 April 2023**: 5 Preparation & Issue of Management Response
- **28 April 2023**: Expected date of full MTR completion.

The contract starting date is **13 March 2023**.

I.   Duty Station

Duty Station: Jakarta, Indonesia with traveling to outside Jakarta

Travel:

- The BSAFE training course <u>must</u> be successfully completed <u>prior</u> to commencement of travel; Herewith is the link to access this training: https://training.dss.un.org/courses/login/index.php . These training modules at this secure internet site are accessible to consultants, which allows for registration with private email.
- Individual Consultants are responsible for ensuring they have vaccinations/inoculations when traveling to certain countries, as designated by the UN Medical Director.
- Consultants are required to comply with the UN security directives set forth under https://dss.un.org/dssweb/
- All related travel expenses will be covered and will be reimbursed as per UNDP rules and regulations upon submission of an F-10 claim form and supporting documents.

<u>REQUIRED SKILLS AND EXPERIENCE</u>

J.   Qualifications of the Successful Applicants

A team of two independent consultants will conduct the MTR - one Expert as Team Leader (with experience and exposure to projects and evaluations in Indonesia) and one Assistant. The consultants should not be people who have participated in the project preparation, formulation, and/or implementation (including the writing of the Project Document) and should not have a conflict of interest with project's related activities.

The selection of consultants will be aimed at maximizing the overall "team" qualities in the following areas:

Expert Consultant (Team Leader)

Education
  - At least Master's degree in a field related to Development Studies, Management, Sustainable Development, Social Science, or other closely related field from an accredited college or university

Experience
  - Experience in relevant technical areas for at least 15 years;
  - Recent experience with result-based management evaluation methodologies;
  - Experience applying SMART targets and reconstructing or validating baseline scenarios;
  - Competence in adaptive management, as applied to Sustainable Development Goals;
  - Experience in evaluating projects;
  - Experience working in Monitoring and Evaluation in one of this area: Development Studies, Education, or Project Management
  - Demonstrated understanding of issues related to gender and inclusivity; experience in gender sensitive evaluation and analysis;
  - Excellent communication skills;
  - Experience in conducting interview, stakeholders consultation;
  - Demonstrable analytical skills;
  - Project evaluation/review experiences within the United Nations system will be considered an asset.
  - Experience in Learning and Development is an asset

* Some of the criteria mentioned above to be proven by supporting documents (ex. Master's Diploma, M&E Report, Portfolio)

Language
  - Fluency in written and spoken English.
  - Fluency in written and spoken Bahasa Indonesia.

K.   Ethics
The MTR team will be held to the highest ethical standards and is required to sign a code of conduct upon acceptance of the assignment. This MTR will be conducted in accordance with the principles outlined in the UNEG 'Ethical Guidelines for Evaluation'. The MTR team must safeguard the rights and confidentiality of information providers, interviewees and stakeholders through measures to ensure compliance with legal and other relevant codes governing collection of data and reporting on data. The MTR team must also ensure security of collected information

before and after the MTR and protocols to ensure anonymity and confidentiality of sources of information where that is expected. The information, knowledge and data gathered in the MTR process must also be solely used for the MTR and not for other uses without the express authorization of UNDP and partners.

L. Schedule of Payments

- 20% payment upon satisfactory delivery of the final MTR Inception Report and approval by the Commissioning Unit
- 40% payment upon satisfactory delivery of the draft MTR report to the Commissioning Unit
- 40% payment upon satisfactory delivery of the final MTR report and approval by the Commissioning Unit and RTA (via signatures on the TE Report Clearance Form) and delivery of completed TE Audit Trail

   Criteria for issuing the final payment of 40%
   - The final MTR report includes all requirements outlined in the MTR TOR and is in accordance with the MTR guidance.
   - The final MTR report is clearly written, logically organized, and is specific for this project (i.e. text has not been cut & pasted from other MTR reports).
   - The Audit Trail includes responses to and justification for each comment listed.

PAYMENT METHOD

MTR consultant shall quote an all-inclusive fixed total contract price in IDR for National Consultant, supported by a breakdown of costs, as per template provided for the entire assignment. The term "all-inclusive" implies that all costs (professional fees, communications, consumables, etc.) that could be incurred by the IC in completing the assignment are already factored into the proposed fee submitted in the proposal. The contract price will be fixed output-based price regardless of extension of the specified duration. Payment terms around specific and measurable (qualitative and quantitative) deliverables (i.e. whether payments fall in installments or upon completion of the entire contract).

In line with the UNDP's financial regulations, when determined by the Commissioning Unit and/or the consultant that a deliverable or service cannot be satisfactorily completed due to the impact of COVID-19 and limitations to the TE, that deliverable or service will not be paid.

Due to the current COVID-19 situation and its implications, a partial payment may be considered if the consultant invested time towards the deliverable but was unable to complete due to circumstances beyond his/her control.

APPLICATION PROCESS

Financial Proposal:
- Financial proposals must be "all inclusive" and expressed in a lump-sum for the total duration of the contract. The term "all inclusive" implies all cost (professional fees, travel costs, living allowances etc.);
- All living allowances required to perform the demands of the TOR must be incorporated in the financial proposal, whether the fees are expressed as daily fees or lump sum

amount.)

- The lump sum is fixed regardless of changes in the cost components.

M.   Recommended Presentation of Offer

a) **Letter of Confirmation of Interest and Availability** using the [template](#)[5] provided by UNDP;
b) **CV** and a **Personal History Form** ([P11 form](#)[6]);
c) **Brief description of approach to work/technical proposal** of why the individual considers him/herself as the most suitable for the assignment, and a proposed methodology on how they will approach and complete the assignment; (max 1 page)
d) **Financial Proposal** that indicates the all-inclusive fixed total contract price and all other travel related costs (such as flight ticket, per diem, etc), supported by a breakdown of costs, as per template attached to the [Letter of Confirmation of Interest template](#). If an applicant is employed by an organization/company/institution, and he/she expects his/her employer to charge a management fee in the process of releasing him/her to UNDP under Reimbursable Loan Agreement (RLA), the applicant must indicate at this point, and ensure that all such costs are duly incorporated in the financial proposal submitted to UNDP.

All application materials should be submitted by email to the following address ONLY: ((**bids.id@undp.org**) by **15 December 2022, 23:59 Jakarta time (GMT +7)**   with subject "Consultant for **'ACHIEVE': A**ssistan**c**e for En**h**anced **I**nnovation for the Achi**eve**ment of the SDGs in Indonesia – SDG Academy Indonesia output Midterm Review"**.** Incomplete applications will be excluded from further consideration.

N.   Criteria for Selection of the Best Offer

Only those applications which are responsive and compliant will be evaluated. Offers will be evaluated according to the Combined Scoring method – where the educational background and experience on similar assignments will be weighted at 70% and the price proposal will weigh as 30% of the total scoring. The applicant receiving the Highest Combined Score that has also accepted UNDP's General Terms and Conditions will be awarded the contract.

When using the weighted scoring method, the award of the contract will be made to the individual consultant whose offer has been evaluated and determined as:
- Responsive/compliant/acceptable; and
- Having received the highest score out of a set of weighted combined technical evaluation of desk review and interview (70%), and financial criteria (30%). Financial score shall be computed as a ratio of the proposal being evaluated and the lowest priced proposal received by UNDP for the assignment.

Expert Consultant (Team Leader)

Criteria	Weight	Maximum Point

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[5]

https://intranet.undp.org/unit/bom/pso/Support%20documents%20on%20IC%20Guidelines/Template%20for%20Confirmation%20of%20Interest%20and%20Submission%20of%20Financial%20Proposal.docx

[6] http://www.undp.org/content/dam/undp/library/corporate/Careers/P11_Personal_history_form.doc

Technical Criteria	**70%**	**100**
1. At least Master's degree in a field related to Development Studies, Management, Sustainable Development, Social Science, or other closely related field from an accredited college or university		10
2. Experience in evaluating projects and Recent relevant experience in with result-based management evaluation methodologies and working in Monitoring and Evaluation in one of this area: Development Studies, Education, or Project Management		10
3. Experience applying SMART indicators and reconstructing or validating baseline scenarios;		10
4. Competence in adaptive management, as applied to sustainable development;		10
5. Experience in relevant technical areas for at least 15 years;		10
6. Demonstrated understanding of issues related to gender and SDGs issues; experience in gender sensitive evaluation and analysis.		5
7. Experience in conducting interview, stakeholder's consultation.		5
8. Project evaluation/review experiences within United Nations system and Learning and Development will be considered an asset;		5
9. Fluency in written English & Bahasa Indonesia		5
Criteria B: Brief Description of Approach to Assignment		15
Understands the task and applies a methodology appropriate for the task?		
Important aspects of the task addressed clearly and in sufficient detail?		
Is planning logical, realistic for efficient project implementation?		
Financial Criteria	**30%**	

Support Specialist Consultant (Team member)

Criteria	Weight	Maximum Point

Technical Criteria	70%	100
1. At least Bachelor's degree in a field related to SDGs issues or other closely related field from an accredited college or university		10
2. Relevant experience with result-based management evaluation methodologies;		10
3. Has a knowledge in applying SMART indicators and reconstructing or validating baseline scenarios;		10
4. Competence in adaptive management, as applied to sustainable development;		10
5. Experience in relevant technical areas for at least 7 years;		10
6. Demonstrated understanding of issues related to gender and SDGs issues; experience in gender sensitive evaluation and analysis.		5
7. Experience in conducting interview, stakeholder's consultation.		5
8. Project evaluation/review experiences within United Nations system and working in Development Studies, Project Management, and Monitoring and Evaluation will be considered an asset;		5
9. Fluency in written English & Bahasa Indonesia		5
Criteria B: Brief Description of Approach to Assignment		15
Understands the task and applies a methodology appropriate for the task?		
Important aspects of the task addressed clearly and in sufficient detail?		
Is planning logical, realistic for efficient project implementation?		
Financial Criteria	**30%**	

O. Annexes to the MTR ToR

Share ToR Annexes directly with short-listed candidates. Include *Guidance For Conducting Midterm Reviews of UNDP-Supported* and other existing literature or documents that will help candidates gain a better understanding of the project situation and the work required.

Annexes include: (reference ToR Annexes in Annex 3 of *Guidance For Conducting Midterm Reviews of UNDP-Supported*)

- List of documents to be reviewed by the MTR Team
- Guidelines on Contents for the Midterm Review Report[7]
- Midterm Review Evaluative Matrix Template
- UNEG Code of Conduct for Evaluators/Midterm Review Consultants[8]
- MTR Required Ratings Table and Ratings Scales
- MTR Report Clearance Form
- Audit Trail Template
- Progress Towards Results Matrix

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[7] The Report length should not exceed 40 pages in total (not including annexes)

[8] http://www.unevaluation.org/document/detail/100

ANNEX 2 – Documentation of Methodology

2.1 Interview

Interview Guide – SDG Academy Indonesia, Leadership Certified Program (LCP):

1. Please introduce yourself, your title and role in your institution, the scope of work of the institution you are working, and how your daily task and/or your institution work is related to SDGs?
    (follow up question if applicable) Which role you or your institution are/is playing in the ACHIEVE project?

2. In your opinion, has the project strategy (to build the capacity of relevant stakeholder) been appropriate to address the fundamental issue hampering the acceleration of SDGs achievement in Indonesia? Is the issue (discrepancy in competency and skill of relevant stakeholders at national and sub-national level) the project aims to address is already correct based on current situation?

3. Has the project targeted and engaged with the right audiences/stakeholders? If you think there is other stakeholders or groups the project needs to engaged with or whose participation in the project is essential, please mention/name it.

4. What benefits you gain from participating in SDG Academy Programs? How it may assist your daily task or bring good impact to your institution work? The impact it entails to the society? The relevance with SDGs target achievement acceleration?

5. In your opinion, has the project applied appropriate and sufficient mean of communication/promotion to reach the targeted audience? Which part of it that you think needs improvement, and why?

6. What are the challenges of SDGs achievement in your area (at sub-national level)? On your opinion, has the benefits you gain through participation in this project helped tackling the challenges?

7. Are there any other urgent issues, other than the one this project aims to addressed, that you think should also become the focus of this (or similar) project in accelerating SDGs achievement in Indonesia?

8. Do you have any suggestions for exit strategy of this project, or of SDG Academy, post ACHIEVE Project completion? In your opinion, which institution(s) will be the best entity(ies) in managing SDG Academy, and why?

9. Given the project is run with support from various donors (philanthropy, private sector, international aid) and involvement of different parties (government institution, UN body, philanthropy) in the executive team, in your opinion, has the project maintained its idealism and act non-bias in achieving its objectives?

10. (question for project partners) Do you or your institution face obstacles or challenges during working together with the project team? If yes, please mention the obstacles and do you think the obstacles can hamper the project from achieving the objectives? If yes, please elaborate more.

11. The LCP was initially designed to be delivered in hybrid mode, combining offline and online training, but due to covid-19 pandemic the program has to be shifted to full online mode. In your opinion, what are the challenges and obstacles faced during the implementation and have them disadvantaged the expected outcome?

12. Regardless all the positive feedback reported, are there any news or report informing any adverse impacts resulted from the program (any program under the umbrella of SDG Academy or ACHIEVE project) to the environment or society?

13. Are the any tools or guidelines or reference, put in place or to be referred to by project participants, to avoid any potential environmental and social impact during project implementation?

14. In your opinion, has the project implemented effectively and efficiently? In a way that the materials taught fit with participants needs on SDGs topic and the project arrangement (two batches per year, with 30-40 participants of each batch)?

15. In your opinion, what can be improved from the LCP?

16. Has the program promoted gender balance during the implementation? If yes, in what way?

17. What challenges have you faced during your participation in LCP?

18. What benefits gained by the institution you work from LCP?

Interview Guide – Social Innovation Platform (SIP):

1. Please introduce yourself, mention the institution you work and the scope of work, and in what way the institution has relation with SDGs related work.

2. Please describe step by step undertaken during SIP implementation, and in which stage you or your organization involved in?

3. How long (months or year) the work you explain above took place?

4. What challenges you faced during applying SIP project and implement the solution(s)?

5. Why the solution implemented was selected as priority program for implementation?

6. What support has UNDP provided this far? Which part has been doing well and which part has not?

7. If your institution's role is as implementing partner, how can it be selected for this role?

8. Who are the target groups of SIP approach? What are the reasons selecting these groups?

9. Besides working with UNDP, do your organization also engage other institutions (government and non-government) for collaboration for applying this approach or implement the selected solution? Why your institution chooses these institutions?

10. What kind of support you or your organization expect(s) to receive from government institution during implementation?

11. Did the program identify potential risks that may be faced along the implementation at planning stage? Were mitigation actions also formulated for every risk identified?

12. How the mitigation actions helped the project implementation? Was there other risk found during the implementation stage that was not identified earlier? If yes, how did you mitigate the risk?

13. How do you or your organization promote(s) women participation in the program? What kind of support you or your organization provided to ensure women access to the program?

14. What kind of improvement you think can be done for SIP approach?

15. For the other solutions generated from SIP approach which was not being implemented, are there any plan from government institutions to take them into account for implementation utilizing regional budget (APBD)?

16. Was there any other alternative source of funding that can be allocated for implementation of other solutions (e.g. Corporate Social Responsibility fund)?

17. Was there any guideline provided by UNDP for safeguards to any environmental and social risk that may occur during the implementation?

List of potential questions to NCC (Nippon Closures Company):

- Please introduce your name (all NCC representative attending the interview), your role or responsibility in the NCC, and the relation of your scope of work with Sustainable Development Goals (SDGs)?

- To what extent NCC scope of work relates to SDG achievement, globally, and at Indonesia level? What are the objectives of supporting ACHIEVE project implementation in Indonesia?

- How NCC could get in touch with SDG Academy or ACHIEVE project, before deciding to support the project implementation through funding and technical assistance? Did NCC provide similar support to other projects in the past, if yes, is it a regular program in providing the support conducted by NCC? What good thing of ACHIEVE project or SDG Academy that makes NCC want to provide support them?

- Why NCC only provides support in Circular Economy topic to SDG Academy program, and not other SDGs out of Circular Economy topic?

- Aside from funding, what types of contribution NCC provides to SDG Academy in running its programs? (follow-up questions) In capacity building program, NCC also acted as speaker and involved in course/training material development to share SDGs related best practices to the program participants (information gathered from other interviewee and from project report). How to ensure that the course materials developed and information shared relevant to Indonesia context? Because Japan and Indonesia are different in economy development level, social and political condition, and historical background.

- In your opinion, what are mutual benefits that this collaboration between NCC and ACHIEVE project (or SDG Academy) generates for both parties?

- Does the project implementation, the part where the support goes to, meet your company expectation?

- Does NCC understand the roles of each project partners or project parties (Bappenas, Tanoto Foundation, UNDP, and Line Ministries) involved in? In your opinion, has the project engaged with relevant stakeholders and have the project partners built a good collaboration, where each party understands the roles and acts accordingly?

- From a private sector perspective, has the project run good strategies in helping SDGs achievement acceleration in Indonesia? What can be improved from the business as usual (BAU) way of implementation?

- In your opinion, has the project be implemented in the most efficient (related to budget spending) to achieve the outcomes? What can be improve from the BAU for budget efficiency?

- Is it possible for NCC to continue the support, in funding and technical assistance, in the future, post project completion (end 2024)?

2.2 Questionnaires for Online Survey for Leadership Certified Program:

This online survey is available at bit.ly/SDG-Leadership-Survey. Leadership Certified Program (LCP) is the same as Leadership Program mentioned in the report.

No	Question	Answer
	General information of graduates	- Name - Gender - Area of residence (province and district) - Occupation - Organization you are currently working
	Did you know that LCP was initially designed to be delivered in hybrid mode (combining online and offline workshops)?	- Yes, - No.
Relevance		
1.	Which batch you participated in Leadership Certified Program (LCP)?	- Batch 1 - Batch 2 - Batch 3 - Batch 4
2.	From which source you knew about this program?	- Advertisement and media - LCP graduate - Government entity - UNDP/SDGs Academy - NGO or development partners
3.	Why you are interested in SDGs (Sustainable Development Goals) topic?	
4.	What are the relations between SDGs and your daily work?	- I am a stakeholder responsible for SDGs implementation at national or sub-national level, - The institution I am working in intends to implement SDG program, - I am working as educator for SDGs related subject, - My work has no relation with SDGs and I just want to understand more about SDGs - Other than above mentioned.

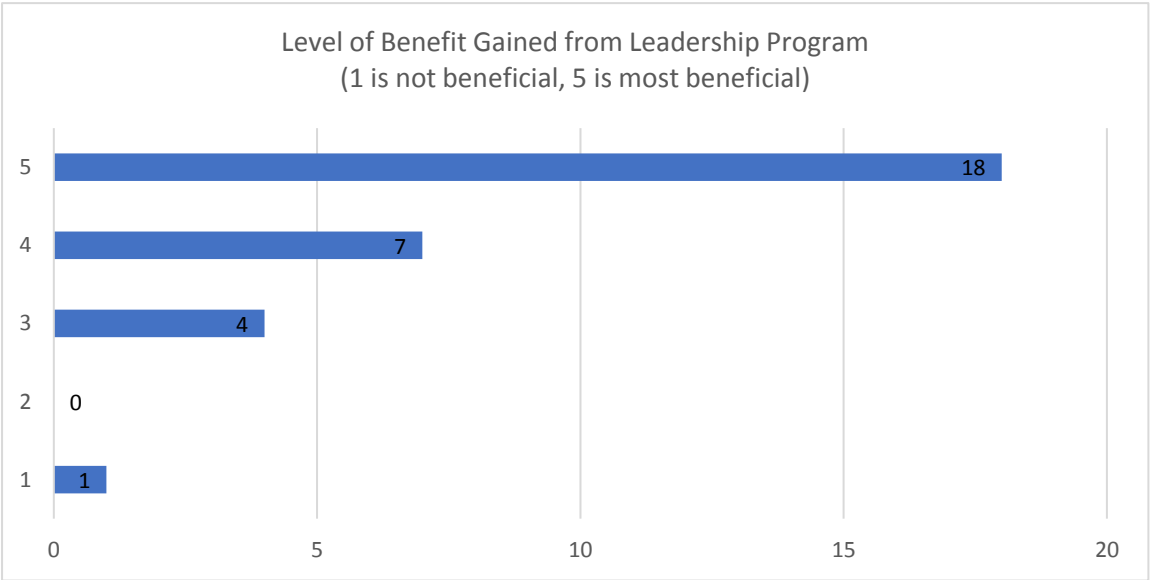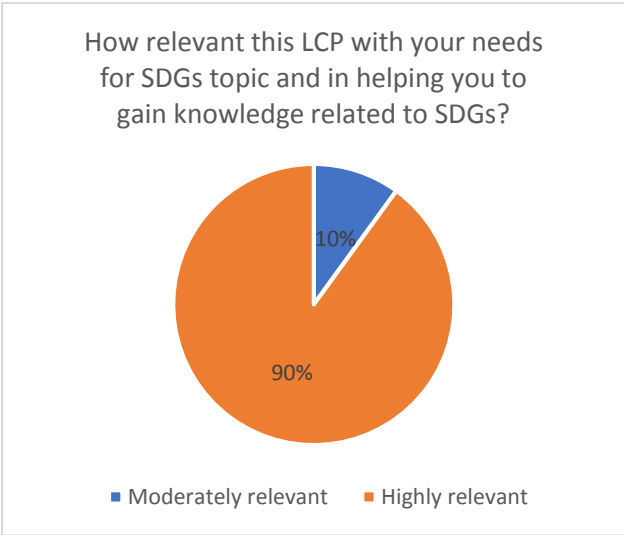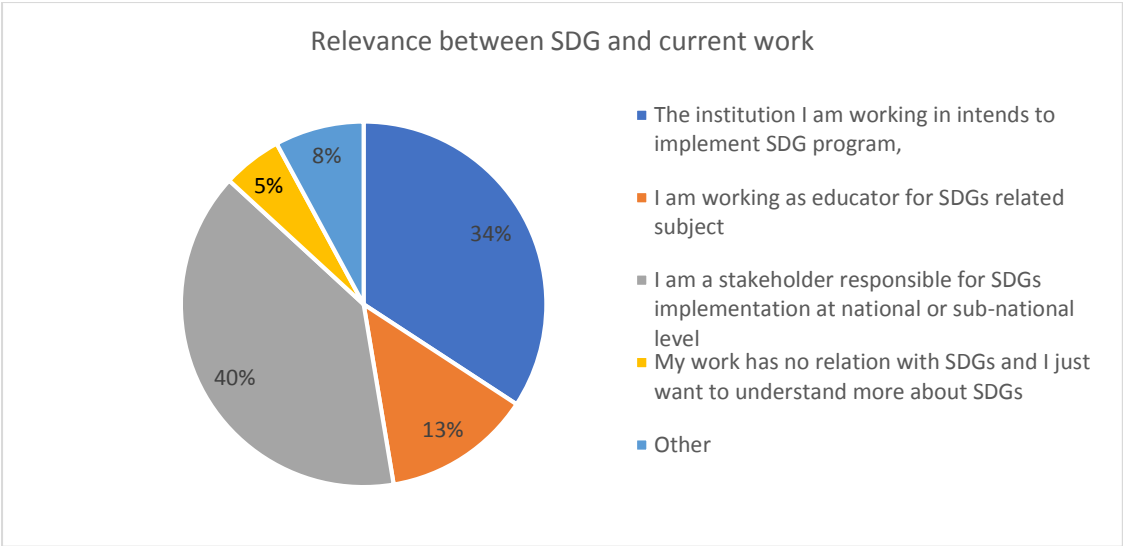| No	Question	Answer
5.	In your opinion, how relevant this LCP with your needs for SDGs topic and in helping you to gain knowledge related to SDGs?	- Very relevant and it helps me a lot to understand SDGs better, - Relatively relevant, - Slightly relevant, - Not relevant at all,
Effectiveness		
6.	In your opinion, how effective the whole program has been managed?	- Very effective, - Effective, - Moderately effective, - Choose not to answer
7.	Are there any topics related to SDGs that were not taught during LCP and essential for implementation of SDGs program or capstone project? (please mention)	
8.	What are challenges, which compromise the benefits you gain, you faced during your participation in LCP? (these can be in the form of the program design, the curriculum, technical issue, issues with other participants/presenter/instructor/mentor, and others)	
9.	Please give a score in the scale of 1 to 5, where 1 means not useful and 5 means very useful, of what you have gained from LCP in the field: - Improve your knowledge and skill, - Improve your contribution to the institution you work, - Improvement in capacity and attitude of the people you are working with in the institution.	
10.	How well this program has been managed?	- Very good, - Good, - slightly good, - Choose not to answer
11.	In your opinion, how strategic is conducting the program at this time?	- Very strategic, - Moderately strategic, - Less strategic, - Not strategic, - I don't know.
12.	In your opinion, has the program promoted gender balance and encouraged women	- Really promoted, - Moderately promoted, - Less promoted,

No	Question	Answer
	participation in expressing their concern and idea as participant?	- Not promoted, - I don't know.
13.	In your opinion, to what extent LCP has positively impacted on your institution and the people you work with?	- Very useful - Moderately useful - Less useful - Not useful - I don't know
14.	Did you or your team implemented Capstone Project during or after LCP?	- Yes - No
15.	YES answer: In your opinion, what are enabling conditions for you and your team to be able to implement Capstone Project?	
16.	NO answer: In your opinion, what are challenges hindering you and your team from implementing the Capstone Project?	
17.	In your opinion, what are factors that challenge you and your team during implementation of Capstone Project?	
18.	To what extent the challenges you faced coming from family, colleagues at work and community, and during assignment fulfillment, resulted from LCP?	- Really intense - Moderately intense - Not significant - No challenge - I don't know
19.	To what extent, you were given the opportunity to provide feedback to the trainings or courses you participated in during LCP?	- Huge - Moderate - Less - Nothing - I don't know
Efficiency		
20.	What do you think about the five months program duration?	- Too long - Too short - Convenient period length
21.	In your opinion, how long is the ideal duration of LCP?	- 6 weeks, - 8 weeks, - 12 weeks, - 16 weeks, - 5 months
22.	Currently, LCP was only conducted twice a year with 30-45 participants per batch. In your	- ≤ 25 participants, - 26 – 30 participants, - 31 – 40 participants,

No	Question	Answer
	opinion, what is the ideal size (in number of people) of one batch?	- 41 – 50 participants, - 51 – 60 participants, - 61 – 70 participants, - 71 – 80 participants, - >80 participants.
Sustainability		
23.	To what extent have you implemented the knowledge you gained from LCP in the institution you work?	- Massive, - Moderate, - Little, - Not at all, - I don't know.
24.	In your opinion, how big is the needs of capacity building program like LCP?	- Huge, - Moderate, - Little, - Not needed, - I don't know
25.	To what extent you wish to stay connected in communication, to collaborate, and to build network with the people you know through LCP?	- Huge, - Moderate, - Little, - I don't wish to stay connected with them, - I don't know
26.	In what way you stay connected or communicate with other participants post LCP?	- Through a whatsapp group, - Through online meeting to discuss follow up actions for Capstone Project, - Face to face meeting, - Regularly communicate through video call to discuss SDGs issue, - No communication, - Other.
27.	Besides the benefits gained from the program itself, how big is other side-benefit you also gained from LCP? (i.e. networking, meeting new people having the same interest or scope of work, sharing experience, etc.)	- Huge, - Moderate, - Little, - Nothing, - I don't know.

Result of Leadership Certified Program survey:

(for anonymity reason, some information are not disclosed here)

Respondent gender

Male 60%
Female 40%

■ Male ■ Female

Do you know that LCP was initially designed as a hybrid program?

No 23%
Yes 77%

■ No ■ Yes

Respondent area of resident

Aceh: 1
Central Java: 2
DI Yogyakarta: 3
DKI Jakarta: 3
East Java: 2
Gorontalo: 1
Lampung: 3
Maluku: 1
North Sulawesi: 1
North Sumatra: 3
Riau: 3
South Sumatra: 2
West Java: 3
West Kalimantan: 1
West Sumatra: 1

Sources of Information about Leadership Program

Advertisement and media: 30%
Other: 10%
LCP graduate: 22%
UNDP/SDG Academy: 33%
NGO and development partners: 5%

■ Advertisement and media
■ Other
■ LCP graduate
■ UNDP/SDG Academy
■ NGO and development partners

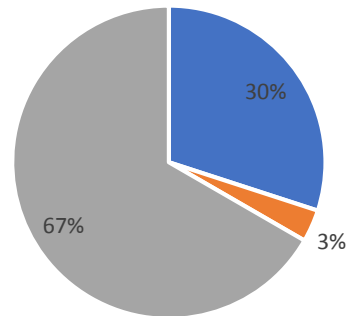| Why you are interested in SDGs (Sustainable Development Goals) topic? |
|---|
| **Alignment with area of work** |
| Bagian dari pekerjaan saya dan tujuan bersama untuk mewujudukannya, sehingga saya tertarik untuk mempelajari lebih lanjut |
| Dengan mempelajari dan mendalami SDGs, saya akan lebih fokus dalam impementasi setiap program di tempat dan lingkungan saya bekerja, yang akan disesuaikan dengan pengetahuan SDGs yang saya dapatkan lewat program ini. |
| Karena berhubungan dengan pekerjaan |
| Karena berhubungan langsung dengan pekerjaan saya sebagai perencana |
| Karena di Kemendes ada juga yang namanya SDGs Desa |
| Karena mendukung pekerjaan dan menambah wawasan |
| Karena topik sdgs inline dengan pekerjaan saya dan sdgs ini merupakan tujuan kita bersama sebagai manusia yg akan mewariskan bumi kepada anak cucu kita |
| Relevan dengan profesi saya |
| Sesuai dengan pekerjaan saya sebagai Tenaga Ahli Pemberdayaan Masyarakat memfasilitasi desa dalam pembangunan desa agar mengarah kepada pencapaian SDGs Nasional |
| Sesuai dengan visi dan misi tempat saya bekerja |
| Target SDGs adalah bagian dari Program atau Projects yang Organisasi kami implementasikan dari Tahun 2015 sampai 2030 nanti. |
| Terkait dengan profesi dan bidang keilmuan saya. |
| **Gaining knowledge and networking** |
| Ingin meningkatkan kapasitas dalam implementasi SDGs |
| Memperkuat dan meningkatkan pemahaman SDGs dan membangun jejaring |
| Menambah ilmu, relasi serta ide-ide menarik |
| Saya ingin menambah pemahaman dan wawasan terkait SDGs dan bagaimana cara untuk mencapainya |
| **Relevant with environmental and social issues** |
| Karena materi yang ditawarkan terkait dengan isu lingkungan |
| Karena merupakan salah satu solusi untuk mengatasi kesenjangan dan isu perubahan iklim |
| Keberlanjutan Penting Untuk Peradaban |
| Konsep Tujuan Pembangunan sangat baik untuk diterapkan di Negara kita |
| Krn keberlanjutan nya |
| Relate dg masalah masyarakat yg perlu diselesaikan |
| Relevan dengan isu pembangunan dan pelaksaan tugas |
| Sejak mula, saya aktif dalam program pemberdayaan masyarakat, seperti PNPM Mandiri Perdesaan dll., dan mengetahui bahwa MDGs kemudian SDGs menjadi pendekatan yang saat ini dianggap paling tepat untuk mengatasi problem kemiskinan, perubahan iklim, dsb. |
| Topik SDGs cukup komprehensif menyoalkan isu2 sosial dan dikaitkan dg tanggung jawab negara |
| **SDG is a sexy topic** |
| Karena topiknya seksi |
| **To contribute to SDG Program/Achievement Target** |
| Ingin turut serta membantu pencapaian Negara Indonesia |
| Karena ingin memahami tentang SDGs secara mendalam dan ingin ikut berkontribusi dalam pencapaian SDGs khususnya di tempat bekerja. |
| Menjadikan SDGs merupakan perencanaan tersistematis sesuai dgn kebutuhan |
| **To promote prosperity for Indonesian** |
| Manusiakan manusia yang memiliki hak sama dalam kesejahteraan hidupnya |

Relevance between SDG and current work

- The institution I am working in intends to implement SDG program,
- I am working as educator for SDGs related subject
- I am a stakeholder responsible for SDGs implementation at national or sub-national level
- My work has no relation with SDGs and I just want to understand more about SDGs
- Other

34%
13%
40%
5%
8%

How relevant this LCP with your needs for SDGs topic and in helping you to gain knowledge related to SDGs?

10%
90%

- Moderately relevant
- Highly relevant

Effectiveness of Leadership Program

40%
7%
53%

- Effective
- Moderately effective
- Very effective

**Level of Benefit Gained from Leadership Program
(1 is not beneficial, 5 is most beneficial)**

Score	Count
5	18
4	7
3	4
2	0
1	1

99

Are there any topics related to SDGs that were not taught during LCP and essential for implementation of SDGs program or capstone project? (please mention)	Categorized
Tidak ada	Tidak ada
Akses pendanaan diluar APBD dan APBN serta pemahaman yang sangat kurang terkait program SDGs dari pengambil kebijakan baik eksekutif maupun legislatif	Pendanaan
apabila ada instansi bisa diajak kerjasama untuk capstone akan lebih baik untuk implementasi dan tanggung jawab kelompok	Kemitraan
Cara (trik) mengajukan project SDGs dalam kegiatan organisasi (tidak semua inisiatif project dari staf akan disetujui oleh pimpinan organisasi)	Cara meyakinkan atasan untuk implementasi capstone project
FMNR (Farmers Management Natural Resources).	Lainnya
isu inklusivitas	Inclusivity
Isu terkait community development	Community development
Isu terkait pendanaan ini, kita terkendala merealisasjkan capstone project salah satu nya karna dana.	Pendanaan
Kemitraan dan kerja	Kemitraan
Monev capstone, Pendanaan Lokal, dan Jejaring Local Campion	Monitoring, evaluation, reporting
Monitoring dan Evaluasi	Monitoring, evaluation, reporting
Pemahaman adat istiadat dan Agama	Lainnya
Penembangan sumber daya finansial	Pendanaan
Peserta dalam group biasanya berasal dari latar belakang organisasi yang berbeda. Kami dikumpulkan dalam satu group yang sama dan membuat capatone project (dan menang). Dalam proses implementasi kami menginisiasi untuk proyek tersebut dilakukan secara kolaborasi (konsorsium) hal ini terkait dengan compliance dan policy masing masing organisasi. Ada baiknya SDGs Academy bisa memfasilitasi hal hal seperti ini. Karena jika capstone tersebut dijalankan akan berkontribusi pada pencapaian percepatan SDGs.	Kemitraan
Reporting pencapaian SDGs dan metode edukasi SDGs untuk masyarakat umum	Monitoring, evaluation, reporting
Saya rasa topik yang diajarkan sudah cukup untuk implementasi program	Tidak ada
Sesuai dgn capstone dan tujuan pekerjaan saat ini	Lainnya
terkait dengan mitra kolaborasi	Kemitraan
Tidak ada	Tidak ada
Tidak ada. Semua materi sangat baik kami terima dari para mentor yang handal.	Tidak ada
Tidak, semua sudah diajarkan dalam Leadership Program	Tidak ada
Topik tentang pendekatan kepada Masyarakat.	Community development
Ya mungkin pendanaan	Pendanaan
yang menarik ada isu pendaan dan belum sepenuhnya multipihak termasuk pemerintah daerah melaksanakan program SDG	Pendanaan

| Challenges faced during the Leadership Program	Categorized
Desain, mentor, dan pembelajaran lapangan	Desain Leadership Program kurang sesuai harapan
Dikelompok saya, hanya saya yg berbeda instansi sehingga ruang diskusi agak terbatas	Kerja tim/kelompok (lokasi peserta yang tersebar, menyamakan waktu, follow-up actions sulit karena pekerjaan yang menuntut, dsb nya)
Kami kesulitan memperoleh data untuk implementasi capstone project kami berkaitan dengan gender protection. Data ada di dinas. Dan kami kemudian tidak follow up juga karena sudah terdistrak dengan tanggung jawab pekerjaan dikantor.	Keberlanjutan implementasi capstone project
Kemaren full online sehingga sering terkendala sinyal apalagi jika saat dinas di luar kantor. Selebihnya sudah baik.	Kendala teknis (i.e. internet)
Kendala karena Tim saya tidak dapat terlibat langsung dengan project yang sedang kami implementasikan karena masa Pandemi COVID-19 sangat parah.	Keberlanjutan implementasi capstone project
Kendala keberlanjutan	Keberlanjutan implementasi capstone project
kendala pada implementasi program dengan kondisi peserta yang berjauhan sehingga sangat tergantung pada satu peserta saja.	Kerja tim/kelompok (lokasi peserta yang tersebar, menyamakan waktu, follow-up actions sulit karena pekerjaan yang menuntut, dsb nya)
Kendala peserta dalam menjalankan program dimana peserta yg tergabung dlm tim tersebar di berbagai wilayah	Kerja tim/kelompok (lokasi peserta yang tersebar, menyamakan waktu, follow-up actions sulit karena pekerjaan yang menuntut, dsb nya)
Kendala saya jaringan internet, karena saya ada di daerah	Kendala teknis (i.e. internet)
Kendala sinyal saat pelatihan dilakukan melalui zoom, sehingga beberapa kali terputus dari zoom	Kendala teknis (i.e. internet)
Kendala teknis	Kendala teknis (i.e. internet)
Kendala teknis (daring)	Kendala teknis (i.e. internet)
kendala, tidak adanya praktek secara lgsg utk memperdalam pemahaman terkait SDGs	Desain Leadership Program kurang sesuai harapan
Kendalanya ada pemerintah di level daerah yang tidak terlalu support dgn SDG	Lainnya
Komitmen waktu dan implementasi proyek	Keberlanjutan implementasi capstone project
Kurangnya Pemahaman apa itu pentingnya SDG untuk para pemangku kepentingan	Lainnya
Membangun kemitraan dgn berbagai pihak	Keberlanjutan implementasi capstone project
Menyesuaikan waktu dengan peserta lain saat mentoring	Kerja tim/kelompok (lokasi peserta yang tersebar, menyamakan waktu, follow-up actions sulit karena pekerjaan yang menuntut, dsb nya)
mungkin bisa diagendakan mengenai lokasi praktek baik implementasi SDGs	Desain Leadership Program kurang sesuai harapan
pembelajaran via online dan waktunya seharian sehingga kurang efektif, kelelahan mengikuti pembelajaran online, kurangnya waktu diskusi 2 arah	Desain Leadership Program kurang sesuai harapan
Program ini sangat banyak keuntungan dan manfaat bagi saya menambah pengetahuan dan keahlian kita dalam memandang masalah menjadi potensi besar.	Tidak ada
Saat itu karena masa pandemi sehingga dilaksanakan full daring, sehingga terkadang muncul kendala teknis	Kendala teknis (i.e. internet)
Saya akan lebih mudah memahami materi jika program bisa dilaksanakan secara offline (tatap muka)	Desain Leadership Program kurang sesuai harapan
Terkait waktu yang cukup cepat	Desain Leadership Program kurang sesuai harapan

How well this program has been managed?

Legend: Good, Slightly good, Very good

- 30% (Good)
- 3% (Slightly good)
- 67% (Very good)

How strategic is conducting the program at this time?

- 17% (Moderately strategic)
- 83% (Very strategic)

Legend: Moderately strategic, Very strategic
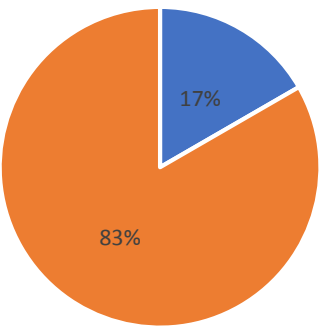
Has the program promoted gender balance and encouraged women participation in expressing their concern and idea as participant?
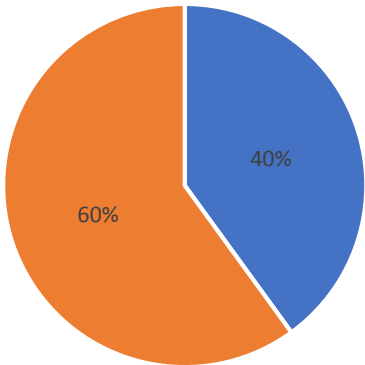
- 27% (Relatively promoted)
- 73% (Very promoted)

Legend: Relatively promoted, Very promoted
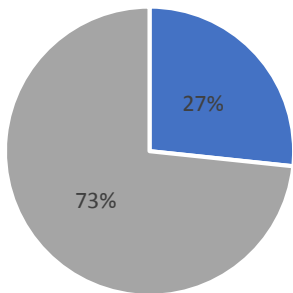
To what extent LCP has positively impacted on your institution and the people you work with?

- 47% (Relatively useful)
- 3% (Less useful)
- 50% (Very useful)

Legend: Relatively useful, Less useful, Very useful
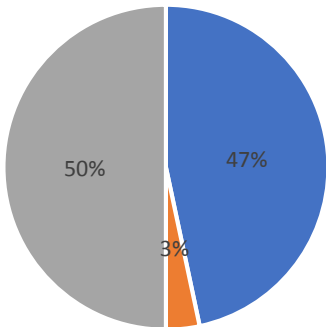
Did you or your team implemented Capstone Project during or after LCP?

- 40% (NO)
- 60% (YES)

Legend: NO, YES

To what extent the challenges you faced coming from family, colleagues at work and community, and during assignment fulfillment, resulted from LCP?

- 37% (Moderately intense)
- 53% (Not significant)
- 10% (No challenge)

Legend: Moderately intense, Not significant, No challenge
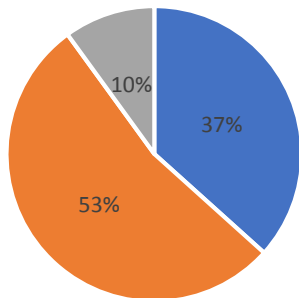
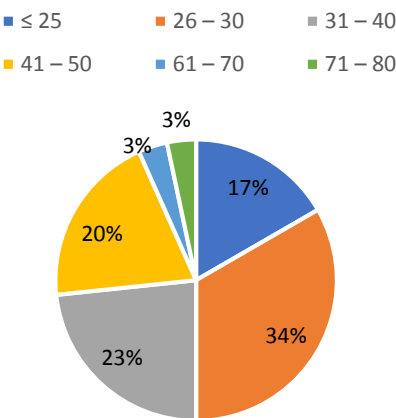| **In your opinion, what are factors that challenge you and your team during implementation of Capstone Project?** |
|---|
| Capstone tersebut dibuat di dalam tim, namun tidak semua anggota memiliki kontribusi yang sama |
| Cost |
| Dana |
| Dana dan jarak |
| dukungan dari pimpinan |
| Faktor kebersamaan (tim berada di luar daerah/tidak satu wilayah) sehingga terkendala dalam pelaksanaan waktunya. |
| Hampir tidak ada |
| Jarak |
| Kendala adalah lokasi Capstone project yang jauh dari alamat saya dan teman-teman tim lainya. |
| Kendala hanya jika berpindah lokasi tugas saja, sementara project baru akan dilaksanakan. |
| Kendala tempat pelaksanaan dan dukungan anggaran |
| Kendala yang saya rasakan yaitu karena lokasi capstone project jauh dari tempat saya, sehingga saya tidak dapat berpartisipasi secara maksimal untuk melaksanakan capstone project tersebut. |
| Kesamaan komitmen stakeholders dan pendanaan |
| Kesempatan dari Tim saya untuk dapat terlibat langsung dalam implementasi Adaptive Climate Change project yang sedang kami implementasikan. |
| Komitmen (waktu) karena masing masing peserta sudah memiliki tanggung jawab pekerjaan di lembaga masing masing. Proses fund raising. |
| Kondisi jarak dan kesibukan masing-masing peserta dalam kelompok. |
| Kondisi tim yang berjauhan, sehingga sulit melakukan koordinasi sehingga anggota lain juga merasa sungkan dan khawatir membebani satu orang saja. |
| Kondisi wilayah dari masing masing peserta |
| Melibatkan masyarakat |
| monitoring pelaksanaan capstone project dg cara kerjasama instansi/NGO/Pemerintahan sehingga ide2 yg disampaikan benar2 diterapkan untuk masyarakat |
| Motivasi masyarakat untuk melaksanakan program |
| PAD yg ingin dicapai |
| Pemangku kebijakan belum begitu memahami apa itu pentingnya SDG |
| Pendanaan |
| Pendanaan dan Waktu |
| Pentingnya sinergi terkait isu |
| Perubahan perubahan regulasi. |
| Tidak ada |
| tidak ada karena sudah dilaksanakan |

To what extent, you were given the opportunity to provide feedback to the trainings or courses you participated in during LCP?
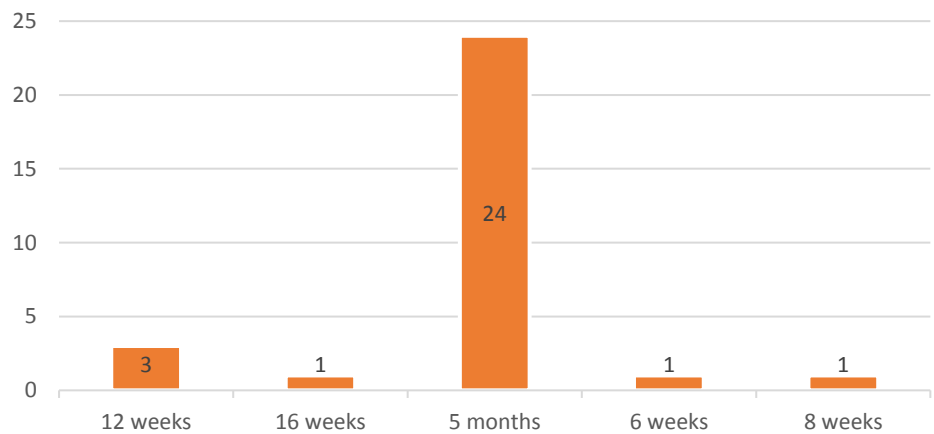
- Moderate 47%
- Huge 33%
- Less 17%
- I don't know 3%

What do you think about the five months program duration?

- Convenient 57%
- Too long 13%
- Too short 30%

what is the ideal size (in number of people) of one batch?

- ≤ 25 — 17%
- 26 – 30 — 34%
- 31 – 40 — 23%
- 41 – 50 — 20%
- 61 – 70 — 3%
- 71 – 80 — 3%
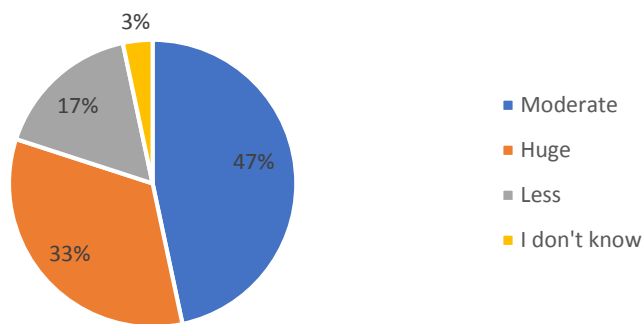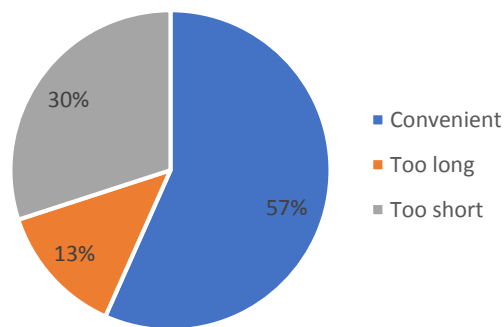
Preference in Leadership Program Duration

Duration	Count
12 weeks	3
16 weeks	1
5 months	24
6 weeks	1
8 weeks	1

To what extent have you implemented the knowledge you gained from LCP in the institution you work?

- Moderate 63%
- Little 7%
- Massive 30%

How big is the needs of capacity building program like LCP?

- Moderate 13%
- Huge 87%

To what extent you wish to stay connected in communication, to collaborate, and to build network with the people you know through LCP?

- Moderate 13%
- Huge 87%

Besides the benefits gained from the program itself, how big is other side-benefit you also gained from LCP?

- Moderate 33%
- Huge 50%
- Little 17%

In what way you stay connected or communicate with other participants post LCP?

Way	Count
Face to face meeting	3
Other	1
Through a whatsapp group	25
Regularly communicate through video call to discuss SDGs issue	1
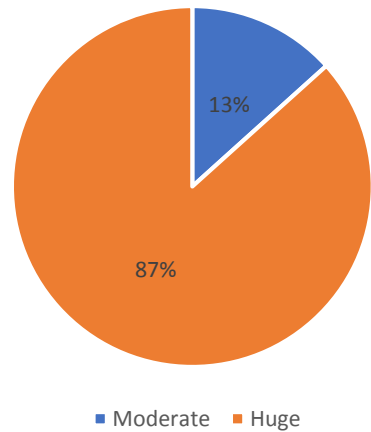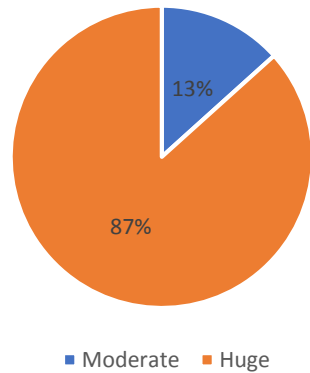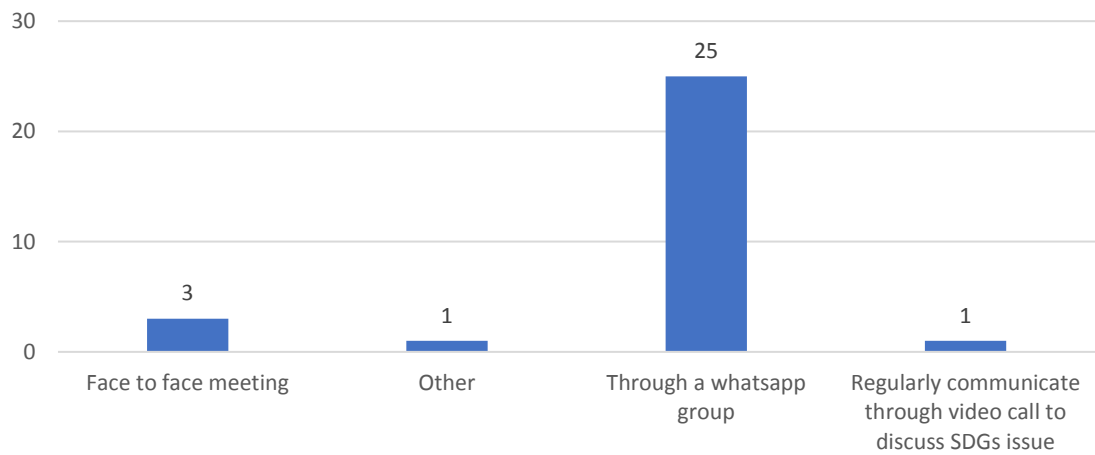
ANNEX 3 – List of Supporting Documents Reviewed

The following documents were reviewed as part of desk study:

- Initial Plan – SDGs Localization Program,
- Project Document (PRODOC) "ACHIEVE: Assistance for Enhanced Innovation for the Achievement of the SDGs in Indonesia",
- Proposal of SDG Academy Indonesia, submitted to Tanoto Foundation,
- Concept note of 'ACHIEVE': Assistance for Enhanced Innovation for the Achievement of the SDGs in Indonesia, submitted to Nippon Closures Company,
- SESP: Social and Environmental Risk Screening Checklist,
- PAR 2020, 2021, 2022,
- SDG Academy Progress Report (2021-Semester 1, 2021-Semester 2, 2022-Semester 1, 2022-Semester 2),
- NCC Progress Report December 2022,
- ACHIEVE Result Matrix 2020-2022,
- Social Innovation Platform Final Report by JAPESDA,
- Social Innovation Platform Final Report by Resilience Development Initiatives (RDI),
- *Buku Panduan Peserta, Program Kepemimpinan* – SDG Academy Indonesia,
- Financial Report, Tanoto Foundation Donor (2020, 2021, 2022),
- Financial Report, Department of Foreign Affairs and Trade (DFAT) – Australian Government (2020, 2021, 2022),
- Financial Report Nippon Closures Company (2022),
- UNDP Country programme document for Indonesia (2021-2025).

ANNEX 4 – Evaluation Questions for Mid-term Evaluation of ACHIEVE Project

1. **Relevance:**
- To what extent was the project in line with national development priorities, country programme outputs and outcomes, and the UNDP Strategic Plan?
- To what extent does the project contribute to the theory of change for the relevant country programme outcome?
- To what extent were lessons learned from other relevant projects considered in the design?
- To what extent were perspectives of men and women who could affect the outcomes, and those who could contribute information or other resources to the attainment of stated results, taken into account during project design processes?
- To what extent does the project contribute to gender equality, the empowerment of women and the human rights-based approach?
- To what extent has the project been appropriately responsive to political, legal, economic, institutional, etc., changes in the country?

2. **Effectiveness:**
- To what extent did the project contribute to the country programme outcomes and outputs, the SDGs, the UNDP Strategic Plan, and national development priorities?
- To what extent were the project outputs achieved, considering men, women, and vulnerable groups?
- What factors have contributed to achieving, or not, intended country programme outputs and outcomes?
- To what extent has the project partnership strategy been appropriate and effective?
- What factors contributed to effectiveness or ineffectiveness?
- In which areas does the project have the greatest achievements? Why and what have been the supporting factors? How can the project build on or expand these achievements?
- In which areas does the project have the fewest achievements? What have been the constraining factors and why? How can or could they be overcome?
- What, if any, alternative strategies would have been more effective in achieving the project objectives?
- Are the project objectives and outputs clear, practical and feasible within its frame? Do they clearly address women, men and vulnerable groups?
- To what extent have different stakeholders been involved in project implementation?
- To what extent are project management and implementation participatory, and is this participation of men, women and vulnerable groups contributing towards achievement of the project objectives?
- To what extent has the project been appropriately responsive to the needs of the national constituents (men, women, other groups) and changing partner priorities?
- To what extent has the project contributed to gender equality, the empowerment of women and the realization of human rights?

3. Efficiency:

- How well are inputs/resources being managed?
- To what extent was the project management structure as outlined in the project document efficient in generating the expected results?
- To what extent were resources used to address inequalities in general, and gender issues in particular?
- To what extent have the project implementation strategy and execution been efficient and cost-effective?
- To what extent has there been an economical use of financial and human resources? Have resources (funds, male and female staff, time, expertise, etc.) been allocated strategically to achieve outcomes?
- To what extent have resources been used efficiently? Have activities supporting the strategy been cost-effective?
- To what extent have project funds and activities been delivered in a timely manner?
- To what extent do the M&E systems utilized by the project ensure effective and efficient project management?

4. Sustainability:

- Are the services/results affordable for the key partners after the project completion?
- What is the level of ownership of the project by key partners and will it continue after the end of external support?
- Are there any financial risks that may jeopardize the sustainability of project outputs affecting women, men and vulnerable groups?
- To what extent will targeted men, women and vulnerable people benefit from the project interventions in the long-term?
- To what extent will financial and economic resources be available to sustain the benefits achieved by the project?
- Are there any social or political risks that may jeopardize sustainability of project outputs and the project contributions to country programme outputs and outcomes?
- Do the legal frameworks, policies and governance structures and processes within which the project operates pose risks that may jeopardize sustainability of project benefits?
- To what extent do mechanisms, procedures and policies exist to allow primary stakeholders to carry forward the results attained on gender equality, empowerment of women, human rights and human development?
- To what extent do stakeholders (men, women, vulnerable groups) support the project's long-term objectives?
- To what extent are lessons learned documented by the project team on a continual basis and shared with appropriate parties who could learn from the project?
- To what extent do the project interventions have well-designed and well-planned exit strategies which include a gender dimension?

- What could be done to strengthen exit strategies and sustainability in order to support female and male project beneficiaries as well as marginalized groups?
- What is the likelihood that key partners will continue to make use of relevant results?
- Do the key partners have any plans to continue delivering the stream of benefits and if so, are they likely to materialise?
- What is the level of policy support provided and the degree of interaction between project and policy level?
- What support has been provided from the relevant national, sectoral and budgetary policies?

ANNEX 5 – Evaluation Matrix

Evaluative questions	Indicators	Sources	Methodology
Project Strategy			
Are the problems and underlying assumptions addressed by the project still relevant?	Validity and completeness/gaps in problem analysis, barriers analysis and assumptions in Project Document	• Project Document • Key Informants • GoI policies, strategies & plans	• Desk Review • Secondary Literature • KII
In what way does the project support the achievement of Indonesian target in SDG roadmap?	The targets set in Indonesian SDG roadmap relevant to the project objectives.	• Project Documents • Key Informants • GoI policies, strategies & plans	• Desk Review • Secondary Literature • KII
In what way does the project help the achievement of SDG target at sub-national level?	Sub-national SDG target relevant with the project outcomes	• Project Documents • Key Informants • GoI policies, strategies & plans	• Desk Review • Secondary Literature • KII
Were lessons from other relevant projects properly incorporated into the project design?	• Barriers analysis and assumptions in Project Document • Alignment with past similar work	• Project Document • Project Proposal • Key Informants	• Desk Review • Secondary Literature • KII
Is the project concept in line with national priorities?	Alignment with GoI policies, strategies & plans.	• Project Document • GoI policies, strategies & plans	• Desk Review • Secondary Literature • KII
Were key stakeholders & decision makers consulted during design and their perspectives addressed?	Stakeholder consultations during design process and of actual consultations	• Project Document and Reports • Project proposal • Key Informants	• Desk Review • KIIs
How were relevant gender issues considered during the project design?	• Coverage of gender issues in the project strategy • Gender disaggregated indicators and baseline data in the results framework	• Project Document • Project Proposal • Results Framework • Budget	• Desk Review • KIIs
Are there any major areas of concern or areas for improvement regarding the original project design?	• Concerns raised to Project/UNDP, GoI, and Donor • Overall assessment of the project based on analysis of the progress	• Progress Reports • Key Informants • Minutes of meetings • MTR Findings	• Desk Review • KIIs • Analysis and synthesis of all MTR findings.

	towards results, project implementation and adaptive management and sustainability		
Progress toward Result			
How much in proportion the project outcomes have been achieved during the three years (2020-2022) period?	Comparison of on-track and off-track outcomes	• Project work plan documents • Progress report	Desk review
How the curriculum in SDG academy fits with the needs of the targeted audience of this project? (with assumption: the audience is the main actors relevant with SDG achievement in Indonesia)	SDG related impact resulted from the academy program through the alumna of Leadership Program	Analysis of perception of the alumna (of the Leadership Program) and project beneficiaries on SDG related program facilitated by this project	• Interview with the project beneficiaries • Online survey with Leadership Program alumna
What has been the progress towards planned targets for the outcome and objective indicators in the Results Framework?	Indicator achievement versus milestones and targets (mid-term and completion).	• Project Document • Results Framework • Progress Reports • Other monitoring reports • Tracking tools	• Desk review • Assessment using Progress Towards Results Matrix
What changes have taken place since the start of the project in relation to the Outputs (output 2 and output 3)?	Current status compared to baseline	• Progress Reports • Monitoring reports • Tracking tools • Key informants	• Desk review • KII
What are the main barriers affecting the project's ability to achieve its intended results (outcomes and objectives)?	• Analysis of MTR findings • Barriers identified during key stakeholders visits	• Progress reports • Project Team • UNDP staff	• Desk review • KIIs • Field visits
What are the main successes and achievements of the project, and how can the project further expand these benefits?	• Results, which are on or above target • Unplanned benefits/results as reported by key stakeholders and/or in	• Progress reports • Project Team/UNDP • Stakeholder/ beneficiaries	• Desk review • KIIs • Field visits

	project progress reports and reasons for these benefits		
Project Implementation and Management			
Management Arrangement			
How effective and efficient has project management and execution been: Has the project met its annual work plan, related procurement, and expense disbursement targets?	• Clarity, transparency, and timeliness of decision-making and reporting processes • Nature and rationale for any significant changes made to project strategy and/or implementation • Level of execution of project budget	• Progress reports • Meeting minutes • Other monitoring reports • Project Team/UNDP	• Desk review • KII • Field visits
How effective has UNDP been at providing support and guidance to the Project Team?	• Nature and frequency of UNDP oversight. • Types of guidance provided and clarity of guidance • Responsiveness to requests from Project Team (funds disbursement, technical support, political support to overcome challenges, etc.)	• Project Reports • Meeting Minutes • Project Team/UNDP	• Desk review • KIIs
What is the gender balance of the project staff?	Allocation of staff by gender.	• Project Reports • Meeting Minutes	Desk Review
What has or is being done to ensure gender balance?	Any plan for gender balance	• Project Reports • Meeting Minutes • Board members • Project Team	• Desk review • KIIs
What is the gender balance of the project board?	Allocation of board by gender.	• Project Reports • Meeting Minutes	Desk Review
Are the achieved outcomes of the project proportional with the budget spending?	Comparison of budget spending against project outcome achievement in percent.	• Project document • Financial report	Budget analysis
What are the monitoring tools of this	• Number of project monitoring tools applied,	Project progress report	Desk review

project? How frequent the tools are applied?	• Frequency the monitoring tools being applied.		
How successful has the adaptive management been implemented in the project, in relation to covid-19 pandemic situation? (e.g. the shift from offline to online learning program)	• Number of participants attending the online course versus the targeted number of participants in project proposal • Level of understanding improvement of participants on SDG topic pre and post learning program	•Project progress report •Key informants •Online survey	•Desk review, •KII
How much is the difference between the proposed budget and the actual budget spending, given the applied adaptive management in responding to covid-19 pandemic situation?	Discrepancy of the actual budget spending versus the initial proposed budget. A breakdown of different budget categories (i.e. human resource, utilities, conference, and travel)	•Project budget document, •Financial report	Budget analysis
Given the difference in budget allocation and spending (see previous evaluative question), is the project still able to achieve the outcomes?	Number of outcomes achieved compared to amount of budget being spent	•Project work plan and log frame •Financial report	Budget analysis
Is there any negative impact resulted from the project that has not been identified in the project document?	Any negative impact –that gives adverse influence to environment, economy, or society – that was identified during the project implementation period (2020-2023) but not defined in the project document	•Project progress report, •Data collection from project participants and stakeholder	•Desk review •Interview •Online survey
Work Planning			
Has implementation been timely?	• Any delays in start-up and implementation • Reason for any delays • Rate of progress towards planned targets	• Project Document • Annual workplans and budgets • Progress reports • Project Board Meeting	•Desk Review •KIIs

		Minutes • Project Team	
Are work-planning processes results-based?	• Annual workplans that are clearly linked to outcomes	• Annual workplans and budgets	• Desk Review
Is the project's results framework used as an effective management tool?	• Number and nature of reviews/updates to Results Framework in response to changes in implementation context • Alignment between Results Framework and Annual Workplans	• Project Document • Results Framework • Annual workplans and budgets • Project Team	• Desk Review • KIIs
Finance and Co-Finance			
Are project activities implemented in a cost-effective manner?	• Use of implementing partners and stakeholders' own resources and capacities • Strategic use of co-financing • Appropriateness of budget allocations to different planned outputs	• Annual workplans and budgets • Audit reports • Progress reports/PIRs • Meeting minutes • Project Team/UNDP	• Desk Review • KIIs
Does the project have the appropriate financial controls, including reporting and planning, that allow management to make informed decisions regarding the budget and allow for timely flow of funds?	• Explanation regarding variance between planned and actual expenditure • Appropriateness of budget revisions • Audit findings on financial management and expenditures	• Annual workplans and budgets • Audit reports • Project Team/UNDP	• Desk Review • KIIs
Is co-financing being used strategically to help the objectives of the project?	• Co-financing complements/contributes to existing plans and priorities of the partners • Alignment and effective use of co-financing ensured through annual work planning and budgeting processes	• Financial statements • Annual workplans and budgets • Progress reports • Project Team/UNDP • Donor/Partner	• Desk Review • KIIs

Project-level monitoring and evaluation systems			
Is the monitoring system appropriate, effective, and participatory?	• Nature and quality of monitoring processes • Alignment of monitoring systems with good practice and national systems • Project partners / staff involved in monitoring • Types, quality and use of monitoring data to inform project implementation & management	• Monitoring processes & tracking tools • Progress reports • Baseline information • Project Team/UNDP	• Desk Review • KIIs
Are sufficient financial resources allocated to M&E and are these used effectively or are additional tools and resources required?	• Adequacy of resources allocated to M&E • Effectiveness of M&E tools and processes	• Financial statements • Annual workplans and budgets • Project Team/UNDP	• Desk Review • KIIs
How are gender issues included in the monitoring systems	• Disaggregation by gender • Targets by gender • Presence of gender sensitive indicators	• Monitoring processes & tracking tools • Progress reports/ PIRs • Baseline information	Desk Review
Stakeholder Engagement			
Has the project developed and leveraged the necessary and appropriate partnerships with relevant stakeholders	• National & local government stakeholders are actively engaging with the project and support of project objectives • Number of partnerships/ collaborations on relevant issues • Extent of public participation and awareness about the project.	• Progress reports • Project Team/UNDP	• Desk Review • KIIs

Do local and national government stakeholders support the objectives of the project and do they continue to have an active role in project decision-making that supports efficient and effective project implementation?	• National & local government stakeholders are actively engaging with the project and support of project objectives • Number of partnerships/ collaborations on relevant issues • Extent of public participation and awareness about the project	• Progress reports • Project Team/UNDP	• Desk Review • KIIs
To what extent has stakeholder involvement and public awareness contributed to the progress towards achievement of project objectives?	Stakeholder and public consultations implementation	• Progress reports/PIRs • Project Team/UNDP • Partners and beneficiaries	• Desk review • KIIs
How does the project engage women and girls and is the project likely to have the same positive and/or negative effects on all?	Project Document and plan related to gender balance	• Project Document • Minutes of meetings • Key Informants	• Desk Review • KIIs
Are there legal, cultural, or religious constraints on women's participation in the project?	Barriers/constraints analysis in the Project Document	• Project Documents • Key Informants	• Desk Review • KIIs
Social and Environmental Standards (Safeguards)			
Are the project risks still valid or do any rating need revision?	Validity and completeness/gaps in risk analysis and assumptions in Project Document	• Project Documents • Studies and Analyses • Key Informants	• Desk Review • KIIs • Field Visits
What revisions have been made since the start of the Project	Changes in risk factors	• Project Documents • MTR Analysis	Desk Review
What progress made in the implementation of the project's social and environmental management measures	Implementation of social and environmental management measures	• Project Documents and reports	Desk Review
Reporting			

Is project reporting sufficient, appropriate, andadding value to project delivery?	• Adaptive management changes reported to the Project Board • Quality of progress reporting • Documentation, internalization and sharing of project lessons	• Progress reports • Meeting minutes • Project Team/UNDP	• Desk Review • KIIs
Communications and Knowledge Management			
Is there effective communication with internal and external projectcommunication with different stakeholder group?	• Communication strategy • Frequency and clarity of communication with different stakeholder groups at national and subnational levels • Mechanisms of external communication public outreach and awareness generation and their effectiveness	• Project Document • Progress reports • Meetingminutes • Communication materials • Website • Project Team/UNDP • Beneficiaries	• Desk Review • KIIs • Field visits
Sustainability			
Does the project have a satisfactory risk assessmentand management system in place?	• Relevance and significance of risks recorded in Project Document • Gaps in identified risks . • Appropriateness of risk mitigation and management measures and effectiveness of implementation.	• Project Document • Project Team/UNDP	• Desk Review • KIIs • Field visits
Financial Risks to Sustainability			
How will project results including systems and processes put in place by the project be sustained financially after the end ofthe project and scaled up and replicated?	Potential sources of government finance to sustain and further build on project results.	• Progress reports • Project Team/UNDP • Key informants • Beneficiaries	• Desk Review • KIIs • Field visits
Socio-economic Risks to Sustainability			
Are there any social or political risks that may jeopardize	Degree of key stakeholder ownership of project objective andoutcomes	• Progress reports • Project Team/UNDP • Key informants	• Desk Review • KIIs • Field visits

sustainability ofproject outcomes?		• Beneficiaries	
Institutional Framework and Governance Risks to Sustainability			
Do the legal frameworks, policies, governance structures and processes support post-project continuation of the results achieved, processes initiated, and systems put inplace by the project?	• Supportiveness of the legalframework • Appropriateness and supportiveness of governance structures and processes • Status of institutional capacity bythe end of the project • Potential for developing influential project • Potential for mainstreaming project strategies into government planning processes at national and sub-national levels	• Progress reports • Project Team/UNDP • Key informants • Beneficiaries	• Desk Review • KIIs • Field visits
Environmental Risks to Sustainability			
Are there any environmental factors thatcould undermine and reverse the project's outcomes and results, including factors that havebeen identified by project stakeholders?	• Likelihood of natural hazards (drought, floods, earthquakes) • Climate change impacts	• Progress reports • Project Team/UNDP • Key informants • Beneficiaries	• Desk Review • KIIs • Field visits

ANNEX 6 – Mission Schedule

Date	Time	Agenda	Venue	Remarks
6-Jun-23	10.00 – 11.30	Meeting with SDGs Center at Universities – SDG Hub UI	Zoom	
7-Jun-23	10.00 – 11.00	Meeting with project Alumni Batch 2	Zoom	
	13.00 – 11.00	Meeting with project Alumni Batch 3	Zoom	
	15.00 – 16.00	Meeting with representatives of CSOs (Japesda - Gorontalo)	Zoom	
8-Jun-23	14.00 - 15.00	Meeting with Provincial Bappeda (Gorontalo), Alumni Batch 1	Zoom	
13-Jun-23	11.00-12.00	Meeting with Private Sector (NCC)	Zoom	
	14.00-15.00	Meeting with Tanoto Foundation	Zoom	
	15.00-16.00	Meeting with UNILA	Zoom	
16 Jun-23	15.00-16.30	Meeting with Tanoto Foundation	Zoom	
18 Jun-23	17:20 – 18.55	Flight from Kendari to Jakarta for Lead Evaluator		
19 Jun-23	09.00 – 11.00	Meeting with Bappenas	Bappenas Office	
	11.00 – 12.00	Meeting with ACHIEVE Team at Academy	SDG Academy Indonesia	
20 Jun-23	11.00 – 12.30	Meeting with Team Leader DPGRU -	UNDP Office	
21 Jun-23	08.30 – 16.00	Departure from Jakarta to Banten Leadership Program in Banten (Politeknik Pelayaran Banten)	Politeknik Pelayaran Banten	
	13.00 – 15.00	Visit Capstone Project	Politeknik Pelayaran Banten	
	16.00	Travel Back to Jakarta		
22 Jun-23	13.00 – 14.00	Meeting with Juliaty Sopacua – UNDP	UNDP Office	
	14.15 – 15.00	Meeting with Christian Natal Manullang (Budget Management Associate for DGPRU, UNDP)	UNDP Office	

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	15.30 – 16.30	Meeting with Bu Indriana Heni (SDGs Secretariate/Bappenas)	Zoom	
23 Jun-23	09.00 – 12.00	Work on Report		
	15.00 – 16.00	Meeting with Bu Patrisia (Mentor of Leadership Program)	Zoom	
24 Jun-23	06.00 – 11.00	Land trip from Jakarta – Ciletuh Geopark, Sukabumi		
	11.00	Check-in for Stay		
	13.30 – 14.30	Site Visit Prototyping Site	Desa Ciwaru. Ciemas, Kab, Sukabumi	
	15.00 – 16.30	Meeting with project stakeholder/beneficiaries (Desa Ciwaru)	Desa Ciwaru. Ciemas, Kab, Sukabumi	
25 Jun-23	10.00 – 13.00	Meeting with project stakeholder/beneficiaries at Kampung Wisata	Desa Taman Jaya. Ciemas, Kab, Sukabumi	
		Departure to Jakarta		
26 Jun-23	10.00 – 11.30	Departure to Bandung Meeting with RDI Indonesia	RDI Indonesia, Bandung	
	13.00 – 14.00	Meeting with DPMDEs Jawa Barat	DPMDEs Jawa Barat, Bandung	
		Departure to Jakarta		
27-Jun-23	10.00 – 12.00	Presentation on preliminary findings of the evaluation and to receive inputs and feedbacks from reference group.	UNDP Office	
28 Jun-23	10.55	Departure to Kendari (Lead Evaluator)		

ANNEX 7 – List of Person Interviewed

Name of interviewee	Gender	Role in the project	Institution	Date of interview	Remark
Rade Ayu	Female	Designing of SDG Academy program and curriculum	SDG Hub University of Indonesia	6 June 2023	Zoom
Sita Rahmi	Female	SDG Leadership Program graduate (Batch 2)	Lazizmu	7 June 2023	Zoom
Eirene Christa Luturmas	Female	SDG Leadership Program graduate (Batch 3)	Yayasan Pendidikan Gema Kasih Yobel	7 June 2023	Zoom
Bambang Mangkay	Male	SIP Implementing Partner	Japesda Gorontalo	7 June 2023	Zoom
Wiwik Junus Ismail	Female	SDG Leadership Program graduate (Batch 1), and Stakeholder in Gorontalo Province where SIP Program was implemented.	Bappeda Gorontalo	8 June 2023	Zoom
Mr. Nakagawa, Mr. Okubo, Ms. Sasaki	Male and female	Donor	Nippon Closure Company and ICMG	13 June 2023	Zoom
Mr. Michael Susanto, Ms. Yunety Tarigan, Mr. Ingga	Male and female	Donor	Tanoto Foundation	13 and 16 June 2023 (twice)	Zoom
Ria Wierma	Female	Project Partner	SDG Centre at Lampung University	13 June 2023	Zoom
Vivi Yulaswati	Female	Coordinating Partner	Bappenas	19 June 2023	Offline discussion
Mr. Siprianus Bate Soro, Mr. Muhammad Husain, Ms. Dien Dewi	Male and female	Project team members	ACHIEVE Project team	20 June 2023	Offline discussion
Mr. Ade Mardani Putra, Mr. Aji Hamanto	Male	SDG Leadership Program graduate (Ade Mardani, Batch 2), Capstone Project Implementor	Politeknik Pelayaran Banten	21 June 2023	Offline discussion
Juliaty Sopacua	Female	Former Director of SDG Academy Indonesia	UNDP Indonesia	22 June 2023	Offline discussion
Christian Natal Manullang	Male	Project Operation Team	UNDP Indonesia	22 June 2023	Offline discussion
Indriana Heni	Female	Coordinating Partner	National SDG Secretariat	22 June 2023	Zoom
Patrisia Helena Saraswati	Female	Mentor of SDG Leadership Program	University of Indonesia	23 June 2023	Zoom
Ikin Sugino	Male	Beneficiary of SIP	Head of Mango Farmers Group at Ciwaru Village, Sukabumi, West Java	24 June 2023	Offline discussion (during field trip)
Tini Astuti	Female	Former Employee at Tanoto Foundation involved in ACHIEVE Project	-	6 June 2023	Zoom

ANNEX 8 – Progress Towards Results Matrix

Table. Progress Towards Results Matrix (Achievement of outcomes against End-of-project Targets)

Project Strategy	Indicator[9]	Baseline Level[10]	Midterm Target[11]	Midterm Level & Assessment[12]	Achievement Rating[13]	Justification for Rating
Objective: to accelerate the achievement of SDG targets across Indonesia by adopting various innovations						
Output 2:	2.1. Number of Curriculum for SDG Academy Indonesia completely developed	NA	13 curriculums should be produced.	As of 2021, 21 modules have been produced.	Achieved	In terms of the overall assessment of Output 2 indicators, four indicators (2.1, 2.2, 2.3, and 2.5) have achieved their targets, one indicator (2.4) has only partially achieved its target, and one indicator (2.6) is significantly behind in meeting its target. Based on this assessment, it can be concluded that Output 2 is making progress towards achieving its target by the end of the project period. Indicator 2.7 was deemed irrelevant since it is an activity scheduled for 2024. As a result, it does not contribute to the assessment of the project's progress at the present stage. Indicator 2.6 is lack of clarity regarding the definition of Program Enrolment. However, while it was challenging to accurately measure the achievement of
	2.2. SDG Academy Indonesia Campus and its facilities arranged and available according to agreed standard between UNDP-Tanoto Foundation	NA	Settled	Settled		
	2.3. SDG Academy Indonesia Learning Management System developed and functions	NA	Achieved	Achieved		
	2.4 Total number of programs sessions, talks/seminars/conferences/speaking engagement implemented and conducted	NA	14 should be completed	• 6 webinars (7000 participants), • Leadership Program Batch 1-3 (total of 112 participants) • 3 Dialogues on Circular Economy Total 12 events	On target to be achieved	
	2.5 Increased percentage of women participants in all programs offered	NA	30% women participants	• 6 webinars (55% female), Leadership program, 3 batches (female proportion is around 50%)		

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[9] Populate with data from the Logframe and scorecards

[10] Populate with data from the Project Document

[11] If available

[12] Colour code this column only

[13] Use the 6 point Progress Towards Results Rating Scale: HS, S, MS, MU, U, HU

	2.6 Total numbers of enrolment of all programs offered	NA	3000 enrolments	6 webinars, 7000 active learners Leadership Certified Program 112 Mobile Learning Program 9,620		this indicator, overall, the progress on this indicator has been successful, surpassing the mid-term target.
	2.7 Project Visit for Capstone Project Tracking and Re-engagement with Alumni	NA	-	NA. The activity will start in 2024.	NA	
Output 3:	3.1 Number of "*Kawasan* SDGs" established through broad consultation with all stakeholders and additional funds mobilized by SDGs Secretariat.	2	4 *kawasans*/ SIPs implemented	2 *kawasan* of SIP pilot projects (Gorontalo and West Java)		Within Output 3, one indicator (3.7) is marked as "No data collected." Indicator 3.4, which measures the estimated number of people reached through the dissemination of knowledge products, is closely linked to indicator 3.3, which focuses on the production and distribution of knowledge products with a focus on gender equality targets. Indicators 3.6 and 3.7, which pertain to the number of agencies/populations advocated and the percentage increase in participant capacity from previous activities respectively, are closely tied to indicator 3.5, which involves capacity building and advocacy events. Overall, Output 3 has made notable progress in achieving its targets, with three out of seven indicators successfully achieved. (3.1, 3.3, 3.6) Three indicators that show partial achievements, indicating ongoing efforts and
	3.2 Number of innovative solutions in *Kawasan* SDG adopted and replicated by other partner/ LGs/ministries	NA	2 replications/ad options	7 adoptions of innovation solution in Gorontalo Province, by different Line Ministries Offices at sub-national level. To be replicated in 150 villages by Kemendesa PDTT		
	3.3 Number of Knowledge products produced and disseminated including exposure of gender equality targets	4	8 knowledge products	1 SIP Pocket Book produced (1 knowledge product), 1 video uploaded		
	3.4 Number of estimated people reached through knowledge products dissemination	NA	60 people	In West Java: Around 200 people or more. In Gorontalo: 1231 people (M: 622; F: 609)		
	3.5 Number of SDGs related capacity building and advocacy events conducted and/ or facilitated at national, regional and global level (at least 50% participants are women)	5	13 events	- 14 in West Jawa - 14 in Gorontalo		

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	3.6 Number of agencies/ populations advocated	NA	200 agencies/popu lations	In West Java: 2 agencies (RDI and DPMD) In Gorontalo: 2 agencies (Japesda and BAPPEDA)		advancements. Further monitoring and concerted efforts may be necessary to ensure the successful realization of all targets.
	3.7 Percentage increase in capacity of participant from previous activities	NA	5% increase	No data collected for this indicator	No data collected	

Indicator Assessment Key

Green= Achieved	Yellow= On target to be achieved	Red= Not on target to be achieved

ANNEX 9 – UNEG Code of Conduct for Evaluators/Midterm Review Consultants

Evaluators/Consultants:

Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.

Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.

Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.

Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.

Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.

Are responsible for their performance and their product(s). They are responsible for the clear, accurate and fair written and/or oral presentation of study limitations, findings and recommendations.

Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Must ensure that independence of judgement is maintained and that evaluation findings and recommendations are independently presented.

Must confirm that they have not been involved in designing, executing or advising on the project being evaluated.

MTR Consultant Agreement Form

Agreement to abide by the Code of Conduct for Evaluation in the UN System:

Name of Consultant: **Saediman Mboe**

Name of Consultancy Organization (where relevant): **NA**

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.

Signed at *Kendari* on *30 May 2023*

Signature:

Evaluators/Consultants:

Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.

Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.

Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and respect people's right not to engage. Evaluators must respect people's right to provide information in confidence, and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals, and must balance an evaluation of management functions with this general principle.

Sometimes uncover evidence of wrongdoing while conducting evaluations. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.

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Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.

Must ensure that independence of judgement is maintained and that evaluation findings and recommendations are independently presented.

Must confirm that they have not been involved in designing, executing or advising on the project being evaluated.

MTR Consultant Agreement Form

Agreement to abide by the Code of Conduct for Evaluation in the UN System:

Name of Consultant: **Zuraidah Said**

Name of Consultancy Organization (where relevant): **NA**

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.
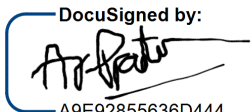
Signed at *Bogor (Place)* on *30 May 2023 (Date)*

Signature:

ANNEX 10 – MTR Report Clearance Form

Mid-Term Review/Terminal Evaluation Report for *(Project Title & ProjectID and/or UNDP PIMS ID)* **Reviewed and Cleared By:**

Commissioning Unit (M&E Focal Point)

Name: Ari Yahya Pratama (QARE Unit)

DocuSigned by:

Signature: _____A9E92855636D444..._____   Date: ___31-Jul-2023_____

Deputy Resident Representative

Name: Sujala Pant

DocuSigned by:

Sujala Pant

Signature: _____04186D9E3AB9435..._____   Date: ___31-Jul-2023_____