

Terms of Reference
GLS on SDGs (Spring 2022)

Background of the Program:

Guest Lecture Series on SDGs (GLS on SDGs) is a short program hosted by Institut Teknologi Sepuluh Nopember, Indonesia, that is conducted online, held as three series of guest lectures during Spring 2022. Based on the necessity for students to understand Sustainable Development Goals established by United Nations, this program aims to fulfil their needs in comprehending and applying Sustainable Development Goals.

This program will be held on May with focus on **Practices & Policy**

Activity	: Virtual Lecture and Discussion
Place	: Zoom Meeting
Day, Date	: Tuesday, Wednesday, and Thursday
Time	: 3.30-5.30 PM (GMT+7)
Speakers	: Lecturers, Reseracher, Doctoral Students and non-lecturers with specialties in each SDGs
Participants	: Public, undergraduate and postgraduate students
Material	: UN SDGs 1-17
Requirement	: Submit your overview material presentation with detail as follows : <ol style="list-style-type: none">1. Title2. Brief presentation3. Learning object / case study
Reference	: UN Education for Sustainable Development Goals (Learning Objects)

Policy and Practices

SDGs 1	<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. The learner is able to plan, implement, evaluate and replicate activities that contribute to poverty reduction. 2. The learner is able to publicly demand and support the development and integration of policies that promote social and economic justice, risk reduction strategies and poverty eradication actions. 3. The learner is able to evaluate, participate in and influence decision-making related to management strategies of local, national and international enterprises concerning poverty generation and eradication. 4. The learner is able to include poverty reduction, social justice and anti-corruption considerations in their consumption activities. 5. The learner is able to propose solutions to address systemic problems related to poverty.
SDGs 2	<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. The learner is able to evaluate and implement actions personally and locally to combat hunger and to promote sustainable agriculture. 2. The learner is able to evaluate, participate in and influence decision-making related to public policies concerning the combat against hunger and malnutrition and the promotion of sustainable agriculture. 3. The learner is able to evaluate, participate in and influence decision-making related to management strategies of local, national and international enterprises concerning the combat against hunger and malnutrition and the promotion of sustainable agriculture. 4. The learner is able to take on critically their role as an active global citizen in the challenge of combating hunger. 5. The learner is able to change their production and consumption practices in order to contribute to the combat against hunger and the promotion of sustainable agriculture
SDGs 3	<p>Learning Objectives :</p> <ol style="list-style-type: none"> 1. The learner is able to include health promoting behaviours in their daily routines. 2. The learner is able to plan, implement, evaluate and replicate strategies that promote health, including sexual and reproductive health, and well-being for themselves, their families and others. 3. The learner has the capacity to perceive when others need help and to seek help for themselves and others. 4. The learner is able to publicly demand and support the development of policies promoting health and well-being. 5. The learner is able to propose ways to address possible conflicts between the public interest in offering medicine at affordable prices and private interests within the pharmaceutical industry.

SDGs 4	Learning objectives : <ol style="list-style-type: none"> 1. The learner is able to contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels. 2. The learner is able to promote gender equality in education. 3. The learner is able to publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible and inclusive educational facilities. 4. The learner is able to promote the empowerment of young people. 5. The learner is able to use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.
SDGs 5	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender. 2. The learner is able to evaluate, participate in and influence decision-making about gender equality and participation. 3. The learner is able to support others in developing empathy across genders and breaking down gender discrimination and violence. 4. The learner is able to observe and identify gender discrimination. 5. The learner is able to plan, implement, support and evaluate strategies for gender equality.
SDGs 6	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to cooperate with local authorities in the improvement of local capacity for self-sufficiency. 2. The learner is able to contribute to water resources management at the local level. 3. The learner is able to reduce their individual water footprint and to save water practicing their daily habits. 4. The learner is able to plan, implement, evaluate and replicate activities that contribute to increasing water quality and safety. 5. The learner is able to evaluate, participate in and influence decision-making on management strategies of local, national and international enterprises related to water pollution.
SDGs 7	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to apply and evaluate measures in order to increase energy efficiency and sufficiency in their personal sphere and to increase the share of renewable energy in their local energy mix. 2. The learner is able to apply basic principles to determine the most appropriate renewable energy strategy in a given situation. 3. The learner is able to analyse the impact and long-term effects of big energy projects (e.g. constructing an off-shore wind park) and energy related policies on different stakeholder groups (including nature). 4. The learner is able to influence public policies related to energy production, supply and usage. 5. The learner is able to compare and assess different business models and their suitability for different energy solutions and to influence energy suppliers to produce safe, reliable and sustainable energy.

SDGs 8	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to engage with new visions and models of a sustainable, inclusive economy and decent work. 2. The learner is able to facilitate improvements related to unfair wages, unequal pay for equal work and bad working conditions. 3. The learner is able to develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. 4. The learner is able to plan and implement entrepreneurial projects. 5. The learner is able to develop criteria and make responsible consumption choices as a means to support fair working conditions and efforts to decouple production from the impact of natural hazards and environmental degradation.
SDGs 9	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to identify opportunities in their own culture and nation for greener and more resilient approaches to infrastructure, understanding their overall benefits for societies, especially with regard to disaster risk reduction. 2. The learner is able to evaluate various forms of industrialization and compare their resilience. 3. The learner is able to innovate and develop sustainable enterprises to respond to their countries' industrial needs. 4. The learner is able to access financial services such as loans or microfinance to support their own enterprises. 5. The learner is able to work with decision-makers to improve the uptake of sustainable infrastructure (including internet access).
SDGs 10	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to evaluate inequalities in their local environment in terms of quality (different dimensions, qualitative impact on individuals) and quantity (indicators, quantitative impact on individuals). 2. The learner is able to identify or develop an objective indicator to compare different groups, nations, etc. with respect to inequalities. 3. The learner is able to identify and analyse different types of causes and reasons for inequalities. 4. The learner is able to plan, implement and evaluate strategies to reduce inequalities. 5. The learner is able to engage in the development of public policies and corporate activities that reduce inequalities.
SDGs 11	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to plan, implement and evaluate community-based sustainability projects. 2. The learner is able to participate in and influence decision processes about their community. 3. The learner is able to speak against/for and to organize their voice against/for decisions made for their community. 4. The learner is able to co-create an inclusive, safe, resilient and sustainable community. 5. The learner is able to promote low carbon approaches at the local level.
SDGs 12	Learning objectives:

	<ol style="list-style-type: none"> 1. The learner is able to plan, implement and evaluate consumption-related activities using existing sustainability criteria. 2. The learner is able to evaluate, participate in and influence decision-making processes about acquisitions in the public sector. 3. The learner is able to promote sustainable production patterns. 4. The learner is able take on critically on their role as an active stakeholder in the market. 5. The learner is able to challenge cultural and societal orientations in consumption and production.
SDGs 13	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them. 2. The learner is able to act in favour of people threatened by climate change. 3. The learner is able to anticipate, estimate and assess the impact of personal, local and national decisions or activities on other people and world regions. 4. The learner is able to promote climate-protecting public policies. 5. The learner is able to support climate-friendly economic activities.
SDGs 14	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to research their country's dependence on the sea. 2. The learner is able to debate sustainable methods such as strict fishing quotas and moratoriums on species in danger of extinction. 3. The learner is able to identify, access and buy sustainably harvested marine life, e.g. ecolabel certified products. 4. The learner is able to contact their representatives to discuss overfishing as a threat to local livelihoods. 5. The learner is able to campaign for expanding no-fish zones and marine reserves and for their protection on a scientific basis.
SDGs 15	Learning Objectives: <ol style="list-style-type: none"> 1. The learner is able to connect with local groups working toward biodiversity conservation in their area. 2. The learner is able to effectively use their voice effectively in decision-making processes to help urban and rural areas become more permeable to wildlife through the establishment of wildlife corridors, agro-environmental schemes, restoration ecology and more. 3. The learner is able to work with policy-makers to improve legislation for biodiversity and nature conservation, and its implementation. 4. The learner is able to highlight the importance of soil as our growing material for all food and the importance of remediating or stopping the erosion of our soils. 5. The learner is able to campaign for international awareness of species exploitation and work for the implementation and development of CITES (Convention on International Trade in Endangered Species of Wild Fauna and Flora) regulations.
SDGs 16	Learning objectives: <ol style="list-style-type: none"> 1. The learner is able to critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally. 2. The learner is able to publicly demand and support the development of policies promoting peace, justice, inclusion and strong institutions.

	<ol style="list-style-type: none"> 3. The learner is able to collaborate with groups that are currently experiencing injustice and/or conflicts. 4. The learner is able to become an agent of change in local decision-making, speaking up against injustice. 5. The learner is able to contribute to conflict resolution at the local and national level.
SDGs 17	<p>Learning objectives:</p> <ol style="list-style-type: none"> 1. The learner is able to become a change agent to realize the SDGs and to take on their role as an active, critical and global and sustainability citizen. 2. The learner is able to contribute to facilitating and implementing local, national and global partnerships for sustainable development. 3. The learner is able to publicly demand and support the development of policies promoting global partnerships for sustainable development. 4. The learner is able to support development cooperation activities. 5. The learner is able to influence companies to become part of global partnerships for sustainable development.