

## Concept Note for International Virtual Course 2026

**Title: Building Transformative Leaders: Understanding Contemporary Empowerment, Sustainability, and Inclusivity**

### Background

The world today is at a critical juncture where the sustainable development agenda requires a new generation of leaders who possess both the knowledge and the practical skills to tackle global challenges. The Sustainable Development Goals (SDGs) have set ambitious targets for 2030, but simply educating young people about these goals is no longer enough. They must be empowered to engage with real-world challenges, utilise their creativity and critical thinking, and actively contribute to the transformation of society. Our program is designed to provide young people with experience in addressing sustainability challenges and opportunities in emerging markets, especially in Indonesia.

The sustainability challenges in emerging economies like Indonesia are vast. Young people must not only understand challenges but also be equipped to take practical steps toward solutions. Through this programme, participants will design and implement projects that address real sustainability issues while developing key leadership skills.

### Objectives

1. **To educate youth participants on sustainability issues**, including climate change, renewable energy, waste management, and biodiversity, by engaging them in community-based projects and interactions with local experts.
2. **To develop leadership, teamwork, and problem-solving skills** among participants through active involvement in sustainability projects and workshops led by experienced mentors.
3. **To engage youth participants in community projects** that promote sustainable practices, focusing on practical solutions that address local needs.
4. **To foster a network of young sustainability leaders** who can collaborate, share ideas, and build long-term partnerships for future sustainability initiatives.
5. **To prepare youth as transformative leaders** in the sustainability sector through science-based projects related to social, policy, and communication strategies.

### Program Description

This international virtual course will run for two weeks in August 2026, bringing together students aged 20-25, typically at the bachelor's level, who are passionate about sustainability and leadership. The programme will consist of the following key components:

1. **Workshops:**
  - Interactive sessions on sustainability topics facilitated by experts in the field. We will deliver these workshops in collaboration with various faculties at ITB, guest speakers from social enterprises, and international university partners.

- Topics will cover critical sustainability areas such as empowerment, social capital

## **2. Leadership Training:**

- Participants will engage in leadership development exercises focused on key skills for effective leadership, such as communication, project management, advocacy, and cross-cultural teamwork.

## **3. Community Engagement Project:**

- Participants will learn from the resilience of local communities and contribute to sustainable development efforts in Indonesia.
- Participants will work in groups to design, plan, and implement practical sustainability solutions using the provided modules.

### **Project 1: Teras Hijau Project**

Teras Hijau Project is a community-driven sustainability initiative that goes beyond conventional environmental programmes by integrating ecological awareness with tangible social and economic benefits. At its core, the project introduces a circular approach to waste management, where recyclable materials are not seen as disposable items but as valuable resources that can be converted into essential goods and services. Through a structured exchange mechanism, local residents are encouraged to collect and sort recyclable waste, which can then be traded for daily necessities such as food staples, as well as educational support for their children. This model not only incentivises environmentally responsible behaviour but also directly addresses socio-economic challenges faced by communities, particularly in improving access to basic needs and education.

What makes Teras Hijau distinctive is its strong emphasis on community empowerment and behavioural change. The programme fosters a sense of ownership among participants, encouraging them to actively participate in maintaining a cleaner environment while simultaneously improving their quality of life. It also serves as an informal educational platform, raising awareness about sustainability practices, waste segregation, and the long-term importance of environmental stewardship.

Teras Hijau exemplifies an inclusive and scalable model of grassroots innovation, closely linking environmental action with social impact. By aligning environmental incentives with community welfare, the project creates a sustainable ecosystem in which economic value, social development, and ecological responsibility reinforce one another. As such, it represents a practical example of how localised initiatives can contribute to broader sustainability goals while empowering communities from within.

### **Project 2: IBEKA**

IBEKA (People-Centered Economic and Business Institute) is a pioneering Indonesian social enterprise that focuses on empowering rural and remote communities through the integration of renewable energy development and community-based economic transformation. Rather than positioning energy merely as an infrastructure solution, IBEKA treats access to

sustainable energy as a catalyst for broader socio-economic development, enabling communities to become more productive, self-reliant, and resilient. One of IBEKA's flagship approaches is the development of community-based micro-hydro power plants, particularly in off-grid and underserved areas. These projects are not implemented using a top-down model; instead, they are designed through participatory approaches, where local communities are actively involved from planning to operation. This ensures not only technical sustainability but also strong local ownership, which is critical for long-term success. Communities are trained to manage, maintain, and even expand these energy systems, turning beneficiaries into co-creators of development.

Beyond energy provision, IBEKA emphasises capacity building and local entrepreneurship. Access to electricity enables rural communities to develop small businesses, improve agricultural productivity, support local industries, and enhance education and health services. IBEKA facilitates this transition by providing training, mentoring, and support systems that encourage the emergence of local economic ecosystems. In this way, energy becomes an enabler of inclusive growth rather than an isolated intervention. A distinctive aspect of IBEKA's model is its commitment to inclusive and equitable development. The organisation prioritises marginalised groups, including women and indigenous communities, ensuring that the benefits of development are widely distributed. It also promotes environmental sustainability by leveraging clean energy solutions that reduce dependence on fossil fuels and minimise ecological degradation.

IBEKA's approach reflects a holistic and systems-orientated model of sustainability, where technology, community empowerment, environmental stewardship, and economic development are deeply interconnected. By aligning these elements, IBEKA not only improves immediate living conditions but also builds long-term resilience and adaptive capacity within communities. As such, it serves as a powerful example of how social enterprises can drive sustainable development through locally grounded, participatory, and scalable solutions.

### Project 3: **Citarum Harum**

Citarum Harum by PLN is part of PLN's commitment to supporting the Indonesian government's program for restoring the Citarum River ecosystem under Presidential Regulation No. 15/2018. Through a combination of CSR initiatives and operational efforts, PLN actively contributes to environmental conservation and community education along the river basin.

Key activities include tree planting for land rehabilitation, river and tributary clean-up programs such as waste removal initiatives, and the development of renewable energy solutions, such as converting waste into clean energy through projects like TPPAS Legok Nangka. PLN also collaborates closely with stakeholders, including the Citarum Harum Task Force, in joint environmental actions and awareness campaigns.

Overall, the program reflects PLN's integrated approach to sustainability by aligning environmental protection, energy innovation, and community engagement to ensure the long-term health of the Citarum watershed and support the operation of hydropower facilities like PLTA Saguling.

### Project 4: **Sakola Motekar**

Sakola Motekar is a community-based, non-formal education initiative in Kampung Cibunar, Ciamis, established by local residents as a response to the limitations of formal schooling

systems in addressing the real needs of children and youth. Rather than focusing solely on academic achievement, Sakola Motekar emphasises holistic development, nurturing not only cognitive abilities but also character, creativity, and practical life skills that are directly relevant to the participants' everyday realities. The learning approach is highly flexible, contextual, and experiential. Activities are designed to be engaging and hands-on, allowing participants to learn by doing—whether through creative projects, environmental activities, storytelling, or problem-solving exercises rooted in local issues. This makes education more meaningful and accessible, especially for those who may face barriers in formal education, such as economic constraints or rigid school structures.

A key strength of Sakola Motekar lies in its deep connection to local culture and community values. The programme integrates local wisdom, traditions, and social norms into the learning process, helping participants develop a strong sense of identity while also fostering respect for their environment and community. This culturally grounded approach ensures that education is not detached from reality but instead becomes a tool for community development. Moreover, Sakola Motekar functions as a platform for empowerment and inclusivity, where every child is encouraged to express themselves, build confidence, and explore their potential without the pressure of standardised systems. It also strengthens social cohesion by involving community members as facilitators, mentors, and supporters of the learning process.

In essence, Sakola Motekar represents a grassroots innovation in education, demonstrating how communities can take an active role in shaping alternative learning spaces. By combining education with empowerment, creativity, and local relevance, it contributes not only to individual development but also to the long-term resilience and sustainability of the community itself.

#### **4. Mentorship:**

- Each group will be paired with a mentor who is an experienced leader in sustainability, providing guidance, advice, and feedback throughout the programme.
- The mentorship aspect will ensure that participants receive personalized support and are well-equipped to pursue future opportunities in sustainability leadership.

#### **5. Network Building:**

- Throughout the programme, participants will be encouraged to collaborate with peers from diverse international and local backgrounds, fostering a global network of sustainability leaders.
- The programme will culminate in the creation of a global community of young leaders who can share ideas and collaborate on future projects and initiatives.

#### **6. Credit Earning:**

- This programme offers credit for social entrepreneurship (3 Credit hours), allowing students to integrate the learnings from the programme into their academic pursuits.

### **Target Audience**

- **Academic Level:** Bachelor's degree students in any disciplines.
- **Interests:** Sustainability, social innovation, leadership, community development, inclusivity, social entrepreneurship
- **Expected Outcomes**
  1. **Increased awareness and understanding** of sustainability issues, with a focus on practical solutions to climate change, renewable energy, waste management, and biodiversity.
  2. **Development of leadership skills**, particularly in cross-cultural communication, project management, and team-based problem solving.
  3. **Completion of impactful community projects** that address local sustainability challenges in Indonesia, creating tangible benefits for both participants and the local communities.
  4. **We established a global network of young sustainability leaders, equipping them** to collaborate on future sustainability initiatives.
  5. **Enhanced critical thinking and creative problem-solving** abilities, enabling participants to design and implement innovative solutions to global sustainability challenges.

### Program Timeline

- **August 2026:** Two-week international virtual course
  - **Week 1:** Workshops and Leadership Training
  - **Week 2:** Project and Mentorship Sessions
  - **End of Program:** Presentation of projects, reflections, and establishment of network for ongoing collaboration.

### Program Evaluation

The success of the program will be evaluated through:

- Participant feedback on workshops, leadership training, and mentorship.
- Assessment of the sustainability projects completed by the participants and their impact on the local communities.
- Long-term tracking of the network's success in fostering future collaborations and sustainability initiatives.

### Conclusion

This program offers a unique opportunity for young leaders to gain hands-on experience in sustainability practices while developing essential leadership skills. Through the combination of workshops, community engagement, and mentorship, participants will leave the program empowered to become transformative leaders in sustainability, equipped with the knowledge, experience, and network necessary to drive change in their communities and beyond.

Week	Day	Time	Program	PIC/Presenter	Institution	
1	1	09.00 - 10.00	Program Opening and Welcome Remarks			
		10.00 - 12.00	Class Introduction and Immersion			
		12.00 - 13.00	Break			
		13.00 - 15.00	Lecture with topic: Understand the culture and existing situation Videos on Diversity in Indonesia			
	2	09.00 - 12.00	Lecture with topic: Methodology in Social Research			
		12.00 - 13.00	Break			
		13.00 - 15.00	Lecture with topic Social Innovation and Leadership Videos on Empowerment Program	Ibu Melia Famiola		
	3	09.00 - 12.00	Group Discussion			
	4	09.00 - 12.00				
	5	09.00 - 12.00	Lecture with Topic: Water and Electricity for Society Videos on Empowerment Program	Ibu Tri Mumpuni	IBEKA	
	6	09.00 - 12.00	Lecture with topic: Green economy and waste management Videos on Empowerment Program	Bapak Indra	Bening Saguling	
	2	1	09.00 - 12.00	Lecture with topic: Understanding Potentials and Inclusivity Videos on Empowerment Program	Bapak Deny	Sakola Motekar

	2	09.00 - 12.00	Group Discussion		
	3	09.00 - 12.00	Lecture with topic: Understanding Potentials and Inclusivity Videos on Empowerment Program		Uni Melbourne
	4	09.00 - 12.00	Group Discussion and Presentation Preparation		
	5	08.00 - 12.00	Final Presentation		