

**BERA/CCEAM – SUSTAINABLE LEADERSHIP FOR
PEACE AND ACHIEVING SUSTAINABLE
DEVELOPMENT GOALS**

7 DEC 2023

*Dr Frederick Ebot Ashu, Department of
Educational Foundations and Administration,
Faculty of Education, University of Buea.
President of the Cameroon Council for
Educational Leadership and Management
Society (CCELMS)*



CCEAM

Commonwealth Council for Educational Administration and Management



BERA

BRITISH EDUCATIONAL RESEARCH ASSOCIATION



**International Society for
Development & Sustainability**



University of Buea
KNOWLEDGE WITH WISDOM



CCELMS

CAMEROON COUNCIL FOR EDUCATIONAL
LEADERSHIP & MANAGEMENT SOCIETY

AGENDA

- Introduction
- Research Questions of the Study
- Theoretical and Conceptual Review
- Research Methodology

Contributions to Knowledge and Understanding:

- Sustainable Leadership in the Commonwealth Context
- Leadership Practices for Archiving Peace, Justice and Strong Institutions (SDG 16)
- Leadership Practices for Advancing SDGs
- Questions

INTRODUCTION

- I truly honoured the Commonwealth Council for Educational Administration and Management (CCEAM's) recommendation as speaker at the British Education Research Association (BERA/CCEAM) joint event.

TITLE OF MY PRESENTATION: SUSTAINABLE LEADERSHIP PRACTICES FOR PEACE AND ARCHIVING SDGS

- Among the developing countries in the Commonwealth educational leadership hasn't been able to capture the political, social, economic, environmental and cultural imagination for strategic shifts in attaining Agenda 2030 sustainable development goals (Africa Union, 2015; Commonwealth Secretariat, 2023; United Nations, 2023).

- Much has been written about leadership and leadership development (Ebot-Ashu, 2014; Ebot-Ashu, Ngantchop, Lavngwa, 2022; Ebot-Ashu, Etongwe. & Fuaty, 2021)
- Peace and peace building (Tazoacha, 2020; Robiolle, 2013; Commonwealth Secretariat, 2015; 2023; United Nation, 2014a; 2014b; 2023; Dze-Ngwa, 2014)
- Most recently about peace and sustainable development,
- Very limited literature little about leadership for peace and achieving sustainable development goals.





Sustainable leadership practices for attaining peace and achieving sustainable development goals require

- Visionary, equity, moral and ethical leaders who have a sustainability mindset; trained to have systems thinking oriented and concentrate on long-term goals without compromising values and principles in managing resources effectively at grassroot, divisional, regional, national or at global leadership level (Mahmoud, 2019; Millar, 2021; Lederach, 1997; Ebot-Ashu, 2014; Ebot-Ashu, Ngantchop, Lavngwa, 2022; Ebot-Ashu, Etongwe. & Fuaty, 2021).
- In political, economic, social and environmental spheres of life, managing globally common problems such as Improving access to quality education (SDG4), promote good health and well-being for all (SDG3), achieve gender equality (SDG5), end poverty (SDG1), hunger (SDG2) and reduced inequality (SDG10), decent work and economic development (SDG8), climate change (SDG13) and protect the environment (SDG15), peace, justice and build strong institution (SDG16) and create partnerships (SDG17) (The Commonwealth Secretary-General, 2002; Commonwealth Secretariat, 2015; African Union, 2015; United Nation, 2014a; 2014b; 2023; United Nations Secretary-General, 2015)
- For many more of these problems are thus a *sine qua non* can be translated literally as "Without which, not." for human existence all over the world (Kouzes & Posner, 1995; Mahmoud, 2019; Tchoumbou et al, 2023).

- The United Nations Secretary-General's synthesis report, *The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet*, released in December 2014, represented a key milestone in the 2030 Sustainable Development Agenda process for peace building and achieving sustainable development goals (The Commonwealth Secretary-General, 2002; Commonwealth Secretariat, 2015; African Union, 2015; United Nation, 2014a; 2014b; 2023; United Nations Secretary-General, 2015).
- United Nation, the Commonwealth and many other international organisations are advocating for individuals, communities, organisations, nations over the globe to understand that people are at the centre of sustainable development and, in this regard, strive for a world that is just, equitable and inclusive, and encouraging them to commit to work together to promote sustained and inclusive economic growth, social development and environmental protection and thereby to benefit all (United Nation, 2014 a; 2014b; 2014c; United Nations Secretary-General, 2015; United Nations, 2023; Commonwealth Secretariat, 2023).
- Most international organisations emphasise the need for individual, communities and nations to be advocates of tolerance, respect, understanding, moderation and religious freedom which are essential to the development of free and democratic societies, and recall that respect for the dignity of all human beings is critical to promoting peace and prosperity for all; and accept that diversity and understanding the richness of our multiple identities are fundamental to the Commonwealth's and United Nation principles and approach (United Nation, 2014a; 2014b; 2023; United Nations Secretary-General, 2015; Commonwealth Secretariat., 2023).

RESEARCH QUESTIONS OF THE STUDY

- Sustainable Leadership in the Commonwealth Context
- Sustainable leadership for peace development
- Leadership practices for achieving sustainable development goals

THEORETICAL AND CONCEPTUAL REVIEW

- **Sustainable Leadership in the Commonwealth Context**
- **Sustainable Leadership for Peacebuilding**
- **Leadership Practices for Achieving Sustainable Development Goals**

Sustainable Leadership in the Commonwealth Context

- The 52 current members of the Commonwealth of Nations cover an area of 31.51 million km² on all continents with a population of around 2.67 billion.
- Impacts life and well-being among commonwealth countries members; provided with learning materials to become effective in peace building and the achievement of sustainable development goals; Implement models that restrain peace and the achievements of sustainable development goals in the world.
- Quality Education of the middle class and academically able children, schooling is a straightforward process that leads to academic success, higher education and entry into middle class occupations.
- The 2030 Agenda for Sustainable Development encourages world leaders to resolves or say free the human race from the tyranny of poverty and to heal and secure our planet
- Unequal treatment of members of various groups based on human diversity factors such as race, gender, social class, sexual orientation, physical ability, disabilities, minority issues (inclusion and social justice), religion, socio-economic status, tribal or national origin
- The increasing frequency and severity of natural disasters makes the need for skills and strong leadership is crucial to resolve these crises.
- The poor continue to suffer disproportionately from inadequate health services, exacerbating their struggle out of poverty
- Leaders must understand how boys and girls are actively engaged in the construction of their own gender identities, and what is deemed appropriate masculine or feminine behaviour in one context may be wholly inappropriate in another

Sustainable Leadership in the Commonwealth Context Continues

- Unequal treatment of members of various groups based on human diversity factors such as race (tribe), gender, social class, sexual orientation, physical ability, disabilities, minority issues (inclusion and social justice), religion, socio-economic status, tribal or national origin
- Free of fear from all forms of violence and feel safe as they go about their lives whatever their ethnicity, faith, sexual orientation, social class, physical ability, disabilities, or socio-economic status.
- Fostering effective, accountable, and inclusive institutions - is a decisive challenge across the globe.
- Partnerships will contribute to environmental protection and sustainable development by mobilizing resources, sharing knowledge, promoting the creation of unity and prosperity

**Global Network of
Women Peace Builder
(GNWP) (2021)
recommendations**



Women, Peace
& Security



Sustainable Leadership for Peacebuilding

- Enhancing efforts to improve leadership, accountability and capacities across the UN system: for sustaining peace requires a broadened understanding of the Peacebuilding and Sustaining Peace agenda, including its universal relevance and its linkages to other agendas, such as Women, Peace and Security (WPS), the prevention agenda, Youth, Peace and Security (YPS), and the Sustainable Development Goals (SDGs) (Tazoacha, 2020; Bocken and Short, 2022; Cooper & Nirenberg, 2012).
- GNWP (2021) warned about recruiting resident coordinators with the right leadership skill set – including the acumen to manage complex political relationships, and an understanding of the interactions between peace and security, development, human rights and humanitarian programming – is a key determinant for the successful implementation of the Peacebuilding and Sustaining Peace agenda
- It is hoped that the above observations will serve as a catalyst for a deeper reflection on how best to unleash the leadership potential for sustaining peace, both at local, divisional, regional, national and globally and in the field of peace building
- Manage complex political relationships, and an understanding of the interactions between peace and security, development, human rights and humanitarian programming

Lederach (1997)

Sustainable Leadership for Peacebuilding Continues

Lederach introduces a framework with five levels of peacebuilding leadership at divisional, regional, national and globally level

Propose positive peace as a trans-scalar peace system therefore, is to build on this model in two ways.

- First, to expand the model from a purely intrastate approach to one that can also address dynamics of structural violence at the local, divisional, regional, national and global levels as stated above.
- And second, to remedy Lederach’s initial privileging of the ‘middle-out’ with a parity of esteem for actors and decisions at each scale which functions to empower those with the most pertinent knowledge, experience and capacity for action at each specific scale



Leadership Practices for Achieving Sustainable Development Goals

Table 1 below illustrates the study of SDGs cannot be separated from the implementation of relevant policies in an age of nationalism, conflict and division, inequality and development, upholding human rights, press freedom and democracy etc. (Shi et al., 2019; African Union, 2015; United Nation, 2014a; 2014b; 2023; United Nations Secretary-General, 2015).

Table 1: The Evolution stages and symbolic events of sustainable development theory from the United Millenium Summit in 2000 in the United Nations Development Summit 2015 adapted from Shi et al. (2019)

2000: United Nations millennium Development Goals (MDGs) was created to eliminate extreme poverty as the focus, including eight key areas and 21 operational targets

2001: Sustainability become a scientific project covering agriculture, ecological economics, forestry

2012: In Rio two conferences governance was considered the fourth pillar of sustainable development summit covering four pillars: economic, social, environmental, and governance

2015: The UN Development Summit-Sustainable Development Goas (SDGs) were adopted and the traditional development view of one sided-pursuit of economic growth was fundamentally changed

Leadership Practices for Achieving Sustainable Development Goals Continues

- The Commonwealth is based on the equality of all its members, despite the great inequality in wealth, in power, in experience.
- Respond to the root causes of fragility, such as to create learning materials and training programs to impact the lives of the educators and their families with soft skills, and to motivate inadequate effectiveness and inclusiveness of local institutions of these commonwealth nations facing unique challenges as they adapt to the demands of an increasingly global economy
- The 17 Sustainable Development Goals, also known as the Global Goals to transform the world, aim to end poverty, hunger, good health and well-being, quality education, gender equality, decent work and economic growth and reduced inequality, take action on climate change and the environment, improve access to health and education, build peace and justice, strong institutions and partnerships to achieve peace and prosperity for all

- Global **financial crises** have been experienced in various magnitudes in different countries, it remains a fact that the problems created by the recent **financial crises are still been faced in many countries**
- The implications of ongoing **global political, economic, environmental and social problems** cannot be over emphasised, but the imperative of providing sustainable development for future generations is a major endeavour that we all must contribute towards
 - We have learnt that leadership in most international organisations like United Nations and the Commonwealth's quest for peace and sustainable development, poignantly comes at a time in history when humanity as a whole is in search of innovative ways of managing globally shared challenges.

RESEARCH METHODOLOGY

<p>RESEARCH DESIGN</p>	<p>The study employs a qualitative case study research design, enabling the development of theoretical framework during the research process given that there is little extant literature to answer the above research questions.</p>
<p>THEORETICAL FRAMEWORK</p>	<p>The theoretical and conceptual framework are mainly based on sustainable leadership (CEC European Managers, 2020; Suriyankietkaew et al., 2022). Sustaining leadership for peacebuilding (Global Network of Women Peace Builder, 2021; Lederach, 1997) and leadership practices for achieving sustainable development goals (ISD, 2018; Shi et al. 2019; African Union, 2015; United Nations, 2023; Bahauddin & Iftakhar, 2018).</p>
<p>SAMPLING</p>	<p>The study used purposive sampling of interviewees (Lincoln and Guba, 1985), selected for this research are education leaders in senior positions and highly qualify university students in particular localities working for the specific purpose of building peace and sustainable development in divided societies via an array of non-violent activities.</p>
<p>METHODS OF DATA COLLECTION</p>	<p>To collect the required data for this study, the researcher employed in-depth interviews with references to the documentation (Bowen, 2009) of information supplied by or published about sustainable leadership for peacebuilding and achieving sustainable development goals to enhance the quality of research_ (Suriyankietkaew et al., 2022; Sifat, 2019; Srisaen et al., 2019).</p>
<p>DATA ANALYSIS</p>	<p>For data analysis, thematic analysis (Aldulaimi & Abdeldayem, 2020; Fereday & Muir-Cochrane, 2006)</p>
<p>ETHICAL CONSIDERATION</p>	<p>Importantly, the evidence-based research was conducted according to the international ethical standards and approved by the British Educational Research Association (BERA).</p>

CONTRIBUTIONS TO KNOWLEDGE AND UNDERSTANDING

- This study makes a number of contributions to knowledge through path-breaking empirical research which extends theory in this challenging topic. The paper addresses an important empirical gap about a major societal challenge –
- Sustainable Leadership Practices in the Commonwealth Context
- Leadership Practices for Archiving Peace, Justice and Strong Institutions (SDG 16)
- Leadership Practices for Advancing SDGs

Sustainable Leadership Practices

This study investigates the impact of sustainability leadership practice within the commonwealth context in Africa, Asia, the Caribbean, Canada, the Pacific and Europe. The study identifies a sustainability leadership practices for global leadership, national leadership, organizational leadership, individual or say grassroot leadership level context. The researcher's sustainability leadership practices framework below in Table 2 can be established to context-sensitive development work, where the learning and well-being of stakeholders in the reform work to achieve peace and sustainable development goals are put on centre stage to guide educational leaders' development, teachers implement in curriculum and other improvement programmes as intended.

Table 2: Sustainable Leadership Practices

No	Type of Leadership	Theme	Sustainable Leadership Practices of Educational Leaders
1	Leadership	Leadership Thoughts	Shared vision for change, coordinate their activities, and foster personal commitment to collective success
2			Influence process across sectors to make societies better for humanity and achieve prosperity
3		Leadership qualities	Ambition, accountability, consistency and intentionality, innovative
4			Work collaboratively for change and transformation

5	Sustainable leadership	Sustainable leadership thoughts	Promote the long-term well-being and sustainability of an individual, organisations, educational system and the world
6			Process of influence that delivers direction, alignment and commitment, and aims to address social, economic viability, environmental protection and social equity
9		Sustainable school leadership	Essential to the academic growth of students and professional growth of faculty and university staffs
10		Sustainable management	A management approach that provides solutions for environmental, social, and economic challenges in the world
11			Sustainable practices in the categories of education, society, environment, and personal life by managing them in a way that will benefit current generations and future generations
15		Sustainable leadership growth	Creates value with the long- term preservation and enhancement of financial, environmental and social capital

16		Sustainable leadership qualities/values and skills	Active listening, storytelling, creating a shared vision, conflict management, and the capacity to motivate and convince other people
17			Making decisions; fostering systemic innovation aimed at increasing wellbeing of the community
18			Focus on creating long-lasting, sustainable change needed for the sustainable future of all stakeholders

25	Global Leadership	Global leadership thoughts	Policy-makers, development of sustainability leadership programs globally
26			Policy-makers, development of sustainability leadership policies, practices and programs globally e.g., UN, commonwealth, Africa Union, UNICEF, UNESCO et c
30		Global Partnership	Revitalize the global partnership for sustainable development.
31		Achieve Sustainability	It is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection

32	National Leadership or say Top Leadership	National leadership thoughts	Put emphasis on the importance of systems thinking competence, so that everyone understands how their parts are related to sustainability values and behaviors
33			Foster shared social innovation in conjunction with high quality and systemic knowledge-sharing or retention to support sustainable growth
34		Education about Sustainable Development	Educating households and businesses on social, economic and environment policy, as well as driving these programs and initiatives in their local communities
35			The development that is geared towards the enhancement of individuals in the social, economy and environmental issues which would also enhance the development of <u>organisation</u> and nation sustainability

36	Organisational Leadership	Organisational leadership thoughts	Support the natural ecosystems as well as extending fellowships with organizations to implement lasting triple-bottom-line benefits to all stakeholders
37			Integrate pro-environmental behavior, social responsibility and sustainability-oriented actions
42			Able to address complex challenges through systems change
43			Ensure future generations have the same opportunities that we currently enjoy

44	Grassroot Leadership/Individual leadership	Grassroot or Individual leadership thoughts	Inspire and encourage subordinates, define the working atmosphere, and align the needs of subordinates and the organization
45			Have the knowledge, capabilities, and skills to address complex challenges through systems change
46			Ensure future generations have the same opportunities that we currently enjoy



Table 2. Sustainable Leadership Practices

Divides society into four levels, which can be approached with different leadership strategies at the macro to the grassroots leadership levels.

- Global leadership focuses on the competencies, processes, behaviors, and roles leaders must effectively engage in when simultaneously leading diverse groups of people and managing stakeholder relationships globally across multiple cultures.
- National leadership bodies are effective when it is supportive, developmental, appreciative and sustained organisations.
- Organizational leadership focused heavily on the company's vision and strategic plan to develop team members and help them grow and improve.
- The individual leadership or say grassroot leadership focus on the big picture and on how things are likely to develop far into the future, and they engage with team members on a personal rather than hierarchical level. Where managers aim to keep things stable, leaders innovate and affect change.

Sustainable Leadership practices for peacebuilding is viewed as the processes that create and nurture an empowering environment that unleashes the positive energy and potential that exist in people, enabling them to resolve conflict non-violently and to participate in co-charting a path towards positive peace attainments (Mahmoud, 2019; Tazoacha, 2020; Sifat, 2019).

Table 3: Sustainable Leadership Practices for Peacebuilding

No	Sustainable Leadership Practices of	Peace Building
1	Shared vision for change, coordinate their activities, and foster personal commitment to collective success	Commonwealth educational stakeholders shared common vision with partners for comprehensive, cooperative and sustainable security can sustained to affect change in different countries
2	Influence process across sectors to make societies better for humanity and achieve prosperity	Improve leadership qualities for educational stakeholders in providing basic services that enhance cohesion and stability; foster social cohesion; from enabling communities to influence social norms that achieve unity and prosperity
3	Ambition, accountability, consistency and intentionality, innovative	Promote leadership qualities for peace and justice together with fostering effective, accountable, and inclusive institutions to enable peace; fairness, justice, democracy and freedom are common values of humanity

4	Work collaboratively for change and transformation	Peace building require educational leader to build meaningful relationship, expand his or her network, develop professional partnership to transform the attitudes, behaviours of locals about the causes of conflict.
5	Promote the long-term well-being and sustainability of an individual, organisations, educational system and the world	Education itself can best be transformed as long-term goal that contributes to promote peaceful and inclusive societies for sustainable development at local, regional and global citizenship for the long term
6	Process of influence that delivers direction, alignment and commitment, and aims to address social, economic viability, environmental protection and social equity	Sustainable leaders to influence by been tolerance, respectful, demonstrate understating of diversity, religious freedom which are essential to the development of free and democratic societies.
7	Prioritizes creating a positive impact on the environment, society, and the economy	Anchor society on its interest rates are an important indicator of macroeconomic stability and are critical to economic successes and investment certainty. Correlation analysis illustrates that when peace deteriorates, interest rates also become more volatile and unpredictable
8	Creating current and future profits for an organisation while improving the lives	Engaged in building prosperity and peace at the same time through promoting people are gainfully employed in decent work (employed, or self-employed).

BERA/CCEAM-Sustainable Leadership for Peace and Achieving Sustainable Development Goals

9	Essential to the academic growth of students and professional growth of faculty and university staffs	Educators should develop qualities such as tolerance, respect and appreciation of others, being fair and open- minded, and being able and willing to consider other points of view looking beyond his or her own self- interest
10	A management approach that provides solutions for environmental, social, and economic challenges in the world	Peace building efforts to manage, mitigate, resolve and transform central aspects of the conflict through official diplomacy as well as through civil society peace processes and informal dialogue, negotiation, and mediation
11	Sustainable practices in the categories of education, society, environment, and personal life by managing them in a way that will benefit current generations and future generations	Including development plans into teaching and learning; for example, environmental issues, climate change, disaster management so education must change to create a peaceful and sustainable world for the survival and prosperity of current and future generations
12	It is about exerting influence across sectors to make societies better for humanity	Commonwealth and UNESCO work across multiple sectors such as human rights, social justice, gender equality, environmental issues, empower nations, communities, involving youths in peace processes engaged in all political
		processes and decision-making concerning sustainable development and individuals to make their own informed sustainable choices, towards more inclusive and resilient societies.

13	Furtherance organisation or society objectives at macro level	Peacebuilding objectives must address functional structures, emotional conditions and social psychology, social stability, rule of law and ethics, and cultural sensitivities.
14	Understanding context of operation and working to understand people and the operating context	Finding the appropriate balance between internal and external security guarantees an understanding the context of conflict, crisis and instability, and assessing the immediate and medium-term recovery and peacebuilding requirements
15	Creates value with the long-term preservation and enhancement of financial, environmental and social capital	The critical sustainable practices include enabling human capital with care for stakeholders, fostering ethical values and norms via altruism
16	Active listening, storytelling, creating a shared vision, conflict management, and the capacity to motivate and convince other people	Helps ensure mutual understanding during conflict resolution. Be mentally present, listen attentively and clarify what you've heard, focus on both facts and feelings, reduces tension and defensiveness, and allows conflicts to be resolved more effectively
17	Making decisions; fostering systemic innovation aimed at increasing well-being of the community	Training on peacebuilding competencies, and to create learning space that was inclusive. Transformative pedagogy, transformative pedagogy are innovative pedagogical approach that empowers

18	Balance both the pressure of short-term goals and priorities and focus on creating long-lasting, sustainable change needed for the sustainable future of all stakeholders	People often describe sustainable development as requiring a joint and long-term outlook by society that integrates social, economic and environmental
19	Leaders work collaboratively for change and transformation	Peace leaders seldom work alone as change agents in transforming people with the power to influence can ensure groups terminate the conflict or may prevent people from taking actions that may lead to conflict.
20	Delivers direction, alignment and commitment to address social, environmental and economic issues to create a better world for all	The mission of the Commonwealth and United Nations Office for Project Services is to help people build better lives and help countries achieve peace and sustainable development.

21	Using management styles that provides solutions for environmental, social, and economic challenges in the world	An autocratic leader centralizes power and decision-making in himself. Participative or democratic leaders decentralize authority and a laissez-faire leader can help in promoting peace, reduces poverty and prevents conflict, in turn translating to a healthier business environment
22	Diverse stakeholders to take corrective and transformative actions for sustainable growth	Typical successful multi-stakeholder partnership is made up of investors, employees, customers, suppliers, communities, governments, or trade union association promote peaceful and inclusive societies
23	Be the change agents and become the key players in bringing about change to the business and society as a whole	Educational leaders and teachers as key agents to bring about transformative change through their role as agents of peace. Young people and women equally have serves as positive agents of change in addressing peacebuilding challenges and growing societal gaps.
24	Foresight Thinking, Strategic Management Competencies	Good leaders appreciate the opportunity to practice the skills of negotiation, collaboration, and strategy development in a complex environment

	Global Leadership	
25	Policy-makers, development of sustainability leadership programs globally	Humankind learns to live in harmony with life on earth by respecting the land, the oceans, and the respect of human rights and the sustainable development goals on eradicating poverty, promoting gender equality, ensuring healthy lives and quality education
26	Policy-makers, development of sustainability leadership policies, practices and programs globally e.g., UN, commonwealth, Africa Union, UNICEF, UNESCO etc.	Scholars, practitioners, and policy-makers will speak about implementation challenges to designing resilient sustainable peace learning programs. Leaders from diverse sectors, such as the Young Global Leaders, can play a vital role in promoting participation, diversity and inclusion in the development of different learning programs
27	Policy efforts to involve communities, develop organizational capacity, and encourage widespread adoption	UN civil society working group developed the UN system-wide Community Engagement Guidelines to further encourage the UN field presences to build partnerships with civil society. The global-based approach seeks to empower local community groups and institutions with policies expanding their direct controls over investment decisions, project planning, monitoring, and evaluation.
28	Tackling the global problem like access to quality education and peace development	The new Agenda 2030 recognizes the need for promoting quality education especially for girls and other disadvantaged children, education for peace, inclusive societies that provide equal access to justice and that are based on respect for human rights and democracy

29	Contribute accordingly to create corporate success and sustainability in the long run	Ethical business <u>behavior</u> remains good practice regardless of context and can contribute to providing jobs and economic opportunity; respecting rule of law as well as international labor and environmental standards; espousing principles of corporate citizenship; conducting risk assessments unique to the political environment in conflict-affected regions for broader peacebuilding
30	Revitalize the global partnership for sustainable development.	Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships.
31	It is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection	They inter-linkages and integrated nature of the SDGs are of crucial importance in ensuring that the purpose of the new Agenda 2030 is realized.

	National Leadership or say Top Leadership	
32	Put emphasis on the importance of systems thinking competence, so that everyone understands how their parts are related to sustainability values and behaviors	Over the decades, the UN has helped to end numerous conflicts, often through actions of the Security Council — the organ with primary responsibility, under the United Nations Charter, for the maintenance of international peace and security
33	Foster shared social innovation in conjunction with high quality and systemic knowledge-sharing or retention to support sustainable growth	School leaders have four basic needs in order to feel secure and engaged at work—trust, stability, compassion for improving access to technology and knowledge is an important way to share ideas and foster innovation
34	Educating households and businesses on social, economic and environment policy, as well as driving these programs and initiatives in their local communities	School leaders integrate corporate social responsibility (CSR) and sustainability practices into their strategies to enable peace and sustainable development to flourish
35	The development that is geared towards the enhancement of individuals in the social, economy and environmental issues which would also enhance the development of the nation and	Professional principles for ethical leaders in education include selflessness, integrity, objectivity, accountability, openness, honesty and leadership. Personal values of ethical leaders in education include trust, wisdom, kindness, justice, service, courage and optimism

such development should be sustainable over time

	<u>Organisational Leadership</u>	
36	Support the natural ecosystems as well as extending fellowships with organizations to implement lasting triple-bottom-line benefits to all stakeholders	Sustainable HRM contributes to developing an influential organizational culture, job security, health promotion, flexibility, participative leadership, sustainable competitive advantage, a value-added economy, self-responsibility, and work-life balance
37	Integrate pro-environmental behavior, social responsibility and sustainability-oriented actions	The origin of this inequality comes from various factors, such as gender, social status, economy, race, and cultural identity
38	Require ethical principles, moral behaviors and altruism in identifying the need to conduct all decision-making and management activities	The importance of intangible cultural heritage is not the cultural manifestation itself but rather the wealth of knowledge and skills that is transmitted through it from one generation to the next
39	Sustainable human resources management is required for educational leaders focus on the satisfaction of all stakeholders	Human resources management can contribute to organizational sustainability in the following aspects: organizational change (value and behavior); workplace systems and institutions (recruitment and awards); professional development and organizational training (education and raising capabilities)

40	Pay more attention to the needs of employees and society related with economic, environmental and societal factors	Promotes the development of the knowledge, skills, understanding, values and actions required to create a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability
41	Cultivate a sustaining organizational culture that benefits of strong values and a shared vision to support the ecological conservation and cultural heritage preservation that can be transferred from this generation to the next	Educational leader peacebuilders practicing affiliative leadership can effectively build trust and create a safe, positive work environment that encourages teams to share ideas more freely
42	Able to address complex challenges through systems change	System leadership in peace building involves building and mobilizing alliances of diverse stakeholders around a shared vision for systemic change
43	Ensure future generations have the same opportunities	Educational leaders believe in active tolerance and that embracing a fair and equitable distribution of opportunities
	that we currently enjoy	and resources today means better and more equal opportunities and outcomes for future generations

	Individual Leadership/Grassroot Leadership	
44	Inspire and encourage subordinates, define the working atmosphere, and align the needs of subordinates and the organization	Peace Education as Transformative education promotes a culture of peace, is essentially transformative and cultivates the knowledge behaviors that, in the first place, have either created or exacerbated violent conflicts
45	Have the knowledge, capabilities, and skills to address complex challenges through systems change	Peace education offers an analysis of conflict, examines the role of ethics, support the learners to respect and appreciate others and themselves as human beings.
46	Ensure future generations have the same opportunities that we currently enjoy	Globally competent people are engaged to improve living conditions in their own communities and also to build a more just, peaceful, inclusive society at national and international level

47	Sustain themselves and others as they pursue deep learning as the central moral purpose in their schools	Educational leaders reveal that social entrepreneurship is a practical way to build peace in local communities and in the world.
48	Create and maintain conditions under which humans and nature can exist in productive harmony to support present and future generations	Being a good leader means open to new ideas, possibilities, and perspectives, and understanding that there's no "right" way to do things
49	Educational school leaders and team members should co-design or co-create social innovation for long-term sustainable benefits for the community	Educational leaders contribute to environmental protection and sustainable development by mobilizing resources, sharing knowledge and improving lives, fighting inequality, and promoting environmental sustainability
50	Have a set of personal characters and managerial traits that enable him/her to lead with empathy	For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection

Table 3. Sustainable Leadership Practices for Peace Building

Table 3 above again divides society into four levels, which can be approached with different leadership practices for peacebuilding at the macro to the grassroots leadership levels.

- Global leadership for peace building constructs play within peace-making and peacekeeping with international and local partners.
- National leadership focuses on high level negotiations; emphasizes cease fire led by highly visible single mediators.
- Organisational leadership team can be reached through more resolution-oriented approaches, such as problem-solving workshops or peace-commissions with the help of partial insiders (i.e., prominent individuals in society).
- The individual or grassroots leadership level, however, represents the majority of the population and can be reached by a wide range of peacebuilding approaches, such as local peace commissions, community dialogue projects or trauma healing and leadership training.
- These four levels of leadership practices for peace building advocacy have been stretch at grassroot to international leadership level and thereby conceptually links to the debate on global civil society.

Leadership Practices for Achieving Sustainable Development Goals

The leadership practices for achieving sustainable development goals at global leadership level, national leadership level, organisation leadership level, and individual leadership or say grassroot leadership level seeking to end poverty, hunger and inequality, provide quality education, peace and justice, take action on climate change and the environment, improve access to health, build strong institutions and partnerships, and more to a large extent depends on sustainable leadership

Table 4: Sustainable Leadership Practices for Achieving Sustainable Development Goals

No	Sustainable Leadership Practices	Achieving Sustainable Development Goals
1	Shared vision for change, coordinate their activities, and foster personal commitment to collective success	Every international organisations in the world has a strong leadership role, globally and nationally, in implementing the agenda 2030 for the 17 SDGs which address economic, environmental and social impacts, and are designed to form a blueprint for good growth for individuals, organisations.
2	Influence process across sectors to make societies better for humanity and achieve prosperity	Developed local SDG strategy will help us consolidate a sustainable administration model where social justice, economic growth and strengthening of institutions can be achieve
3	Ambition, accountability, consistency and intentionality, innovative	Good leadership qualities can be applied to an organisation or business to achieve SDGS are a global call of action to end poverty, protect the planet and ensure that all people enjoy peace and sustainable development.
4	Work collaboratively for change and transformation	The United Nations Sustainable Development Goals (SDGs) provide an unprecedented and invaluable opportunity in the direction of global transformative change
5	Promote the long-term well-being and sustainability of an individual, organisations, educational system and the world	In transforming our world, the 2030 Agenda for sustainable development is a plan of action for people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom.

6	Process of influence that delivers direction, alignment and commitment, and aims to address social, economic viability, environmental protection and social equity	For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection
7	Prioritizes creating a positive impact on the environment, society, and the economy	Socioeconomic development and increasing income are important aspects of the SDGs in several countries, regions, and social groups. Educators highlighted that eradicating poverty and reinforcing equity are on the top priorities for achieving SDGs
8	Creating current and future profits for an organisation while improving the lives	Buy from sustainable brands; Support local sustainability charities and initiatives; Use less energy in the home; Recycle more; Part ways with single-use plastic.

9	Essential to the academic growth of students and professional growth of faculty and university staffs	Quality education (Goal 4) is key to achieve all the SDGs. UNESCO highlights it as the most effective way to meet all SDGs to act toward increasing numbers of students, academic staff and stakeholders believe that universities should address issues of sustainability
10	A management approach that provides solutions for environmental, social, and economic challenges in the world	Business decency, human rights, mutual benefits, and protect the future. Create an action plan for your sustainability strategy, develop the skills to lead change. Our unique programme for arching sustainability can help you set measurable goals and navigate policy complexity
11	Sustainable practices in the categories of education, society, environment, and personal life by managing them in a way that will benefit current generations and future generations	Goal 16 is about promoting peaceful and inclusive societies, providing access to justice for all and building effective, accountable and inclusive institutions at all levels
12	It is about exerting influence across sectors to make societies better for humanity	The SDGs, formulated as global goals, ask for actions on the micro level (organizations) and the macro level (networks, industries) to achieve global vision for a better world. They set out ambitious goals and targets for every aspect on planet earth
13	Furtherance organisation or society objectives at macro level	This involves targeting the most vulnerable, increasing basic resources and services, and supporting communities affected by conflict and climate-related disasters.

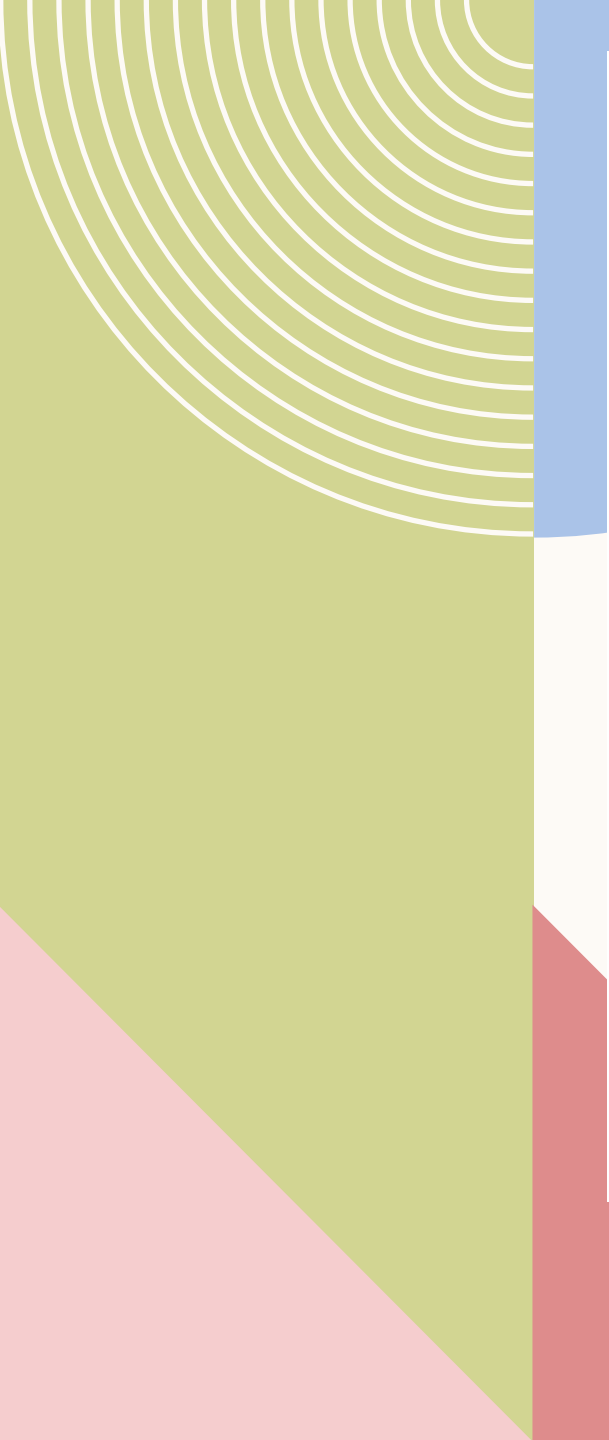
14	Understanding context of operation and working to understand people and the operating context	Achieving the SDGs requires a shared understanding of the goals to be achieve, including the complex interactions between systems, as well as require leaders who can transcend physical boundaries, and social, cultural, and political barriers
15	Creates value with the long-term preservation and enhancement of financial, environmental and social capital	Consistently utilized metaphors and storytelling in their efforts to be more convincing and empowering continues to drive and codify the state-of-the-art of effective partnership practice while building up the partnership-enabling ecosystem through training
16	Active listening, storytelling, creating a shared vision, conflict management, and the capacity to motivate and convince other people	Cross-cutting key competencies for achieving SDGs and promote inclusive and sustainable industrialization and foster innovation

17	Making decisions; fostering systemic innovation aimed at increasing well-being of the community	Educational stakeholders should focus on ethics, human rights, society, economy, environment, and corporations on delivering goods and services in a sustainable manner
18	Balance both the pressure of short-term goals and priorities and focus on creating long-lasting, sustainable change needed for the sustainable future of all stakeholders	Delivering on the SDGs requires leadership — transformational and inclusive leadership. Collaboration plays an important role in achieving sustainable development goals.
19	Leaders work collaboratively for change and transformation	An individual can contribute to Sustainable Development Goals in so various ways such as by wasting less food, helping people around you, not wasting water, creating new job opportunities for the people, avoiding products that are harmful to the environment, recycling, and buying energy-efficient appliances
20	Delivers direction, alignment and commitment to address social, environmental and economic issues to create a better world for all	Use of environment friendly fuel; use of renewable resources; recycling; use of the input efficient technology.

21	Using management styles that provides solutions for environmental, social, and economic challenges in the world	The transactional and transformational leadership approach are especially relevant to the complex global challenges facing us today – such as poverty, hunger, human health, peace and justice
22	Diverse stakeholders to take corrective and transformative actions for sustainable growth	Save electricity by using energy-efficient products; recycling of plastic, glass, paper, etc; Do not waste paper when it is not needed i.e. while printing bills online; Donate things you don't use to people who need them; Support local farmers and don't waste food.
23	Be the change agents and become the key players in bringing about change to the business and society as a whole	All stakeholders: governments, civil society, the private sector, and others like students, teachers, school leaders, local communities; trade associations; board of directors; public agencies; non-profits / NGOs, are expected to contribute to the realisation of the peace agenda.
24	Foresight Thinking, Strategic Management Competencies	Stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature

	Global Leadership	
25	Policy-makers, development of sustainability leadership programs globally	Policies for sustainable development: The foremost policy is to reduce poverty; Removal of subsidies; Market based approaches; Economic incentives; Public awareness; Participation of Global environmental efforts; Trade Policy.
26	Policy-makers, development of sustainability leadership policies, practices and programs globally e.g., UN, commonwealth, Africa Union, UNICEF, UNESCO etc.	Adopt policies which increase productive capacities, productivity and productive employment; financial inclusion; sustainable agriculture; reiterate the importance of human resource development, including training, the exchange of experiences and expertise, knowledge transfer and technical; provide a platform for research and development relating to the SDGs adopted by all United Nations member.
27	Policy efforts to involve communities, develop organizational capacity, and encourage widespread adoption	Education is the key that will allow many other achieve SDGs. When people are able to get quality education, they can End poverty in all its forms everywhere · End hunger, achieve food security and improved nutrition and promote sustainable agriculture · Ensure healthy lives and well being
28	Contribute accordingly to create corporate success and sustainability in the long run	Agenda 2030 aims to promote co-learning across scientific disciplines to better incorporate (potentially divergent) stakeholder views and values. Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development
29	Contribute accordingly to create corporate success and sustainability in the long run	Revitalize the Global Partnership for Sustainable Development. In order to reach these goals, governments, the private sector, academics, and citizens must work together.

30	Revitalize the global partnership for sustainable development.	Promote inclusive and sustainable economic growth, employment and decent work for all. Goal 8 is about promoting inclusive and sustainable economic growth
31	It is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection	Systems thinking competency: the ability to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and scales; and to deal with uncertainty.
32	Put emphasis on the importance of systems thinking competence, so that everyone understands how their parts are related to sustainability values and behaviors	Understanding the nature of why situations are the way they are, and how to go about improving results. Historical perspective is important in understanding the evolution of a situation and in identifying patterns of behaviors over time



33	Foster shared social innovation in conjunction with high quality and systemic knowledge-sharing or retention to support sustainable growth	Social innovation refers to the design and implementation of new solutions that imply conceptual, process, product, or <u>organisational</u> change, which ultimately aim to improve the welfare and wellbeing of individuals and communities
34	Educating households and businesses on social, economic and environment policy, as well as driving these programs and initiatives in their local communities	Progress had been made in poverty reduction, maternal and child health, access to electricity, and gender equality, but not enough to achieve. In other vital areas, including reducing inequality, lowering carbon emissions and tackling hunger, progress had either stalled or reversed.
35	The development that is geared towards the enhancement of individuals in the social, economy and environmental issues which would also enhance the development of the nation and such development should be sustainable over time	It also seeks to strengthen universal peace in larger freedom. End poverty in all its forms everywhere. Its aim to end hunger, achieve food security and improved nutrition and promote sustainable agriculture. Ensure healthy lives and the importance of supporting developing countries in their practices and the sustainable <i>use</i> of natural resources and ecosystem

Organisational Leadership

- | | | |
|-----------|---|--|
| 36 | Support the natural ecosystems as well as extending fellowships with organizations to implement lasting triple-bottom-line benefits to all stakeholders | Create an action plan for your sustainability strategy. Develop the skills to lead change in ways that enhance rather than degrade society and the environment. Encourage corporate social responsibility can help improve various aspects of society as well as promote a positive brand image for the organization or companies. |
| 37 | Integrate pro-environmental behavior, social responsibility and sustainability-oriented actions | Apply the fundamental principles of ethical leadership such as character/integrity, altruism, collective motivation, and encouragement, selflessness, integrity, objectivity, accountability, openness, honesty and leadership. Personal values of ethical leaders in education include trust, wisdom, kindness, justice, service, courage and optimism. |
| 38 | Require ethical principles, moral behaviors and altruism in identifying the need to conduct all decision-making and management activities | Sustainable HRM contributes to developing an influential organizational culture, job security, health promotion, flexibility, participative leadership, sustainable competitive advantage, a value-added economy, self-responsibility, and work-life balance |

39	Sustainable human resources management is required for educational leaders focus on the satisfaction of all stakeholders	The acknowledgment and conservation of the diversity of the cultural and natural heritage, fair access to it and the equitable sharing of the benefits
40	Pay more attention to the needs of employees and society related with economic, environmental and societal factors	Tackle problems related: unemployment, building institutions that follow strong governance, climate change, soaring debt, energy consumption, waste production, threats to public health, poverty, social exclusion, management of natural resources, loss of biodiversity, and land use. Including such issues as food security, water scarcity, population growth and its concentration in cities, cultural loss, poverty alleviation, the debt burden and environmental degradation
41	Cultivate a sustaining organizational culture that benefits of strong values and a shared vision to support the ecological conservation and cultural heritage preservation that can be transferred from this generation to the next	Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.
42	Able to address complex challenges through systems change	Capacity building activities can include leadership development and planning for future collaboration. At an individual level can consist of training and mentorships. Organizational capacity building activities tend to focus on a broader scale Capacity- building is considered as a key issue for a wide range of areas, such as Quality Management System, Environmental Management System, Automotive Quality Management System, Occupational Health & Safety Management System, Information Security Management System, Food Safety Management System
43	Ensure future generations have the same opportunities that we currently enjoy	Transformational leadership also always improves upon the company's conventions and motivates employees to grow and further develop their skills

	Individual Leadership\Grassroot Leadership	
44	Inspire and encourage subordinates, define the working atmosphere, and align the needs of subordinates and the organization	Sustainable Leaders combines these skills in a new way with the explicit goal of creating change on complex, systemic issues like: poverty, inequality, peace and injustice, unemployment, gender inequality, climate change, war and instability population Growth
45	Have the knowledge, capabilities, and skills to address complex challenges through systems change	Protecting the planet, halting climate change and promoting social development, without endangering life on Earth or leaving anyone behind. This concept seeks to cover our present needs without compromising resources for future generations
46	Ensure future generations have the same opportunities that we currently enjoy	This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, and to eliminate gender and wealth disparities with the aim of achieving universal access to a quality higher education
47	Sustain themselves and others as they pursue deep learning as the central moral purpose in their schools	Strive to understand, appreciate and sustain the natural environment gives us a wealth of services that are difficult to measure in dollars. Natural areas help clean our air, purify our water, produce food and medicines, reduce chemical and noise pollution, slow floodwaters, and cool our streets. We call this work 'ecosystem services'.

48	Create and maintain conditions under which humans and nature can exist in productive harmony to support present and future generations	The Sustainable Development Goals (SDGs) aim to transform our world “Reinforcing global competence is vital for individuals to thrive in a rapidly changing world and for societies to progress without leaving anyone behind.
49	Educational school leaders and team members should co-design or co-create social innovation for long-term sustainable benefits for the community	Stronger partnership is SDG 17 will contribute to environmental protection and sustainable development by mobilizing resources, sharing knowledge and improving lives, fighting inequality, and promoting environmental sustainability
50	Have a set of personal characters and managerial traits that enable him/her to lead with empathy	Leadership traits are the people management skills, personal qualities and technical expertise a person requires to lead effectively in the workplace. Effective leaders have leadership traits such as accountability, adaptability, confidence, creativity and empathy, along with positivity and team-building skills

Summary

Table 4 introduces a Sustainable Leadership Practices for Achieving Sustainable Development Goals (SLPASDGs) framework with four levels.

- Global leadership comes from supernational institutions like UN, Commonwealth, NATO, Global funders like the World Bank and IMF supports peace and sustainable development goals organisations, global state powers (USA, China, Russia) and bilateral agencies supporting peace and sustainable development campaigns in the world.
- National or say top-level leadership are the political, military and religious leaders from both government and opposition(s), or who represent themselves as such with high visibility.
- Regional leadership are government officials, formal leaders in regional organisations in education, health or business, leaders, and prominent people in networks, groups and organizations e.g. (AU, EU, ECOWAS, regional level foundations like, African Development Bank and Asian DB).
- Organisational leadership is exercised by leaders respected in different sectors, e.g., government officials. company, ethnic and religious leaders, academic and intellectuals, humanitarian leaders (NGOs).
- Individual leadership or Grassroots leadership represents local community leaders, leaders of indigenous NGOs, local health and education leaders and refugee camp leaders

Limitation and Suggested Future Research

This case study may be the first that examine the relevance literature on sustainable leadership practices for peace building as presently conceptualized; explore how leadership practices could be implemented for achieving sustainable development goals in the Commonwealth context.

- More future research is needed, since the qualitative analysis is based on a case study within the Commonwealth in Africa, Asia, the Caribbean, Canada, the Pacific and Europe context only.
- Thus, the results may not be generalized to other areas in the globe.
- Future studies may include additional case studies for comparison.
- In particular, we hope further research may explore sustainability leadership practices for achieving peace and sustainable development goals in different developing countries and settings for further theoretical advancement.
- Additionally, upcoming studies can look at sustainable leadership practices in achieving peace and sustainable development in both developed nations within the Commonwealth.
- Lastly, prospective studies may advance the theoretical development in the multidisciplinary fields of sustainability leadership practices for peace and achieving sustainable development goals globally to broaden our limited knowledge in this realm.

References

African Union. (2015). *Agender 2063 the Africa we want*. African Union Commission

CEC European Managers (2020). *Project: Sustainable Leadership for a Fair and Green Transition*. CEC European Managers online publication.

Commonwealth Secretariat. (2015). COMMONWEALTH ANALYSIS. Sport for Development and Peace and the 2030 Agenda for Sustainable Development. The Commonwealth.

Commonwealth Secretariat. (2023). The Commonwealth Charter Document. London, The Commonwealth. Access from: The Commonwealth. Access:

<https://thecommonwealth.org/charter>

Commonwealth Secretariat. (2015). COMMONWEALTH ANALYSIS. Sport for Development and Peace and the 2030 Agenda for Sustainable Development. The Commonwealth.

Commonwealth Secretariat. (2023). The Commonwealth Charter Document. London, The Commonwealth. Access from: The Commonwealth. Access:

<https://thecommonwealth.org/charter>

Commonwealth Youth Sport for Development Working Group. (2015), Sport for Development and Peace Youth Advocacy Toolkit, Commonwealth Secretariat, London.

Cooper, J.F. and Nirenberg, J. (2012). *Leadership Effectiveness, Encyclopaedia of Leadership Edition*, Sage, Thousand Oaks, CA.

Dze-Ngwa, W. (2014). Introducing Peace Education in Cameroon Schools: A Blueprint for Sustainable Development. *International Journal of Liberal Arts and Social Science* (2), 3, 27-40.

Ebot Ashu, F. (2014). *Effectiveness of School Leadership and Management Development in Cameroon: A Guide for Educational Systems, Schools and School Leaders*. Newcastle Upon Tyne, United Kingdom: Cambridge Scholars Publishing. <http://www.amazon.co.uk/Effectiveness-Leadership-Management-Development-Cameroon/dp/1443855820>

Ebot Ashu, F., Ngantchop, T. M. A., Lavngwa, M. S. (2022). Professionalization of Educational Leadership for the Members of the Association of African Universities. *World Journal of Education and Humanities*. 4 (3), 69-87. doi:10.22158/wjeh.v4n3p60

Ebot Ashu, F., Etongwe, R. & Fuaty, C. (2021). Cameroon Professional Standards for Educational Leaders Supporting leadership, management and administration development. *International Journal of Leadership and Governance*, 6(2), 32-75. <https://doi.org/10.47604/ijlg.1428>.

Ebot Ashu, F. & Lavngwa, M. S. (2022). An Evaluation of Leadership Effectiveness in the implementation of Higher Education Reforms: The Case of the Faculty of Education, University of Buea, Cameroon. *International Journal of Education and Social Science*. 9(1), 9-27.

Global Network of Women Peace Builder (GNWP). (2021). UN Leadership for Sustaining Peace at the country level: Expectations and realities. The Dag Hammarskjöld Foundation (DHF), the Global Network of Women Peacebuilders (GNWP) and the Global Partnership for the Prevention of Armed Conflict (GPPAC).

Kouzes, J.M. & Posner, B.Z. (1995). *The Leadership Challenge*. San Francisco: Jossey-Bass.

Lederach, John Paul. (1997). *Building Peace: Sustainable Recon-ciliation in Divided Societies*. Washington, DC: United States Institute of Peace.

Lederach, John Paul (2005). *The Moral Imagination: The Art and Soul of Building Peace*. Oxford: Oxford University Press.

Mahmoud, Y. (2019). What Kind of Leadership Does Sustaining Peace Require? Global Observatory, International Peace Institute.

Millar, G. (2021). Ambition and ambivalence: Reconsidering positive peace as a trans-scalar peace system. *Journal of Peace Research*, 58(4), 640–654.
<https://doi.org/10.1177/0022343320941909>

Robiolle, T. (2013). *Promoting a culture of peace and non-violence in Africa through education for peace and conflict prevention, phase 1: mapping, final report.* UNESCO International Bureau of Education [12298], UNESCO IIEP [3673]

Shi, L. Han, L., Yang, F. and Gao, L. (2019). The Evolution of Sustainable Development Theory: Types, Goals, and Research Prospects, *Sustainability, MDPI*. 11 (7158), 1-16.
 doi:10.3390/su11247158

Tazoacha, F. (2020). *Cultivating Responsive Leadership for Sustainable Peace in Cameroon*. On Policy Magazine.

Tchoumbou, M. A, N., Ebot-Ashu, F., Makole, H. K., Nkum, K. J., Tah, P. B. (2023). Exploring Complexities and Paradoxes in Effective School and System Leadership in Cameroon. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 7 (1), 1283-1301.

The Commonwealth Secretary-General. (2002). *World Summit on Sustainable Development*. Johannesburg, Commonwealth

The World Bank. (2016). *2016 Global Leadership Forum*. Washington, D.C. World Bank Group.

United Nations. (2022). *Climate Change the Greatest Threat the World Has Ever Faced, UN Expert Warns*, New York: United Nations Human Rights Office of the High Commissioner.

United Nation, (2019). Gender Equality and Women’s Leadership for a Sustainable World. General Assembly of the United Nations, New York, President of the 73rd Session.

United Nations. (2012). *The Future we Want*; New York, NY, USA, United Nations.

United Nations (UN). (2023). *Sustainable Development Goals (SDGs): The 17 sustainable development goals to transform our world*. New York, Department of Economic and Social Affairs.

United Nation (2014a). *The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet*. Synthesis Report of the Secretary-General On the Post-2015 Agenda. New York, United Nation.

United Nations Secretary-General (2015), *A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond*, New York, United Nation (A/68/202).

United Nation. (2014b). *Report of the General Assembly Structured Dialogues on Possible arrangements for a facilitation mechanism to promote the development, transfer, and dissemination of clean and environmentally sound technologies*, New York, United Nations.

United Nations (2014c). *Report of the Intergovernmental Committee of Experts on Sustainable Development Financing*, New York, 8 August 2014.

United Nations. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development*; New York, NY, USA, United Nations.

THANK YOU

Dr Frederick Ebot Ashu

Mobile: 00237681246574

Email: ebotashu87@gmail.com

Work: frederick.ebot@ubuea.cm

Twitter: Ebotashu1