

**Core Value**  
**PEACE AND NON-VIOLENCE**

**Related Value**  
**GOOD GOVERNANCE**

**Module on**  
**What Does It Take To Be A Committed Leader?**

**Objectives**

- To explore one's vision of a preferred and sustainable future
- To be acquainted with existing research on preferred global futures
- To identify and describe desirable characteristics of committed leaders
- To understand and appreciate the role of good governance needed for sustainable societies
- To reflect and evaluate one's own characteristics as committed leader

**Content**

- Education for Sustainable Development
- A Holistic Concept of Sustainable Development
- "Transnational Visions of Desirable Futures" in Campbell, Jack, Baikaloff, Nick, and Power, Colin, 2006. *Towards a Global Community: Educating for Tomorrow's World*
- I Dream of A World, lyrics and melody
- Principles of Good Governance

**Procedure/Learning Activities**

A. Sustainable Futures

*Conceptual Level: Knowing and Understanding*

1. The facilitator (F) refers to the serious threats and challenges to the survival of the planet Earth explained during the morning talk.
2. F invites the participants (Ps) to seriously address these challenges and threats to the survival of the planet Earth and all life species by posing a set of questions:
  - a. What are the gravest dangers and threats to the Planet today?
  - b. What have brought them about?
  - c. What is your vision of a sustainable future?
  - d. What can you do to make it happen?

3. F elicits some answers from the Ps, writes them on the board and notes similarities and differences, and arranges them into two columns: 1) dangers or threats and 2) attributes of a preferred future.
4. F presents the Campbell and associates' study of highly desirable characteristics of a preferred future for comparison.

### **Better World Societies**

Essential or highly desirable characteristics of such preferred global futures were gathered by the Campbell and associates' study under the eight main categories extracted from vision statements of the respondents (Campbell. J., Baikaloff. N., & Power, C., 2006).

- 1) Sustainability of Planet Earth,
- 2) Provision of Basic Food, Shelter and Health Care,
- 3) Removal of threats to security: collaborative peace,
- 4) Supra-national entities,
- 5) Social justice,
- 6) Retention and development of diversity,
- 7) Caring and human connections at all levels (for Latin America, South Asia and Southeast Asia, Saharan Africa)
- 8) Participatory democracy (Australiasia, Eastern Europe, and North America).

These eight main categories of preferred futures point to the importance and the need to integrate environment education, education for peace, social justice and equity, participatory democracy, respect for diversity for human rights and fundamental freedoms, global education into citizenship education curricula.

#### *Affective Level: Valuing*

5. F presents a song, "I Dream of a World" and invites the Ps to reflect on the lyrics, to evoke images of and care for a better world, a peaceful and sustainable future.

#### I Dream of a World

I dream of a world  
Where skies are blue  
And meadows are green  
Where rivers run through.

I dream of the earth  
Golden with grain  
Where fields are kissed  
By sunshine and rain

I can hear [the] children play  
With songs and laughter  
I can see people pray  
In peace and freedom.

A world that is free  
From hunger and want  
From hatred and greed  
From terror and war.

I believe people can live  
And work together  
AS members of a family  
Loving each other.

We have but one home  
One source of life  
One planet Earth  
One sky above.

We are guardians of the future  
WE are citizens of the world  
People of God!

6. F elicits reactions from the Ps on the following questions:
- How did you like the song?
  - What lines or words appealed to you most? Why?
  - What images and feelings did the song evoke?
  - What characteristics of a preferred future did you find similar to your own?

B. Committed Leadership

*Conceptual Level: Knowing and Understanding*

7. F proceeds to ask the following questions:
- What kinds of leaders are needed to bring about these desired futures?
  - What characteristics of good governance must they possess to bring about sustainable societies? OR What characteristics of good governance must they possess to contribute to sustainable development?

8. F elicits the answers and writes them on the board.
9. F invites Ps to consider the characteristics of Good Governance (UNESCO-APNIEVE, 2005) and compare their answers.

### **Good Governance**

Governance can be seen as the exercise of economic, political and administrative authority to manage a country's affairs at all levels. It comprises the mechanisms, processes, and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.

Good governance is, among other things, participatory, transparent and accountable. It is also effective and equitable and it promotes the rule of law. Good governance ensures that political, social and economic priorities are based on broad consensus in society and that the voices of the poorest and the most vulnerable are heard in decision-making over the allocation of development resources.

#### **Characteristics of Good Governance**

***Participation.*** All men and women should have a voice in decision-making either directly or through legitimate intermediate institutions that represent their interests. Such broad participation is built on freedom of association and speech, as well as capacities to participate constructively.

Effective participation occurs when group members have an adequate and equal opportunity to place questions on the agenda and to express their preferences about the final outcome during decision-making.

***Rule of Law.*** It ensures equal protection (of human as well as property and other economic rights) and punishment under the law. The rule of law reigns over government, protecting citizens against arbitrary state action, and over society generally governing relations among private interests. It ensures that all citizens are treated equally and are subject to the law rather than to the whims of the powerful. The rule of law is an essential precondition for accountability and predictability in both the public and private sectors.

***Transparency.*** It is sharing information and acting in an open manner. Transparency allows stakeholders to gather information that may be critical to uncovering abuses and defending their interests. Transparent systems have clear procedures for public decision-making and open channels of communication between stakeholders and officials, making a wide range of information accessible.

**Responsiveness.** Institutions and processes endeavor to serve all stakeholders. Indicators of efficient and effective service delivery focus not only on the amount and scope of services provided but also on the adequacy and quality of services delivered (i.e. inputs in health, education, agriculture, electricity, local bus transport, water and sanitation, disaster management, day care, among others). The amount or level of services delivered may be calculated based on the ratio of social service inputs to population, which may then be compared to national or international standards.

**Consensus orientation.** Good governance mediates differing interests to reach a broad consensus on what is in the best interests of the group, as well as on policies and procedures.

**Equity.** All men and women have opportunities to improve or maintain their well-being.

**Efficiency and Effectiveness.** These refer to the capacity to realize organizational or individual objectives. They require competence, sensitivity and responsiveness to specific, concrete, human concerns; and the ability to articulate these concerns, formulate goals to address them and develop and implement strategies to realize these goals while making the best use of resources.

**Accountability.** It is the duty of officials to answer to stakeholders on the disposal of their powers and duties, act on criticisms or requirements made of them and accept their responsibility for failure, incompetence or deceit. It requires freedom of information to stakeholders and the rule of law.

12. F gives a synthesis on the characteristics of committed leadership:

A committed leader must:

- possess the knowledge, values and competence to lead
- be aware and sensitive to the problems and challenges of the present and the future
- have a vision of the future
- be dedicated to a mission
- be able to inspire members to work together towards common goals
- develop the potentials of members and empowers them
- possess COMPETENCE, CONSCIENCE, COMPASSION and COMMITMENT and
- lead by example.

*Affective Level: Valuing*

13. F asks Ps to assess themselves on each of these qualities using the following scale:

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Totally 1 2 3 4 5 6 7 8 9 10 Totally  
Absent Present

14. F gives Ps time to share their rating in dyads or to the big group.
15. F asks Ps, “Are you satisfied with your ratings? Why or why not?”

*Active Level: Acting*

16. F challenges Ps to identify their strengths and weaknesses and to plan concrete ways to improve themselves:
- a. In the light of what I now know about good governance needed for sustainable development, I will . . .
  - b. From now on, as a committed leader for sustainable development, I must make an effort to . . . .

**References**

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