

Sustainable Leadership for Peace Building and Achieving Sustainable Development: Commonwealth Perspective

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Abstract

The study discusses the concept of sustainable leadership for peace building and achieving sustainable development within educational establishments across the Commonwealth. It emphasizes the importance of ethical standards in conducting research on sustainable leadership and explores how leadership practices can be implemented to promote peace and sustainable development. The study uses case study method to analyze the relevance of literature on sustainable leadership and presents findings on the role of sustainable leadership in addressing global challenges. The paper also highlights the need for individuals at grassroot level, communities at divisional, regional, national and nations to work together towards inclusive economic growth, social development, and environmental protection.

Keywords

Sustainable Leadership, Peace Building, Sustainable Development, Commonwealth Perspectives

1. Introduction

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. Peace building is well talked about in most Commonwealth countries (Tazoacha, 2020; Robiolle, 2013; Commonwealth Secretariat, 2015, 2023; United Nations, 2014a, 2014b, 2023). Little is written about leadership for peacebuilding and achieving sustainable development. Sustainable leadership practices for attaining peacebuilding and achieving sustainable development re-

quire vision, equity, moral and ethical leaders who have a sustainability mindset. Sustainable leaders should be 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 global leadership level (Mahmoud, 2019; Millar, 2021; Lederach, 1997; Ebot-Ashu, 2014; Ebot-Ashu, Ngantchop, & Lavngwa, 2022; Ebot-Ashu, Etongwe, & Fuaty, 2021).

For this, sustainable leadership initiatives for peace building require proactive conflict resolution initiatives among different individuals, families, tribes, communities, political groups, different professional groups and nations in the world (African Union, 2015; Commonwealth Secretariat, 2023; United Nations, 2014a, 2014b, 2023). In the political, economic, social and environmental spheres of life, managing globally common problems such as improving access to quality education (SDG4), promoting 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) and many more 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, Ebot-Ashu, Makole, Nkum, Tah, 2023; The Commonwealth Secretary-General, 2002; Commonwealth Secretariat, 2015; African Union, 2015; United Nations, 2014a, 2014b, 2023; United Nations Secretary-General, 2015).

The United Nations Secretary-General’s Synthesis Report about 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 Nations, 2014a, 2014b, 2023; United Nations Secretary-General, 2015). United Nations, the Commonwealth and many other international organisations are advocating for individuals, communities, organisations, and 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 working together to promote sustained and inclusive economic growth, social development and environmental protection and thereby to benefit all (United Nations, 2014a, 2014b, 2014c; United Nations Secretary-General, 2015; United Nations, 2023; Commonwealth Secretariat, 2023). Most international organisations emphasis 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 Nations, 2014a, 2014b, 2023; United Nations Secretary-General, 2015; Commonwealth Secretariat, 2023).

Research Objectives and Research Structure

The research on sustainable leadership for peace and achieving sustainable development has two inter-related objectives. The first is reviewing relevant literature on sustainable leadership for peace building as presently conceptualized; the second explores how sustainable leadership practices could be implemented to achieve sustainable development. The paper proceeds as follows. First, the paper will begin to appreciate how the Commonwealth contributes to sustainable leadership as espoused by the 53 current members. Second, the paper outlines key theories and concepts relevant to understanding the contexts and processes of sustainable leadership for peacebuilding and achieving sustainable development. The next section explains the research design and methods of the study. The findings are then discussed, reversing some conventional thinking about sustainable leadership for peace building and achieving sustainable development. The conclusions examine the implications of using sustainable leadership for peace and achieving sustainable development, showing that this paper has wider resonances for sustainable leadership development, peace building and achieving sustainable development within the Commonwealth context.

2. Literature Review

2.1. Sustainable Leadership in the Commonwealth Context

This study is essential for the 53 independent sovereign countries members in both advanced economies and developing countries in Africa (21 countries), Asia (8), the Caribbean and Americas (13), Europe (3), Pacific (11), 33 small states, usually with a population under 1.5 million; 25 small island developing states. The Pacific nation of Nauru is the smallest Commonwealth member country, with a population of about 10,000; India is the most populous member country, with over 1.4 billion people (The Commonwealth Secretary-General, 2002; United Nations, 2015) to comprehend the full social context striving for sustainable leadership for achieving peace and sustainable development in their constituencies. It's also wise for Commonwealth countries members to understand how peace building and sustainable development impact life and well-being (Visser & Courtice, 2011). In this way, Commonwealth countries educational leaders can be provided with learning materials to become effective in peace building and the achievement of sustainable development is very vital. To this end, this literature review will follow the model adopted by the work of (African Union, 2015; Commonwealth Secretariat, 2023; Global Network of Women Peace Builder (GNWP), 2021; CEC European Managers, 2020; United Nations, 2014a, 2023; Lederach, 1997; Suriyankietkaew et al., 2022). This review will outline a comprehensive account of contextual issues that restrain leaders

and managers from achieving sustainable development at local, national, and international levels.

Power (2003) assumed that for middle class and academically able children, schooling is a straightforward process that leads to academic success, higher education and entry into middle class occupations. However, this story reopens discussion on modern days education leaders in Commonwealth countries' failure to provide quality education concerning the fourth SDG to working class parents and their children. Saunders (1995) and others criticised for 'blaming' working class children for their failure as a 'deficit' model. Breen and Goldthorpe (1999) and others believe that recruitment into higher class positions is socially biased in favour of those who themselves originate in these classes, and that those born into the higher classes are to some extent insulated against the possibility of falling into the working-class saga (Power, 2003; Breen and Goldthorpe, 1999; Liao, 2022).

The Commonwealth Secretary-General (2002), African Union (2015) and the United Nations Secretary-General (2015) warned organisations and nations against goal ten on 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* (Nakintu & Bitanga-Isreal, 2021; United Nations, 2014a; United Nations Secretary-General, 2015; Tchoumbou et al., 2023). Educational leaders in most Commonwealth countries and other part of the world usually think of human diversity in terms of hot button group differences. Most of these dilemmas or say crises which are rooted in some form of oppression. These differences are hot due to the pain people around the world have experienced because they belonged to a particular group that was different from the group that hurt them (Nakintu & Bitanga-Isreal, 2021; Mahmoud, 2019).

Sapena, Almenar, Apetrei, Escrivá & Gil (2018) provide some reflections on poverty eradication (Number one SDG) and hunger (second SDG) in all its forms and dimensions, including extreme poverty, which is the greatest global challenge and an indispensable requirement for sustainable development that concern the Commonwealth and many other international organisations. Thus, it is necessary for educational leaders in Commonwealth countries to be ethical in order to impress followers, and they need to behave in a like manner to reduce poverty and hunger in some developing countries. The 2030 Agenda for Sustainable Development encourages world leaders to resolve or say, free the human race from the tyranny of poverty and to heal and secure our planet (The Commonwealth Secretary-General, 2002; African Union, 2015; United Nations, 2014a, 2023; United Nations Secretary-General, 2015).

The Commonwealth requires sustainable system leaders with the skills for responding to increasing intensities and frequencies of extreme natural disasters, hazards, climate change (SDG 13) and displacement (Crosweiler & Tschakert, 2019). The increasing frequency and severity of natural disasters create the need

for leaders with different leadership styles that demonstrate a sense of decentralized or say distributed responsibility toward the attainment of sustainable development goals. *United Nations'* (2022) and other reports on climate change and natural disasters in the 21st century saw 3496 natural disasters from floods, storms, droughts and heat waves. That was nearly five times as many disasters as the 743 catastrophes reported during the 1970s. All of those weather events are influenced by climate change. Educational leaders in the world must learn to understand human-caused changes in climate played a role in 14 of 28 storms, droughts, and other 2014 extreme weather events investigated by global scientists (*United Nations, 2022; Croweller & Tschakert, 2019*). The Commonwealth should continue to promote sustainable leaders of tomorrow to lay emphasises on environmental responsibilities, organisational change, social responsibilities, and training stakeholders who are focused on the long-term goals and the future (*Suriyankietkaew et al., 2022; Liao, 2022*).

Most surprising of all, most of the literature from developing countries shows how we're becoming less progressive in the views we hold towards gender equality (5th SDG), which is based on the distinction between sex and gender (*Peel, 2017*). Sex is given by our biology (that is, we are born male or female), but gender is a social construction; this is another good example of the nature/nurture discussion (*Goemans, Koester, & Loudon, 2021*). 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 (*United Nations, 2019; Peel, 2017; Goemans et al., 2021; OECD, 2021*).

Good Health and wellbeing is the third SDG that encourages world leaders to know about the level of functional or metabolic efficiency of a living organism (*Commonwealth Secretariat, 2023; United Nations, 2014a, 2014b, 2023*). In humans it is the ability of individual members of an organization or nation to adapt and self-manage when facing physical, mental or social challenges (*Turner, 2019; Block & Manning, 2007*). From responding to the threat of pandemic flu to efforts of leaders to control the spread of HIV/AIDS and COVID-19, the world has begun to realize that global health issues are relevant for any citizen, regardless of nationality, residence or status. Despite improvements in the world's collective ability to battle disease with advances in medicine and technology, global health needs remain unmet, making the entire world vulnerable to health crises. In particular, the poor continue to suffer disproportionately from inadequate health services, exacerbating their struggle out of poverty (*Turner, 2019; Block & Manning, 2007; Commonwealth Secretariat, 2023; United Nations, 2014a, 2014b, 2023*).

SDG sixteen is an important subject matter concerned with promoting peaceful and inclusive societies, providing access to justice for all and building effective, accountable and inclusive institutions at all levels. Both the *Commonwealth Secretariat (2023)* and the *United Nations (2014a, 2014b, 2023)* are recommending that people everywhere should be 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. Progress in promoting peace and justice—together with fostering effective, accountable, and inclusive institutions—is a decisive challenge across the globe. Many international organisations are providing different activities for achieving peaceful, just and inclusive societies, which is a common aim of all of both the Commonwealth and the United Nations working on the many and varied projects.

SDG seventeen goals to revitalize the global partnership for sustainable development is important for this study. The 2030 Agenda is universal and calls for action by leaders in all the different Commonwealth countries to develop very stronger partnerships that will contribute to environmental protection and sustainable development by mobilizing resources, sharing knowledge, and promoting the creation of unity and prosperity (Commonwealth Secretariat, 2023; United Nations, 2014a, 2014b, 2023; Liao, 2022). The Global Partnership on Collaborative Leadership for Development (GPCL4D) works to inspire current and future leaders, increasing their understanding of key issues, motivating them to take action and encouraging them to embrace change. Partnership and cooperation are essential for achieving the Global Goals (The World Bank, 2016; United Nations, 2015).

2.2. Sustainable Leadership for Peacebuilding

Global Network of Women Peace Builder (GNWP) (2021) recommendations were shared for enhancing efforts to improve leadership, accountability and capacities across the UN system.

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 & Short, 2021; Cooper & Nirenberg, 2012). At a time when peacebuilding and peacekeeping endeavors are in question and under scrutiny, paltry attention seems to have been given to leadership for peace, either in the reform agendas or the training of senior mission leadership, beyond the generic expounding on what constitutes a good leader (Sifat, 2019; Mahmoud, 2019; Ebot-Ashu, Etongwe, & Fuaty, 2021; Bahauddin & Iftakhar, 2018). 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 global and in the field of peace building. GNWP (2021) warned that 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 (Commonwealth Secretariat, 2023; Kay & Dudfield, 2013; Lindsey

et al., 2015; Ramsbotham, 1995; United Nations, 2014a, 2014b, 2023).

Lederach (1997) proposes positive peace as a trans-scalar peace system; therefore, it 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. 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 (Hasegawa, 2013; Lederach, 2005; Paffenholz & Spurk, 2006).

2.3. Leadership Practices for Achieving Sustainable Development

Table 1 shows the evolution stages and symbolic events of sustainable development theory from the United Millennium Summit in 2000 in the United Nations Development Goals to the UN Summit-Sustainable Development Goals. The 17 Sustainable Development Goals, also known as the Global Goals to transform the world, aim to improve access to good health and wellbeing, quality education, build peace, justice and strong institutions, end poverty, hunger, reduce gender inequality, decent work and economic growth, take action on climate change and the environment, and promote partnerships to achieve peace and prosperity for all (African Union, 2015; United Nations (UN), 2023; Bahauddin & Iftakhar, 2018). The prescribed requirement of any leader, manager, national or international organization seeking to achieve the SDGs, to a large extent depends on sustainable leadership translates into prudent public policy formulation and implementation, as well as good public service delivery, to meet the needs and aspirations of citizens (IISD, 2018; Burns et al., 2015; Bahauddin & Iftakhar, 2018; Ebot-Ashu, 2014; Hargreaves & Fink, 2004, 2006).

Table 1. The evolution stages and symbolic events of sustainable development theory from the United Millennium Summit in 2000 to the United Nations Development Summit 2015.

2000: United Nations millennium Development Goals (MDGs) were created to eliminate extreme poverty as the focus, including eight key areas and 21 operational targets
2001: Sustainability becomes a scientific project covering agriculture, ecological economics, forestry
2012: In Rio Two conferences, governance was considered the fourth pillar of the sustainable development summit covering four pillars: economic, social, environmental, and governance
2015: The UN Development Summit-Sustainable Development Goals (SDGs) were adopted. It's recorded that more than One Hundred and Fifty world leaders from different countries adopted the 2030 Agenda for Sustainable Development, including the Sustainable Development Goals (SDGs).

Source: Adapted from Shi et al. (2019).

Bahauddin & Iftakhar (2018) formulate how sustainable leadership combined with a coherent implementation plan and engagement of all government departments and diverse stakeholders is necessary to ensure that peace and SDGs are achieved at local and international levels. It's important for peace to be pursued as a national meta-policy. A good example can be seen in Costa Rica, which has a national vision for peace. Every nation in Africa should strive like Ethiopia with its newly established Ministry for Peace (Mahmoud, 2019). Bahauddin & Iftakhar (2018) list sustainable leadership practices for attaining Sustainable Development Goals (SDGs) include: leaders should manage resources, be visionary and ethical, and concentrate on long-term goals without compromising values and principles (Sifat, 2019; United Nations, 2023; African Union, 2015). Leaders, rather than providing a solution, create opportunities for people to come together and generate their own answers. Leaders should not only bring people together and encourage creative participation, but should help people to embrace a relationship with uncertainty, chaos, and emergence. Working together to solve problems, even when values are shared, can be a difficult process. Sustainable leaders must understand that the tension, conflict and uncertainty that come from differences provide great potential for the creative emergence of viable solutions (Bahauddin & Iftakhar, 2018; Mckeown, 2002; Srisaen et al., 2019).

3. Research Methodology

The study employs a case study research design, enabling the development of a theoretical framework during the research process given that there is little extant literature to answer the above research questions (Yin, 1994). The theoretical and conceptual frameworks are mainly based on sustainable leadership (CEC European Managers, 2020; Suriyankietkaew et al., 2022). Sustaining leadership for peacebuilding (Global Network of Women Peace Builder (GNWP), 2021; Lederach, 1997) and leadership practices for achieving sustainable development (IISD, 2018; Shi et al., 2019; African Union, 2015; United Nations, 2023; Bahauddin & Iftakhar, 2018). These frameworks examine key research questions and further advance the subject matter. In light of the above-mentioned literature review, we can deduce the study's first objective as follows: Examining the relevance literature on sustainable leadership practices for peace building as presently conceptualized.

Furthermore, in view of the Commonwealth's international vision, on global, national, organisational, grassroots sustainable leadership for peace building in Africa, Asia, the Caribbean, Canada, the Pacific and Europe, this view was supported in the previous literature review (Lederach, 1997; CEC European Managers, 2020; Suriyankietkaew et al., 2022; IISD, 2018). The second objective of the study is to determine how sustainable leadership practices could be implemented to achieve sustainable development. In particular, our case studies focus on global, national, organizational and grassroots sustainable leadership practices within the 53 independent nations of the Commonwealth countries in Africa, Asia, the Caribbean, Canada, the Pacific and Europe.

To collect the required data for this study, the researcher employed in-depth interviews with references to the documentation (Bowen, 2009; Nathan et al., 2019) of published materials 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). The study utilized a cross section of respondents with different adults and young people purposely selected from different commonwealth countries. The samples were considered to be information-rich cases that provided in-depth information on the perceived sustainable leadership practices for peace building and achieving sustainable development. A total of 30 respondents were purposely selected for interviews. The population of the study varied in age. 40% of the respondents were in the 45 yrs and above age bracket, compared to 27% of adults who were 30 yrs to 45 yrs old. Amongst younger age groups (18 yrs to 30 yrs), 33% of the sample were mostly students in different educational settings in Commonwealth countries. The study used a purposive sampling of interviewees (Lincoln & Guba, 1985), selected for this research are education leaders in senior positions and highly qualified university students in particular localities working for the specific purpose of peace building and sustainable development in different Commonwealth countries. The interviews varied in duration from 45 to 60 min. All interview were recorded then transcribed. The documents collected in some face-to-face and online interviews helped the researcher to gain better understanding of the context, as reported in Fossey, Harvey, McDermott, and Davidson (2002).

Documents and transcribed interviews were analyzed through thematic analysis (Aldulaimi & Abdeldayem, 2020; Fereday & Muir-Cochrane, 2006). Interviews and documental analysis were employed via breaking the textual content into extraordinarily small themes. Having done that, the researcher finds out the primary points that were given the census from the respondents, which replicate their viewpoints regarding sustainable leadership, sustainable leadership for peace building and leadership practices for archiving sustainable development (Bowen, 2009). Further, the researcher followed the process of data analysis according to the thematic analysis as summarised by (Aldulaimi & Abdeldayem, 2020). Importantly, the case study research was conducted according to the international ethical standards. The prescribed qualitative research methods in this study will help expand our limited understanding and scholarly knowledge about sustainable leadership for peace and archiving sustainable development theoretical development could be practiced in an actual setting with validity and reliability.

4. Findings and Discussion

Overall, this research paper provides analytical findings and enlightens theoretical and conceptual frameworks about leadership, sustainability leadership, sustainable leadership for peacebuilding, and sustainable leadership practice for achieving sustainable development goals.

4.1. Leadership

Leadership is the practice of creating a sustainable vision and value that can impact society's furtherance, within one's ambit and at the micro to macro level (Ebot-Ashu & Lavngwa, 2022; Tazoacha, 2020; Lederach, 1997). It is about exerting influence across sectors to make societies better for humanity (Hasegawa, 2015; Taiwe & Aquin, 2022; Mahmoud, 2019; Ebot-Ashu et al., 2022). It should cultivate the ability to portray to others that you are both listening and reacting to their problems and not ignoring them. This is the ultimate goal of leadership (Ebot-Ashu, 2014; Ebot-Ashu, Ngantchop, & Lavngwa, 2022; Ebot-Ashu, Etongwe, & Fuaty, 2021; Ebot-Ashu & Lavngwa, 2022). Leadership is capable of integrating sustainability into every activity to balance both the pressure of short-term goals and priorities along with long-term goals and is needed for the sustainable future of all stakeholders, the planet and profit (Bocken & Short, 2021; Cooper & Nirenberg, 2012; Ebot-Ashu, 2014; Ebot-Ashu & Lavngwa, 2022).

4.2. Sustainable Leadership

This study reviewed frameworks that can be understood by sustainable leaders and managers developing or implementing strategies for peacebuilding or other sustainable development projects. Both the findings and literature described sustainable leadership is a style of management that provides explanations and solutions for environmental, social and economic challenges in the world (Bahauddin and Iftakhar, 2018; African Union, 2015). It's advisable for sustainable leaders to adopt transformational and democratic leadership styles that engender a sense of shared responsibility toward the attainment of organisational goals. Sustainable leaders must be ethical, thus would impress followers need to behave in a like manner in the cases of succession planning and developing people, and thus would establish systems that persistently ensure the pursuance of this goal in the future (Mahmoud, 2019; Commonwealth Secretariat, 2023; Visser & Courtice, 2011). Sustainable leadership encourages sustainable leaders to lay emphasises on environmental responsibilities, organisational change, social responsibilities, stakeholders' orientation that are focused on the long-term goals. Sustainable leadership stresses the creation of the present and future profits for an organization six separate corporate sustainability leadership competencies: ethics and integrity; external awareness and appreciation of trends; visioning and strategy formulation; risk awareness, assessment and management; stakeholder engagement; and flexibility and adaptability to change.

4.3. Global Leadership

In this study about sustainable leadership for peacebuilding and achieving sustainable development goals attainment are used to develop models of change for global, national, organisations, individuals leaders (Bahauddin & Iftakhar, 2018; Deb, 2023). Global sustainable leadership supports the conditions under which humans and nature, societies and the biosphere, the world and the earth can

co-exist in ways that enable productive harmony, stability and resilience to support present and future generations (African Union, 2015; Commonwealth Secretariat, 2023; United Nations, 2023). Some female educational stakeholders also addressed the importance of revitalizing global partnership that supports individuals, organisation, nations and the global communities in achieving sustainable development (GNWP, 2021). Reasons why it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection (Commonwealth Secretariat, 2023; African Union, 2015) in achieving peace and sustainable development goals.

4.4. National Leadership

Both the finding and literature regard national leadership as aiming to design training programme to equip educational leaders and managers of all backgrounds with the necessary competences in the areas of systemic thinking, accountability, as well as transversal leadership skills such as mindfulness (IISD, 2018). Lessons from the findings and literature can be used by educational leaders in sustainable development campaigns can act as implementers that guide educational leaders' development, teachers implement in curriculum and other improvement programmes as intended at national level (Fullan, 2001).

4.5. Organisational Leadership

Organisational leadership tackles the question of how managerial trade unions and associations can contribute to mainstreaming sustainable leadership through social dialogue demonstrably boosting both economic and social performance of businesses (and avoiding social unrest) (Deb, 2023; Quinn & D'Amato, 2008; Srisaen et al., 2019; CEC European Managers, 2020).

4.6. Individual Leadership or Grassroot Leadership

Sustainable leaders must be “adaptive, flexible, self-renewing, resilient, learning, intelligent—attributes only found in living systems. Both the literature and findings will help the researcher develop a better understanding of sustainable leadership practices for achieving peace building and achieving sustainable development goals. There are also practical consequences of understanding the different models of sustainability. Lessons from the findings and conceptual frameworks below can be used by educators for peacebuilding campaigns and leadership practices for achieving sustainable development can be implemented to guide educational leaders' development, teachers implement in curriculum and other improvement programmes as intended.

4.7. Sustainable Leadership for Peace Building

Sustainable Leadership practices for peacebuilding are 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 at-

tainments (Mahmoud, 2019; Tazoacha, 2020; Sifat, 2019; Paffenholz & Spurk, 2006). The finding agreed with Lederach (1997) specific leadership attributes that contribute to global, national, organisational and grassroots peacebuilding to sustainable development. The finding agreed with the work of (Ebot-Ashu et al., 2021; United Nations, 2023; Mahmoud, 2019; Tazoacha, 2020; Global Network of Women Peace Builder (GNWP), 2021), in various sustainable leadership learning engagements with grassroots, organisational, regional, national and international organisations, to help teams better understand and respond to conflict or war that don't have fixed solutions. Mahmoud (2019) warned that the central attribute of leadership for sustaining peace is the ability to understand and leverage polarities. A polarity is not a problem that has a right or best solution, but is rather a dilemma that is ongoing, not easily solvable, and contains seemingly opposing ideas (Sifat, 2019; Mahmoud, 2019). In situations where the context and people are determining factors for sustaining peace, sustainable leadership for peace entails facilitating the creation of participatory and inclusive mechanisms that allow local populations to articulate their priorities and immediate needs, and actively participate in designing and evaluating responses to those needs (Cooper & Nirenberg, 2012; Tazoacha, 2020). National leaders must learn to balance the need for securing political stability, if necessary, with force, with governing their countries by influencing the thought and behaviour of opponents, as well as their followers (Tazoacha, 2020; Bocken & Short, 2021; Cooper & Nirenberg, 2012). It requires both resolute leadership and the willingness to share and accommodate divergent interests and aspirations. The surest way to establish a society based on the rule of law is for leaders to act virtuously, exercising discipline in their personal conduct and behaviour, rather than using power and force to strengthen their position (Ebot-Ashu, et al., 2022; Kay & Dudfield, 2013). Other attributes of sustainable leadership for peace building gathered from Hasegawa (2015), the first attribute is the leaders' commitment to national interest (Tazoacha, 2020), identity and unity. National leaders exercise self-discipline and place national interests and unity above their personal agendas. The second attribute is their ability to integrate universal ideals and principles of governance into local community values and customs. Thirdly, their leadership is characterized by courage, compassion, and the ability to communicate and persuade their followers and the people at large of the efficacy of pursuing holistic visions and adapting universal ideals to local ethical and moral norms. The fourth leadership attribute is the ability to balance the need to act on injustices and crimes committed in the past with the merit of pursuing the future. The final and most important attribute is the ability to transform the mindset and mentality of the people in order to achieve sustainable peace and sustainable development (Sifat, 2019; Mahmoud, 2019; Ebot-Ashu, Etongwe, & Fuaty, 2021; Bahauddin & Iftakhar, 2018).

4.8. Leadership Practices for Achieving Sustainable Development

The United Nations Sustainable Development Goals (SDGS) provide an un-

precedented and invaluable opportunity in the direction of global transformative change (Shi et al., 2019; African Union, 2015; United Nations, 2023). Delivering the Sustainable development (SD) requires leadership transformational and inclusive leadership management styles. Collaboration plays an important role in achieving sustainable development (Bahauddin & Iftakhur, 2018; IISD, 2018; Burns et al., 2015). Achieving the SD requires a shared understanding at the global level of sustainable development, including the complex interactions between systems level as well as requires leaders who can transcend physical boundaries, and social, cultural, and political barriers at national level (Lederach, 1997; IISD, 2018; Mckeown, 2002). The 2030 Agenda is universal and calls for action by all countries to reach these goals, governments, the private sector, academics, and citizens must work together in achieving the 17 goals (African Union, 2015; Commonwealth Secretariat, 2023; United Nations, 2023).

Moreover, sustainable leaders should be motivated by a vision to achieve SD in the midst of changing environmental factors and involve all stakeholders in the governance process. The effects of transformational leadership styles coupled with coordination and participation of all concerned would potentially lead to improvement in economic efficiency, social cohesion and environmental responsibility (Nikezic et al., 2012; Burns et al., 2015). However, while the consequences of the 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 faced in many Commonwealth countries (United Nations, 2023; Commonwealth Secretariat, 2023). The implications of ongoing global 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 achieving SD (Commonwealth Secretariat, 2023; United Nations, 2014a, 2014b, 2023).

5. Conclusion

This paper makes a number of contributions to knowledge through path-breaking empirical research, which extends theory on this challenging topic. The paper addresses an important empirical gap about a major societal challenge. Sustainable leadership practices for archiving peace building and sustainable development.

5.1. Sustainable Leadership Practices

This article investigates the impact of sustainability leadership practice within the commonwealth context in Africa, Asia, the Caribbean, Canada, the Pacific and Europe. The study identifies sustainability leadership practices for global leadership, national leadership, organizational leadership, individual or say grassroots leadership level context. The researcher's sustainability leadership practices framework, which is shown in **Table 2**, is put on centre stage to guide educational leaders' work to achieve peace and sustainable development.

Table 2. Sustainable leadership practices.

No	Leadership Themes	Type of Leadership	Sustainable Leadership Practices of Educational Leaders
1	Leadership	Leadership Thoughts	Shared vision for members of the organisation and the general public to foster personal commitment for change and collective success.
2			Influence process across sectors that enable societies better for humanity and achieve prosperity.
3		Leadership qualities	Ambition, accountability, consistency, innovative, and strategic thinker.
4			Work collaboratively for change and transformation.
5	Sustainable leadership	Sustainable leadership thoughts	Promote long-term well-being of individuals, organisations, educational system and the world.
6			Prioritizes creating a positive impact on the environment, society, and the economy.
7			Creating current and future profits for an organisation while improving lives.
8		Sustainable school leadership	Essential to the academic growth of students and the professional growth of faculty and university staffs.
9		Sustainable management	A management approach that provides solutions for environmental, social, and economic challenges in the world.
10			Managing sustainable practices in a way that will benefit current generations and future generations.
11			It is about exerting influence across sectors to make societies better for humanity and prosperity.
12			Furtherance organisation or society objectives at macro and micro level.
13			Understanding context of operation and working to understand people and the operating context.
14		Sustainable leadership qualities/values and skills	Active listening, storytelling, creating a shared vision, conflict management, and the capacity to motivate and convince other people.
15		Making decisions; fostering systemic innovation aimed at increasing wellbeing of the community.	
16		Focus on creating long-lasting, sustainable change needed for the sustainable future of all stakeholders.	
17		Leaders work collaboratively for change and transformation.	
18		Using management styles that provides solutions for environmental, social, and economic challenges in the world.	
19		Be the change agent and become the key players in bringing about change to the business and society as a whole.	

Continued

20			Foresight Thinking, Strategic Management Competencies.
21	Global Leadership	Global leadership thoughts	International policy-makers are responsible for sustainable projects and piloting programs globally.
22			Policy-makers in educational establishment working in partnership with the UN, Commonwealth, Africa Union, UNICEF, UNESCO etc. in achieving sustainable development goals.
23			Policy efforts to involve communities, develop organizational capacity, and encourage widespread adoption of skills gained.
24			Tackling global problem like access to quality education and peace development.
25		Global Partnership	Revitalize the global partnership for sustainable development.
26		Achieve Sustainability	Harmonize three core elements: economic growth, social inclusion and environmental protection.
27	National Leadership or say Top Leadership	National leadership thoughts	Put emphasis in the areas of systemic thinking, accountability, as well as transversal leadership skills such as mindfulness that everyone understands how their parts are related to sustainability values and behaviors.
28		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.
29			Adhere to development strategies that are geared towards the enhancement of social, economy and environmental issues.
30	Organisational Leadership	Organisational leadership thoughts	Support the natural ecosystems as well as extending fellowships with organizations that implement long-term strategies, moral behaviors and altruism.
31			Apply ethical principles, moral behaviors and altruism in identifying the need to conduct all decision-making and management activities.
32			Sustainable human resources management is required for educational leaders focus on the satisfaction of all stakeholders.
33			Pay more attention to the needs of employees and society needs related with economic, environmental and societal factors.
34			Able to address complex challenges through systems change.
35	Grassroot Leadership/ Individual leadership	Grassroot or Individual leadership thoughts	Inspire and encourage staffs and students define the working atmosphere, and align the needs of educational stakeholders and the organization.
36			Have the knowledge, capabilities, and skills to address complex challenges through systems change.

Continued

37	Sustain themselves and others as they pursue deep learning as the central moral purpose of life.
38	Create and maintain conditions under which humans and nature can exist in productive harmony that support present and future generations.
39	Thinks globally and towards the future; someone showing a caring attitude
40	Have a set of personal characters and managerial traits that enable him/her to lead with empathy.

Source: Ebot-Ashu (2014).

The proposed sustainable leadership practices model in **Table 2** 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 focuses heavily on the company's vision, strategic plan to develop ethically, morally in managing the affairs of any organization. The individual leadership or say grassroot leadership focuses 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.

5.2. Sustainable Leadership Practices for Peacebuilding

Table 3 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.

Table 3. Sustainable leadership practices for peacebuilding.

No	Sustainable Leadership Practices	Achieving Sustainable Development Goals
1	Shared vision for members of the organisation and the general public to foster personal commitment for change and collective success	Every organisation in the world with strong leadership role is encouraged in implementing agenda 2030 which address economic, environmental and social impacts for the growth of individuals, organisations and educational system.
2	Influence process across sectors that enable societies better for humanity and achieve prosperity	SDG strategy will help us consolidate a sustainable administration model where social justice and economic growth can be achieve
3	Ambition, accountability, consistency, innovative, and strategic thinking	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 long-term well-being of individuals, 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	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.
7	Creating current and future profits for an organisation while improving lives	Consumers are encourage to buy from sustainable brands; Support local sustainability charities and initiatives; Use less energy in the home; Recycle more; Part ways with single-use plastic.
8	Essential to the academic growth of students and the professional growth of faculty and university staffs	Quality education (Goal 4) is key to achieve all the SDGs. UNESCO highlights the most effective way to meet all SDGs is by increasing numbers of students, academic staff, and address issues of sustainability.
9	A management approach that provides solutions for environmental, social, and economic challenges in the world	Our unique programme for arching sustainability can help you set measurable goals and navigate policy complexity.
10	Managing sustainable practices 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.
11	It is about exerting influence across sectors to make societies better for humanity and prosperity	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.
12	Furtherance organisation or society objectives at macro and micro level	Sustainable development goals are ambitious and targets for every aspect on planet earth. At the micro level SDGs targets the most vulnerable people by increasing basic resources and services, and supporting communities affected by conflict and climate-related, disasters.
13	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 achieved, including the complex interactions between systems, as well as require leaders who can transcend physical boundaries, and social, cultural, and political barriers.
14	Active listening, storytelling, creating a shared vision, conflict management, and the capacity to motivate and convince other people	Educators are encourage to utilized metaphors and storytelling in their efforts to be more convincing and empowering through building partnership.
15	Making decisions; fostering systemic innovation aimed at increasing wellbeing of the community	Cross-cutting key competencies for achieving SDGs and promote inclusive and sustainable industrialization and foster innovation.

Continued

16	Focus on creating long-lasting, sustainable change needed for the sustainable future of all stakeholders	Educational stakeholders should focus on ethics, human rights, society, economy, environment, and corporations on delivering goods and services in a sustainable manner.
17	Leaders work collaboratively for change and transformation	Delivering SDGs requires leadership—transformational and inclusive leadership. Collaboration plays an important role in achieving sustainable development goals.
18	Using management styles that provides solutions for environmental, social, and economic challenges in the world	Educators are encourage to use management styles that enable leaders and manager to achieve environmental, social, and economic challenges in the world.
Global Leadership		
19	Be the change agent and become the key players in bringing about change to the business and society as a whole	The role of the leader is to reduce poverty; promote market base approaches; promote economic incentives; create public awareness; Participate in global environmental efforts.
20	Foresight thinking, strategic management and competencies	Foresight is an innate human cognitive ability. Strategic foresight is an essential discipline for organizations aiming to navigate an increasingly complex and uncertain future.
21	International policy-makers are responsible for sustainable projects and piloting programs globally	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.
22	Policy-makers in educational establishment working in partnership with the UN, Commonwealth, Africa Union, UNICEF, UNESCO etc. for peace building	These international organisations are informal establishment bringing together aid in the field of sustainable development.
23	Policy efforts to involve communities, develop organizational capacity, and encourage widespread adoption of skills gained	Education is the key that will allow many others to achieve SDGs. When people are able to get quality education, they can end poverty in all its forms everywhere, end hunger, achieve food security, improved nutrition, promote sustainable agriculture, ensure healthy lives and well-being.
24	Tackling global problems like access to quality education and peace development	Sustainable development contributes to peace by promoting inclusive communities, fostering critical thinking, and promoting quality education.
25	Revitalize the global partnership for sustainable development.	There is a global need for integrated solutions so that sustainable development can be feasible, engaging, and collaborative. Promote inclusive and sustainable economic growth, employment and decent work for all.
26	Harmonize three core elements: economic growth, social inclusion and environmental protection	For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection.
National Leadership		
27	Put emphasis in the areas of systemic thinking, accountability, as well as transversal leadership skills such as mindfulness that everyone understands how their parts are related to sustainability values and behaviors	The integration of competences for sustainable development in higher education programs can be seen as an important step in achieving sustainability in higher education.

Continued

28	Educating households and businesses on social, economic and environment policy, as well as driving these programs and initiatives in their local communities	Providing a good peace education resource that examines and links the practical realities of the dynamics of violent conflicts in the essence of peace education.
29	Adhere to development strategies that are geared towards the enhancement of social, economy and environmental issues	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 use of natural resources and ecosystem.
Organisational Leadership		
30	Support the natural ecosystems as well as extending fellowships with organizations to implement lasting triple-bottom-line benefits to all stakeholders	Encourage corporate social responsibility can help improve various aspects of society as well as promote a positive brand image for the organization or companies.
31	Apply ethical principles, moral behaviors and altruism in identifying the need to conduct all decision-making and management activities	Sustainable human resources management 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.
32	Sustainable human resources management is required for educational leaders focus on the satisfaction of all stakeholders	Educational leaders promote diversity of the cultural and natural heritage, provide fair access to it and the equitable sharing of the benefits to all stakeholders.
33	Pay more attention to the needs of employees and society needs 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, and environmental degradation.
34	Able to address complex challenges through systems change	Capacity building activities to resolve challenges include leadership development and planning for future collaboration. 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.
Individual Leadership/Grassroot Leadership		
35	Inspire and encourage staffs and students define the working atmosphere, and align the needs of educational stakeholders and the organization	Sustainable Leaders combine 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.
36	Have the knowledge, capabilities, and skills to address complex challenges through systems change	Promote knowledge in the area of protecting the planet, halting climate change and promoting social development, without endangering life on Earth or leaving anyone behind.
37	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”.

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38	Create and maintain conditions under which humans and nature can exist in productive harmony that support present and future generations	Sustainable leaders create and maintain the conditions under which humans and the rest of nature can co-exist in productive harmony within our human-ecological system, that permit fulfilling the social, economic and environmental challenges. This concept seeks to cover our present needs without compromising resources for future generations.
39	Thinks globally and towards the future; someone showing a caring attitude	A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts. 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.
40	Have a set of personal characters and managerial traits that enable him/her to lead with empathy	

Source: Ebot-Ashu (2014).

5.3. Leadership Practices for Achieving Sustainable Development

The leadership practices for achieving sustainable development 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** below suggests sustainable leadership practices for achieving sustainable development.

Table 4. Sustainable leadership practices for achieving sustainable development.

No	Sustainable Leadership Practices	Achieving Sustainable Development Goals (SDGs)
1	Shared vision for members of the organisation and the general public to foster personal commitment, change and collective success	Many renown organisations like the Commonwealth, United Nation, Africa Union, European Union (EU) and other international organisations in the world has a strong leadership role in implementing the agenda 2030 for the 17 SDGs which address economic, environmental and social impacts.
2	Influence process across sectors that enable 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, innovative, and strategic thinker	Good leadership qualities can be applied to an organisation or business to achieve SDGs like 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 SDGs provide a sustainable leadership model in which organisations can work in the direction of global transformative change.
5	Promote long-term well-being of individuals, organisations, educational system and the world	In transforming our world, the 2030 Agenda for Sustainable development is a plan of action for individuals, organisations and educational system can use for wellbeing and prosperity.
6	Prioritizes creating a positive impact on the environment, society, and the economy	For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection.
7	Creating current and future profits for an organisation while improving lives	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.

Continued

8	Essential to the academic growth of students and the professional growth of faculty and university staffs	Sustainable leaders should 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	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.
10	Managing sustainable practices 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.
11	It is about exerting influence across sectors to make societies better for humanity and prosperity	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.
12	Furtherance organisation or society objectives at macro and micro level	Agenda 2030 set out ambitious goals and targets for every aspect on planet earth. At the micro level involves targeting the most vulnerable, increasing basic resources and services, and supporting communities affected by conflict and climate-related disasters.
13	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.
14	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.
15	Making decisions; fostering systemic innovation aimed at increasing wellbeing of the community	Sustainable leaders should focus on ethics, human rights, society, economy, environment, and corporations on delivering goods and services in a sustainable manner.
16	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.
17	Leaders work collaboratively for change and transformation	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 agenda 2030.
18	Using management styles that provides solutions for environmental, social, and economic challenges in the world	Leaders with a sustainability mindset make decisions to foster outcomes which are aligned with sustainable social, environmental, and economic outcome. It's a holistic approach that considers the social, environmental and economic impacts of actions and decisions taken today.
Global Leadership		
19	Be the change agent and become the key players in bringing about change to the business and society as a whole	The foremost educational policy is to reduce poverty; removal of subsidies; market based approaches; economic incentives; public awareness; participation of global environmental efforts; trade policy.
20	Foresight thinking, strategic management and competencies	It enables sustainable leaders to use new ways of thinking about implementing strategic plans that are compatible with the unfolding future.
21	International policy-makers are responsible for sustainable projects and piloting programs globally	Sustainable leaders adopt policies which increase productive capacities; productive employment; financial inclusion; sustainable agriculture; reiterate the importance of human resource development, including training; the exchange of experiences and expertise; knowledge transfer; provide a platform for research and development relating to the SDGs adopted by all United Nations member.

Continued

22	<p>Policy-makers in educational establishment working in partnership with the UN, Commonwealth, Africa Union, UNICEF, UNESCO etc. in achieving sustainable development goals</p>	<p>Education is the key that will allow many other organisations 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 wellbeing.</p>
23	<p>Policy efforts to involve communities, develop organizational capacity, and encourage widespread adoption of skills gained</p>	<p>Develop policies that promotes inclusive and sustainable economic growth, capacity building, employment and decent work for all. Goal 8 is about promoting inclusive and sustainable economic growth.</p>
24	<p>Tackling global problems like access to quality education and peace development</p>	<p>Education is a fundamental conduit for global peace and security objectives beyond the societal and economic benefits. Education helps to reduce inequalities and to reach gender equality. It also empowers people everywhere to live more healthy and sustainable lives.</p>
25	<p>Revitalize the global partnership for sustainable development.</p>	<p>Sustainable Development Goal 17 is to revitalize the global partnership for sustainable development, according to the United Nations. Improved policy coherence and increased multi-stakeholder partnerships are the key to the most critical element of the new 2030 Agenda for sustainable development.</p>
26	<p>Harmonize three core elements: economic growth, social inclusion and environmental protection.</p>	<p>Investing in and adopting green technologies can help industries reduce their environmental footprint while still promoting economic growth. This includes renewable energy sources, energy-efficient manufacturing processes, and sustainable transportation options.</p>
<p>National Leadership</p>		
27	<p>Put emphasis in the areas of systemic thinking, accountability, as well as transversal leadership skills such as mindfulness that everyone understands how their parts are related to sustainability values and behaviors</p>	<p>Learn how to master six key leadership skills for sustainable development, such as vision and values, systems thinking, collaboration, have a sustainability mindset and establishing a cross-boundary leadership network. Among them, sustainable leadership reveals the key role of leaders in balancing the triple goals of economy, society and environment.</p>
28	<p>Educating households and businesses on social, economic and environment policy, as well as driving these programs and initiatives in their local communities</p>	<p>A well-educated population is essential for the development of a strong and competitive economy. Strengthening the social-education-economy-health nexus will advance development and sustainability.</p>
29	<p>Adhere to development strategies that are geared towards the enhancement of social, economy and environmental issues</p>	<p>Sustainable development 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 use of natural resources and ecosystem.</p>
<p>Orgaisational Leadership</p>		
30	<p>Support the natural ecosystems as well as extending fellowships with organizations to implement lasting triple-bottom-line benefits to all stakeholders</p>	<p>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.</p>
31	<p>Apply ethical principles, moral behaviors and altruism in identifying the need to conduct all decision-making and management activities</p>	<p>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.</p>

Continued

32	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.
33	Pay more attention to the needs of employees and society needs 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.
34	Able to address complex challenges through systems change	Sustainable human resources management 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.
Individual Leadership\Grassroot Leadership		
35	Inspire and encourage staffs and students define the working atmosphere, and align the needs of educational stakeholders and the organization	Leadership 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.
36	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.
37	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”.
38	Create and maintain conditions under which humans and nature can exist in productive harmony that support present and future generations	Educational establishment should apply 3RS: Reduce, reuse, and recycle. Minimizing waste is crucial for sustainable living; Adopting renewable energy sources; Conserving water resources; Sustainable transportation choices; Creating sustainable living spaces; Supporting local and organic produce.
39	Thinks globally and towards the future; someone showing a caring attitude	Research suggests that thinking about the future—a process known as prospectation—can help us lead more generous and fulfilled lives. To crack the leadership code, you've got to care about people, you've got to be interested in people. A good sustainable leader is genuinely interested in people.
40	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.

Source: Ebot-Ashu (2014).

Table 4 introduces a Sustainable Leadership Practices for Achieving Sustainable Development (SLPASD) framework with four levels. Global leadership comes from supernational institutions like UN, Commonwealth, NATO, Global funders like the World Bank and IMF support 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 is the political, military and religious leaders from both government and opposition(s), or who represent themselves as such with high visibility. Regional leadership is 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, and 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.

5.4. Limitation and Suggested Future Research

This case study may be the first to examine the relevant literature on sustainable leadership practices for peace building as presently conceptualized; it will explore how sustainable leadership practices could be implemented to achieve sustainable development 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.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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