

Education Solutions-Initiative for the Era of SDGs



Education and Training on SDG-4 and leadership

- Diplomatic and Educators Role to SDG-4 and Target Success in the 2030 Agenda
- Educators Coop Toolkit
- Global Opportunities for Educators in Developing Countries of Africa
- Workshop

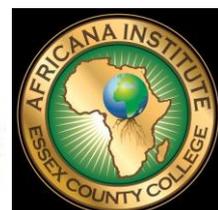
With

Dr. Ebony G. Kirkland President CEO of Ebony Marketing Research, Inc
H.E Mr. Tete Antonio Perm Rep. African Union Observer Mission to the UN
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@ The African Union Permanent Observer Mission to the UN, 5th Floor 305 East
47 Street New York 10017 Thursday April 28, 2016, Time 9:00AM

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Organised by:



Leadership Development and Character Education One Day Workshop at the African Union and One Day Teacher Training Workshop in NYC

Thursday April 28th 2016

9:00am Opening session: Education, SDG-4 and Targets and Imperative for Global Opportunities
Opening Statement by Ambassador Tete, African Union Ambassador to United Nations

9:30 am to 10:45 am

Session 1: "The Theory of Character Education, Leadership Training and the Three Life Goals as a Solution toward the Sustainable Development Goals"

General overview of the Theory of Education and the Need for Character Education, especially in relation to SDG 4, Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

In *Cultivating Heart and Character: Educating for Life's Most Essential Goals*, a considerable focus is on developing life goals as the avenue for long term success.

"Are there life goals whose importance for human happiness can be universally acknowledged? Cultivating Heart and Character answers yes. It argues persuasively that there are three universally valid goals of life.

(1) Attaining maturity of character; (2) Engaging in loving relationships; and (3) contributing meaningfully to the lives of others." And review of the character education initiative and the character education curriculum Alive to the World series and other curricula

Discussion questions:

What are the current trends that are affecting the culture in a positive or negative manner through the influence of the media?

How can we assist children and youth to grow to become productive citizens given the socially toxic environment they are being raised in?

How can we inculcate the very best of traditional values in a contemporary setting, given the realities at the local, community and global levels?

What is the relevance of character education to your community?

Group Discussion:

Based on information from the first lecture and from your experiences, what are the elements of a character education initiative that you would advocate for your school, community and region?

List of 100 virtues: Which nine virtues would you choose to focus on for the character education initiative? This coincides with a "Virtue of the Month" approach that could be the main focus for each month of the school year. The strategy of using the virtue approach is also useful for family and community participation.

10:45 am - 11 00 am Coffee break

Session 2: 11:00 am- 12:15 pm

Effective Practices in Leadership and Character Education in Developing Countries Educational Toolkit for Educators, Teachers and Community Leaders

Developing Leadership Skills in Relation to SDG -4, inclusive Education and Strong Institutions
SDG 4 aims at “Promoting peaceful and inclusive societies for sustainable development provide access to justice for all and build effective, accountable and inclusive institutions at all levels”.
For this goal to be realized, strong, respectful, compassionate, caring and empathic leaders need to be enhanced and supported.

Toward this goal, there are many different types of leadership styles. The session will focus on developing leadership skills for teachers, businessmen and women, community and youth leaders. We will review the international best seller: *Leadership and Self Deception, Getting Out of the Box* by the Arbinger Institute. Other books that will be reviewed include: *Primal Leadership, Learning to Lead with Emotional Intelligence*, and *Crisis of Character, Building Corporate Reputation in the Age of Skepticism* by Peter Firestein.

Presentation on Effective Practices in Developing Countries in Leadership Training, Service Learning and Community Building and Enhancement

1. Next Gen Academy, Mr. Jeff Adshead CEO and Founder, and college interns, Presentation on leadership training, character education and service learning programs in Africa, Asia, and the Caribbean
2. The Gambia Project, Mrs. Beverly Berndt and college interns, Presentation on service learning, character education and leadership programs in the Gambia
3. Relationship Skills Institute, Mr. Joe Leonard, Presentation on interpersonal communication skills that have worked effectively in the urban cities of New Jersey and in Zambia
4. Peace Club, Mr. Robin Graham, CEO and Founder, Presentation on youth leadership program using soccer/football as a vehicle to build bridges in conflict zones and in developing countries in Africa and the Middle East

Group Discussion:

How can these programs be supported and implemented in your community and country?

What are different educational tools that can be used in developing countries in the Caribbean and Africa?

Which type of leader are you and what character traits are most important in leadership? Leaders often have to make very difficult decisions. How do you make decisions based on the different forms of decision making?

12:15 pm to 1:45 pm Lunch

Session 3: 1:45 pm to 3:00 pm: Presentation by Dr. Khalfani, Africana Studies: Essex County College

Education and Teachers Coop Strategies for Developing Countries

Global Education, Leadership and Cultural Adaptation of Educational Resources in African Education

Need for Global Opportunities through Education

SDG 17. Partnerships for the Goals:

Strengthen the means of implementation and revitalize the global partnership for sustainable development

Group Discussion:

How have stories taught people ethics and morality throughout the ages, especially in developing countries? Break into small discussion groups to list stories told in various cultures to impart ethical and moral lessons. Choose one story from each group to share with the rest of the class.

Participants will review the fifth and seventh grade levels of the CE series. A PowerPoint presentation will be given. Participants will consider such questions as “What is the conscience?” They will share stories of their own encounters with conscience, play “The Responsibility Game” and hold a class debate.

Exercise: “Cross the line if...” General discussion, question and answer

Video: *Don't Laugh at Me* **3:00 pm to 3:15 pm Break**

3:15 pm to 4:30 pm

Session 4: “Smart and Good High Schools” Youth Leadership in Relation to SDG 4, Quality Education and Lifelong Learning for All

SDG 4c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

The Smart and Good High Schools report and the network of teachers from the teacher training workshops conducted by the Center for the 4th and 5th Rs can support this goal.

Smart and Good High Schools: Integrating Excellence and Ethics for Success in School, Work and Beyond

Group discussion:

What elements of the Smart and Good High Schools report can be used in the education system in your country or region to empower all women and girls?

What are the challenges that teens experience, especially young women?

When does peer influence really become the main part of the life of a youth?

When should formal moral education begin in your school, community, or nation?

What is love and how does morality play into the equation?

SDG-4 Facts

Enrolment in primary education in developing countries has reached 91 per cent but 57 million children remain out of school

More than half of children that have not enrolled in school live in sub-Saharan Africa

An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas

103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women

SDG-4 Targets

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states