



# LEADERSHIP PROGRAM 2024

**Theme:**

## **EDUCATION FOR SUSTAINABLE DEVELOPMENT: CREATING THE NEXT GENERATION'S SUSTAINABILITY CHAMPIONS**

**VENUE:**

**Command Day  
Secondary School,  
Mokola, Ibadan.**

**DATE:**

**21st March, 2024**

**TIME:**

**9:00 am**

**Program Highlights:**

- ✓ SDGs Training
- ✓ Breakout Sessions
- ✓ Donation of SDG educational resources

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**Program Theme: Education for Sustainable Development: Creating the Next Generation's Sustainability Champions**

**Date: March 21st, 2024.**

**Venue: Command Day Secondary School, Mokola Barracks, Ibadan, Oyo State.**

**REPORT ON THE LEADERSHIP TRAINING PROGRAMME**

**ORGANISED BY**

**CHILD HEALTH, ENVIRONMENT AND SAFETY TRUST (CHEST)**

**IN PARTNERSHIP WITH**

**THE DEVELOPEMNT SCHOOL AFRICA AND EKOPAGES**

## **EXECUTIVE SUMMARY**

The issues facing the world today are more specialized than ever, and are becoming increasingly complex and diverse. Research has shown that most of today's global-scale environmental issues threaten not only our survival, but also that of the coming generation. If we continue to deliver the traditional style of learning focused only on knowledge and understanding, children born into this complex world will not be equipped to address such global-scale challenges, which are increasing in severity each year. Hence the need to communicate these issues through a level of education that is required to drive sustainable development wherein our schools play a significant role in shaping the future of the continent.

Education for Sustainable Development ensures that the knowledge, skills and qualities needed by children are thought about and shared through practice, which would ultimately facilitate their development. Putting this into practice requires integrating an environmental approach with economic and social approaches, leveraging knowledge from all manner of disciplines.

A pre survey were carried out among the participants via self-administration questionnaire method to ascertain their knowledge of the concept of sustainable development and a post survey to ascertain the impact of the training on their knowledge level.

Training was carried out via the teaching session on introduction to the sustainable development goals and how to become a change maker.

There was also a break out session where participants were made to work in different groups using the SDG framework to identify problems affecting the planet, economy and the society, their causes, consequences, proffer solutions to those problems and present it to the larger audience.

We believe that education can be used to raise the change makers needed to solve the problems plaguing our planet, society and the economy and it is only right children are exposed to the level of education that can help them identify and solve problems aligned with the Sustainable Development Goals at an early age. At CHEST, we are committed to developing 1000 leaders in our secondary school this year and we believe that this leadership program is a strategic part of that journey.

## **INTRODUCTION**

Child Health Environment and Safety Trust carried out her first programme for the year, the leadership training programme tagged “Education for Sustainable Development: Creating the Next Generation’s Sustainability Champions”. This was done in partnership with two other organizations; The Development School Africa and EkoPages.

This event took place on Thursday, the 21st of March, 2024, in the General Abdullahi Multipurpose Hall at the Command Day Secondary School, Mokola Barracks, Ibadan. The program had a survey, teaching, and group work sessions. Pupils’ representatives from different arms of Junior Secondary School class 2, the Commandant, the Vice Principals (admin and academy), the school librarian, CHEST officials, and representative from our partner organization. The event was for a duration of 3 hours from 9:00am-12:00pm.

The aim of the training program was to equip the next generation of African leaders with the knowledge, skills, attitudes and values required to address challenges associated with meeting the sustainable development goals and its specific objectives were to:

1. to mainstream education for sustainable development into existing school curriculum.
2. to encourage learners to change their behaviour and take action for sustainable development.
3. to equip learners with the knowledge, skill sets, and practices needed to address global challenges affecting society, the environment, and the economy.
4. to empower teachers and school facilitators with skills required to promote ESD in their teaching facilities.

## **HIGHLIGHTS OF THE EVENT**

The program started at 9:00am with the registration of the participants alongside the pre-survey. The opening prayer was done by one of the participants which was then followed by the National Anthem. The Program Manager, Mrs. Huswah Fakeye gave an address welcoming all participants and introducing them to Child Health Environment and Safety Trust, the officials and activities of the organisation. This was followed by the opening remarks from the Commandant, Major A.J Dokubo.

The training session started with a presentation on the topic “Introduction to Sustainable Development Goals” delivered by Prof., G.R.E.E. Ana who first explained about leadership as a concept and how it is related to the achievement of the United Nation’s Sustainable Development Goals (SDGs). A documentary showcasing the SDGs and their action points was shown to further instil the knowledge being passed.

The question and answer session was facilitated by Miss Adeyanju Kafayat, a corps member of the organization.

The second lecture was delivered by Miss Omolola Lipede, a representative of our partner; The Development School Africa on the topic “How to become change makers”. She went further to anchor the break session where participants were grouped into different sessions and made to identify and provide probable solutions to problems aligned with the SDGs using a worksheet developed by the organization. A representative from each group was made to present their group activity to the general audience and feedback were given accordingly.

In order to incorporate education for sustainable development into the school curriculum, a guidebook (my community needs change makers) and a textbook on environmental health were donated to the school library while the students were provided with SDG-themed literature texts.

The award of certificate of participation was carried out by the President, Prof G.R.E.E Ana and the Executive Director Mrs. Margaret Ana and the vote of thanks was given by the Programme Manager, Mrs. Huswah Fakeye followed by the closing remarks by the VP Admin, Mr A.O Jimoh. The closing prayer was said by one of the participants and the programme came to an end by 12.00pm with group photograph.

## **APPROACH ADOPTED FOR THE PROGRAMME**

The following strategies were employed to achieve the objectives of the programme:

- i. Survey:** A pre-survey were carried out among the participants via self-administration questionnaire method to ascertain their knowledge of the concept of sustainable development and a post survey to ascertain the impact of the training on their knowledge level.
- ii. Training:** Training was carried out via a presentation of lectures on “Introduction to the Sustainable Development Goals” and “How to become a Change Maker”. This was followed by documentary showcasing the SDGs and ways to attained them.
- iii. Break out session:** With the aid of a worksheet, participants were divided into different groups to work together using the SDG framework to identify problems affecting the planet, economy and the society, their causes, consequences, proffer solutions to those problems and present it to the larger audience.

## **CONCLUSION**

We believe that education can be used to raise the change makers needed to solve the problems plaguing our planet, society and the economy and it is only right children are exposed to the level of education that can help them identify and solve problems aligned with the Sustainable Development Goals at an early age. At CHEST, we are committed to developing 1000 leaders in our secondary school this year and we believe that this leadership program is a strategic part of that journey.

## APPENDICES

### Attendance

<b>PARTICIPANTS</b>	<b>No.</b>
CHEST Officials	6
School Authorities	5
Pupils	50
<b>TOTAL</b>	<b>61</b>

## Survey Findings

### Social-demographics characteristics

The socio-demographic characteristics of the participants are presented in Table 1 below. The findings from this survey showed that the age of the participants ranged between 11 – 14 years. 52% of the program participants were male and 48%, female. 48% of the participants practice Christianity and 52% practice Islam. Majority (88%) while few others are Hausa, Igbo and Igala.

**Table 1: Socio-demographic characteristics of respondents**

Variable	Frequency	Percentage (%)
<i>Age (years)</i>		
11	10	20
12	35	70
13	4	8
14	1	2
<i>Sex</i>		
Male	26	52
Female	24	48
<i>Religion</i>		
Christianity	24	48
Islam	26	52
<i>Ethnicity</i>		
Yoruba	44	88
Hausa	2	4
Igbo	3	6
Others	1	2



## **Knowledge level of participants of Sustainable Development Goals**

The survey findings showed that most of the participants (88%) have never heard of the Sustainable Development Goals while the few who claimed to have heard it, reported they heard the term from school and the internet. Over 90% of the participants have no knowledge of the number of the SDGs and the SDG depicting “*climate action*”. 86% of the participants have no idea what year the SDGs is set to be achieved.

70% of the participants agreed that they will be willing to join a student led-group focused on promoting awareness and actions on the SDGs.

The findings above are the representation of the result derived from the survey carried out before the training session.

However, the survey carried out after the training session showed that every of the participants now have the knowledge of what the Sustainable Development Goals (SDGS) are and over 90% reported that they learnt that at school. 94% of the participants now know that the SDGs are 17 in number and 90% can now recognised SDG 13 as the goal promoting “*climate action*”. 94% of the participants are now aware that the SDGs are set to be achieved by the year 2030 according to the United Nations.

98% of the participants agreed that they will be willing to join a student led-group focused on promoting awareness and actions on the SDGs.

All of these findings showed an increase in the knowledge and awareness level of the participants regarding the Sustainable Development Goals (SDGS).

Table 2a: **Knowledge on Sustainable Development Goals (Pre-training)**

Variable	Frequency	Percentage (%)
<i>Have you heard about “SDG”</i>		
Yes	6	12
No	44	88
<i>If yes, where did you hear the term?</i>		
School	3	6
Radio	0	0.0
Internet	2	4
Others	1	2
<i>How many are the SDGs?</i>		
17	1	2
I don’t know	49	98
<i>Which Sustainable Development Goal focuses on climate action?</i>		
SDG 1	1	2
SDG 13	1	2
I don’t know	45	90
<i>The SDGs set in 2015 by the United Nations are intended to be achieved by what year?</i>		
2015	3	6
No idea	43	86
<i>Which among the following goals adopted by the UN member stated in 2015 is related to SDG 4?</i>		
Quality education	12	24
No idea	29	58
<i>Would you be interested in joining a student led-group focused on promoting awareness and actions on the SDGs?</i>		
Yes	35	70
No	1	2
Maybe	8	16

Table 2b: **Knowledge on Sustainable Development Goals (Post-training)**

Variable	Frequency	Percentage (%)
<i>Have you heard about “SDGs”?</i>		
Yes	50	100
No	0	0
<i>If yes, where did you hear the term?</i>		
School	46	92
Radio	2	4
Internet	2	4
Others	0	0
<i>How many are the SDGs?</i>		
17	47	94
I don't know	1	2
<i>Which Sustainable Development Goal focuses on climate action?</i>		
SDG 13	45	90
I don't know	5	10
<i>The SDGs set in 2015 by the United Nations are intended to be achieved by what year?</i>		
2030	47	94
No idea	3	6
<i>Which among the following goals adopted by the UN member stated in 2015 is related to SDG 4?</i>		
Quality education	46	92
No idea	4	8
<i>Would you be interested in joining a student led-group focused on promoting awareness and actions on the SDGs?</i>		
Yes	49	98
No	0	0
Maybe	1	2

## Attitude and behaviour of respondents towards recycling as a means to achieving sustainable development

90% of participants reported they have heard about recycling and only 54% reported that they recycle their wastes, 64% claimed they recycle for environmental concerns, 6% claimed they recycle for money and 30% claimed they recycle for both.

After the training session, 96% of participants reported they have heard about recycling and only 54% reported that they recycle their wastes, 92% claimed they recycle for environmental concerns, and 8% claimed they recycle for both environmental concerns and money.

Table 3a: Attitude and behaviour of respondents towards recycling as a means to achieving sustainable development (Pre-training).

Variable	Frequency	Percentage (%)
<i>Have you ever heard of the term "Recycling?"</i>		
Yes	45	90
No	5	10
If yes, have you ever taken part in recycling?		
Yes	27	54
No	23	46
<i>What motivates you to recycle?</i>		
Environmental concern	32	64
For Money	3	6
All of the above	15	30

**Table 3b: Attitude and behaviour of respondents towards recycling as a means to achieving sustainable development (Post-training).**

Variable	Frequency	Percentage (%)
<i>Have you ever heard of the term "Recycling?"</i>		
Yes	48	96
No	2	4
If yes, have you ever taken part in recycling?		
Yes	27	54
No	23	46
<i>What motivates you to recycle?</i>		
Environmental concern	46	92
For Money	0	0
All of the above	4	8

## PICTURE GALLERY















