

Sustainable Development Goals for Pupils

**#16 PEACE, JUSTICE AND STRONG
INSTITUTIONS**



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Sustainable Development Goals for Pupils



To be interested in the 17 Sustainable Development Goals is to make the choice to represent the world in a different and more thoughtful way.

In 2015, 193 member states of the United Nations voted in favor of the Sustainable Development Goals. In 2016, 17 objectives and these 169 targets were created. This ratification aimed to put in place strategies and modules so that all of us could take part and succeed in achieving them on a global scale.

It is therefore all together that we participated in the production of this guide which supports all those who participate in the achievement of these 17 sustainable development objectives. It is obvious that to achieve these objectives by 2030, the training of adults and especially of the youngest, is the most effective way to change representations and raise awareness.

This guide, which has been the subject of careful consideration between the partners, provides complete learning units intended for stakeholders in the educational community as well as the students themselves.

This reflection cannot be done alone. Different actors therefore came together to look at these objectives and put in place actions to achieve them.

The Piton La Ravine Blanche school in Reunion has therefore joined forces with Eco Logic, which is an organization which works for the protection of the environment, and with the European Multicultural Association, which has experience in adult training and young people. In addition, the Centro Per Lo Sviluppo Creativo Danilo Dolce, is responsible for putting our educational platform online and populating each tab with the product tools.

In these organizations, it is not possible to carry out this project without involving the schools and involving the teaching team, the students and all the other actors who revolve around the student. Thus, a secondary school in Macedonia, OR Malina Popivanova Kocani and Yenimahalle Istiklal Ikkokulu.

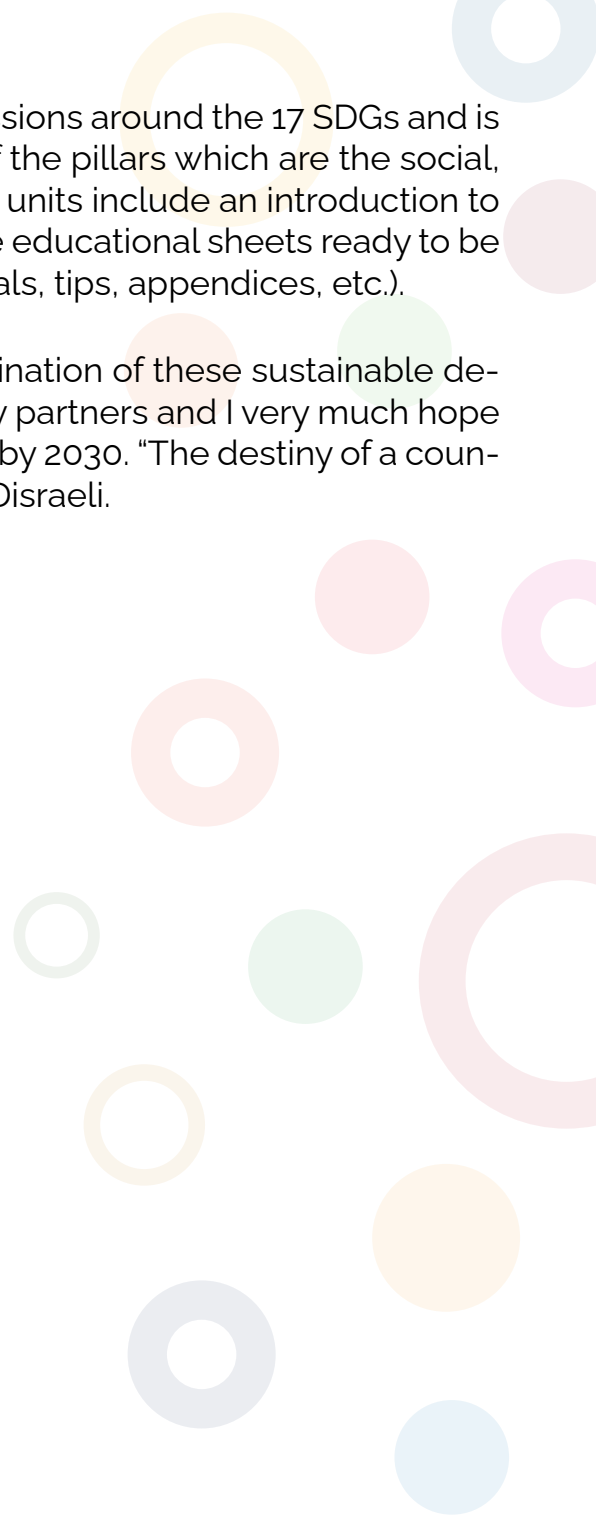
Just like the Piton La Ravine Blanche school, these secondary and primary establishments mentioned above have the mission of testing the lesson plans designed by all the partners and of leading the sessions with their students.

Work together around these objectives and put every chance on our side to achieve them, reflect and propose tools to share with a wide audience, question representations and expectations; define objectives to be achieved, set challenges to "give all students the means to understand the ecological transition in order to become actors in it".

In addition, this project echoes the 20 measures of national education, plays the interdisciplinarity card and allows schools from kindergarten to high school to prepare students for this ecological transition by giving them the opportunity, once moreover, to give a European dimension to this approach.

This guide is the essential tool for organizing learning sessions around the 17 SDGs and is structured as follows: a definition of the concept, a list of the pillars which are the social, economic and ecological issues, units of learning. These units include an introduction to each objective, a presentation of each of them, complete educational sheets ready to be used (unit objectives, target audience, necessary materials, tips, appendices, etc.).

It is therefore with great enthusiasm and a serious examination of these sustainable development objectives that this guide is offered to you. My partners and I very much hope that together we will be able to achieve these objectives by 2030. "The destiny of a country depends on the education of its people. » Benjamin Disraeli.





Sustainable Development Goal 16 is an essential part of the United Nations' 2030 Agenda for Sustainable Development. This goal focuses on “Peace, Justice, and Strong Institutions” and it shows the commitment of the world in addressing some of the most urgent challenges societies are facing worldwide.

Sustainable Development Goal 16 is important because it addresses the following:

- **Peaceful Societies:** It aims to promote peaceful and inclusive societies, reducing violence, conflict, and instability. Among other things it includes efforts to decrease homicide rates, prevent the recruitment of child soldiers, and ensure the safety of people for vulnerable categories.
- **Access to Justice:** This goal is also important because it provides equal access to justice, regardless of socio-economic status or background. It means improving legal and judicial systems and improving legal aid services.
- **Accountable Institutions:** The goal calls for the development of transparent, and accountable institutions at all levels. This includes combating corruption, increasing government transparency and promotion of the rule of law.
- **Inclusivity in Decision-Making:** It encourages inclusive decision-making processes. It means that citizens have a voice in suggesting policies that improve their lives.
- **Protection of Human Rights:** This goal is also important because of protection of human rights, including freedom of speech, gender equality and the protection of people from vulnerable and marginalized groups.

SDG 16 is not only important for promoting justice, rule of law and human rights, but also is crucial for achieving the other Sustainable Development Goals. Without peace, justice and strong institutions, there is no chance for any society to progress in poverty reduction, education, health and environmental sustainability.

SDG 16 aims to create a world where individuals can live in societies free from fear, have equal access to justice regardless of their background, and transparency in the institutions. Addressing the reasons for conflict, violence, wars and injustice, SDG 16, can ensure that goal of creating a more sustainable, just and peaceful world.

SDG 16 is important for education because it promotes reducing violence, conflict, and instability. In education it means to create a safe and secure environment for students, free from bullying, discrimination, and other forms of violence. When students feel safe, they are more likely to engage actively in learning. It also provides an opportunity to give values of peace, justice, and fairness in students.

Education on SDG 16 can empower students to take action on issues related to peace, justice, and strong institutions through projects, clubs, and initiatives. Like many other goals, SDG 16 promotes critical thinking and problem solving for problems such as corruption, access to justice, and conflict resolution.

SDG 16 also brings real-world relevance to education. By connecting classroom learning to global issues like peace and justice, it helps students see the practical applications of their knowledge and skills. SDG 16 also encourages the development of leadership skills among students. Students can lead initiatives in the future focused on these goals.

Theoretical part of the activity

Sustainable Development Goal 16 (SDG 16), also known as "Peace, Justice, and Strong Institutions," consists of 12 targets and 24 indicators whose goal is to measure progress towards achieving this goal.

Target 16.1: Significantly reduce all forms of violence and related death rates everywhere

It has 4 Indicators:

Homicide Rate: Number of intentional homicides per 100,000 population.

Conflict-Related Deaths: Number of conflict-related deaths per 100,000 population.

Violence Against Children: Proportion of children aged 1-17 who have experienced any form of physical punishment and/or psychological aggression by caregivers in the past month.

Target 16.2: End abuse, exploitation, trafficking, and all forms of violence against and torture of children

Indicators:

Percentage of children aged 1 to 17 who experienced any physical punishment and/or psychological aggression by caregivers in the past month.

Percentage of children who have experienced sexual abuse: Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation.

Proportion of young women and men aged 18–29 years who experienced sexual violence by age 18.

Target 16.3: Promote the rule of law at the national and international levels and ensure equal access to justice for all

Indicators:

Proportion of victims of violence in the previous 12 months who reported their victimization to competent authorities or other officially recognized conflict resolution mechanisms.

Unsentenced detainees as a proportion of overall prison population.

Proportion of the population who have experienced a dispute in the past two years and who accessed a formal or informal dispute resolution mechanism, by type of mechanism.

Target 16.4: By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets, and combat all forms of organized crime

Indicators:

Proportion of seized, found, or surrendered arms whose illegal origin or context has been traced or established by a competent authority: This measures efforts to trace and combat illegal arms flows.

Total value of inward and outward illegal financial flows (in current United States dollars): This indicator assesses the scale of illegal financial flows.

Target 16.5: Substantially reduce corruption and bribery in all their forms

Indicators:

Proportion of persons who had at least one contact with a public official and who paid a bribe to a public official, or were asked for a bribe by those public officials, during the previous 12 months: This measures the prevalence of bribery.

Proportion of businesses that have been assessed for corruption risk and have implemented anti-corruption measures: This indicates the extent to which businesses are taking measures to fight corruption..

Target 16.6: Develop effective, accountable, and transparent institutions at all levels

Indicators:

Indicator of public administration and management (e.g., public service satisfaction, public procurement processes, or civil service reform): This assesses the effectiveness and transparency of public institutions.

Proportion of population satisfied with their last experience of public services: This measures public satisfaction with government services.

Target 16.7: Ensure responsive, inclusive, participatory, and representative decision-making at all levels

Indicators:

Proportions of positions (by sex, age, and persons with disabilities) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions: This assesses the inclusivity of decision-making bodies.

Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability, and population group: This measures public perception of inclusivity in decision-making.

Target 16.8: Broaden and strengthen the participation of developing countries in the institutions of global governance

Indicator:

Proportion of members and voting rights of developing countries in international organizations: This assesses the participation of developing countries in global institutions.

Target 16.9: By 2030, provide legal identity for all, including birth registration

Indicator:

Percentage of children under 5 years of age registered with a civil authority: This assesses the birth registration rate.

