

# SDG 16: Peace, Justice, & Strong Institutions

This module focuses on SDG 16 which aims to “promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.” The framing stories include the rule of law in Rwanda, international criminal procedures to protect cultural sites in Mali, international prosecution of a militia leader from the Democratic Republic of Congo, and the measures taken in El Salvador to address gang violence. The activities include case study analysis, engaging with an external speaker, and carrying out a community needs assessment. This module and its activities allow students at the 10th grade level to see what the United Nations as well as other peacekeeping groups have done to fight injustice and strive for efficient, inclusive government.

Link to Subjects	Civics, Geography, Government, History		
Link to Indiana High School Core	TBD Employability 9-10.SE.4	Link to International Baccalaureate	TBD
Story	<a href="#">Story #1: Kigami Presidency &amp; Rule of Law (Rwanda)</a> <a href="#">Story #2: Al-Mahdi Case (Mali)</a> <a href="#">Story #3: Lubanga Case (Democratic Republic of Congo)</a> <a href="#">Story #4: Violence, Crime, Reconciliation, &amp; Justice (El Salvador)</a>		
Activities	<a href="#">Activity #1: SDG 16 Case Studies from DRC &amp; Mali</a>	<a href="#">Activity #2: Guest Speakers or Virtual Sessions</a>	<a href="#">Activity #3: Community Needs Assessment</a>
Type of Activity	Case Study	External Speaker	Community Engagement
Time of Activity	1 class	1 class	2 classes

## Key Questions & Terms

Key Questions	Key Terms
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<ol style="list-style-type: none"> <li>1. What have countries been doing to achieve justice and equality for all people within its borders?</li> <li>2. What goals or objectives do countries have that they are aspiring to achieve?</li> <li>3. What would life be like to be a child forced to fight in a war?</li> </ol>	Access to Information Access to Justice Anti-Corruption Conflict Prevention and Resolution Human Rights Rule of Law
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## Story Summaries

### Story #1: Kigami Presidency & Rule of Law (Rwanda)

President Kigami has achieved the stabilized, unified, and strengthened the economy and democracy of Rwanda in the years since the genocide. This is an incredible accomplishment in a relatively short period of time. However, some international advocates of human rights and liberal democracy have criticized some of his policies (such as restrictions on freedom of speech). Read the article about the case and consider how it relates to SDG 16.

**Story:** [https://bit.ly/iub\\_sdg16\\_story\\_1\\_a](https://bit.ly/iub_sdg16_story_1_a)

Other Sources

1. [https://bit.ly/iud\\_sdg16\\_story\\_1\\_b](https://bit.ly/iud_sdg16_story_1_b)
2. [https://bit.ly/iub\\_sdg16\\_story\\_1\\_c](https://bit.ly/iub_sdg16_story_1_c)
3. [https://bit.ly/iud\\_sdg16\\_story1\\_d](https://bit.ly/iud_sdg16_story1_d)

### Story #2: Al-Mahdi Case (Mali)

In the case of Prosecutor v. Ahmad Al Faqi Al Mahdi, the ICC prosecuted Ahmad Al Mahdi for his role in the destruction of cultural heritage sites in Timbuktu, Mali. This case marked the first time the ICC focused on cultural destruction as a war crime, emphasizing the court's commitment to protecting cultural heritage.

**Story:** [https://bit.ly/iub\\_sdg16\\_story\\_2\\_a](https://bit.ly/iub_sdg16_story_2_a)

Other Sources:

1. [https://bit.ly/iub\\_sdg16\\_story\\_2\\_b](https://bit.ly/iub_sdg16_story_2_b)
2. <https://youtu.be/ZdXTNAQdYeA>;
3. <https://youtu.be/Regsy114ovl> ;
4. <https://doi.org/10.1111/1467-8322.12404>

### Story #3: Lubanga Case (Democratic Republic of Congo)

In the case of Prosecutor v. Thomas Lubanga Dyilo, the ICC prosecuted Thomas Lubanga, a former militia leader in the Democratic Republic of Congo, for the enlistment and use of child soldiers in armed conflict. This case highlighted the ICC's commitment to addressing crimes against children in conflict zones.

**Story:** [https://bit.ly/iub\\_sdg16\\_story\\_3\\_a](https://bit.ly/iub_sdg16_story_3_a)

*Other Sources:*

1. [https://youtu.be/Io\\_JyvytipU](https://youtu.be/Io_JyvytipU)
2. <https://www.jstor.org/stable/26180579>

### Story #4: Violence, Crime, Reconciliation, & Justice (El Salvador)

In response to gang violence, El Salvador declared a state of emergency. Over 58,000 people, including more than 1,600 children, were arrested during indiscriminate raids. The state of emergency remains in place, and authorities have acted on the self-proclaimed principle of "we can arrest anyone we want."

**Story:** [https://bit.ly/iub\\_sdg16\\_story\\_4\\_a](https://bit.ly/iub_sdg16_story_4_a)

*Other Sources:*

1. [https://bit.ly/iub\\_sdg16\\_story\\_4\\_b](https://bit.ly/iub_sdg16_story_4_b)

# Opening Discussion

1. Begin with an overview of SDG 16 and its targets and indicators. (5 mins)
  - a. See overview here <https://bit.ly/3VDZmeJ>
2. Read and discuss the story of the [Kigami Presidency and the Rule of Law Working](#) (Story #1) in pairs or small groups, students should respond to the the following questions:
  - a. What problems are the people in the story facing?
  - b. How do they respond to these problems?
  - c. What principles and ideas shape their solutions/responses to the problems?
  - d. How do these stories about Climate Change relate to other SDGs?
3. In a large group, discuss the answers to these questions, drawing out the following key concepts:
  - a. **Peace and Security:** Understanding the importance of promoting peaceful and inclusive societies, including efforts to prevent conflict, reduce violence, and build trust among communities.
  - b. **Access to Justice:** Recognizing the significance of ensuring equal access to justice for all individuals, regardless of their background or socio-economic status, including legal aid and fair trial rights.
  - c. **Rule of Law:** Appreciating the role of the rule of law in promoting stability, accountability, and respect for human rights, including transparent and accountable governance systems.
  - d. **Effective Institutions:** Understanding the importance of building strong, accountable, and inclusive institutions at all levels of government to ensure responsive service delivery and promote sustainable development.
  - e. **Anti-Corruption Measures:** Recognizing the detrimental impact of corruption on development and the need for effective measures to prevent and combat corruption in both the public and private sectors.
  - f. **Human Rights:** Acknowledging the fundamental importance of protecting and promoting human rights for all individuals, including civil, political, economic, social, and cultural rights.
  - g. **Peacebuilding and Conflict Resolution:** Understanding the complexities of conflict resolution and peacebuilding efforts, including mediation, reconciliation, and post-conflict reconstruction.
  - h. **Participation and Civic Engagement:** Appreciating the value of active citizen participation and engagement in decision-making processes, promoting transparency, accountability, and social cohesion.

# Activity #1: SDG 16 Case Studies from DRC & Mali

To explore and understand the importance of SDG 16 in promoting justice, inclusivity, and accountable institutions, while encouraging students to actively contribute to creating positive changes in their communities. This project will also incorporate real stories from individuals and countries affected by SDG 16 to provide context and empathy.

## Activity Learning Objectives

1. Understand the focus of SDG 16
2. Explain the connection between specific court cases and SDG 16
3. Identify ways to create positive changes in the local community

## Teacher preparation

1. Review SDG 16 and its targets <https://bit.ly/3VDZmeJ>
2. Review the cases which will be used as framing stories

## Student preparation

1. [Optional] Ask students to watch the youtube videos about the cases prior to class

## Lesson Flow

1. Create a discussion with students where they brainstorm/recollect real stories from individuals they know or in their communities that are affected by challenges to justice and inclusivity. (10 mins)
2. Assign case studies (individual-, pair-, or group-work) related to justice, inclusivity, or accountability issues, including real stories from affected individuals or countries. You can use the four stories provided covering cases from [Rwanda](#), [Mali](#), [DRC](#), and [El Salvador](#).
3. Have students analyze both the systemic issues and the personal narratives, fostering empathy and a deeper understanding. Make sure to focus on the history of the countries involved and change and continuity over time. Results of students' discussions might follow the example from Rwanda outlined below:
  - a. **Analysis example for Rwanda case study:** [https://bit.ly/iub\\_sdg16\\_story\\_1\\_a](https://bit.ly/iub_sdg16_story_1_a)
    - i. **Judicial Reforms:** Rwanda has undertaken comprehensive reforms to strengthen its judicial system. The country has invested in training judges, modernizing court infrastructure, and implementing technologies to streamline legal processes.
    - ii. **Community-Based Conflict Resolution:** Rwanda has implemented community-based conflict resolution mechanisms,

such as "Gacaca" courts, which were established to address the large number of cases related to the 1994 genocide.

- iii. **Legal Aid Services:** The government has worked to improve access to justice by providing legal aid services, particularly for those who cannot afford legal representation.
- iv. **Anti-Corruption Efforts:** Rwanda has been proactive in addressing corruption. They have implemented anti-corruption policies, established institutions to combat corruption, and engaged in awareness campaigns. Rwanda's efforts in this regard have been recognized globally, with the country consistently ranking relatively well in corruption perception indices such as Transparency International.
- v. **Women's Empowerment and Gender Equality:** Rwanda has made significant strides in promoting gender equality and women's empowerment. They have implemented policies to increase the representation of women in decision-making roles, including in the judiciary and parliament. Rwanda has one of the highest percentages of women in parliament globally.
- vi. **Security and Stability:** Rwanda has experienced a period of relative stability and security since the devastating genocide in 1994. Efforts to promote social cohesion, reconciliation, and the rule of law have contributed to the overall peace and stability in the country.

## Activity #2: Guest Speakers or Virtual Sessions

This activity aims to bring in a speaker working on issues related to SDG 16 from the surrounding community in order to show concrete local connections between the topic and the lives of students and their community.

### Activity Learning Objectives

1. Students identify opportunities to take action to address SDG 16
2. Identify opportunities to connect topics in the classroom to actions in the community
3. Recognize that challenges related to SDG 16 exist in all countries and communities

### Teacher preparation

1. [Optional] Arrange virtual sessions with guest speakers who can share personal stories or experiences related to justice and inclusivity challenges.
  - a. For example you might invite a refugee speaker from your community by contacting your local refugee resettlement agencies <https://bit.ly/4c877Ps>; the National Network for Immigrant and Refugee Rights (NNIRR, <https://bit.ly/3KG0DLS>); or other organizations working to support equality and inclusivity, such as the the American Civil Liberties Union (ACLU: <https://bit.ly/3x3K0H3>)
  - b. Agree on the topic, length, and connection to SDG 16 beforehand if you have an external speaker.

### Lesson Flow

1. Introduce the topic and speaker.
2. Give the speaker time to present on the agreed topic.
3. Provide students with an opportunity to ask the speaker questions
4. Discuss the relationship between the speaker's topic and SDG 16.

### Possible Enrichment

- Encourage students to identify, contact, and invite a speaker of their own choosing to come into class or to join remotely.

# Activity #3: Community Needs Assessment

In this activity, students will conduct a needs assessment study in their community to capture real stories and current challenges related to “peace justice and strong institutions.”

## Activity Learning Objectives

1. Understand the process of designing, collecting, and analyzing social science data.
2. Build confidence in speaking to others about topics related to the rule of law
3. Identify the needs of their communities related to SDG 16.

## Teacher preparation

1. Prepare some examples of how this can be safely done in your community.
2. Prepare some teaching materials on how to collect data:
  - a. On surveys [https://bit.ly/iub\\_sdg16\\_survey\\_tips](https://bit.ly/iub_sdg16_survey_tips)
  - b. On interviews [https://youtu.be/Sp\\_IQIBtxt0](https://youtu.be/Sp_IQIBtxt0)
  - c. Example survey: [https://bit.ly/cgc\\_sdg16\\_survey\\_example](https://bit.ly/cgc_sdg16_survey_example)
3. In the needs assessment phase, include interviews or surveys that capture real stories from community members affected by justice or inclusivity issues. This is a key piece as students might think that might have students think about their local community and how it can reach out to the rest of the world.
4. Use these stories (see below for resources) to inform and contextualize the identified needs.

## Lesson Flow

1. Provide a short lecture/activity to teach students basic social science data collection (See above videos)
2. Provide students with at least one example of a interview/survey protocol
  - a. You can use the template [survey in Resources](#)
  - b. Questions to consider as you conduct interviews/surveys.
    - i. Who are the subjects or participants for the study?
    - ii. What data is vital evidence for this study?
    - iii. Where will the data be collected?
    - iv. When will the data be collected?
    - v. How will the data be collected?
3. For homework, ask students to develop their own survey (or adapt the [sample survey](#))
4. Assign students to go out in pairs/groups to collect data as is safe/possible.
5. Ask students to analyze the data as appropriate (both numeric & non-numeric data)
6. Students present their findings to the class and receive feedback.

## Possible Enrichment

- Teachers or Students could reach out to specific United Nations entities, civil society organizations, local or regional universities, or state or local governments to see if there are any databases or experts that would like to help incorporate existing data about their local area.

# Resources

## Community Needs Assessment Survey: Justice and Inclusivity

*Thank you for participating in this survey. Your input is valuable in understanding the justice and inclusivity needs within our community. All responses will be kept confidential. Please answer the following questions honestly and to the best of your ability. Your responses are voluntary and you can skip or choose not to answer any or all questions.*

### Demographic Information:

*How old are you?*

- A. Under 18
- B. 18-24
- C. 25-34
- D. 35-44
- E. 45-54
- F. 55-64
- G. 65 or older

*What is your gender?*

- A. Male
- B. Female
- C. Non-binary
- D. Prefer not to say
- E. Other (please specify)

*What do you consider your ethnic identity? (Change as needed for your context)*

- A. White
- B. African American
- C. Hispanic or Latino
- D. Native American
- E. Asian
- F. Pacific Islander
- G. Other
- H. Two or more

*How many years have you lived in this community?*

### Access to Justice:

*Have you or someone you know experienced challenges in accessing justice services in our community?*

- A. Yes
- B. No
- C. Not sure

*If yes, please briefly describe the challenges faced:*

*On a scale of 1 to 5, how would you rate the effectiveness of local justice institutions in addressing community needs? (1 being very ineffective, 5 being very effective)*

1. Very ineffective
2. Somewhat ineffective
3. Mixed
4. Somewhat effective
5. Very effective

Inclusivity:

*Do you believe that our community is inclusive and welcoming to all individuals, regardless of background or identity?*

- A. Yes
- B. No
- C. Not sure

*Have you witnessed or experienced any incidents of discrimination or exclusion in our community?*

- A. Yes
- B. No
- C. Not sure

*If yes, please provide an example or describe the incident:*

Community Involvement:

*Do you feel that community members are actively involved in initiatives to promote justice and inclusivity?*

- A. Yes
- B. No
- C. Not sure

*Would you be interested in participating in community initiatives addressing justice and inclusivity issues?*

- A. Yes
- B. No
- C. Maybe

Additional Comments:

*Is there anything else you would like to share about justice, inclusivity, or related issues in our community?*

# Student Assessment After Community Needs Assessment

## Objective:

*The goal of this assessment is to evaluate students' ability to empathize with community members affected by justice or inclusivity issues, incorporate real stories into their understanding, and effectively communicate the human impact of their projects.*

## Criteria:

### Empathy:

- Understanding Perspectives: Did the student demonstrate a deep understanding of the perspectives and experiences shared by community members in their interviews or surveys?
- Sensitivity: Did the student approach the stories with sensitivity and respect for the individuals' experiences? Were they able to acknowledge the emotional and cultural aspects of the stories?

### Incorporation of Real Stories:

- Selection: Were the real stories chosen relevant and representative of the justice or inclusivity issues in the community? Did they add depth to the understanding of the problems?
- Integration: How well did the student integrate the real stories into their needs assessment? Were the stories used to contextualize and illuminate the identified needs effectively?

### Communication of Human Impact:

- Clarity: Were the human impacts of the issues clearly communicated? Did the student use clear and accessible language to convey the real stories and their significance?
- Visual Presentation: If applicable, did the student use visuals (e.g., charts, graphs, images) to enhance the communication of human impact?
- Narrative Flow: Did the project proposal flow smoothly, weaving the real stories seamlessly into the overall narrative? Was there a logical progression from stories to identified needs?

### Integration into Project Proposal:

- Relevance: How effectively did the student integrate the real stories into their project proposal? Were the stories relevant to the proposed solutions?

- Alignment with Objectives: Did the stories contribute to a clearer understanding of the objectives and goals outlined in the project proposal?

Community Partner Engagement:

- Identification: Did the student identify potential community partners who could share additional stories or provide support for their project?
- Integration: How well did the student incorporate the potential community partners into their overall project proposal?