

OKELLO THOMAS

STUDENT ID: UB69639SSO78773

PROGRAM

BACHELOR'S IN SOFTWARE ENGINEERING

COURSE NAME

**(UN SUSTAINABLE DEVELOPMENT GOAL 16:
PEACE, JUSTICE, AND STRONG INSTITUTIONS)**

ATLANTIC INTERNATIONAL UNIVERSITY

SUBMISSION PERIOD: MARCH / 2022

Table of Contents

1.0 Introduction.....	1
1.1 Facts and figures of Global Peace, Justice, and Strong Institutions.....	1-3
2.0 Achieving SDGs (SDG-16) through Educational Objectives.....	4
2.1 Key Competencies for Achieving SDGs including SDG-16.....	4-5
2.2 Specific Learning Objectives for Achieving SDG-16.....	5
2.3 Cognitive Learning Objectives.....	5
2.4 Socio-emotional Learning Objectives.....	5-6
2.5 Behavioral Learning Objectives.....	6
3.0 Rules and Techniques used to Achieve SDGs including SDG-16.....	6-7
3.1 Assessing Learning Outcomes and Quality of Programs.....	7-8
4.0 Improvement of Education in My Community.....	8-10
5.0 Conclusion.....	11
6.0 Bibliography.....	12

1.0 Introduction

Peace is freedom from disturbance. It is a concept of societal friendship and harmony in the absence of hostility and violence (Wikipedia, Wikipedia, 2022) while strong institutions are effective, transparent, and accountable institutions essential for sustainable development and critical for governments to deliver services to their citizens (The World Bank, 2020).

Justice is the principle that people receive what they deserve with the interpretation of what then constitutes “deserving” impacted upon by several areas, with many varying perspectives including concepts of moral correctness based on ethics, rationality, law, religion, equity and fairness. The state increases justice by enforcing their rulings in the courts of law (Wikipedia, Wikipedia, 2022).

Sustainable Development Goal 16 (SDG 16) talks about "peace, justice, and strong institutions." One of the 17 Sustainable Development Goals established by the United Nations in 2015. The official statement is: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels" (Wikipedia, 2022).

1.1 Facts and figures of Global Peace, Justice, and Strong Institutions

- 68.5 million people were already forcefully displaced by the end of 2017 resulting from persecution, conflict, violence or human rights violation.
- At least 10 million stateless people who have been denied nationality and its related rights exist.
- Developing countries pay the cost of corruption, bribery, theft and tax evasion at a tune of US\$ 1.26 trillion yearly.

- The tune of 49 countries globally, lack laws to protect women from domestic violence.
- Women now hold more than 30 percent of seats in at least one chamber of national parliament in 46 countries around the world.
- One billion people are legally invisible including an estimated 625 million children under 14 whose births have never been registered because they cannot prove who they are.

The Goal has 12 targets to be achieved by 2030. Progress towards targets will be measured by 23 indicators which indicators will not be mentioned here. This is important because peace, justice, and strong institutions, will spark and sustains development in all sectors of the economy such as energy (oil, gas, and nuclear energy), health, business, education, construction, Information, and Communications Technology, and others of which energy and education are prime factors here.

Now with this bedrock in place, migration into 100 percent renewable energy is very possible and sustainable. Research gurus have put it on the table that technology will save the globe in this 21st century by embracing green growth for this is 100 percent renewable energy which will save the world from this war of oil and gas if the globe as a unit block, accepts to transition from nuclear energy, oil and coal gas to green sources (talks, 2017).

This is on the other side of the coin not possible because these are business models owned by rich and most likely corrupt citizens or governments who would not easily accept this change because they are earning huge returns from these business entities. The war in Iraq, Serbia, Nigeria, and other countries in Africa, the Middle East, Europe is directly or indirectly about fossil fuel and its associated corruption aspects.

The United States has over 700 military bases across the globe with a defense budget of about 600 billion US dollars, China slightly above 200 billion US dollars compared to Russia, Saudi Arabia, and the rest of the world.

For peace, justice, and strong institutions to prevail, we need to embrace zero corruption tolerance, channel credible information through the media so that the audience receives the truth of what is happening in their environment, not war propaganda for what we think influences our actions, build strong institutions of justice, and allow all arms of governments and institutions to function independently in the countries around the world. The government must take charge and ensure all the basic requirements such as food, clean water, housing for their citizens is safeguarded.

It is not effectively possible to achieve peace, justice, and strong institutions around the world but efficiently at levels of percentages, it is probable. This is because corruption is deeply rooted in societies around the world to the extent that some societies practice entrenchment of the wealth they have already acquired through dubious means, and they are forced to cling to power no matter how corrupt and undemocratic they are.

Those who are not in power and are corrupt will always try to maintain good relationships with the entrenched of these appalling systems. They will never criticize any forms of corruption in their country and always try to promote it so that their numbers grow against the organizations and civil societies condemning this brutal act against humanity.

The authority in power enacts bad draconian laws either through the parliament because of their numbers against the oppositions like in my country Uganda which laws appear legitimate or through any other means which they would claim to be pro-people.

2.0 Achieving SDGs (SDG-16) through Educational Objectives

To achieve sustainable development goals through educational objectives, cross-cutting key competencies for achieving all SDGs including SDG-16, and specific learning objectives for the SDGs are applied (PUBLICATIONS, 2017).

Key competencies represent cross cutting competencies that are necessary for all learners of all ages worldwide and have been developed at different age-appropriate levels. It is conceptualized as transversal, multifunctional, and context-independent. They do not replace specific competencies necessary for successful action in certain situations and contexts, but they constitute these and are more broadly focused.

2.1 Key Competencies for Achieving SDGs including SDG-16

- **System thinking competency.** This is when one can recognize and understand relationships.
- **Anticipatory competency.** Where one can understand and evaluate multiple futures.
- **Normative competency.** Where one can understand and reflect on the norms and values that underlie one's actions.
- **Strategic competency.** Where one can collectively develop and implement innovative actions to continue wheeling sustainability at the local level and beyond.
- **Collaboration competency.** Where one can learn from their surroundings(others)
- **Critical thinking competency.** Where one can question norms, practices, and opinions.
- **Self-awareness competency.** Where one can reflect on their own role in both their local community and globally.

- **Integrated problem-solving competency.** Comprehensive ability to apply different solving structures to complicated sustainability problems and develop a working, inclusive and equitable solution possibilities that encourage sustainable development ultimately integrating all the above competencies.

2.2 Specific Learning Objectives for Achieving SDG-16

Specific learning objectives for the sustainable development goals including (SDG-16) learning objectives (Education) are described in the cognitive, socio-emotional, and behavioral domains or groupings. To achieve peace, justice, and strong institutions within and amongst countries in the world, United Nations goal 16, for sustainable development, is employed.

2.3 Cognitive Learning Objectives

- Concepts of justice, inclusion, peace, and their relationship to the law are understood by the learner
- Local, national legislative, and governance systems are understood by the learner including how they represent them, and that they can be abused through corruption.
- The learner's system of justice can be compared with those of other countries.
- Importance of individuals and groups in upholding justice, inclusion, peace, and supporting strong institutions in their country and globally can be understood by the learner.
- The importance of the international human rights framework is understood by the learner.

2.4 Socio-emotional Learning Objectives

- Learners of a given country can connect with others who can help them in facilitating peace, justice, inclusion, and strong institutions.

- Local and global issues of peace, justice, inclusion, and strong institutions can be debated by the learner.
- Empathy and solidarity can be shown by the learner for those suffering from injustice in their own country as well as in other countries.
- Issues of peace, justice, inclusion, and strong institutions can be reflected by the learner on their role.
- The learner's reflection on their own personal belonging to diverse groups (gender, social, economic, political, ethical, national, ability, sexual orientation, etc.) their access to justice, and their shared sense of humanity can be observed.

2.5 Behavioral Learning Objectives

- Issues of peace, justice, inclusion, and strong institutions can be critically assessed by the learner in their region, nationally, and globally.
- Developmental policies promoting peace, justice, inclusion, and strong institutions can be demanded in public and supported by the learner.
- Groups that are currently experiencing injustice and/or conflicts can work together with the learner.
- In local decision-making, speaking up against injustice becomes part of the learner.
- At the local and national levels, the learner can contribute to conflict resolution.

3.0 Rules and Techniques used to Achieve SDGs including SDG-16

The rules and techniques used to achieve sustainable development goal 16 for peace, justice, and strong institution around the world through education are briefly outlined in the following context

through possible modules of a teacher education curriculum with education for sustainable development (ESD) as a key element:

- Fundamental concepts of sustainable development from a local, national, and international perspective.
- Concepts of Education for Sustainable Development (ESD) from a local, national, and international perspective.
- Disciplinary, interdisciplinary, and transdisciplinary perspectives of key examples of sustainability challenges.
- Work that is Project-oriented on specific problems of local, national, and global importance in cooperation with educational institutions and other (local) partners.
- Analysis of education that is research-based for sustainable development (ESD) processes in different learning settings (such as schools, colleges, or non-formal educational institutions).
- Educational Practical experiences for sustainable development (ESD) approaches and their critical reflection.

3.1 Assessing Learning Outcomes and Quality of Programs

Ultimately, assessing learning outcomes and the quality of programs in the context of education for sustainable development (ESD) meant for sustainable development goals including (SDG-16) can be accomplished by:

- Integrating education for sustainable development (ESD) in policies, strategies, and programs.
In all formal, nonformal, and informal learning setups, the policy is a major factor in integrating ESD.

- Integrating education for sustainable development (ESD) in curricula and textbooks. ESD must be integrated in all curricula of formal education starting from early childhood through different levels and areas of education to higher education.
- Integrating education for sustainable development (ESD) in teacher education. Educators are a powerful force of change which force of change enables them to deliver the educational response needed to achieve sustainable development goals (SDGs).
- Delivering education for sustainable development (ESD) in the classroom and other learning settings. Schools and universities must place themselves in a setup and forefront of learning and experiencing sustainable development and ultimately organize all their processes towards rules of sustainability.

4.0 Improvement of Education in My Community

To improve education in my community so that the next generation has the tools and mindset to achieve peace, justice, and strong institution, the following aspect must be put into consideration and resolved.

- ❖ Improvise meals at schools so that the learners can be able to study without going hungry. This still calls for zero tolerance to corruption of either greed or the need for a lot of government funds to be diverted and wasted which should have otherwise been channeled to feeding the learners, especially in government-aided schools, learners are subjected to studying on empty stomachs.
- ❖ Engage the area Members of Parliament to table a motion regarding the alternative affordable and reliable electricity supply to these schools like solar systems, wind power systems if the current main greed installation of hydroelectricity distribution would be costly in the short run so that irrecoverable gaps are not created in the learning process.

- ❖ This means that a comprehensive multigrid power supply plan must be instituted and achieved in a long run. The world has gone digital and during this pandemic, it is evident how rural schools are totally left behind. Power tariffs and data rate subscriptions in Uganda are classified among the highest in the world.
- ❖ Lower these to make them affordable including taxes levied on smartphones and computers. Acknowledge and address overcrowding. Any big number of pupils or students in each classroom has been shown to be less effective and therefore policymakers must draw a master plan that effectively stops this problem, therefore, all stakeholders from parents to technocrats must be involved to conclusively address this issue.
- ❖ Make funding schools a priority. In my community, government-aided schools receive budgetary allocation once each financial year to support the day-to-day running of activities in these schools. Sometimes there is a delay in the disbursement of these funds coupled with corruption. Since it is a countrywide problem; members of parliament must be put to task to formulate stringent laws to address this monster problem.
- ❖ Address the high school dropout rate at the primary level due to financial constraints by financially empowering the parents and guardians of these pupils at the parish level for example introducing the affordable parish financial model so that they can participate in sustainable economic activities.
- ❖ Engaging the appropriate stakeholders to prompt the government to revert to supplying free scholastic materials like textbooks, exercise books, and others in addition to virtualizing access to these learning resources so that a wide spectrum of access to learning materials is created and easily accessible. The government has its own Telecommunications network called Uganda Telecommunications which can be

refurbished, and all public schools are connected to this communications backbone freely while private schools are connected at a subsidized rate. This calls for the public-private sector type of arrangement to be legalized.

- ❖ Raise standards of living for teachers by constructing decent housing, raising their remunerations, and giving them health insurance to attract more qualified teachers and retain them in the profession and these members of parliament must be engaged through several and different fora and from time to time till this issue becomes a national concern. Most of the time teachers are left to the tassel on their own in vain.
- ❖ All stakeholders must be involved in the classroom running and curriculum building decisions. Starting from Parents with basic knowledge in education, professionals across the board to technocrats and policymakers in the government. In recent decades, the education system transitioned from teachers and local boards in terms of who makes decisions that affect classrooms and curricula and this, in turn, affected student performance and increased the dropout rates.
- ❖ Involve the local councilors (LCs), Parents, and all the other stakeholders to continuously engage the Local Government at the district level to invest in the construction and maintenance of feeder roads so that school-going children can easily walk to school even in wet seasons. Sometimes, the roads are so bad that seasonal rivers and swamps flood and cut off connecting roads to school and the day scholars cannot make it to school.

5.0 Conclusion

It is crystal-clear that, for sustainable development, we need peace, stability, human rights and effective governance which must have its foundation on the rule of law. Economic growth is affected by armed violence and insecurity slowing down the development of a country with grievances which may last for generations.

In a prevailing conflict or where there is no rule of law, sexual violence, crime, exploitation, and torture are evident and therefore countries must take the first initiative and put in place protective measures for the vulnerable people or those who at risk. The SDGs including SDG-16 strive to significantly ground all forms of violence, and work with governments and communities to end conflict and insecurity.

For this process to be promoted successfully, the rule of law and human rights are fundamental as well as limiting the flow of illegal arms and encouraging the developing countries to strengthen their participation in the institutions of global governance. Countries should therefore work together to amicably resolve issues that directly affect humanity and the globe as a whole.

6.0 Bibliography

PUBLICATIONS, U. A. (2017). UNESCO. Retrieved from en.unesco.org:

<https://en.unesco.org/open-access/terms-use-ccbysa-en>

talks, T. (2017, February 23). YouTube. Retrieved from www.youtube.com:

https://www.youtube.com/watch?v=6aqY-iY7s_Q

The World Bank, A. o. (2020). The World Bank. Retrieved from datatopics.worldbank.org:

<https://datatopics.worldbank.org/sdgoal-16-peace-justice-and-strong-institutions/>

UNESCO. (2017). Retrieved from <https://en.unesco.org/open-access/>

Wikipedia. (2022, March 7). Wikipedia. Retrieved from en.wikipedia.org:

https://en.wikipedia.org/wiki/Sustainable_Development_Goal_16

Wikipedia. (2022, March 24). Wikipedia. Retrieved from en.wikipedia.org:

<https://en.wikipedia.org/wiki/Peace>

Wikipedia. (2022, March 25). Wikipedia. Retrieved from en.wikipedia.org:

<https://en.wikipedia.org/wiki/Justice>