

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



Compiled by Commonwealth of Learning 2017

1.2.16. SDG 16 | Peace, Justice and Strong Institutions | Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Table 1.2.16. Learning objectives for SDG 16 “Peace, Justice and Strong Institutions”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands concepts of justice, inclusion and peace and their relationship to law. 2. The learner understands their local and national legislative and governance systems, how they represent them and that they can be abused through corruption. 3. The learner is able to compare their system of justice with those of other countries. 4. The learner understands the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country and globally. 5. The learner understands the importance of the international human rights framework.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country. 2. The learner is able to debate local and global issues of peace, justice, inclusion and strong institutions. 3. The learner is able to show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries. 4. The learner is able to reflect on their role in issues of peace, justice, inclusion and strong institutions. 5. The learner is able to reflect on their own personal belonging to diverse groups (gender, social, economic, political, ethnical, national, ability, sexual orientation etc.) their access to justice and their shared sense of humanity.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to critically assess issues of peace, justice, inclusion and strong institutions in their region, nationally and globally. 2. The learner is able to publicly demand and support the development of policies promoting peace, justice, inclusion and strong institutions. 3. The learner is able to collaborate with groups that are currently experiencing injustice and/or conflicts. 4. The learner is able to become an agent of change in local decision-making, speaking up against injustice. 5. The learner is able to contribute to conflict resolution at the local and national level.



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Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> Effective law enforcement, with adequate anti-corruption and anti-money laundering training. Training for security and military staff. Rule of law for civilian police. Security technology and infrastructure including radar systems. 	<ul style="list-style-type: none"> Ability to counter transnational crime, corruption and terrorism. Identify drug trafficking routes and illegal fishing. Coast guards able to guard small island states relative isolation. Operational skills of law enforcers to investigate the linkages crimes, corruption and money laundering. 	<ul style="list-style-type: none"> Motivated to ensure global security Reducing violence, promoting the rule of law, combating corruption and bribery. Improve marine conservation efforts and protect the world's oceans. Protect fundamental freedoms.

References

Commonwealth Secretariat (2017). *Curriculum Framework for Enabling the Sustainable Development Goals*. Retrieved from <https://www.thecommonwealth-educationhub.net/frameworkforsdgs/>

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UNODC (2017). Sustainable development goals. Retrieved from <https://www.unodc.org/southeastasiaandpacific/en/sustainable-development-goals.html>