

PEACE-ING IT TOGETHER

Toolkit
for Youth
Groups

Explore SDG 16 through the stories of two families in South Sudan



Trōcaire

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Join us to learn more! Would you like the opportunity to learn more about this resource? If so, please sign up to one of our CPD sessions for educators in early February. Together, we will explore the resource, and look at different ways to use the activities, and the supplementary resources on our website. Please sign up [here](#).

INTRODUCTION

Welcome to *Peace-ing It Together*. This resource aims to support young people and youth workers in exploring the issues of conflict and peacebuilding from a global perspective.

It looks at conflict through the lens of Trócaire's work in South Sudan and connects our work to the Sustainable Development Goals (SDGs). The resource is divided into three core elements, which are:

1) Exploring the SDGs

2) Hope, Peace and Conflict

3) Justice and Strong Institutions

The activities are linked to national youth work outcomes and global citizenship education, and the resource should be used with supporting materials which are available [here](#).

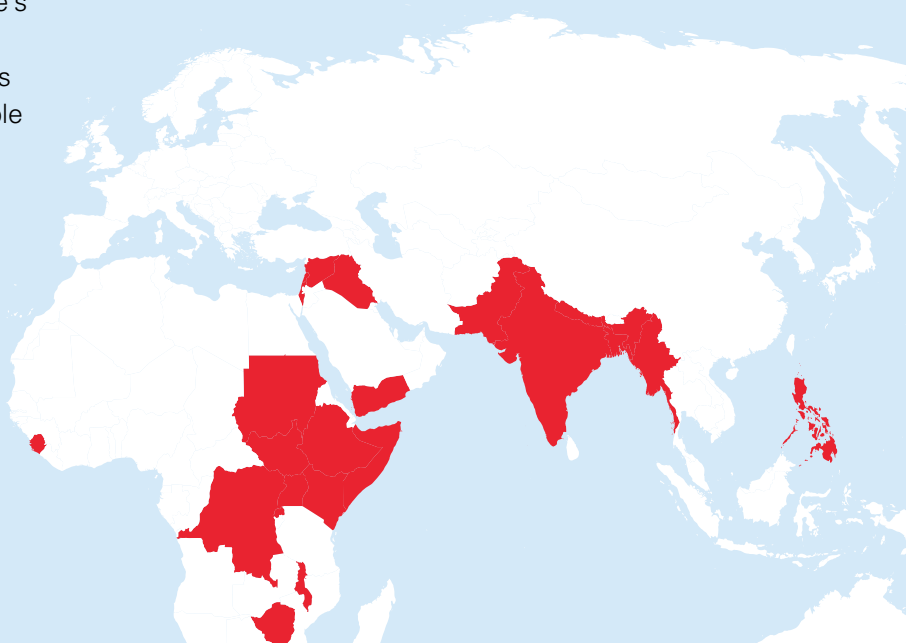
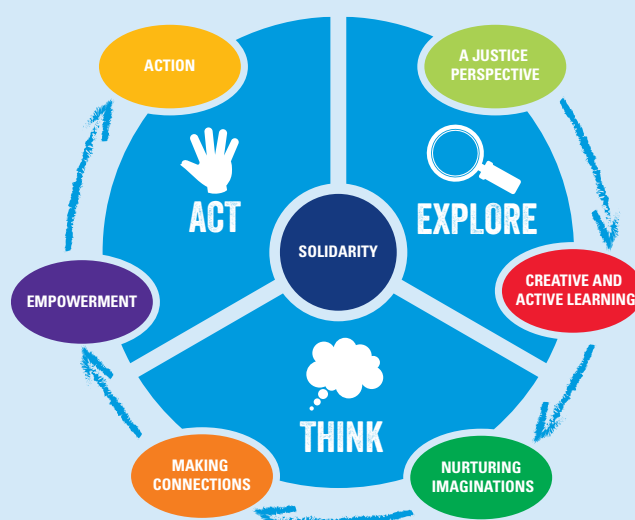
ABOUT TRÓCAIRE AND DEVELOPMENT EDUCATION

Trócaire is an Irish NGO and the overseas development agency of the Catholic Church in Ireland.



Trócaire works in over twenty countries across Africa, Asia, Latin America and the Middle East to provide humanitarian assistance and long-term support to communities. Trócaire works with partner organisations to empower communities to

improve their lives, meet their basic needs and ensure their human dignity is respected. Trócaire's development education work engages young people and their youth leaders through a process of exploration, reflection and action. Young people are supported to make connections between their own lives and global justice issues, and to be empowered to make a positive difference in the world. To find out more, read 'What is Development Education' available [here](#).



GLOBAL GOAL 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

This toolkit for youth groups explores **SDG 16: Peace, Justice and Strong Institutions** through the stories of two families in South Sudan.

Our world is increasingly divided. Some regions enjoy peace, security and prosperity, while others fall into seemingly endless cycles of conflict and violence. Ongoing conflict and displacement makes it difficult for communities to thrive. We cannot hope for sustainable development in South Sudan without peace, stability, human rights and effective governance, and SDG 16 offers a framework to achieve this.

World leaders (including Ireland) have committed to achieving seventeen Sustainable Development Goals or Global Goals between 2015 and 2030. From the above image you will see that they cover many big issues such as poverty, hunger, education, climate, equality, innovation, peace, and partnerships. One of the key principles of the SDGs is the pledge to 'leave no one behind'. The universal nature of the SDGs means that all countries have a responsibility to achieve the goals, in their own country and in countries throughout the world.



Useful Links

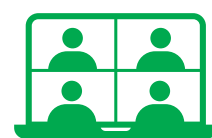
Take some time to familiarise yourself with the UN website [here](#) explaining the Sustainable Development Goals. You can encourage young people to explore them as part of the project.

Introduce the SDGs. Explain that the UN has come up with a plan to ensure the world changes in a way that is fair for all people and protects our environment. Watch the animation: [Malala introducing the world's largest lesson](#).

Also check out our Trócaire and The Global Goals resource, which will help to introduce the theme of sustainable development. The resource can be found [here](#).

YOUTH WORKER NOTES

These activities are designed primarily for use with young people aged fourteen and over. The information is presented as activities with suggestions of how long they will take. Each activity is a full session. This is to enable you to dip in and out of the resource depending on how much time you have, given the sensitive and complex nature of issues addressed within the activities. We recommend you read each activity thoroughly and decide if it is appropriate for your group. Also avoid reinforcing negative stereotypes as you explore the activities. In our case study from South Sudan conflict and poverty are a reality for these families, but not everyone in, or from, South Sudan has had this experience. Remind young people that this is only one part of the story of South Sudan. Where possible, focus on positive aspects of the country as a balance. South Sudan is only one country amongst many in the entire continent of Africa.



Creating a Safe Environment to Explore Conflict

In exploring conflict with young people, it is vital to create a safe space to encourage full participation in discussions. We strongly recommend that you create a group contract at the beginning of the programme.

In line with current government guidelines on social distancing, the activities have been designed to minimise physical contact and sharing of materials. If using digital platforms, such as Kahoot and Menti, to supplement the resource, please ensure your organisations online and social media policies, practices and procedures are followed.

HOW TO USE THIS RESOURCE

The activities in this toolkit cover a range of themes related to peace and justice. When delivered together they are designed to achieve the following outcomes.

- Explore individual understandings of values related to peace and justice.
- Develop empathy and understanding for people displaced by conflict.
- Inspire action to ensure strong institutions that protect human rights.






How the SDGs relate to Youth Work and Global Youth Work

Global youth work means exploring global issues with young people through non-formal education. The aim is to explore a young person's role in their local community, and within a globalised world.

Global youth work aims to empower young people to develop the knowledge and skills to tackle these issues and explore their own values, beliefs and connections with the wider world.

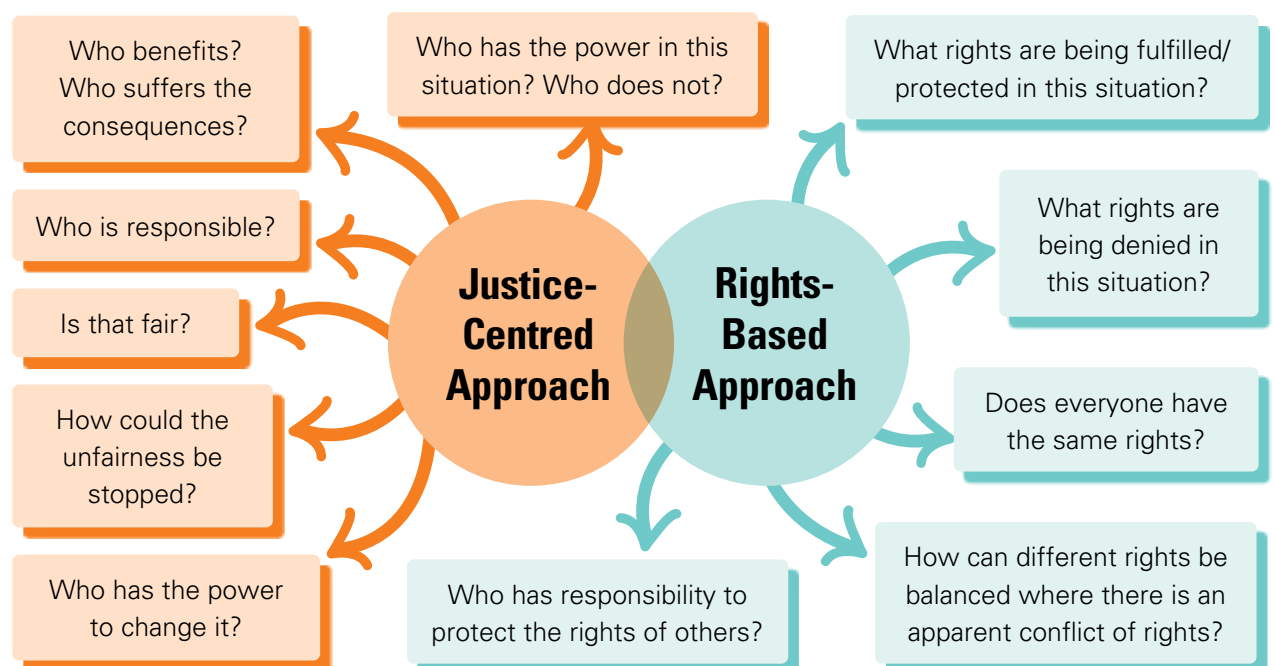
By exploring topics through a global lens, you are linking into the National Youth Work Strategy and the National Quality Standards frameworks below.



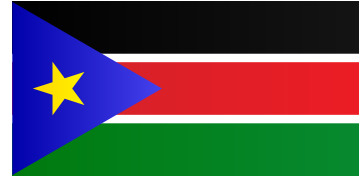
NATIONAL YOUTH STRATEGY: Five Outcomes	North/South Education and Training Standards Committee for Youth Work (NSETS), National Quality Standard Framework (NQSF): Five Core Principles
 Active and healthy, physical and mental well-being	Young person-centred
 Achieving full potential in all areas of learning and development	Committed to ensuring and promoting the safety and well-being of young people
 Safe and protected from harm	Educational and developmental
 Economic security and opportunity	Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults
 Connected, respected and contributing to their world	Dedicated to the provision of quality youth work and committed to continuous improvement

Key To Symbols:**Aims****Materials****Time****Key Terms**

Peace	→ Freedom from war and violence. Trócaire also sees peace as people being able to live secure lives and people having access to justice.
Conflict	→ A struggle or clash between opposing forces; a state of opposition between ideas, interests, etc.; disagreement or controversy.
Global Perspective	→ A global perspective is when someone can think about a situation as it relates to the rest of the world.
Justice	→ The quality of being just; righteousness, equitableness, to uphold the justice of a cause.
Values	→ Values are the things that you believe are important in the way you live and work.
Emergency Response	→ A range of emergency supports to crisis-affected communities.
Basic needs	→ Water, sanitation and food.
Protection	→ Supporting women and girls' safety and access to services in crisis.
Shelter	→ Shelter and camps for people forced from their homes.
Healthcare	→ Basic healthcare, maternal healthcare, nutrition and hygiene.
Long-term Aid	→ Providing local communities with education and skills for sustainable development.
SDGs	→ The Sustainable Development Goals or Global Goals are a collection of seventeen interlinked goals designed to be a 'blueprint to achieve a better and more sustainable future for all'.

Role of Critical Questioning

ABOUT SOUTH SUDAN



7.5 million people had food insecurity and were in need of assistance in 2020

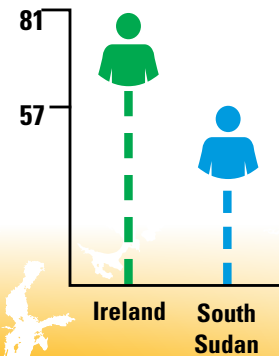


Over 2.2 million people are refugees and 1.6 million are internally displaced



HDI ranking 187 out of 189

Life Expectancy



South Sudan is the newest country in the world, gaining independence in 2011.

South Sudan is situated in East Africa. Whilst there is a lot of hope for this nation, the needs of the country are great, not least due to decades of conflict.

Since the Republic of Sudan gained its independence from Anglo-Egyptian control in 1956, internal tensions between northern and southern Sudan were never far from the surface. The first Sudanese civil war lasted from 1955–1972, and ended with a peace agreement in 1972, which led to the formation of the Southern Sudan Autonomous Region.

For numerous reasons, the fragile peace failed to hold, and once again Sudan descended into civil war in 1983. A peace agreement was signed in

January 2005, bringing to an end a long and bloody twenty-two years of conflict, costing what is estimated to be in excess of two million lives.

South Sudan finally gained full independence in 2011, after having six years of autonomy after the end of the second civil war. A referendum held in January 2011 saw the people vote overwhelmingly for permanent independence. Conflict never really disappeared from South Sudan, with disputes over resources (oil) and territory continuing to cause tensions and disputes.

A civil war in South Sudan erupted in late 2013, and has more or less continued ever since. The latest peace agreement was signed in 2018, and efforts to implement the peace agreement continue with some sporadic success, amid numerous outbreaks of fighting and brutal violence, often against civilians.¹

Over the course of decades, through numerous conflicts and failed peace agreements, millions of people have been forced to flee their homes. Many are internally displaced within South Sudan, with many more having fled the country to find safety in neighbouring countries.

Political conflict, compounded by economic woes and drought, has caused massive displacement, violence and food shortages.

Additionally, flooding has affected hundreds of thousands of people in South Sudan, particularly towards the end of 2020, with many having to flee their homes.

The official number of those who have contracted Covid-19 in South Sudan has remained relatively low but a lack of testing means that exact figures are unclear. Covid-19 is, however, present in South Sudan. Beyond the more obvious immediate health needs, the pandemic poses what one of Trócaire's in-country partners calls a 'triple threat', with huge increases in food prices, the likely increase in violence against women, and people not coming forward to seek treatment at hospital for other ailments, such as malaria, yellow fever and typhoid.

¹ <https://news.un.org/en/story/2020/09/1072502>



After considering various names including Azania, Nile Republic and Kush Republic, the government settled on the Republic of South Sudan.

With several hundred language groups, South Sudan is one of the most linguistically diverse countries in Africa. Although English is now the official language.



The South Sudan currency is the pound.

FACT BOX

Chosen through a competition, the national anthem comprises four short stanzas and lasts a little more than a minute. Listen to it [here](#).



There is no official national dish, as food varies widely throughout the states. In the east, Ethiopian-style dishes are common; in the north, fuul – cooked and mashed fava beans – is popular. Elsewhere, meals based around sorghum, beans and sometimes goat meat are common.

Football is extremely popular in South Sudan and many people follow teams from the English and Spanish leagues. The national football team is nicknamed the Bright Stars.



TRÓCAIRE'S WORK IN SOUTH SUDAN

In 2010, Trócaire opened an office in South Sudan. Five years later, it merged with its UK sister agency, CAFOD. Since 2015, CAFOD and Trócaire have worked together in South Sudan.

Trócaire and CAFOD in Partnership (CTP) works in three programme areas in South Sudan. The overarching goal in South Sudan is to improve the well-being of individuals and communities. An important aspect of the work of Trócaire in South Sudan is **localisation**. This means that local people and organisations play a central role in humanitarian/emergency response, or in longer term development programmes. In South Sudan, Trócaire works alongside a number of organisations (partners), including the **South Sudan Council of Churches** (SSCC). This means that the work in South Sudan benefits from the knowledge, skills and relationships of these partners. Trócaire provides funding and technical support, and works alongside these partners in difficult situations.

Humanitarian

Humanitarian need in South Sudan is immense. Trócaire and its partners provide food, water, sanitation facilities and livelihood support to thousands of host families and displaced people in Lakes and Upper Nile states. Trócaire and its partners also provide humanitarian support to South Sudanese refugees living in Uganda and DR Congo.



Peacebuilding and Human Rights

Widespread violence has led to complete disregard for human rights in South Sudan. Trócaire and its partners provide programmes that train community members to hold local representatives to account. These programmes increase people's knowledge and awareness of political engagement and give them the skills and confidence to participate in decision-making. The projects Trócaire supports also promote the protection of women's rights and freedom of speech. This work also supports peacebuilding and reconciliation in conflict-affected areas by addressing the causes and consequences of conflict.



Food and Resource Rights

As well as providing immediate humanitarian relief, Trócaire and its partners also work with communities on long-term projects to improve food production and income generation.

Trócaire's partners work with people to provide them with equipment and training to improve their agricultural yields and also secure access to markets. The work focuses on promoting agro-ecological farming methods. These methods ensure sustainable management of land and environmentally friendly practices and also provide access to clean drinking water and sanitation facilities.



Conflict impacts people's ability to fulfil their basic needs. In the fact box there are five reasons why lasting peace is needed for people in South Sudan to survive and thrive.

1) Over 7.5 million people faced food crisis during 2020, not least due to the impact of Covid-19.

2) Families need to return home, safely. The largest refugee crisis in Africa is in South Sudan. When fighting broke out, millions of people in South Sudan had no choice but to flee for their lives. Approximately 2.2 million are refugees. People fled to neighbouring countries where they are living in refugee camps, and another 1.6 million are internally displaced within South Sudan.

3) Children need to return to school, and deserve to play freely. In South Sudan, all children under five have known is the trauma of war. They need a chance to live a happy life, playing freely. Older children also need to get back to the classroom. They have goals and aspirations and education is the only way for children to escape the cycle of poverty and have a brighter future.

4) Women need to be able to work and live without fear of attack. Assaults on women are widespread in South Sudan and everyday activities, such as working in their gardens or walking to collect firewood, are immensely dangerous for women.

5) The older generations deserve to live the rest of their lives in peace and comfort.

Source: <https://www.trocaire.org/news/forgotten-country-five-reasons-lasting-peace-needed-south-sudan>



Ajak (34) with her son Ngor (8 months); Awut (48) with her granddaughter Nyajima (2), Malek, Lakes State, South Sudan. Photo credit: Achuoth Deng for CAFOD/Trócaire.

CASE STUDY: A STORY OF HOPE AND RESILIENCE

Awut and Ajak have survived a war, but every day remains a battle: a battle to earn money; a battle to grow food; a battle to pay for their children's school.

Their lives have been torn apart by a war they never wanted. This is the **injustice** of war. These two remarkable women were strangers when they lost their homes and their husbands to South Sudan's brutal war. They are survivors. They know how to battle to provide for their children. Awut still finds it hard to talk about the time she feared herself and her seven children would die stranded in the dangerous bushland, trying to flee the war.

'The experience of fleeing was horrible,' she says. 'We suffered a lot in the bushes with hunger and thirst. Myself and the family trekked for long days without food or water.' She was alone with her family. She had no home, no money and no food. She arrived into the town of Malek scared, hungry and exhausted.

'I arrived in Malek and told them I was fleeing the war,' she says. 'The people here welcomed us.

They gave us food and some land.' It was March when Awut and her family arrived, a time of year known as 'the hungry months' when the last harvest is exhausted but the new one is yet to bear crops. People in Malek had little of their own, but what they had they shared.

'People had to feed on wild fruits,' she remembers. 'Then Trócaire [through a partner organisation] offered to support us. This help changed our lives. The people gave my family land and Trócaire's partner gave us seeds. Now I plant my own crops. I am working hard and providing for my family. We started a savings and loans group. Women in the village contribute money each month. It really helps a lot.'

Awut found a new life in this community, where people fleeing war and suffering are welcomed and supported. Soon, she had a chance to pass



| A young okra plant in the vegetable patch of a South Sudanese refugee, who received seeds, tools and training from Caritas.

this love and support on to others. Ajak arrived in Malek after the war destroyed her village. She had family and a husband who died shortly after Ajak's arrival. Awut knew that this was her opportunity to support Ajak just as others had supported her.

'She welcomed and settled us next to her,' says Ajak. 'On the first day, she allowed me to share her plates and utensils. She gave me food to start up and settle in. I had nothing. So she tried to help me and my family.'

Awut and Ajak came from different backgrounds and different regions, but have been brought together by the tragedy of war.

'I am thankful to her,' says Ajak. 'She lifted me when I was in need. I had nothing. She accommodated me and provided for me and my family until I picked up. We sit together and discuss ways of life. We share a lot. When she is down, I lift her up and vice versa. She is a very dear friend. We help each other in times of need.'

Awut agrees and says that the determination of the people of Malek to help each other has allowed them to survive. 'We share everything we have,' she says. 'Ajak and I do everything together. We farm together and make sure we have enough to support our families. We make sure our kids stay together and live in harmony. 'We have to

show humility. As displaced people, it is good to join hands and work out ways to survive together. Most importantly: always stay in peace! It is my desire for people to live in peace without conflict. Let's live as one people and one world!' Trócaire's partner organisations have provided seeds, tools and shelter to help the people of Malek. It has given people like Ajak and Awut a chance to rebuild their lives, but so many challenges remain. 'We work hard but it is difficult when the rains fail,' says Ajak. 'I am a widow with eight kids. It is difficult. I try hard but I can't always provide school fees, shoes, uniforms and all other school requirements. That is why they stay at home without school. It is a struggle but I have hopes for my children.'

Now that you have read the story of Awut and Ajak, ask the following questions:

- From whom do Awut and Ajak receive support?
- In what ways did they receive support?
- What values are evident in this case study?
- Situations like the one facing Awut, Ajak and the people of South Sudan can happen anywhere in the world. Can you think of similar situations that have happened in other parts of the world, including closer to home?

SECTION ONE: The Sustainable Development Goals

ACTIVITY 1: INDIVIDUAL TO GLOBAL

Gather the group in the centre of the room/space. Explain that you will read out various statements from different groups/identities from Worksheet 1 and they have to decide which group they belong to and move to a particular end of the room. To avoid confusion, the first group called always goes to the left, and the second goes to the right.

Online option: This activity can be facilitated online by using hand movements. The young people should give a thumbs up if they agree, a thumbs down if they disagree or hold their hand flat in a rocking motion if they are unsure.



After the statements have been read, ask the group the following questions.

Debrief Questions

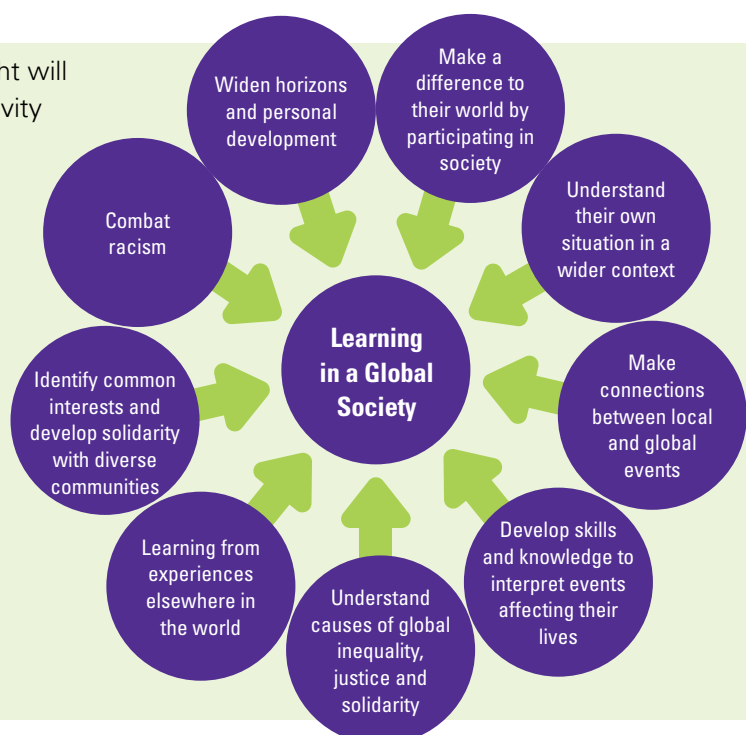
- Was it easy to put yourself in a group each time?
- Which groups did you feel uncomfortable about?
- Which did you feel good about?
- Were the comments/impressions that the other groups had of you fair or unfair?
- Can you think of any groups in the world who might feel like they are unfairly portrayed?
- Do you think that how we view other groups is based on fact or opinion?
- Where do we get our facts or opinions?

Facilitator Note: It is important to stress that we are giving opinions about the groups we identify in the game and not about individual young people who assign themselves to a particular group.

Summary: We need to develop the knowledge and skills to tackle global issues and explore our own knowledge, values, beliefs and connections with the wider world. A frame that helps us to understand this idea of a global perspective is the SDGs. Activity 2 explores the SDGs viewing the world through a global lens.

Facilitator Note: The diagram to the right will help you to link the statement in the activity to learning in a global society.

The [video](#) might also help in gaining a greater understanding of global youth work in order to facilitate this activity. This video is recommended for the facilitator to watch in preparation for the activity. The video is Dr Momodou Sallah, who has more than twenty years' experience working with young people at local, national and international levels, speaking at the National Youth Council of Ireland (NYCI) Development Education Roundtable, October 2014.



ACTIVITY 1

Worksheet 1 – Identity Statements

Starting off	Getting trickier	Global Justice issues
Light sleepers/ Heavy sleepers	Has a friend born outside Ireland/ Doesn't have a friend born outside Ireland	Buys fair trade products/Doesn't buy fair trade products
Meat eaters/ Vegetarian	Thinks Ireland is for Irish people/Thinks Ireland is for anyone who wants to be here	Thinks we should only support charities working on issues in Ireland/Thinks we should only support charities working on issues abroad
Morning person/ Night owl	Thinks young people should be allowed to vote at sixteen in Ireland/Thinks young people should not be allowed to vote at sixteen in Ireland	Thinks political leaders in Ireland are better than political leaders in the Global South/Thinks political leaders in Ireland are not better than political leaders in the Global South
Sports people/ Music people	Thinks social networking sites should be allowed to keep personal data/ Thinks social networking sites should not be allowed to keep personal data	Thinks people should be protected from fake news/Thinks people should not be protected from fake news
Have been outside Europe/ Never been outside Europe	Thinks friends should be allowed post videos of you on social media without asking/Thinks friends should not be allowed post anything of you without asking	Thinks it is the responsibility of all people to stop climate change/ Thinks it is the responsibility of somebody else to stop climate change

ACTIVITY 2: EXPLORING THE SDGs



Aim

Find out how much your group already knows about the SDGs or to recap.



Materials

Access to Kahoot/video/
SDG Photo Pack/SDG Wheel



Time

50 mins

What are the Sustainable Development Goals (SDGs)?

Find out how much your group already knows about the SDGs by using the quiz questions [here](#).

Online option

Kahoot!

Access our quiz through Kahoot, [here](#). This quiz includes some extra questions.

Video

As a recap to the main points raised in the quiz, watch the animation created by World's Largest Lesson, with Malala Yousafzai introducing the SDGs. Video link is [here](#).

Ask the following questions to the group and allow a short period of thinking time before taking answers.

Debrief Questions

- What major problems are the SDGs trying to solve?
- Why is it important to have a single global plan to address these problems?
- Why should we care about a global plan?

SDG Photo Pack

Split the group up into pairs (task can also be completed as a group or individual task depending on restrictions).

Give each pair one photo from the [SDG Photo Pack](#) and ask them to consider the following question:

- What people/groups/countries would consider this SDG as one of the most important?
- Where would you rank it out of the seventeen (very important, not so important) and why?
- Why would they consider it one of the most important?
- What SDGs relate to Ajak and Awut's story?



SDG Wheel

Use the [SDG Wheel](#) to help allocate one SDG to each pair (or individual/group). Ask the pairs to answer the following questions, focusing on their allocated SDG.

- What three SDGs are the most closely related to this SDG?
- How does this SDG relate to your community/How does it relate to Ireland?
- How does this SDG relate to Awut and Ajak's story and the story of South Sudan?



Young people take turns to put forward their arguments to the group. Encourage others to challenge their point of view.

Summary: Commitment to the Sustainable Development Goals is about our shared humanity. It recognises the fundamental value and power of the contribution of young people.

ACTIVITY 3: SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS



Aim

Explore the importance of young people engaging with global citizenship and with the issue of peace and justice.



Materials

Worksheets
2, 3 and 4



Time

50 mins

Did you know?

Approximately 23.7 per cent of the global population aged between ten and twenty-four years lives in countries affected by conflict.

- Split the young people into small groups and distribute Worksheets 2, 3 and 4.
- Ask each group to match the statements on Worksheet 2 with the targets on Worksheet 3 and record them on Worksheet 4.

Ask the following questions to the group, and allow a short period of thinking time before taking answers.

Debrief Questions

- Did anything about the statement/stats shock you?
- Can the targets offer some solutions to the statements?
- Where does power lie in these statements?

Summary: The targets are a call to action but also a framework of accountability.

16 | Worksheet 2: Statements

ACTIVITY 3 | Worksheet 2: Statements

Statement 1 It is estimated by the United Nations that close to 50 per cent of the world's youth live in developing countries.	Statement 2 At least 79.5 million people around the world have been forced to flee their homes. Among them are nearly twenty-six million refugees, around half of whom are under the age of eighteen.
Statement 3 More than 500 million young people aged fifteen to twenty-four live on less than €1.68 or €1.53.	Statement 4 Everyday, one hundred civilians, including women and children, are killed in armed conflict despite protection under international law.
Statement 5 Ensuring young people's active and meaningful education and participation is a demographic and democratic imperative.	Statement 6 People everywhere need to be free of fear from all forms of violence and feel safe as they go about their lives whatever their ethnicity, faith or sexual orientation. Conflict, insecurity, weak institutions and limited access to justice remain threats to sustainable development.
Statement 7 One in four children continues to be deprived of legal identity through lack of birth registration, often limiting their ability to exercise rights in other countries.	Statement 8 In 2019, the number of people fleeing war, persecution and conflict exceeded 79.5 million, the highest level ever recorded.

Worksheet 3: SDG 16 Targets | 17

ACTIVITY 3 | Worksheet 3: SDG 16 Targets

16.1 significantly reduce all forms of violence and related death rates everywhere	16.2 end abuse, exploitation, trafficking and all forms of violence and torture against children
16.3 promote the rule of law at the national and international levels, and ensure equal access to justice for all	16.4 by 2020 significantly reduce illicit financial and arms flows, strengthen recovery and return of stolen assets, and combat all forms of organised crime
16.5 substantially reduce corruption and bribery in all its forms	16.6 develop effective, accountable and transparent institutions at all levels
16.7 ensure responsive, inclusive, participatory and representative decision-making at all levels	16.8 broaden and strengthen the participation of developing countries in the institutions of global governance
16.9 by 2030 provide legal identity for all including birth registration	16.10 ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
16.a strengthen relevant national institutions, including through international cooperation, for building resilience at all levels, in particular in developing countries, for preventing violence and combating terrorism and crime	16.b promote and enforce non-discriminatory laws and policies for sustainable development

18 | Worksheet 4: SDG 16

ACTIVITY 3 | Worksheet 4: SDG 16

Statement	Relevant Target Number of SDG 16	How it relates (Write in your own words)

Sources

<https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/12/WorldYouthReport-2030Agenda.pdf>

<https://www.un.org/youthenvoy/wp-content/uploads/2015/06/YouthStatsArmedConflictpdf2.pdf>

ACTIVITY 3

Worksheet 2 – Statements

<p>Statement 1</p> <p>It is estimated by the United Nations that close to 90 per cent of the world's youth lives in developing countries.</p>	<p>Statement 2</p> <p>At least 79.5 million people around the world have been forced to flee their homes. Among them are nearly 26 million refugees, around half of whom are under the age of eighteen.</p>
<p>Statement 3</p> <p>More than 500 million young people aged fifteen to twenty-four live on less than €1.68 or £1.53 per day.</p>	<p>Statement 4</p> <p>Everyday, one hundred civilians, including women and children, are killed in armed conflicts despite protection under international law.</p>
<p>Statement 5</p> <p>Ensuring young people's active and meaningful education and participation is a demographic and democratic imperative.</p>	<p>Statement 6</p> <p>People everywhere need to be free of fear from all forms of violence and feel safe as they go about their lives whatever their ethnicity, faith or sexual orientation. Conflict, insecurity, weak institutions and limited access to justice remain threats to sustainable development.</p>
<p>Statement 7</p> <p>One in four children continues to be deprived of legal identity through lack of birth registration, often limiting their ability to exercise rights in other countries.</p>	<p>Statement 8</p> <p>In 2019, the number of people fleeing war, persecution and conflict exceeded 79.5 million, the highest level ever recorded.</p>

ACTIVITY 3

Worksheet 3 – SDG 16 Targets

16.1 Significantly reduce all forms of violence and related death rates everywhere.	16.2 End abuse, exploitation, trafficking and all forms of violence and torture against children.
16.3 Promote the rule of law at the national and international levels, and ensure equal access to justice for all.	16.4 By 2030 significantly reduce illicit financial and arms flows, strengthen recovery and return of stolen assets, and combat all forms of organised crime.
16.5 Substantially reduce corruption and bribery in all its forms.	16.6 Develop effective, accountable and transparent institutions at all levels.
16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.	16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance.
16.9 By 2030 provide legal identity for all, including birth registration.	16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.
16.a Strengthen relevant national institutions, including through international cooperation, for building capacities at all levels, in particular in developing countries, for preventing violence and combating terrorism and crime.	16.b Promote and enforce non-discriminatory laws and policies for sustainable development.

ACTIVITY 3 | Worksheet 4 – Matching Statements and SDG 16 Targets

[illegible]

SECTION TWO: Hope, Peace and Conflict

ACTIVITY 4: PEACE QUOTES



Aim

Explore our values and thinking around what 'peace' means.



Materials

Worksheet 5



Time

20 mins

- Ask the young people to line up in one straight line. Designate different parts of the room as 'agree', 'disagree' and 'not sure'. Explain that you will read some quotes about peace from Worksheet 5. Instruct the young people to walk to the area of the room that represents how they feel about each quote.

Online option: This activity can be facilitated with cameras turned on by using hand movements. The young people should give a thumbs up if they agree, a thumbs down if they disagree or hold their hand flat in a rocking motion if they are unsure.

- One by one, read each quote out loud and allow the young people to choose their positions.
- When the young people have taken their positions, ask them to give reasons for their stance. Why? What does it mean to you?
- After the young people have heard each other's reasons, they are invited to change their stance if they wish.
- The facilitator then reveals whose quote it is and allows further discussion if appropriate.
- Repeat with the next quote.

Ask the following questions to the group.

Debrief Questions

- What did you think of the exercise?
- Was there anything surprising/shocking about the quotes/activity?
- Would any of these quotes change your thinking about peace?

Summary: To help young people to think and talk about different perspectives around peace.

**'Peace begins
with a smile.'**
Mother Teresa

**'If you want peace,
you don't talk to your
friends. You talk to
your enemies.'**
**Archbishop
Desmond Tutu**

**'Peace cannot be
kept by force; it can
only be achieved by
understanding.'**
Albert Einstein

ACTIVITY 4

Worksheet 5 – Peace Quotes

‘Peace cannot be kept by force; it can only be achieved by understanding.’

Albert Einstein

‘I’ve always recognised the importance of standing up to bullies, and being an outspoken, awkward voice.’

Mary Robinson

‘If you want peace, you don’t talk to your friends. You talk to your enemies.’

Archbishop Desmond Tutu

‘Where choice is set between cowardice and violence, I would advise violence.’

Mahatma Gandhi

‘It isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it.’

Eleanor Roosevelt

‘Peace does not mean an absence of conflicts; differences will always be there. Peace means solving these differences through peaceful means; through dialogue, education, knowledge; and through humane ways.’

Dali Lama

‘Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.’

Martin Luther King, Jr.

*Perhaps link light and darkness to truth and lies if the group do not.

‘Peace begins with a smile.’

Mother Teresa

‘If you want to end the war then instead of sending guns, send books. Instead of sending tanks, send pens. Instead of sending soldiers, send teachers.’

Malala Yousafzai

Seventeen-year-old Noble Peace Laureate

‘To make peace, one must be an uncompromising leader. To make peace, one must also embody compromise.’

Benazir Bhutto

First woman elected to lead a Muslim state as the Prime Minister of Pakistan

‘Most importantly: always stay in peace! It is my desire for people to live in peace without conflict. Let’s live as one people and one world!’

Awut

Malek, Lakes State, South Sudan

ACTIVITY 5A: UNDERSTANDING CONFLICT



Aim

Build confidence talking about conflict and understand our own initial reactions to conflict.



Materials

Flip-chart/markers/
sticky notes



Time

60 mins

Facilitator Note: Given the sensitive and complex nature of issues addressed within the activities, we recommend you read each activity thoroughly and decide if it is appropriate for your group.



Use Mentimeter to explore this idea of looking at issues that affect the world through a global lens or from a global perspective.

Go to [menti.com](https://www.menti.com). You are required to make an account on their site first if you have not already. Visit www.menti.com. Click 'Sign Up' at the top right and follow the instructions.

Once you have created an account, you can start creating your own presentations.

- Click on 'Your Presentations' in the options menu.
- Click on the button to start constructing your own quiz.

A word cloud option lets participants make a visual representation of words that they can enter through their phones/devices. In order to create a word cloud you have to choose 'word cloud' from the question types. Alternatively, you can use a flip-chart for this.

For this activity enter the question:

What is conflict?

Give the young people two minutes to think about this question, and then write their definitions.

Ask the following questions to the group.

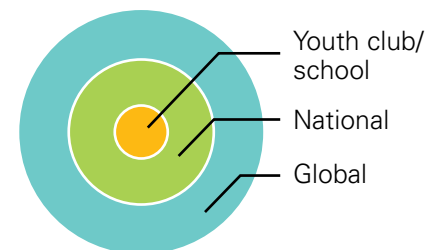
Debrief Questions

- How does the definition of conflict affect the way we think about conflict?
- What are some negative consequences of conflict?
- What are some positive outcomes of conflict? List four potential positive outcomes of conflict.

Draw three concentric circles on the flip-chart. Ask the young people to write on sticky notes some conflict issues in their youth group or school and place these in the inner circle. Then on different coloured sticky notes, give examples of conflict at a national level in Ireland, and place these in the middle circle. Repeating the process, fill the outer circle with examples of conflict issues worldwide.

Once all the sticky notes are in place, try to make links between the circles. Query how some of the global issues might also be local issues or vice versa.

How does the media influence our awareness of national and global conflict issues?



ACTIVITY 5B: AGREE OR DISAGREE



Aim

To encourage discussion and debate, and observe opposing viewpoints in order to make informed opinions.



Materials

Worksheet 6



Time

30 mins

Ask the young people to walk to an area of the room designated 'agree', 'disagree' or 'not sure' in response to the statements on Worksheet 6. Encourage discussion and debate between the students, and allow them to change their position based on what they hear from others.



Online option

This activity can be facilitated within an online meeting space by using hand movements. The young people should give a thumbs up if they agree, a thumbs down if they disagree or hold their hand flat in a rocking motion if they are unsure.



Agree



Disagree



Unsure

ACTIVITY 5B

Worksheet 6 – Peace Statements

Statement 1

Conflict is sometimes unavoidable.

Statement 2

For evil to triumph, all it requires is for good people to do nothing.

Statement 3

There is glory in war.

Statement 4

Sometimes war is better than peace.

Statement 5

War is more natural than peace.

Statement 6

Only compromise leads to peace.

SECTION THREE: Justice

ACTIVITY 6: EXPLORING AID



Aim

Exploring the differences between humanitarian aid and development aid.



Materials

Explained by Trócaire video and Worksheet 7



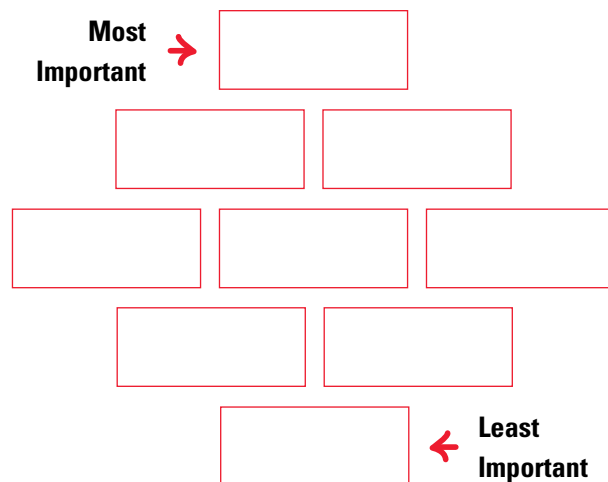
Time

50 mins

When armed conflict breaks out or natural disasters strike, entire communities are affected, disrupting their day-to-day lives and long-term development prospects. **Humanitarian aid** is designed to save lives and alleviate suffering during and in the immediate aftermath of emergencies, whereas **development aid** responds to ongoing structural issues and assists in building capacity to ensure resilient communities and sustainable livelihoods. Both humanitarian and development aid are related, and different forms of aid often have both humanitarian and development components.

Understanding Humanitarian Response and Long-Term Development

- Divide the young people into groups of two or three. Cut out the cards from Worksheet 7 and distribute a set to each group. If restrictions are in place, ask each group to appoint one person in charge of the cards, while the others remain an appropriate distance away. Ask the groups to rank the cards in order, from most important at the top, to least important at the bottom.



Debrief Questions

- Ask the group to separate the cards into humanitarian response and long-term development.
- Ask if there are any cards that could count as both humanitarian response and long-term development.

Watch the [Explained by Trócaire](#) video for a summary of what the students have explored in this section. Towards the end of the video, the young people will be introduced to the 'triple nexus' approach.

- Ask the young people to discuss the idea of a situation like South Sudan, where both a humanitarian response and a long-term development response are needed.
- Why is this the case?
- Can both things happen at the same time?
- Why is the third element of the 'triple nexus' so important?

ACTIVITY 6

Worksheet 7 – Diamond Ranking

Refugees arriving at a makeshift camp receive a meal and some fresh water.

Jerry cans are handed out so that families can collect water from tanker trucks for cooking, cleaning and washing.

Small amounts of cash are distributed to new arrivals to allow them to purchase basic items locally in markets.

Local teachers set up classes for children to begin to return to school.

Small parcels of land are allocated to families so that they have somewhere semi-permanent to begin to lay down roots.

A savings and loans group is set up to allow women to save some money to help with bills and large purchases like seeds and tools.

Tarpaulin sheets, wood and blankets are distributed to all people and families arriving from conflict zones.

Counselling sessions are held to address psycho-social issues for former soldiers.

All refugees receive a medical examination to establish the state of their health, with some treatment available for injuries, illness and diseases.

Seeds and tools are distributed to the refugees.

ACTIVITY 7: SOUTH SUDAN CASE STUDY



Aim

Exploring the differences between humanitarian aid and development aid based on the experience of people in South Sudan fleeing conflict.



Materials

Case study, 'Pathways to Peace' board game



Time

60 mins

Read the South Sudan case study on pages 11–12 before playing the **Pathways to Peace** board game.

Games in Youth Work

Games are everywhere in youth culture and have long been used to engage young people in youth work and development education. Increasingly, youth work is using the capacity of games to create positive social change and build values like empathy, engagement and understanding. Games also have the potential to provide young people with a range of skills related to youth work outcomes, such as engagement, and being socially and environmentally conscious.

- Download the **Pathways to Peace** game board, the instructions and all of the game components [here](#).
- Photocopy and distribute the board game, which is based on the experience of people in South Sudan fleeing conflict. The game has been developed to deliver forty minutes of gameplay and twenty minutes of post-game discussion.
- If restrictions on group work are still in place, allocate one person only to control the board, while the other players contribute from an appropriate distance. See game material for instructions.



ACTIVITY 8: JUSTICE PERSPECTIVE



Aim

Explore the importance of how we see ourselves and how we see the world when it comes to justice.



Materials

Worksheet 8



Time

40 mins

Ask the group the following questions:

- What does it mean to be a good person?
- What does it mean to want justice for others?
- Is there a connection between who we see ourselves as and how we behave?
- What influences how we see others?
- What shapes our perception of groups in society or in the world? (Past interactions? Social media news feed? TV?)
- How much do you think these groups would agree with the perceptions of them?

Assign each young person a character card from Worksheet 8. Ask them to get into character and then ask them what their default attitude on the following subjects would be:



Borders



High taxes



Migration



World peace



Healthcare



Social welfare

Debrief Questions

- Do the different factors that shape our perceptions create stereotypes?
- Are they positive?

ACTIVITY 8

Worksheet 8 – Character Cards

Person in the army	Elderly person
Business person	Young person
Doctor	Politician
Priest	Unemployed person

ACTIVITY 9: STRONG INSTITUTIONS



Aim

Explore institutions and international bodies.



Materials

Pen, paper, flip-chart



Time

40 mins

Ask the group what institutions they know of that are involved in peacekeeping either on a local or an international level. Ask the young people why these institutions might be important for peace and justice. Encourage thinking from local to the global:

- Institution in their own lives; for example, guards.
- Institutions on a national level; for example, government.
- Institutions at an international level; for example, the UN.

Facilitator Note: Examples of relevant international bodies are WHO, World Bank, IMF, WTO, UNHCR, OECD, UNICEF, WFP, UNESCO, UNISDR, UN Peacekeeping and Médecins Sans Frontières. More information is available here: <http://www.un.org/en/sections/about-un/fundsprogrammes-specialized-agencies-and-others/>

Conflict Resolution

In any conflict situation, it is inevitable that efforts at conflict resolution and peacemaking will take place. In specific scenarios, there will be many protagonists and duty-bearers involved in negotiations for peace.

Ask the young people to choose two conflict situations (excluding South Sudan) and in small groups research the effort at conflict resolution in each situation, based on the following questions. Then create a mind map to illustrate what they know and all the research they've done on their conflict area.

- What caused the conflict?
- Who was involved?
- How long did the conflict last (conflict may still be ongoing)?
- Who has been involved in conflict resolution efforts in each context (local, national, international)?
- Has there been any significant peace agreement signed?
- In your opinion, have the efforts at peace been successful? Explain your answer with examples.
- Were the United Nations involved?

Facilitator Note: Possible conflict situations include Northern Ireland, Israel/Palestine, Former Yugoslavia (Bosnia/Kosovo), Democratic Republic of Congo (DRC), and Rwanda.

Debrief Questions

- What can leaders do to make a difference in the lives of young people and empower them to become responsible global citizens?
- Why is it so important for institutions and organisations to include young people in decision-making processes?
- What role do economic empowerment and education play in protecting vulnerable youth?
- How do you see the link between empowering young people and creating more peaceful and connected societies?

ACTIVITY 10: PEACE TO POWER THROUGH THE ARTS



Aim

Show that arts and music are important to convey a message of peace.



Materials

Access to internet/songs or messages about peace and hope



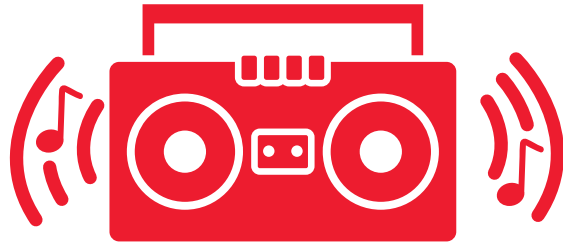
Time

40 mins

Ask the group to identify songs with messages about peace or artists they know who create art about peace.

Divide the young people into groups and listen to the following songs:

- 'Alright', Kendrick Lamar
- 'Where Is The Love?', Black Eyed Peas
- 'Borders', M.I.A.
- 'Like Toy Soldiers', Eminem
- 'World Peace', Rihanna



Invite the young people to give their interpretation of what each artist means by the lyrics.

Ask the group the following questions.

Debrief Questions

- Do you know the song?
- Did you know that it was about peace?
- Why do you think this artist is performing a song about peace?
- Do you respect an artist more when they write songs about real life issues?

Invite the groups to create their own playlist of songs about peace. This can be done now or you could give them a period of time to create it. Consider where you could share the playlist so that the messages in the songs could reach more people.

Spread a Message through Art

Draw a picture or come up with a slogan of peace that you can post somewhere in your youth group or community to spread the message of a more peaceful world.



SUMMARY

We have come through a series of activities that explore SDG 16: Peace, Justice and Strong Institutions. So, what next for us as global citizens? To learn more about Trócaire's work and campaigns visit: www.trocaire.org. For more development education resources exploring human rights and the Sustainable Development Goals visit: trocaire.org/our-work/educate/youth

SECTION FOUR: Game Changers 2021

ACTIVITY 11: CREATE YOUR OWN GAME



Ask the young people the following questions:

- **What types of games do you play?**
Sample answers: video games, board games, cards games
- **What are the components of the games you play?**
Sample answers: dice, tokens, cards, mouse, controller, board, timer, pen
- **What are the names of the games you play?**
Sample answers: Snap, Snakes & Ladders
- **What are the themes of the games you play?**
Sample answers: war, money, history, sports

Inspired by the **Pathways to Peace** game?
Create your own game.

- Divide the young people into groups of three or four.
- Brainstorm a theme and ideas for a game.
- Once each group has an idea for a game, invite the students to ask themselves the following questions:

Theme/context: What is the message in this game?

Narrative: What is the story running throughout this game?

Dynamics: What's happening now in this game? (verbs and actions)

Mechanics: What are the rules of the game? (details, restrictions)

Components: What are the materials, concrete objects, resources needed for the game? (For example, cards, dice, counters, pens, board)

Visuals: What does the game look like? (Think of the colour, design, images, text)

Assessment for Learning

Invite the young people to:

- Playtest the game with their youth group, friends and family.
- Score each other's games out of ten.
- Assign two stars and a wish – two positive aspects about the game and something that could be improved upon.

Young people should take on board the feedback and tweak the game as appropriate – then playtest again!

TRÓCAIRE GAME CHANGERS



Create a game. Change the world.

A competition for young people who want to change the world and believe games are a way to do this!

Create a game to play with friends and family, exploring one or more of the SDGs. Games can be entered in one of the following formats:

BOARD GAME | CARD GAME | VIDEO GAME



Entries must be submitted by 14 May 2021 in one of the following categories:

Senior Primary

Post-Primary

Youth Groups

How are the games submitted?

Games can be created by an individual, group or class. The game must have been played by others: for example, friends, families, other young people in your class.

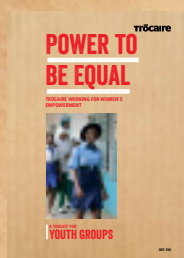
For more information regarding the Game Changers 2021 programme and competition, including a teacher's guide, entry forms and examples of previous winners, log on to:

trocaire.org/gamechangers

TRÓCAIRE IS THE OVERSEAS DEVELOPMENT AGENCY OF THE CATHOLIC CHURCH IN IRELAND

For more development education resources exploring human rights and the Sustainable Development Goals visit:

trocaire.org/our-work/educate/post-youth



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