ANNUAL REPORT

SDG

16

PEACE, JUSTICE AND STRONG INSTITUTIONS

UNIVERSITY OF CHITTAGONG

Chittagong-4331, Bangladesh

SDG 16: METRICS AND INDICATORS PEACE, JUSTICE AND STRONG INSTITUTIONS

Why SDG 16?

Sustainable Development Goal 16 (SDG 16) is one of the seventeen Sustainable Development Goals (SDGs) that were formulated by the United Nations in 2015. The official language of Sustainable Development Goal 16 (SDG 16) states the following: "To advance sustainable development, it is imperative to foster peaceful and inclusive societies, ensure universal access to justice, and establish effective, accountable, and inclusive institutions at all levels." The achievement of Sustainable Development Goal 16 is crucial for the promotion of sustainable development. The presence of peace and justice is vital for fostering economic growth, promoting social development, and ensuring environmental conservation. The attainment of Sustainable Development Goal 16 entails the establishment of a global society wherein individuals are afforded equal prospects to fully realize their capabilities, while coexisting harmoniously in a state of tranquility and safety.

SDG 16 and 17 are interlinked

Goal 16, within the framework of the 17 interconnected goals, assumes a prominent position by advocating for the imperative of establishing peaceful, just, and inclusive societies. This statement highlights the significant influence that conflict and violence can exert on the advancement of development.

To effectively tackle the underlying causes of violence and conflict, it is necessary to move beyond the conventional development aspects of health, education, and poverty alleviation. There is a growing demand to improve governance, mitigate inequality, diminish violence, and fortify institutions, all of which are key focal points of Goal 16. The IEP employs the phrase "Positive Peace" to refer to the factors that contribute to the establishment and maintenance of peaceful communities, encompassing attitudes, institutions, and structures.

Addressing Goal 16 poses a complex and multifaceted challenge. The subject matter is characterized by its multidimensional nature, political implications, and the necessity for a thorough approach. The attainment of the broader Sustainable Development Goal (SDG) targets is contingent upon the existence of peaceful societies. The implementation of IEP's Positive Peace framework fosters a conducive environment that enhances the likelihood of achieving development goals.
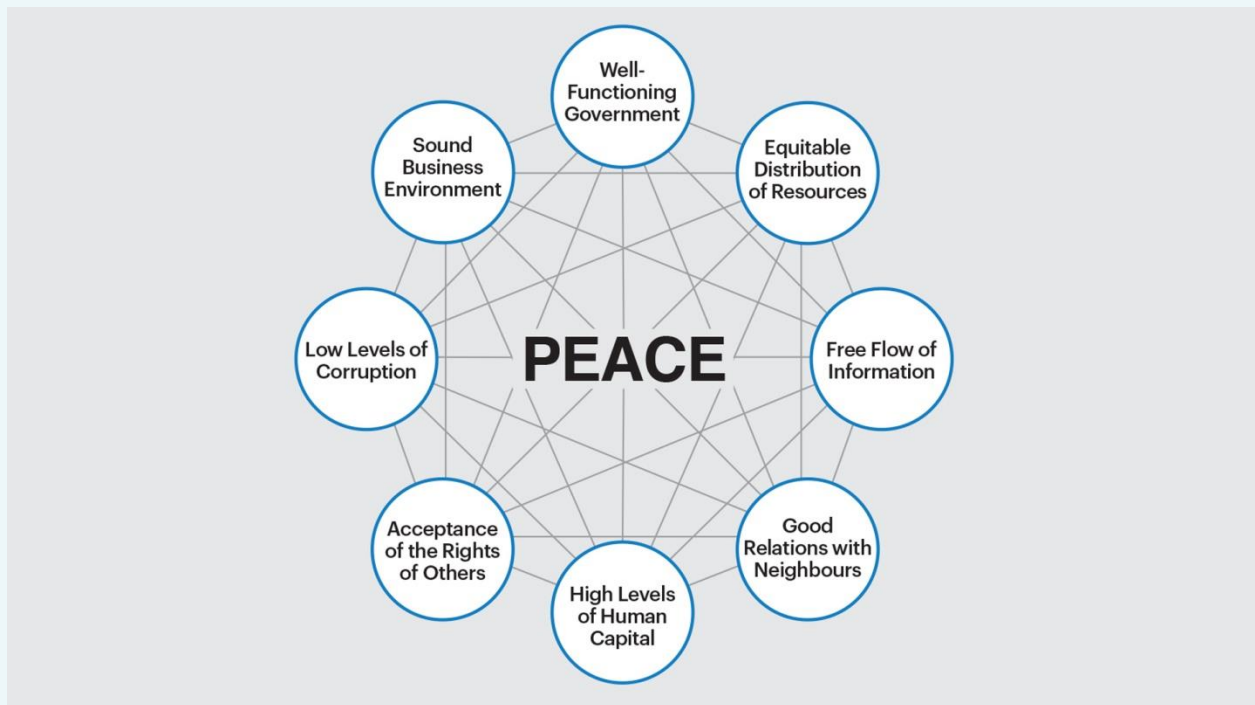
Together they ensure an environment for delivery of other SDGs
Peace and Justice go hand in hand
Peace is considered to be the fundamental cornerstone.

Violence and conflict significantly impact development results, posing significant challenges. It is widely acknowledged that nations with low income, fragility, and violence have demonstrated poorer levels of progress in attaining the Sustainable Development Goals (SDGs). It is imperative to acknowledge and tackle these concerns in order to effectively work towards the attainment of all 17 Sustainable Development Goals by the year 2030. Goal 16 encompasses a total of twelve targets, which serve as indicators for assessing various aspects such as direct violence, drivers of violence, governance, and justice. The 17 Goals possess a global nature, as they are linked and necessitate a comprehensive perspective.

Acknowledging the inherent interdependence across various aspects, SDG16 underscores the notion that the establishment of peaceful, equitable, and inclusive communities necessitates concurrent endeavors in other interconnected SDGs. The focus on the interconnections among prevention, preserving peace, and development aligns with the Positive Peace framework of the Institute for Economics and Peace (IEP). This theory perceives social development as a systemic process.

Goal 16 is specifically focused on the advancement of peaceful and inclusive societies that contribute to sustainable development. It aims to ensure universal access to justice and the establishment of competent and responsible institutions at various levels. The objective

is the result of the global community's recognition that peace is a crucial prerequisite for growth.

Through the Global Peace Index (GPI), the Institute for Economics and Peace (IEP) has demonstrated that peace, rather than being an abstract notion, can be quantitatively assessed and addressed by regularly monitoring its levels in 163 countries and territories across the globe. The acknowledgment from the global community about the quantification of peace as a determinant of development results is a highly favorable shift.

The initiation of global change often originates from modest beginnings, as the activities undertaken by an individual can have significant consequences for a larger collective. At the International Education Program (IEP), our primary focus is on enhancing social systems across several domains, including communities, businesses, and society at large. Our overarching objective is to foster enduring and sustainable peace. We have been accompanied on this trip by a vast community of millions of individuals who share the belief in a global society that provides equal opportunities for all to flourish.

Individual justice as well as institutional justice

The University of Chittagong is equipped with a number of different systems, which together ensure both individual and institutional justice. Individual justice guarantees that educators and law enforcement personnel will be subjected to policies that are comparable to and uniform with one another. A little less than ten percent of the teaching staff has some sort of publication in one of the most prestigious academic journals on topics such as the resolution of conflicts, the protection of children, and the prevention of organized crime, corruption and bribery, as well as transparent decision-making that contributes to the upkeep of peace and justice.

The Research Cell at the University of Chittagong has been instrumental in facilitating projects and research findings on a wide range of topics, including refugee issues, electoral violence, cyber security, and alternative dispute resolution, all of which contribute to the maintenance of peace and justice in the region.

University Governance Measures

Transforming is the journey upon which teachers need to embark in order to keep up with the times. Transformative learning theory is based on the premise that we all have perspectives derived from our experiences, thoughts, values, and insights. We create meaning out of what has happened. Adult educators create meaning out of their experiences as practitioners and as learners. As transformative learners, the question their perspectives, open up new ways of looking at their practice, revise their views, and act based on new perspectives.

IQAC is going to introduce content-based learning that is aimed at the mastering of knowledge, as the topics of a subject were unpacked into a syllabus. The sources of information are mainly textbooks and the lecturers themselves. Outcomes-based learning differs from traditional content- or competency-based learning in the sense that those types of learning are mainly content or skills driven and teacher- or trainer-centered.

Outcome Based Education is a significant educational trend operating in the world today.

Instructional decisions on content rather than language criteria help:

- Integrate skills
- Involve students actively in all phases of the learning process.
- Choose content for its relevance to students' lives, interests, and/or
- Academic goals
- Select authentic texts and tasks

The initiation of Outcomes based education (OBE) at the University of Chittagong has opened up a new horizon. OBE is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits" (Tucker, 2004). OBE is not what we teach. It is what students learn.

The primary aim of OBE is to facilitate desired changes within the learners, by increasing knowledge, developing skills and/or positively influencing attitudes, The implementation of OBE at CU will result in the formation of a new instructional setting, which will make it easier to maintain a welcoming climate conducive to learning and instruction for both instructors and students. values and judgment.

The introduction of OBE at CU will create a new environment of teaching that will facilitate ensuring a congenial atmosphere of teaching and learning for both teachers and students. This is the policy of government to ensure OBE at all the educational institutions of Bangladesh.

In an effort to put an end to prejudice, CU establishes inquiry committees to look into various forms of uneven and discriminatory treatment.