

PEACE, JUSTICE AND STRONG INSTITUTIONS

RESOURCE FOR TEACHERS AND FACILITATORS



CONCERN
worldwide



Conflict is an issue which we cannot seem to escape, whether it be a personal disagreement or turning on the news to hear about wars that are taking place in the world. Peace and stability are central to sustainable development. Whilst some regions enjoy sustained levels of peace, others fall into seemingly endless cycles of conflict and violence. This is by no means inevitable and must be addressed.

Violence and insecurity affect economic growth and often resulting in long standing grievances that can last for generations. Sexual violence, crime, exploitation and torture are also prevalent where there is conflict or no rule of law, and countries must take measures to protect those who are most at risk.(UNDP: 2016). This resource contains activities to tackle issues around conflict and peace with young people, and information about how Concern are working with communities who are suffering from the effects of conflict.

CONFLICT BY NUMBERS:



- 1 in 3 children, 104 million, are not in school in countries affected by conflict or disaster. (UNICEF: 2018)
- The Global Peace Index 2019 states that 86 countries became more peaceful in the past year while the situation deteriorated in 76. The Middle East and North Africa are the least peaceful regions in the world. (Global Peace Index: 2019)
- Peace agreements with female signatories increase the durability and quality of peace. (UN Women: 2018)
- Civilian fatalities in wartime, have climbed from 5 per cent 100 years ago, to more than 90 per cent in the wars of today. (UNICEF)
- One person is forcibly displaced every two seconds as a result of conflict or persecution. (UNHCR: 2019)

DEFINITIONS:

What is Conflict?

Conflict is a serious disagreement or argument. We often hear the term in relation to war and other violent clashes, but it is any situation where two or more parties seriously disagree.

What is Peace?

Peace is a time of harmony where there is no conflict. Some people believe a lack of violence is enough to say there is peace. Others would disagree and say that real peace means justice and equality for all people in society, not just a lack of violence.

Discussion point

Why do you think there are disagreements about the meaning of the word peace? What does it mean to you and why?

TEACHER/ FACILITATOR ACTIVITY 1

History of conflict

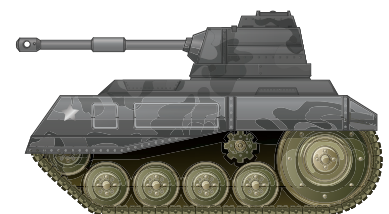
🕒 15 minutes

Need:

- Conflict cards photocopied and cut out (p.5)
- Students in groups of around 4

Instructions

- Divide students into groups of around four and give them a pack of the cards each
- For each conflict, the young people need to find the right 'actors' and facts about them and match them up
- Go over the correct answers. Find out what students know about the conflicts discussed, and if they can name any others.



EXTRA EXTRA!



Research the reasons behind the conflicts listed here. Are there any common themes?



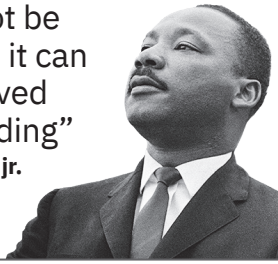
Resources for Activity 1

CONFLICT	ACTORS	KEY FACTS
World war II ('The Emergency') 1939-1945	Allied Powers: Britain (and Commonwealth Countries), France, Russia, China and the United States Axis Powers: Germany, Italy and Japan	Between two groups of major powers : Axis and Allies Around 64 million people in total died during this conflict. The Holocaust, also referred to as the Shoah, was a genocide in which some six million European Jews were killed by Adolf Hitler's Nazi Germany, and its World War II collaborators. World War 2 saw the first use of an atomic bomb dropped on Japan's major cities Hiroshima and Nagasaki on August 6th (Hiroshima) and August 9th (Nagasaki), 1945
Korean war 1945 – Present	USA South Korea Democratic People's Republic of North Korea Soviet Union	Began at the end of WWII when Soviet forces advanced into Korea, and resulted in the country being split in two (as it is today – North Korea and South Korea) Both sides see themselves as the government of the whole of Korea Conflict is still ongoing to this day – there is currently an armistice rather than an end of the war
India – Pakistan conflict 1947	India Pakistan	A territorial conflict which started as the result of the partition of India in 1947 over the region of Kashmir Has been on and off violence since 1947, but no official end of conflict has occurred The area Kashmir is disputed as to which state it belongs to
Rwandan conflict 1994	Hutus Tutsis	This conflict is classed as a genocide 800,000 people were slaughtered by extremist ethnic Hutus in just 100 days. This conflict was the accumulation of decades long conflict between the two groups and their power struggles Neighbours killed neighbours, and there was also murder between family members from different groups
Syrian conflict 2011	Bashar Al-Assad and the Syrian government The rebel fighters (made up of various groups who oppose the government) Daesh France, UK, Saudi Arabia, Russia, USA (and others). This conflict is complex involving many nations	This conflict began in 2011 after protests calling for freedom and democracy. These were peaceful to begin with however the government responded violently and this quickly escalated Unrest quickly spread across the country There are currently more than 5 million refugees as a result of the crisis, as well as many internally displaced people within Syria still



“Peace cannot be kept by force, it can only be achieved by understanding”

Martin Luther King jr.



WHAT ARE THE CONSEQUENCES OF CONFLICT?

Conflict has many serious consequences for the lives of people and the environment in the long term and short term.

It devastates people's lives, can lead to heavy damage to the environment and forces people to leave their homes and everything behind pushing people into poverty.

Poverty can be both seen as a cause and effect of conflict. Poverty can lead to weak governance within nations, increasing the chances of civil wars.

Also, poverty causes the loss of people's property and possessions, as well as increasing the prices of basic necessities such as food.



Hunger is a direct consequence of conflict. Conflict separates families from each other and from their livelihoods, from their land and access to markets.

Conflict sends economic growth into reverse forcing people out of their jobs and normal lives, and into exile, poverty and hunger.



Conflict can have a huge impact on education. In some places in the world, teachers and educators themselves can be subject to attacks because of their position.

Also, around 24 million children and young people are out of school for conflict related reasons. Lack of educational opportunities is a driver in poverty.



Conflict can lead to damage to direct physical damage to the environment due to bombs and other attacks which can damage ecosystems for many years to come.

Conflicts over resources can also be a cause of violence in some areas.



- What do you think the long term 'costs' of conflict are?
- Who are the 'winners' and 'losers' when conflict occurs?
- Are there any other impacts that you can think of other than the ones above?

**Discussion
points**



WHERE WE WORK: CONCERN AND CONFLICT

Concern work with communities across 13 countries who are suffering the consequences of conflict. These countries include Syria, Burundi, Central Africa Republic and South Sudan. The consequences of conflict include displacement, food insecurity, reduced access to education and malnutrition.

Concern began working in Lebanon in 2013 due to the massive influx of refugees from Syria. In 2018 we supported over 3000 people with basic shelter and water infrastructure. Over 3000 Syrian children received non-formal education and in January 2019 we supported over 2000 people affected by severe winter storms.



Concern Officer Samah walks with Nahida and Adham through their informal settlement. Extensive building on the land makes it perilous for Nahida and her family. Photo: Gavin Douglas Concern Worldwide 2019

TEACHER/ FACILITATOR ACTIVITY 2

The impact of conflict - Holiday bag or get away bag?

🕒 20 minutes

Displacement is one of the biggest consequences of conflict. For many people this means leaving everything behind apart from what they can carry. Use this activity to explore displacement in conflict.



Need:

- Image of a rucksack printed on both sides of A4 paper for each student
- Pens

Instructions

- Divide students into groups of three or four
- Tell students that they are going away on holiday tomorrow! Ask them to discuss in their groups what they would take, where they might be going and what they will do when there. Discuss this as a larger group.
- Give students five minutes to draw the contents of their holiday bag on the template.
- Now tell the group that the situation has suddenly changed. They now have to quickly escape from their home and country. They don't know when they will return. Ask students to discuss again what they would take, where they might be going and what they will do when there. How is this different to last time?
- Give students five minutes to draw what they would take in their rucksack. They should draw this on the back of their first rucksack. Remind them that they may be travelling without food and uncertain of where they are going to stay/sleep.

- Discuss difference in contents of each bag. What would they leave behind? What would they miss? Ask them how they would prove who they are and that they are immunised?
- What do they think the long term consequences of this could be on their lives? On their education, futures, health, etc.

Discussion
points



TEACHER/ FACILITATOR ACTIVITY 3

Reconciliation and Conflict Resolution - Peace Cranes

🕒 1 hour

Need:

- Squares of paper cut out to make origami
- Instructions for the paper cranes

Instructions

- Read the story of the peace cranes
- Using the instructions on the back of this resource, create your own peace cranes and use them to design a display or piece of art work to tell others about conflict and the importance of working for peace



Sadako's story:

Origami cranes are recognised all over the world as a symbol of peace. The connection between the two comes from the story of a young Japanese girl called Sadako Sasaki who lived in Hiroshima, Japan. In 1945 an atomic bomb was dropped on the city which destroyed the surrounding region, killed thousands and had long term implications for those who survived.

Sadako and her family survived the bomb, but by the age of 12, she had developed leukaemia due to the radiation she was exposed to. When she was sick, her father told her an ancient Japanese legend that that if you folded 1000 paper cranes, you would be granted a wish by the gods. Sadako quickly began folding as many cranes as possible to ask that her illness would go. After 1000 had been folded, her illness had not subsided however she didn't give up and continued to make more of the origami birds. Sadly, she only managed to fold 644 more before she died in 1955 aged 13. Her determination and courage were inspirational to others and the crane is now seen globally as a symbol of peace and hope.

DEBRIEF

- Sadako never gave up hope even in the darkest of times. How can we be a tower of strength for those going through challenging times due to conflict?
- Why not create a display of the peace cranes as a symbol of hope to those in your community? Or, make your own symbols of peace and hope to remind others why working for SDG16 is so important.

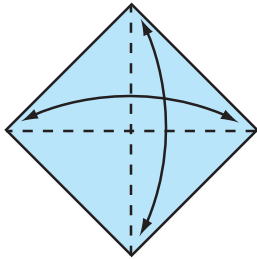


“Peace does not mean an absence of conflicts; differences will always be there. Peace means solving these differences through peaceful means; through dialogue, education, knowledge; and through humane ways.”

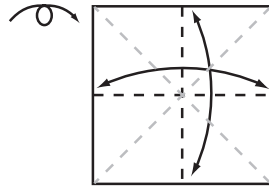
Dalai Lama XIV



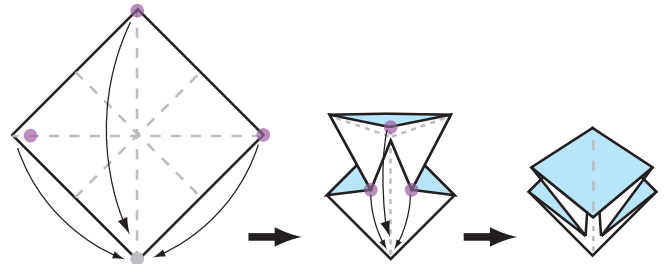
Peace Crane Instructions



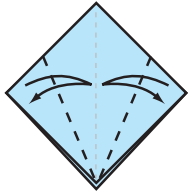
1. Start with a square piece of paper, coloured side up. Fold in half and open. Then fold in half the other way.



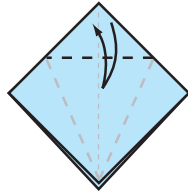
2. Turn the paper over to the white side. Fold the paper in half, crease well and open, and then fold again in the other direction



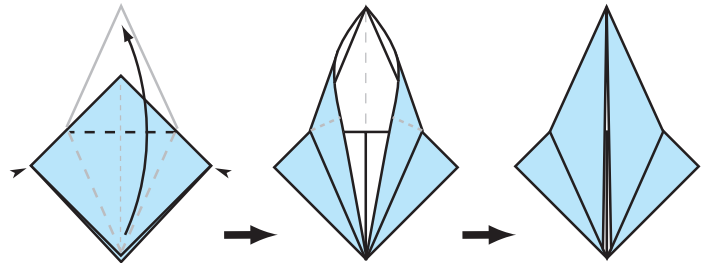
3. Using the creases you have made, Bring the top 3 corners of the model down to the bottom corner. Flatten model



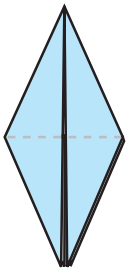
4. Fold top triangular flaps into the centre and unfold



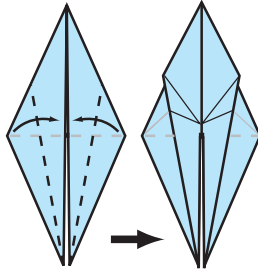
5. Fold top of model downwards, crease well and unfold



6. Open the uppermost flap of the model, bringing it upwards and pressing the sides of the model inwards at the same time. Flatten down, creasing well.



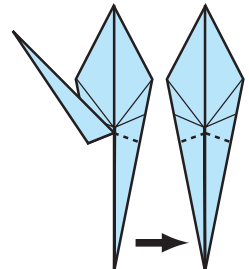
7. Turn model over and repeat Steps 4-6 on the other side.



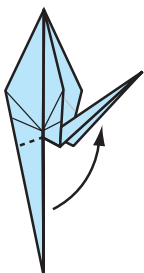
8. Fold top flaps into the centre.



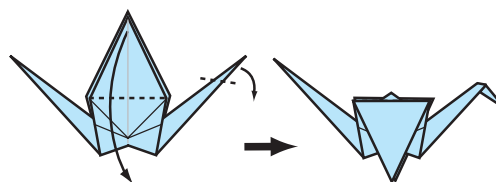
9. Repeat on other side.



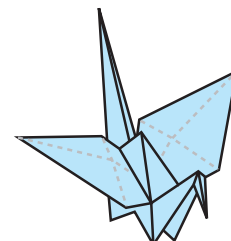
10. Fold both 'legs' of model up, crease very well, then unfold.



11. Inside Reverse Fold the "legs" along the creases you just made.



12. Inside Reverse Fold one side to make a head, then fold down the wings



Finished Crane



Nahida* (31) with her husband Ahmad* (31), daughter Sultane* (4) and youngest child Adham* (5 months). Photo: Gavin Douglas Lebanon 2019

When conflict began in Syria, it was the beginning of a gruelling ordeal that would see Nahida and her family seek refuge in Lebanon. Before they were forced to flee they had a comfortable, furnished home to call their own.

Nahida says that the conditions they now find themselves in are hellish, with driving rains flooding the one room tent in which all of the family sleep.

“It isn’t easy to live here. It leaks from everywhere. During the storms, the rain comes in everywhere. Even the window can’t keep anything out. My son gets sick and now he needs an inhaler to help him breathe. My children are all so cold and very sick.”

“For now, we cannot go back to Syria but we hope that in the future the conflict will end and we might be able to go back. Living in a tent is not that easy but it is the only solution as it all that we can afford.”

This year Concern needs your support to help families like Nahida’s make it through the life-threatening Lebanese winter.

- There are 1.5m Syrian refugees living in Lebanon
- Lebanon hosts the highest refugee concentration per capita in the world
- 70% of refugees were living below the poverty line in 2018
- Most refugees find shelter in some sort of residential building
- 25% of residential shelters are below minimum physical humanitarian standard



GET IN TOUCH!

If you would like:

- More information
- To request a school visit
- Sponsorship cards

Contact Fast Coordinator Noeleen Doyle:
noeleen.doyle@concern.net 01 479 1320



* all names and locations have been changed for security reasons

CONCERN
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ENDING
EXTREME POVERTY
WHATEVER
IT TAKES

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