



SOWING SEEDS OF PEACE

**A Global Citizenship Education
Resource on Hunger as a
Consequence of War**



Afri

This resource was produced as part of Afri's work with secondary schools, supporting teachers and students to become global citizens (explained in depth further on).

Afri wishes to acknowledge the work of Annabel Parker, Katie Martin and Larysa Karankovich in producing this excellent resource.

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Designed by Katie Martin.



About Afri

Afri stands for Action from Ireland. Our goal is the promotion of global justice and peace, and the reduction of poverty. This includes, but is not limited to, the progressive reduction of global militarisation and responding to the threat of climate change, corporate control of resources and water, and interference with food sovereignty.

Afri responds to injustice caused by militarisation, environmental destruction and resource depletion. We do this through analysis, education and action in solidarity with marginalised people in the 'Global South' and also in Ireland and elsewhere in the so-called 'developed world'.

Our Work:

- Campaigns, events, publications and solidarity work on issues such as poverty, climate change, war and militarisation, democracy, corporate accountability, and food sovereignty.
- Féile Bríde in Kildare each February, and a Brigid's Peace Cross campaign in schools.
- The Louisburgh 'Famine Walk' each May in Co. Mayo. Past walk leaders have included Desmond Tutu, Owens Wiwa, Christy Moore, Denis Halliday, Damien Dempsey, Sharon Shannon, Andy Irvine, & Choctaw artist Gary White Deer.
- The Afri Hedge School includes workshops and talks from grassroots activists and guests who have included former President Mary Robinson. Afri also co-organised the POSSIBILITIES summit, which welcomed the Dalai Lama to Ireland in 2011.
- Development education in schools, colleges and the community.
- Partnerships with the global south that include the Kenya Pastoralist Journalist Network and Development Pamoja.
- We also work in the north of Ireland with Children in Crossfire.

You can find out more about us via our [website](#).



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Foreword

This resource represents not only an important contribution to any discussion on how we achieve a sustainable future, but it also fills a significant gap in the material available on obstacles to development and the future of our planet. Of all the copious material available, surprisingly little deals with the issue of war and militarisation as central themes in relation to sustainability, hunger or under development. It doesn't require much study to conclude that war and hunger are twins, joined at the hip and inseparable. The work of many of our Development Agencies is largely about cleaning up the mess in the wake of war and conflict. Yet few call out this reality. Few say, "we must see an end to war, we must put a spoke in the wheels of the arms trade, we must name the weapons producers that fuel wars as the criminals that they are". Afri sees war as inseparable from and intrinsic to climate change, two sides of the coin that is posing an existential threat to the future of our planet. Consequently, opposition to war and promotion of peace is central to our work, exemplified by our membership of the anti-war network Swords to Ploughshares (StoP), the International Peace Bureau and the Movement for the Abolition of War.

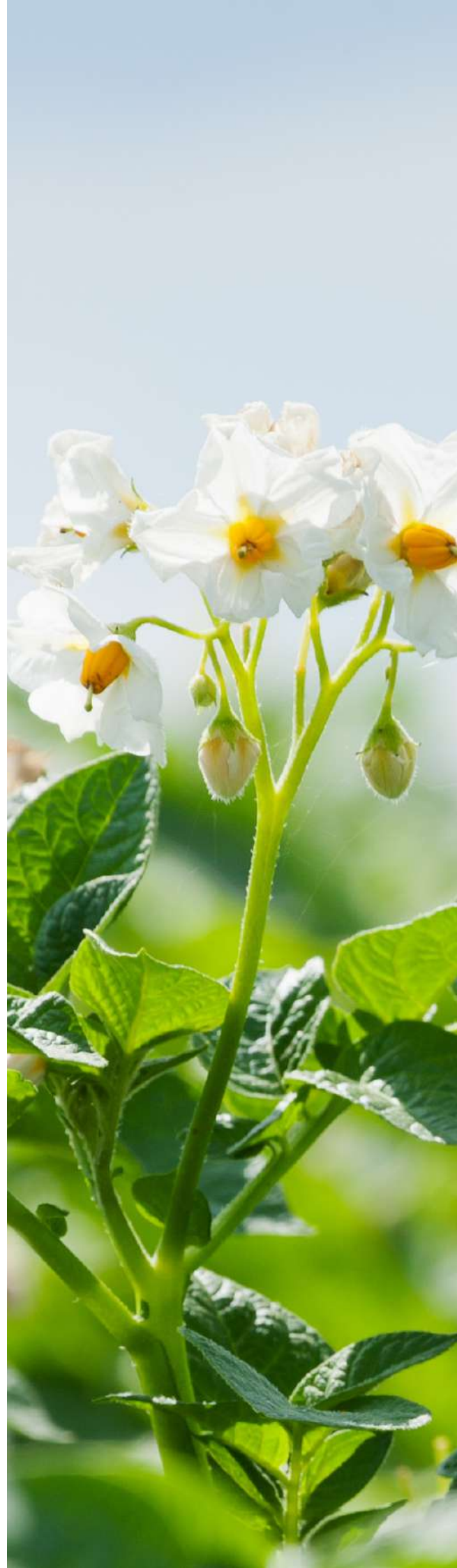
'War is a Crime and 'Famine' is a Lie' was the title of a recent Afri 'Famine Walk'. If anyone ever doubted the horror, the futility, the obscenity of war, there can no longer be any ambiguity around it. On our TV screens nightly we witness the ever deepening slaughter in Gaza - marked by war crimes, crimes against humanity, crimes against children, even genocide. On a previous Afri Walk, former hostage Brian Keenan said: 'Famine on the face of the earth is a lie, for we have the means, the skills and the ability to eradicate it as we have done during the pestilence of the Middle Ages. One thing stands wanting, and glaringly so, do we have the political will...' Clearly the answer to that question is 'no', as nearly a billion people suffer from hunger in our world while the global military budget surpassed \$2 trillion (more than \$20 hundred billion) in 2022. For this reason, we use the phrase 'An Gorta Mór' or the Great Hunger rather than 'The Great Famine' to describe the darkest period of our history in the 1840s. The term 'famine' poses the same difficulties today as the world has more than enough for everyone's need but not enough for everyone's greed. Indeed, the word 'famine' could provide an interesting discussion for the students .

The Resource itself is divided into several sections, beginning with an exploration of the importance of the United Nations, set up after the second world war to avoid such a catastrophe ever happening again. The very first words of the UN charter sets out its aim: 'to save succeeding generations from the scourge of war' and this resource has a section on that very theme. It is tragic to see how the UN has constantly been devalued and undermined, especially by the 'big powers'. We should do everything we can to prevent this from happening to the greatest global forum that exists in our world today.

Other themes covered include: the Sustainable Development Goals, which are important sign posts on the road to sustainability, limited though they are. Afri has added a 'missing goal' to the 17 - that is 'Abolish War and end the Arms Industry'. This 'added goal' would also form an interesting topic for discussion among students using the Resource. Topics also include: Proxy Wars; Consequences of war; Food Insecurity; war and world hunger and very importantly, links between War and Hunger. Sowing Seeds of Peace is the final Chapter and this is perhaps the most important of all because following on from awareness arises the need to take action. So 'what next?'

It's now over to you!

Joe Murray



Introduction

This resource is for post primary school teachers who wish to facilitate understanding of the interconnection between war and hunger. It will support teachers to explore critical topics such as the global arms trade, global hunger, and peace, through participatory and active learning methodologies which will be engaging and emotive for students. This is facilitated through games, activities and reflection. This introductory chapter provides an overview of our important foundations for peace and the agencies which support it, such as the United Nations and the Sustainable Development Goals. You will also find several energisers you can use as needed, to either break up lessons or to revitalise the class.

Throughout the resource, you will find important information relating to war and its cost, not only economically, but to human life and our natural world. While this resource aims to support yours and the students' understanding of these topics, ultimately, it hopes to support participants in actively building peace. For this reason, we ask that whichever way you use this resource, emphasis is placed on the final chapter, "Sowing Seeds of Peace as Active Citizens."

We urge you as educators to move away from seeing and teaching about war and hunger as natural phenomena in our world, and to ensure students see both as political and human failures of will and empathy.

We hope this resource will provoke many insightful conversations, within and outside the classroom, and support all participants to become active peacebuilders in growing a more sustainable and peaceful world.



Before we begin...

Dear teacher,

Firstly, thank you choosing this GCE resource to assist you in meaningfully exploring themes such as peace, war, hunger and active citizenship. We know the classroom is not just a place for curricular learning - it is an expansive place where students' attitudes and values are irrevocably shaped. We hope this resource will support you and your students to be unapologetic peacebuilders and champions of justice for a better world for everyone.

While we are delighted you are undertaking these topics, we want to ensure you are supported and aware that navigating themes such as war, displacement and hunger can be extremely challenging to unpack and present in a manner that is informative and sensitive to the varied experiences of your students. The very mention of war can evoke strong emotions, and potentially personal connections, for many students. Some students may have family members who have served or are currently serving in the military, others may come from regions or countries affected by conflict, and some may be refugees who have fled war.

This requires a thoughtful and empathetic approach and so we wanted to propose some resources to support your teaching on these themes. The first is a resource called "Teaching Controversial Issues through Education for Democratic Citizenship and Human Rights (EDC/HRE) - Training Pack for Teachers." You can download a PDF for free [here](#). The second is Harvard's website page called "You Want to Teach What?" which has a wide range of resources and activities to support your facilitation. You can access this [here](#).

Addressing and working through divisive and/or controversial topics in an inclusive and empathetic way is a core function of Global Citizenship Education and can have a life-long impact on students' capacity to actively listen, have dialogue with others, and contribute to a peaceful community and world.



Acronyms

DE	Development Education
GDP	Gross Domestic Product
GCE	Global Citizenship Education
GNP	Gross National Product
GHI	Global Hunger Index
HDI	Human Development Index
MDGs	Millennium Development Goals
SDGs	Sustainable Development Goals
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund



Our Foundations

This is a Global Citizenship Education (GCE) resource. Global Citizenship Education aims to "empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies" ([UNESCO, 2023](#)). Simply put, GCE is a vehicle, serving as a medium between us and the type of world we want to see. It encompasses the knowledge, skills, attitudes and values we need to contribute to a better world; and critically, the actions we need to take. As such, it is underpinned by a human rights based approach.

Before beginning, it is useful to familiarise yourself with the foundations upon which this resource is written. These include, but are not limited to, the [United Nations](#) (UN), the [Rights of Nature](#), The [Universal Declaration of Human Rights](#) (UDHR), the [Sustainable Development Goals](#) (with particular emphasis on Goal 2 Zero Hunger and Goal 16 Peace Justice and Strong Institutions), and lastly, but certainly not least, The [Seventh Generation Principle](#), a Haudenosaunee philosophy, which centres on ensuring the decisions we make today result in a sustainable world seven generations from now. These are outlined in the following pages, with links for additional learning embedded. There is also a multitude of resources and websites to support you at the end of the resource.



The United Nations

The [United Nations](#) (UN) is an international organisation which was founded on the 24th of October, 1945. It was established to promote international cooperation and maintain peace and security among nations following the devastation of World War Two. It does so by endeavouring to prevent conflicts becoming overtly violent, supporting parties to conflict to make peace, sending peacekeepers where necessary and by contributing to the conditions needed to maintain peace and for society to heal. Its predecessor was the [League of Nations](#). It has 193 member states, all of which are represented in the General Assembly, the main deliberative assembly of the organisation. It has several specialised agencies, programmes and funds which address various global issues such as health, education, poverty, human rights, climate change, and refugees. Some of the most well known and important agencies include the [World Health Organisation](#), [United Nations Educational, Scientific, and Cultural Organisation](#) (UNESCO), [United Nations Children's Fund](#) (UNICEF), and the [United Nations High Commissioner for Refugees](#) (UNHCR). The [UN Security Council](#) is of critical importance as it holds the primary responsibility for international peace and security.

Find out more via this [link](#) and watch this [video](#) to find out more about how the UN works.



Human Rights

Human rights are a set of fundamental rights and freedoms that every individual is inherently entitled to. This is regardless of nationality, race, gender, religion, or any other facet of identity. They can also be understood as moral principles or norms. These rights are considered to be universal, inalienable, and indivisible, meaning they apply to every human being without exception.

As a concept, human rights has evolved over time and is enshrined in various international, regional and national frameworks. International human rights law stipulates how governments are obligated to act. The most prominent or well known of these is the Universal Declaration of Human Rights (UDHR), which was adopted by the United Nations General Assembly in 1948. It was considered a milestone document in setting a common standard for all peoples and nations. The UDHR consists of 30 articles outlining a wide range of civil, political, economic, social and cultural rights. It has been translated into 500 languages, making it the most translated document in the world! Access the UDHR [here](#) or if you prefer watch the [video](#).

Some examples of human rights include the right to life, liberty and security of person; freedom of thought, expression and religion; the right to a fair trial; the right to education, healthcare and an adequate standard of living; and the prohibition of torture, slavery and discrimination. Watch the [video](#) to learn more.



The Sustainable Development Goals

The [Sustainable Development Goals](#) (SDGs), also known as the Global Goals, are a set of 17 interconnected goals adopted by all United Nations (UN) member states in 2015. The goals provide a comprehensive framework to address the world's most pressing social, economic and environmental challenges by 2030.



Each goal is accompanied by specific targets and indicators to track its progress and ensure accountability from each state. The SDGs recognise the interconnectedness of social, economic, and environmental issues and aim to create a more sustainable and equitable world for present and future generations. You will find a brief overview of each goal on the next page along with supporting links and videos for each goal.

The Sustainable Development Goals

1 NO POVERTY



Here is a brief overview of the 17 Sustainable Development Goals:

2 ZERO HUNGER



1. No Poverty: End poverty in all its forms and ensure social protection for all. Find out more [here](#).

3 GOOD HEALTH AND WELL-BEING



2. Zero Hunger: End hunger, achieve food security, improve nutrition, and promote sustainable agriculture. Find out more [here](#).

4 QUALITY EDUCATION



3. Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages. Find out more [here](#).

5 GENDER EQUALITY



4. Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Find out more [here](#).

6 CLEAN WATER AND SANITATION



5. Gender Equality: Achieve gender equality and empower all women and girls. Find out more [here](#).

7 AFFORDABLE AND CLEAN ENERGY



6. Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all. Find out more [here](#).

8 DECENT WORK AND ECONOMIC GROWTH



7. Affordable and Clean Energy: Ensure access to affordable, reliable, sustainable, and modern energy for all. Find out more [here](#).

8. Decent Work and Economic Growth: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Find out more [here](#).

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



9. Industry, Innovation, and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. Find out more [here](#).

10 REDUCED
INEQUALITIES



10. Reduced Inequalities: Reduce inequality within and among countries. Find out more [here](#).

11 SUSTAINABLE CITIES
AND COMMUNITIES



11. Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient, and sustainable. Find out more [here](#).

12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



12. Responsible Consumption and Production: Ensure sustainable consumption and production patterns. Find out more [here](#).

13 CLIMATE
ACTION



13. Climate Action: Take urgent action to combat climate change and its impacts. Find out more [here](#).

14 LIFE BELOW
WATER



14. Life Below Water: Conserve and sustainably use the oceans, seas, and marine resources. Find out more [here](#).

15 LIFE
ON LAND



15. Life on Land: Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss. Find out more [here](#).

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



16. Peace, Justice, and Strong Institutions: Promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels. Find out more [here](#).

17 PARTNERSHIPS
FOR THE GOALS



17. Partnerships for the Goals: Strengthen the means of implementation and revitalise the global partnership for sustainable development. Find out more [here](#).

Energiser

The Rearrange Activity

Ensure to clear some space to allow for movement. Ask students to stand up and arrange themselves according to height (from shortest to tallest). This could also be done using other determinants. Speed test the rounds to ensure students move quickly and to boost energy. Some examples include:

- Age (from youngest to oldest)
- Birth Month (from January to December)
- Where they live from geographical location (north to south or east to west)
- Number of letters in their first names (from least to most)

At the end, you can go through the line to double check if everyone's position was correct.



Energiser

The Geography Game

To begin, ask everyone to stand in a circle. As the teacher, you can start the game by giving the name of any country, city, river, or mountains on an atlas and ask students to position themselves within the circle to match where it is on the globe.

For the next stage of the game, each person must give the name of another place using the last letter of the name just given. For example - First person: Dublin, Second Person: Nigeria, Third Person: Amazon.

Tip: Ask students additional questions such as which country is the city in, what continent is the country (north, south, east or west?), or a neighbouring country, etc. If a student is stuck, ask others to help.



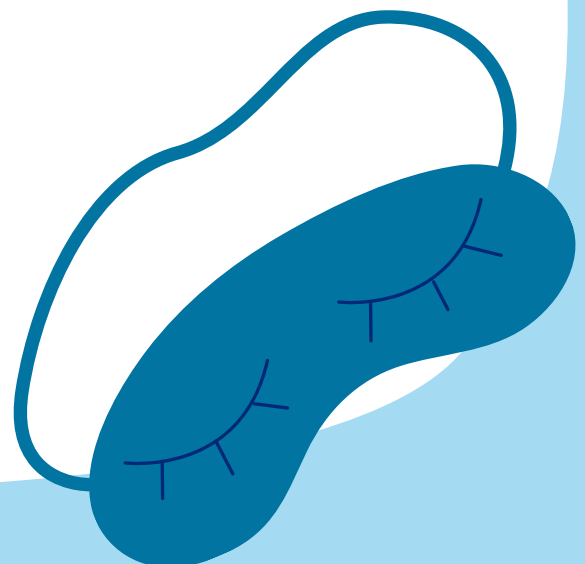
Energiser

Blindfolded Artist

Ask the students to form pairs. One student is blindfolded. One student will draw something. Ideally, the drawing should be something relevant to what you are teaching. The student holding the drawing needs to give instructions to the other student without using any words that give it away. The blindfolded student needs to draw it without being able to see the original picture.

If you want to spice up this classroom game, you can incorporate additional conditions. For example: no asking questions, must draw with your non writing hand etc.

When using for revision, you can ask the pair to explain the relevance of the drawing to the rest of the class after. For example, a tree is relevant in relation to environmental issues because of their capacity to store carbon and release oxygen.



Energiser

Give a compliment

This energiser supports students' wellbeing by giving and receiving compliments.

Each student writes their name down on a blank piece of paper. This piece of paper is then passed around each person in the class. Every student anonymously writes down something they like about the person whose name is on the sheet. They cannot miss a single one. Depending on your class, you can ask that the compliments are personality based only.

Afterwards, you can give some quiet time for the students to read theirs. Ask students not to share if that would work better in your class to avoid comparisons.



The Scourge of War



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



Introduction

This chapter will firstly explore SDG 16 Peace, Justice and Strong Institutions and the Right to Peace. It will outline war and conflict in depth, distinguishing between both terms and facilitating activities to familiarise students with the current reality of violent conflict in the world.

The purpose of this chapter is to underline the causes and consequences of violent conflict, but also to emphatically highlight a focal motivation behind violent conflicts and wars which is often overlooked: capitalist greed. Perhaps the most critical point of the chapter is its emphasis on how hunger and starvation are used as weapons of war against innocent civilians, with those responsible knowing it will be written off as a natural or inevitable outcome. This chapter urges the participant to see mass starvation as a deliberate act, not unavoidable 'collateral' damage.

The chapter is punctuated with activities and opportunities to do further research. These activities are essential in developing students' skills. These include dialogue and conflict transformation through group work and critical thinking and systems thinking through analysis. We hope this chapter is thought provoking and empowers both teacher and students with the knowledge needed to be champions of peaceful conflict transformation.

KEYWORDS

SDG 16, WEAPON LOBBY,
GLOBAL ARMS TRADE,
WAR, CONFLICT,
CONSEQUENCES OF WAR,



Our Foundations

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Goal 16: Peace, Justice and Strong Institutions

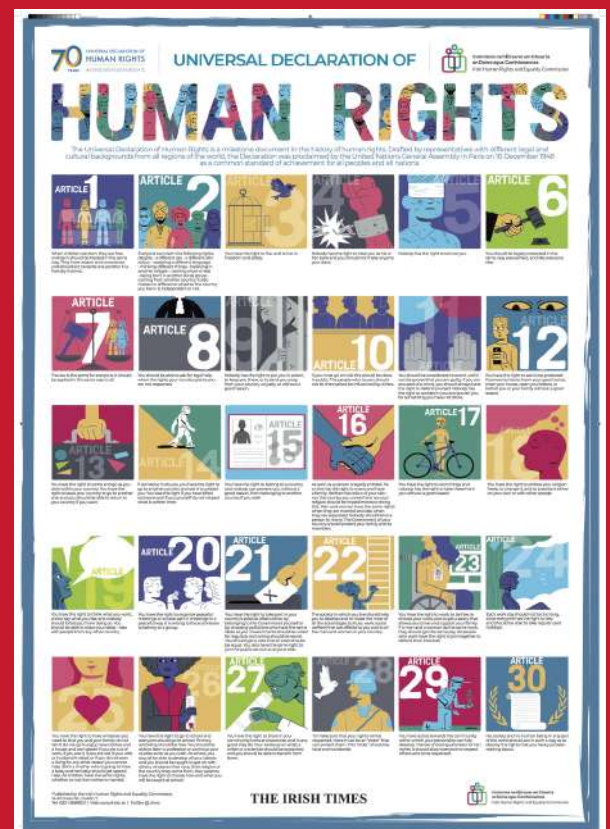
Goal 16 aims to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. In recent years, there has been a steep rise in conflict-related civilian deaths, with an over 50% surge in 2022 due to the war in Ukraine, which highlights the need for focus on this goal more than ever.

Read more about this Goal and its Targets [here](#). Download the Infographic from the UN [here](#).



The Right to Peace

The principal aim of the United Nations is the maintenance of International Peace and Security. However, the Universal Declaration of Human Rights (UDHR) does not explicitly mention the "right to peace". However, several articles of the UDHR indirectly address aspects related to peace and security. Read through the [UDHR](#) and see which ones you think could be related to peace, justice and/or hunger. The International Day of Peace is observed annually on the 22nd of September .



Important Definitions

Conflict

A conflict refers to a state of disagreement, opposition or hostility between two or more parties. It can arise due to a variety of reasons. These include differences in goals, values, beliefs, interests, or scarcity of resources. Conflict can occur at various levels, ranging from interpersonal between individuals to much larger-scale conflicts between communities, nations, or even international entities. Conflict is quite natural and not necessarily a bad thing when the parties involved have the tools to peacefully reach an agreement.

War

War is a state of armed conflict between two or more groups, typically nations or states, characterised by the use of lethal force and organised aggression. It is a violent and large scale confrontations that usually involves military forces. It results in widespread destruction, loss of life, and significant social, economic, and political consequences with long lasting legacies and irrevocable harm. War represents a significant and destructive departure from peace, resulting in immense human suffering and lasting societal consequences.



Recording of Workshop for Teachers

On the 10th of November 2022, [Afri](#) contributed to an online workshop for teachers hosted by [WorldWise Global Schools](#) on the theme of Peace and Justice. Afri's segment centred on the themes of militarisation, war and the weapons industry. It outlined the steady and continuous growth of the weapons industry since Afri launched its '[Just a Second](#)' campaign (more on this campaign later!).

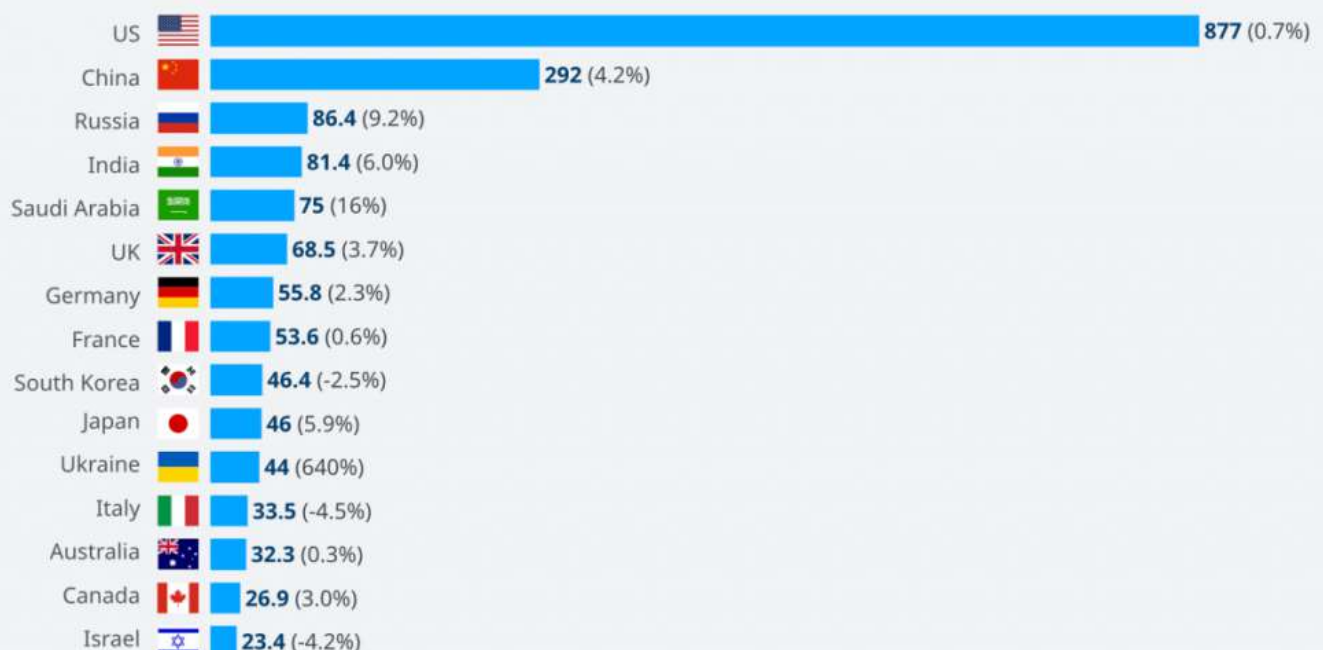
It highlights how the weapons industry has grown, with most recent figures showing how it has gone from \$900 billion in 1991 to over \$2240 billion in 2022. The USA tops the charts in terms of annual military spending at over \$877 billion, followed by China at \$292, Russia at \$86.4 billion, and India at \$81.4 billion ([Stolholm International Peace Research Institute](#), 2023). The workshop went on to examine the 'elephant in the room' - the link between Climate Change and the war industry - an issue which is prohibited from discussion at the annual [COP](#) meetings.

Ireland's growing involvement in the war industry and its abandonment of peacekeeping in favour of military cooperation with NATO was also included as part of the discussion.

We highly recommend watching the online recording of the workshop to support your capacity in navigating these themes with your students. The recording is available for free [here](#).

The 15 countries with the highest military expenditure in 2022

In billions of dollars and change (%) from 2021



ACTIVITY

Ask the class:

What do you think is the message behind these images?



Source: From the "[Nothing Kills like Hunger](#)" Campaign from Concern

After: Watch the [video](#) "The Lucky Ones" to learn more about hunger as a weapon of war.

The Biafran Famine is a clear example of starvation being used as a weapon of war. In retaliation for declaring its independence in 1967, the Nigerian authorities cut off the food supply to its 13 million inhabitants. Within three years, an estimated 2 million civilians, 15% of Biafra's population died.

Source: [Concern Worldwide](#)

8/10 of the world's worst food crises are driven by war, persecution and conflict

Source: [World Food Program](#)

Facts about War & Conflict

Over 20% of Somalia's 17 million population is displaced due to conflict and drought

Source: [UNHCR](#)

Conflict is now the single biggest driver of hunger. In conflict zones around the world, hunger is used as a weapon of war.

Source: [World Food Program](#)

The global transfer of major weapons systems rose over the past eight years - the highest volume since the end of the cold war.

Source: [Visual Capitalist](#)

60% of the world's hungriest people live in conflict zones and 68 million people are displaced due to conflict.

Source: [World Food Programme](#)

The Global Arms Trade

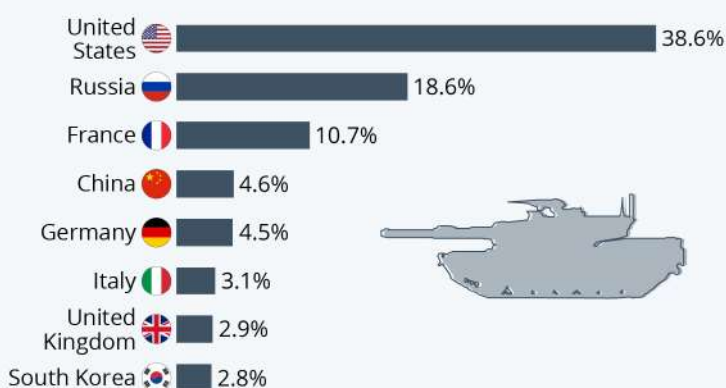
The global arms trade, also known as the international arms trade or arms exports, refers to the transfer of weapons and military equipment between countries. It involves the buying and selling of a wide range of weapons, including fire arms, missiles, tanks, aircraft, naval vessels, and other military hardware. The arms trade is a significant and complex global industry which involves both legal and illicit transactions. It serves the interests of governments, defense contractors, and other entities involved in the production and sale of weapons. The motivations behind arms trade can vary, from national security, geopolitical interests, and technological advancements. However, an often overlooked motivation is greed. This is evident at both an individual and systemic level.



According to the Stockholm International Peace Research Institute ([SIPRI](#)), the global arms budget has just surpassed \$2 trillion - that's over \$20 hundred billion! This is despite all UN member states adopting the Arms Trade Treaty (ATT) in 2014. The treaty prohibits the global transfer of weapons, munitions and related items when it is known they would be used to commit or facilitate genocide, crimes against humanity or war crimes. Trade with governments known to commit human rights abuses continues regardless.

The World's Biggest Arms Exporters

Countries responsible for the biggest shares of global arms exports from 2017 to 2021



Source: Stockholm International Peace Research Institute



statista

The Global Arms Trade

Profits for Defence Contractors: 'Defence' contractors are profit-driven entities that seek to maximise their financial gains. They may lobby governments and engage in aggressive marketing strategies to win lucrative 'defence' contracts. The desire for higher profits can lead to unethical practices, such as bribery, corruption, or cutting corners on quality and safety standards.

Arms Dealers and Brokers: Arms dealers and brokers often act as intermediaries in arms transactions, earning substantial commissions from successful deals. Their motivation to maximise profits can lead to engaging in questionable or illicit activities, such as facilitating arms transfers to unauthorised or destabilising entities. They may exploit loopholes in regulations or operate in regions with weak governance to secure higher profits.

Incentives for Arms Exporting Countries: Arms-exporting countries may have economic and strategic interests in promoting their defense industries and boosting arms exports. The arms trade can contribute to job creation, technological advancement, and economic growth in these countries. However, the pursuit of economic gains and geopolitical influence can sometimes overshadow concerns about human rights, conflict resolution, or regional stability.

Conflict and Instability: The arms trade can exacerbate conflicts and perpetuate instability in regions experiencing political tensions or armed conflicts. Greed-driven arms transfers can fuel existing conflicts by providing weapons to warring parties, prolonging violence, and hindering peace negotiations. In such cases, the arms trade may prioritise financial gains over humanitarian concerns or the long-term stability of affected regions.

Corruption and Illicit Activities: The arms trade is susceptible to corruption due to the significant financial stakes involved. Greed can drive individuals within governments, defense industries, and military establishments to engage in corrupt practices, such as accepting bribes, kickbacks, or engaging in illicit arms transfers.



Activity

In class:

Go to Development Education.ie's website and share the Interactive Map which looks at how armed conflict and the arms industry drives hunger with the class.

Ask the students in groups to discuss:

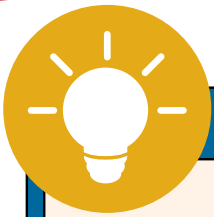
- What struck you most about either of the maps?
- Who are the 5 largest importers and 5 largest exporters of weapons?
- Which countries are affected by conflict?
- What can you conclude from these statistics?



Proxy Wars

Proxy War

A proxy war is a conflict between two or more external powers which support opposing parties in a dispute, rather than directly engaging in combat with each other. In a proxy war, the opposing powers provide military, financial, and logistical assistance to their respective proxies, who can be local or regional actors.



Proxy wars can have many motivations, including ideological differences, geopolitical interests, access to resources, and regional influence. They often occur in politically unstable or volatile states where local conflicts can be easily manipulated to escalate.



Some examples include the Korean War (1950–1953), where the United States supported South Korea against the North, which was backed by China and the Soviet Union; and the Vietnam War (1955–1975). The US supported the South and the North was supported by China and the Soviet Union.

In class:

Watch this [video](#) on proxy wars to learn more.

Discuss following questions:

- What are your thoughts on proxy wars?
- Can you name an active conflict that is termed a 'proxy war'.

Activity

In groups:

Ask students to choose a region in the world from the map on the [Global Conflict Tracker](#) from the [Council on Foreign Relations](#). Ask the students to gather information about that region. Ask each group to present their results to the rest of the class.

After, ask the groups to:

- Compare the conflicts with one another.
- If they can spot any commonalities?
- Highlight the main differences?



Consequences of War

War has far-reaching consequences that can have devastating impacts across various aspects of society including the economy, the environment, and individuals involved, including innocent civilians. Here are some common consequences of war:

1. Loss of life: The most devastating consequence of war is the loss of human life. Both military personnel and civilians are affected, often leading to a significant death toll. This loss includes combatants killed in action, as well as collateral damage, such as innocent civilians caught in the crossfire. Loss of life also occurs due to hunger and disease which are directly caused by conflict.

2. Physical and psychological injuries: War often results in severe physical injuries, including amputations, burns, and traumatic brain injuries. Additionally, soldiers and civilians may suffer from psychological trauma, such as post-traumatic stress disorder (PTSD), depression, and anxiety disorders, which can have long-lasting effects on individuals and their families.

3. Displacement and refugee crises: War forces people to flee their homes, leading to mass displacement and refugee crises. Displaced individuals often face inadequate living conditions, lack of access to basic necessities, and limited healthcare. This can lead to further socio-economic and humanitarian challenges.

4. Destruction of infrastructure: War causes widespread destruction of infrastructure, including homes, hospitals, schools, roads, and utilities. This damage hampers economic development, disrupts essential services, and creates long-term challenges for rebuilding and reconstruction.



Consequences of War

5. Economic repercussions: Wars impose significant economic burdens on the countries involved. Governments often allocate vast amounts of resources towards military expenditures, diverting funds from essential sectors like education, healthcare, and infrastructure. Additionally, the disruption of trade, loss of productivity, and damage to industries further weaken the economy, often affecting the most vulnerable in society the worst.

6. Environmental impact: The war industry is the single largest contributor to greenhouse gas emissions. Indeed, wars have severe environmental consequences. These include the destruction of infrastructure, indiscriminate use of weapons, and pollution from military operations can lead to deforestation, soil erosion, water contamination, and the release of hazardous substances. These factors harm ecosystems, deplete natural resources, and have long-term implications for the environment.

7. Political instability: War frequently results in political instability, social unrest, and power struggles. It can lead to the collapse of governments, the rise of extremist ideologies, and the emergence of new conflicts. The aftermath of war often requires complex processes of peacebuilding, reconciliation, and establishing stable governance.

8. Inter-generational trauma: The impact of war extends beyond the immediate generation involved. The trauma and consequences of war can be passed down through generations, affecting the social fabric, mental health, and overall well-being of communities for years to come.

It is important to note that the consequences of war are not limited to the points listed above and can vary depending on the specific conflict, geographical region, and other contextual factors.



Activity

In class:

- Watch JJ Bola perform his poem ["Refuge"](#)
- What or who are the "monsters" Bola refers to in the poem?
- What does this tell you about the consequences of war for the individual?



JJ Bola is a poet, writer, educator and human activist. He was born in Kinshasa, Democratic Republic of Congo where his family fled from and was raised in London. He is an ambassador for the UN High Council for Refugees. Find out more about him [here](#).

Step In - Step Out - Step Back

The purpose of this exercise is to encourage curiosity about the experiences of others, to cultivate empathy and to avoid building stereotypes. Facilitate the following exercise with the students based on a historical figure affected by war. For example, Anne Frank. You could also explore JJ Bola's work further and the situation in the Democratic Republic of Congo and use this as an example. You can also choose a fictional character from a film or book which centres on war.

Choose: Identify a person or agent in the situation you are examining.

Step In: Given what you see and know at this time, what do you think this person might feel, believe, know, or experience?

Step out: What else would you like or need to learn to understand this person's perspective better?

Step back: Given your exploration of this perspective so far, what do you notice about your own perspective and what it takes to take somebody else's?

You can access the full resource from the Harvard Graduate School of Education [here](#).

Self Reflection

What were your biggest takeaways?

Did your attitude towards War/ Hunger/ Inequalities change?

How do you feel about hunger in the world now?

The Humanitarian Cost of War: Hunger



2 ZERO HUNGER



Introduction

This section will explore hunger as a direct consequence of war. Firstly, it will explore key terms, facts, statistics and activities to ensure students understand the topic and how to take action to contribute to Sustainable Development Goal 2 Zero Hunger. It will explore how hunger affects vulnerable groups more severely. It will build on the knowledge and skills from the previous chapters and empower learners with a holistic understanding of the theme.

It will highlight how hunger is used as a weapon of war and how the framing of it as an inevitability is a lie. As such, it will highlight Afri's 'Just a Second' campaign to demonstrate the importance of taking action and realise famine is rarely, if ever, a lack of food. Famines are indeed crises, but of political will and greed.

Throughout the Chapter students will be prompted to think critically and reflect on the root causes of hunger, centering on why, in a world where there is more than enough food to feed everyone, do as many as 828 million people still go hungry?

KEYWORDS

SDG2, HUNGER, WORLDHUNGER, NOURISHMENT, GHI, WAR, CONTROVERSIES, INEQUALITIES



Our Foundations

2 ZERO HUNGER



Goal 2: Zero Hunger

SDG 2 centres on creating a world free of hunger by 2030. It aims to "end hunger, achieve food security and improved nutrition and promote sustainable agriculture." However, more than 600 million people worldwide are projected to face hunger in 2030.

Read more about this Goal and its targets [here](#). Download the Infographic from the UN [here](#).



The Right to Food

The right to food is "the right to have regular, permanent and unrestricted access — either directly or by means of financial purchases — to quantitatively and qualitatively adequate and sufficient food corresponding to the cultural traditions of the people to which the consumer belongs, and which ensure a physical and mental, individual and collective, fulfilling and dignified life free of fear."

- United Nations Special Rapporteur on the Right to Food





FACT OR FICTION ?

Progress on ending hunger has stalled

Women and girls account for 50% of the world's hungry

1 in 15 people around the world go to bed hungry

There is not enough food in the world to feed everyone.

Climate Change is already causing hunger

Find the answers on pages 47.



Definitions

Hunger

is an uncomfortable or painful physical sensation which arises when the body needs nourishment and energy. It becomes chronic when a person cannot consume a sufficient amount of calories on a regular basis to lead a normal, active and healthy life. It is important to distinguish hunger from appetite. Hunger refers to the physiological need for food and appetite refers to the desire to eat.



Acute Hunger

Acute hunger is extreme or severe hunger and refers to a state of immediate need for food. It is often associated with food shortages, famine or emergency situations.

Undernourishment

This refers to a state in which individuals or populations do not have access to adequate nutrition to meet their basic energy and nutrient requirements for growth, maintenance, and activity.

Malnourishment

This is a broad term but generally refers to a condition in which there is an imbalance between what an individual consumes and the nutrients they need.

The Calorie Challenge

In Groups:

Ask the students to put together a menu that adds up to 2500 calories for men or 2000 calories for women. The menu should consist of breakfast, lunch, and dinner. Snacks are allowed too.

Once the group has decided the menu of the day, give them access to [Nutra Check](#) for them to see how close they got to the 2500/2000 calorie target.

In class, discuss the following questions:

- How easy do you think achieving this calorie goal is around the world?
- How close did you get?
- Were you surprised?



Understanding Famine

The term 'famine' refers to a phenomenon involving the widespread scarcity of access to food. This results in starvation, malnutrition, disease and increased mortality. However, this term is often used to mask the avoidable or deliberate nature of famines which tend to be caused by conflict, displacement, and climate change. Often, where the term 'famine' is used, the reality is a lack of access, rather than availability. The cause is political will rather than crop failure or a shortage of food. One such example is An Gorta Mór, known as the Great Famine here in Ireland, from 1845 -1852 which saw over one million people die from starvation and disease and a further million emigrate. This was at a time when Ireland was under the colonial rule of the United Kingdom and British Empire, one of the richest nations in the world. In 1845, a famine year, more than 26 million bushels of grain were exported from Ireland to England (Ó'Gráda, 2012). Watch this [video](#) to learn more about An Gorta Mór.

Famine

“

A famine is defined as the most severe kind of hunger crisis... It means that there is an extreme shortage of food and several children and adults within a certain area are dying of hunger on a daily basis. Some deadly emergencies happen suddenly, like earthquakes, floods, and other natural disasters. This is not the case with famine. A famine happens slowly, caused by long-term conflict, climate shocks, extreme poverty, and other drivers. Famines are never inevitable - they are always predictable, preventable, and man-made.

Quote from [Action against Hunger](#)

”

Famine in Our World Today

According to the United Nations, there is an all-time high of as many as 49 million people in 46 countries at risk of falling into famine. The countries at highest risk of famine in 2023 are Afghanistan, Ethiopia, Nigeria, Somalia, South Sudan, and Yemen.



Food Insecurity

Classification of Famine



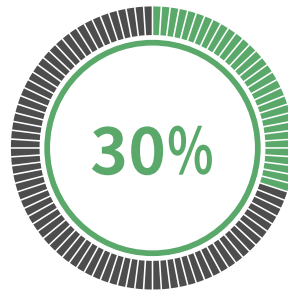
At least 20% of the population is affected, with 1 in 5 households facing extreme food shortages

2

people for every 10,000 dying each day due to starvation or the interaction of disease and malnutrition

4

children in every 10,000 people die of hunger everyday



3 in 10 children are suffering from acute malnutrition

Source: [Integrated Food Security Phase Classification](#)

“

The loss of human life (due to hunger) is as great as if an Atomic bomb – similar to the one that destroyed Hiroshima during the second world war – were dropped on a densely populated area every three days.

”

-Women's Aid Press release on
Hunger

Afri's 'Just a Second!' Campaign

Afri's '[Just a Second](#)' project demonstrates the obscenity of the war industry in a world where many experience extreme poverty, highlighting the abomination of nearly a billion hungry while over \$2 trillion is spent on the war industry, annually.

'Just a Second' is a call to stop and think about this profanity. By raising the equivalent amount of one second's expenditure – just a second – Afri funded 26 anti-poverty projects around the world as well as supporting projects to tackle climate change. This shows what could be achieved if even a fraction of the war-budget was used to build instruments of life rather than instruments of death and destruction. Watch this short [video](#) to get a sense of the project.

When we began this project, 30 years ago, the equivalent of one second's arms expenditure was approximately €20,000. Today, when there are claims there is not enough money for food, clean water, housing or health care, more than €60,000 is spent every second on weapons and war. And Ireland has just joined the weapons-making club – with the Government hosting an Arms Fair in 2022 under the grotesque title: 'Building the Ecosystem'. Read more [here](#).



Famine: A Sequence

the stink of famine
hangs in the bushes still
in the sad celtic hedges

you can catch it
down the line of our landscape
get its taste on every meal

listen
there is famine in our music

famine behind our faces

it is only a field away
has made us all immigrants
guilty for having survived

has separated us from language
cut us from our culture
built blocks around belief

left us on our own

ashamed to be seen
walking out beauty so
honoured by our ancestors

but fostered now to peasants
the drivers of motorway diggers
unearthing bones by accident
under the disappearing hills

– **Desmond Egan**

GHI - Global Hunger Index

The [Global Hunger Index](#) (GHI) is an annual tool used to comprehensively measure and track hunger at national, regional and global levels. It provides a comprehensive assessment of hunger based on several indicators, including undernourishment, child wasting, child stunting and child mortality. It takes into account both the prevalence and intensity of hunger. Prevalence refers to the proportion of the population that is undernourished, while intensity refers to the severity of hunger experienced. Access the interactive GHI map [here](#).

Note: All indicator values are standardized.



GHI Severity Scale

≤ 9.9

Low

10.0–19.9

Moderate

20.0–34.9

Serious

35.0–49.9

Alarming

≥ 50.0

Extremely alarming

100-point scale

Stunting

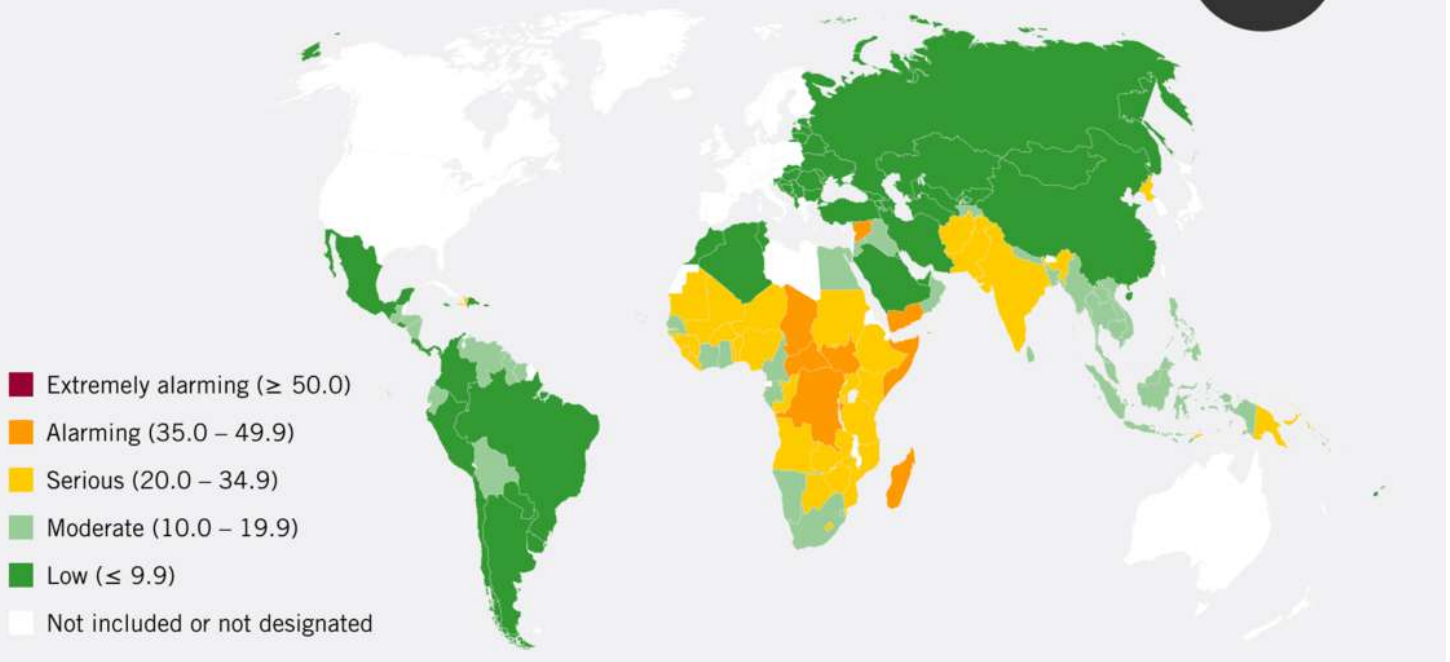
This refers to impaired growth and development in children, typically resulting in shorter height for age compared to their average population. It is primarily caused by chronic malnutrition and inadequate nutrient intake during the critical period of early childhood.

Wasting

Wasting, also known as acute malnutrition, refers to a condition characterised by a low weight-for-height ratio in children. It is a severe form of malnutrition which results from inadequate nutrient intake or increased nutrient requirements.

Global Health Index Map

2022 GLOBAL HUNGER INDEX



In groups of three or four:

Give the students access to the [Interactive Map](#) which presents the GHI of the countries in this world.

Ask the students to:

- Explore a different country and gather information about it.
- Come up with three reasons why this country could have this status
- After, present their country to the rest of the class.



Around 9 million people die every year of hunger and hunger related diseases. Indeed, hunger is the world's number one health risk. It kills more people every year than AIDS, Malaria and Tuberculosis combined.

Source: [The World Counts](#)

60% of the world's hungry are women and girls

Source: [World Food Program](#)

Facts about World Hunger

Progress on ending hunger has stalled – and in some cases reversed since 2015, putting the likelihood of reaching SDG 2 Zero Hunger further out of reach

Source: [Concern Worldwide](#)

Almost 3.1 billion people could not afford a healthy diet in 2020

Source: [World Health Organisation](#)

Nearly one in ten people around the world go to bed hungry each night – this is driven by conflict, climate change and inequality.

Source: [Action Against Hunger](#)

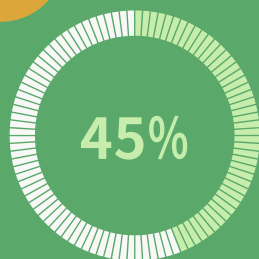
More than enough food is produced in the world to feed everyone on the planet. Yet as many as 828 million people still go hungry.

Source: [Concern Worldwide](#)

The Most Vulnerable to Hunger

Children

Children are the most visible victims of undernutrition. It is estimated that undernutrition including **stunting and wasting is a cause of 3.1 million child deaths annually** or **45% of all child deaths**.



Women

Women make up a little over half of the world's population, but they account for over **60% of the world's hungry**.



Women **produce up to 80% of food** in the Global South, but are **more likely to go hungry than men**, and are often denied the right to own land.



Farmers taking a break in a rice field in Nepal

Links between War and Hunger

Direct Impacts

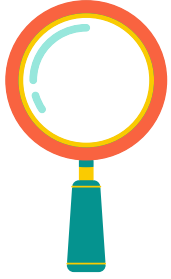
- During war, agricultural infrastructure such as farms, irrigation systems, and storage facilities are destroyed or damaged, reducing or halting farmers' capacity to grow and store food.
- War can disrupt the transportation and distribution of food, making it difficult for farmers to get their produce to markets and for consumers to access food.
- War can cause large numbers of people to flee their homes, leaving behind their livelihoods and food sources.

Indirect Impacts

- War can cause economic instability, leading to inflation, currency devaluation, and shortages of basic goods, including food. This can make it difficult for people to afford food and exacerbate hunger.
- During a war, resources that could be used for food production and distribution may be diverted to military efforts, leaving less available for food-related activities.
- Displacement can lead to food shortages and malnutrition, particularly among vulnerable populations such as children, pregnant women, and the elderly.



War and World Hunger



Example: War in Ukraine

The war in Ukraine shows how easily **one war**, localised in one country, can increase **hunger around the globe**. Ukraine is a provider of wheat, fertiliser and fuel. All these goods play a huge role in the global food system. There are numerous ways this war affects World Hunger:

1

The war in Ukraine has further increased the prices of the main goods i.e. inflation.

2

40% of wheat for emergency food relief programmes is exported from Ukraine.

3

20 million tonnes of grain is trapped in the country because of the blockade of Ukraine's Black Sea ports.



War and World Hunger

In class, watch this [video](#) on how the war in Ukraine is affecting food shortages in Somalia.

After, ask the class to discuss:

- Which SDGs does this relate to?
- How is the war in Ukraine affecting Somalia?
- What other factors are affecting food shortages?

“

We are marching towards starvation: UN warns of "hell on earth" if Ukraine war goes on

”

FIGURE A ESTIMATED IMPACT OF THE WAR IN UKRAINE ON THE GLOBAL NUMBER OF UNDERNOURISHED PEOPLE IN 2022



NOTE: Base refers to a projected NoU in 2022 that does not consider the onset of the war in Ukraine.
SOURCE: FAO calculations.

War and Forced Displacement

One of the major consequences of violent conflict is forced displacement. This refers to how people are left with no choice but to leave their homes due to violence, bombings, shelling and attacks. 108.4 million people have been forcibly displaced. Terms such as refugee, asylum seeker and migrant are often used interchangeably but there are legal differences. Below are some important terms from Amnesty International to distinguish between and explore in class. Read and discuss the poem on the next page.



Refugee

A refugee is a person who has fled their own country because they are at risk of serious human rights violations and persecution there. The risks to their safety and life were so great that they felt they had no choice but to leave and seek safety outside their country because their own government cannot or will not protect them from those dangers. Refugees have a right to international protection.

Asylum Seeker

An asylum seeker is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country, but who hasn't yet been legally recognized as a refugee and is waiting to receive a decision on their asylum claim. Seeking asylum is a human right. This means everyone should be allowed to enter another country to seek asylum.

Migrant

There is no internationally accepted legal definition of a migrant. Migrants are generally understood as people who leave their country because they want to work, study or join family. Others feel they must leave because of poverty, political unrest, gang violence, natural disasters or other serious circumstances that exist there. Lots of people don't fit the legal definition of a refugee but could nevertheless be in danger if they went home.

Home

no one leaves home
unless home is the mouth of a shark
you only run for the border
when you see the whole city running as well

your neighbors running faster than you
breath bloody in their throats
the boy you went to school with
who kissed you dizzy behind the old tin factory
is holding a gun bigger than his body
you only leave home
when home won't let you stay.

no one leaves home unless home chases you
fire under feet
hot blood in your belly
it's not something you ever thought of doing
until the blade burnt threats into
your neck and even then you carried the anthem under
your breath
only tearing up your passport in an airport toilets
sobbing as each mouthful of paper
made it clear that you wouldn't be going back.

you have to understand,
that no one puts their children in a boat
unless the water is safer than the land
no one burns their palms
under trains
beneath carriages
no one spends days and nights in the stomach of a truck
feeding on newspaper unless the miles travelled
means something more than journey.

By Warsan Shire



Activity

In class:

Listen to an episode of the podcast "[Asylum Speakers with Jaz O'Hara: Stories of Migration](#)." The podcast facilitates hearing directly from people who have had to leave their countries, and also people volunteering and working on the front line. In this episode, Mez shares his story of resilience and survival, having being forced to flee his home when he was only 13. Listen to the podcast episode [here](#).

Questions to discuss:

- What were your main takeaways from listening to Mez's story?
- How did it make you feel?
- What do you think the government should do to support asylum seekers like Mez in Ireland?



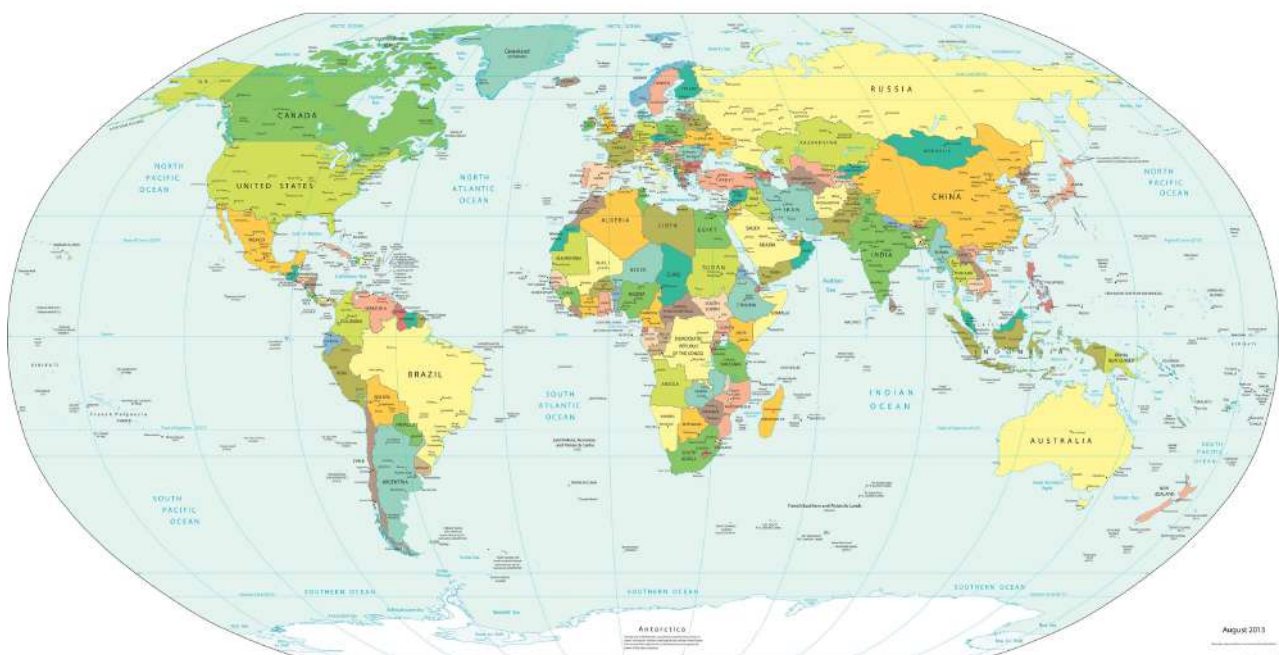
Activity

In groups:

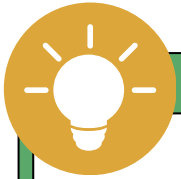
Give the students access to the [Worldometer](#) website to look at the statistics related to food.

Discuss the following questions:

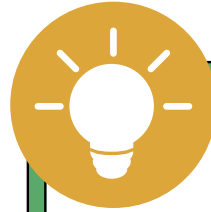
- What is striking to you?
- Which inequalities do these numbers depict?
- What can you conclude from these numbers?



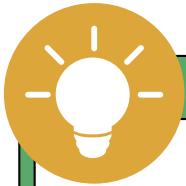
More Controversies



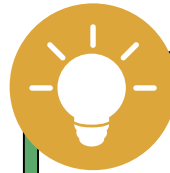
We live in a world where over 800 million people go to bed hungry yet we produce 1.5 times enough food to feed everyone on the planet.



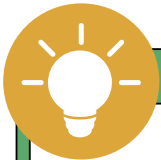
The international community has funded only 18 percent of the United Nations' \$1.5 billion appeal to help Somalia and its neighbors in East Africa. By comparison, the U.S. Congress approved \$7.5 billion in economic aid for Ukraine last month.



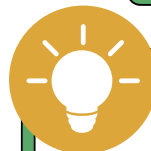
Many crops being grown worldwide are used to feed animals, not humans. Calories lost by feeding crops to animals, could theoretically feed an extra 3.5 billion people.



Our economic system prioritises profit above all else, disregarding the wellbeing of people and the natural world, and commodifies living beings in the process.



Only 26 hours of global military spending is enough to cover the \$5.5 billion needed to help most at risk



The US has given more than \$100 billion in aid to Ukraine, a large portion of which is military aid

“

For decades, the world has grown enough food to nourish everyone adequately. Satellites can spot budding crop failures; shortages can be avoided. In the modern world, like never before, famine is by and large preventable. When it occurs, it represents civilization's collective failure.

From: R. Thurow, S.Kilman:
Enough - Why the Poorest Starve in an Age
of Plenty

”

Activity



In groups:

What is the message behind this cartoon?

As a class:

Describe, analyse and discuss this cartoon. As active citizens, what can you do locally and globally about this issue?

Self Reflection

What were your biggest takeaways?

Did your attitude towards any of the issues change?

Will you take any new actions as a result of this learning?

Sowing Seeds of Peace as Active Citizens



17 PARTNERSHIPS
FOR THE GOALS



Introduction

This chapter will outline the importance of SDG 17 Partnership for the Goals and explore what it means to be an active citizen, outlining how we can take action as individuals, as a class and at a local, national and global level. It will focus on facilitating space for students to explore their own definitions of peace and justice.

This is essential in developing their critical thinking skills and for them to connect to the issues explored so far through the people behind the statistics.

It will highlight numerous peace activists, campaigns and organisations from Ireland and all over the world to hopefully inspire courage and action within your class.

KEYWORDS

SDG 17, HUMAN GREED, PEACE, ACTIVISM, WORLD FOOD DAY

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Mind Mapping Conflict and Hunger

Needed: A3 Sheets, Markers

In Groups: Ask the students to mind map one of following questions on the sheet.

- What happens when there is conflict in the world?
- Why people go hungry in the world?

In class: At the end the groups should present their results to the class.

You could hang the mind maps around the classroom after or keep them for later reference.



Our Foundations

17 PARTNERSHIPS FOR THE GOALS



Goal 17: Partnership for the Goals

Goal 17 aims to strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development. Put simply, it means that if everyone, to the best of their ability, makes an effort to make the world better, we have a much better chance of solving problems. It recognises that partnership is essential for reaching all of the SDGs and is impossible without it. Read more about this Goal and its targets [here](#). Download the Infographic from the UN [here](#).



Peacebuilding Institutions

More than ever, we need effective, transparent and inclusive institutions which promote peace. Peacebuilding institutions are organisations, agencies and bodies dedicated to promoting and facilitating peace, opposing war, conflict transformation, and reconciliation in societies affected by violence, conflict or the legacy of conflict. These institutions work at a local, national, regional and international level to address the root causes of conflict, advocate for justice, and build social cohesion. Some examples include the UN, the [United States Institute of Peace \(USIP\)](#), the [International Peace Bureau \(IPB\)](#) the [International Peace Institute \(IPI\)](#) and the [European Institute of Peace](#).

EUROPEAN
INSTITUTE
OF PEACE

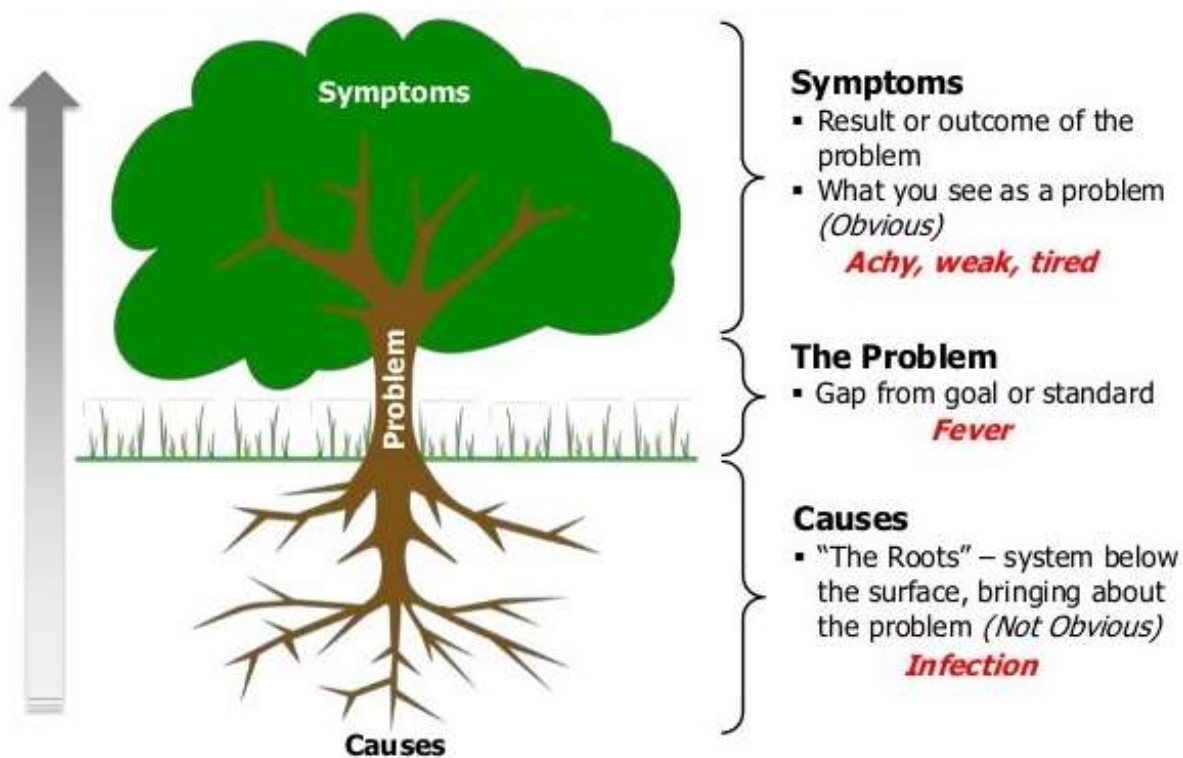


INTERNATIONAL
INSTITUTE FOR
PEACE

Root Cause Tree

In groups of four:

- Ask the students to copy the Root-Cause Tree on to a large piece of paper
- Explain that the trunk symbolises the problem you are going to explore: hunger
- Ask the students to write down what they think the causes and symptoms of hunger are
- Ask one person from each group to share their group's tree



“

The world continues to
spend enormous
resources on creating
and containing violence
but very little on peace.

Toni Pyke from [Development Education.ie](http://DevelopmentEducation.ie)

”



What does Peace look like?

Individually:

Draw or symbolise what comes to your mind when you hear the word 'peace'.

What do you feel while trying to conceptualise peace?

In groups:

Brainstorm and draw what a truly peaceful society looks like.

Create a peace gallery with all your images.



What is Peace?

Peace is not an easily defined concept. Many of us intuitively have a sense of what it means, either at a personal, interpersonal, societal or international level. Peace can generally be taken to mean a state of harmony and freedom from conflict or violence. But is peace merely the absence of overt violence?

Johan Galtung, a Norwegian sociologist, often referred to as "the father of peace studies" prompts us to think of peace in a deeper way. Peace is the absence of direct, cultural and structural violence between parties. The parties may be within oneself, between peoples, groups, states or regions.

Negative Peace

This refers to the absence of overt or direct violence. It is characterised by the absence of violence, aggression, open hostility or war. Negative peace means there is no visible violence but it does not mean the root causes of the conflict have been addressed or the conditions adequately changed for peace to be sustained.

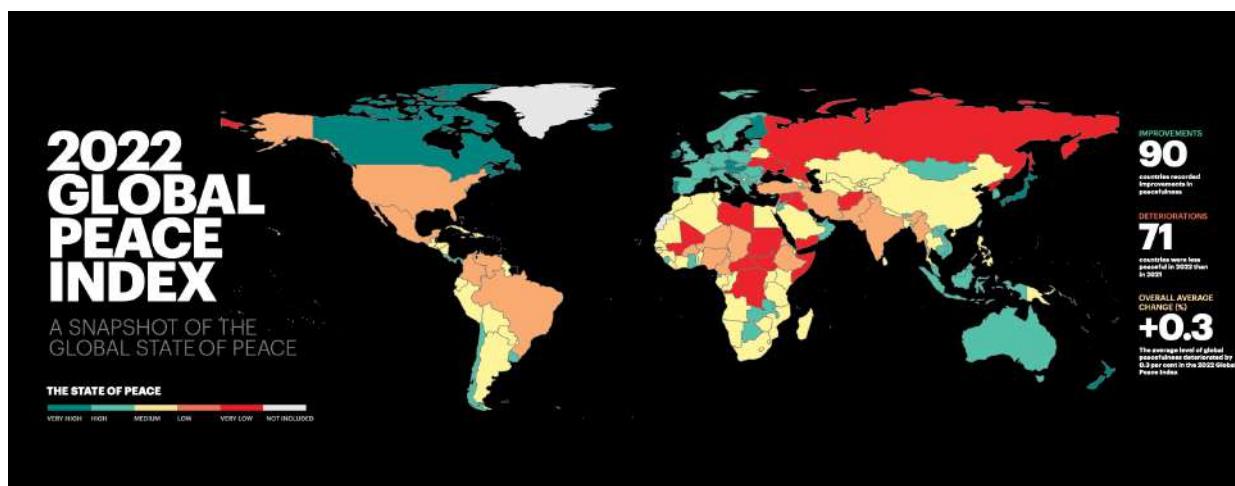
Positive Peace

Positive peace, often seen as idealist, goes far beyond the state of negative peace. It seeks to build a society that is just, inclusive and free from structural oppression. Conflict can still occur but doesn't necessitate violence. Positive peace means systemic oppression has been addressed and transformed and there is a culture of dialogue, respect and reconciliation.

The Global Peace Index

- Read the article "[World's 10 Most Peaceful Countries in 2023](#)" as a class.
- After, give the students access to the [interactive map](#) on the Global Peace Index from Vision of Humanity.
- Explore the map together.
- Ask the students to figure out which country is the most peaceful/least peaceful?
- Why do they have that score?
- Allow time for the students to come up with remarks and questions.

You can access the Global Peace Index in 2023 [here](#).



Food Security and Food Sovereignty

Food Security

The [UN Committee on World Food Security](#) (WFS) defines food security as “all people, at all times” having access to enough safe and nutritious food to meet their needs. The [Food and Agriculture Organisation](#) of the United Nations (FAO) has outlined four essential pillars for food security, all of which must be fulfilled simultaneously, for food security to exist.

The four pillars are:

Availability: This refers to sufficient production, availability and supply of food at the national and global levels.

Access: This means individuals have physical and economic access to sufficient amounts of food to ensure adequate nutrition.

Utilisation: This focuses on the proper utilisation of food and their capacity to obtain nutrition from it. It includes elements such as food safety, hygiene, nutritional knowledge, sanitation and access to clean water.

Stability: This refers to the stability of the other three pillars over time. It is affected by factors such as political stability, economic conditions, the climate, disaster preparedness and social systems.

None of these pillars are consistently possible when violent conflict or war occurs.

Food Sovereignty

The term food sovereignty was first used in 1996 by [La Via Campesina](#), a transnational movement of small-scale farmers, peasants, agricultural workers, and Indigenous groups that subsequently defined it as “the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture system.”



What Now?

We hope the knowledge and skills you've acquired so far from this resource empowers you and your students to be active citizens for peace. Being an active citizen means knowing our rights but also realising our responsibilities and participating in our communities and society from a local, national, regional and global level. It involves taking an active role in contributing to shaping a society that is just, inclusive and promotes long term sustainable change.

It surpasses merely fulfilling legal obligations and asks each of us to engage, advocate for change on behalf of ourselves, others and the natural world in which we are intrinsically interconnected and being involved in a myriad of ways. These include, but are not limited to, actions such as voting, staying informed on current issues, joining organisations, attending community meetings, communicating with elected representatives, volunteering, raising our voices and using our platforms to promote important causes and campaigns, participating in things like rallies, protests, peaceful demonstrations, and generally supporting policy change by lobbying. Check out the definitions on the right to see how we move from awareness of an issue towards being an active citizen. There are examples of inspirational activists in the following pages to support your journey.



Passive

Passive citizenship refers to minimal engagement and participation in changing society. A passive citizen may fulfill civic responsibilities such as voting, may be aware of issues but this knowledge doesn't translate to action and they may feel detached from society.

Active

Active citizenship refers to actively participating in our communities. They see shaping the social, economic and political world they are a part of as a part of their role. It means taking informed action and ensuring the way they live matches their values.

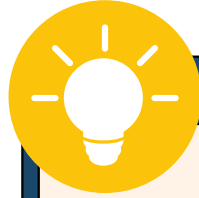
"I Have a Dream"

In class:

Watch this [video](#) of the famous speech from Martin Luther King Jr.

In groups:

Formulate your own dream about peace.



Martin Luther King Jr. was a Baptist minister and activist in the US who was one of the most prominent leaders in the civil rights movement until his assassination in 1968.



Inspiring Activists

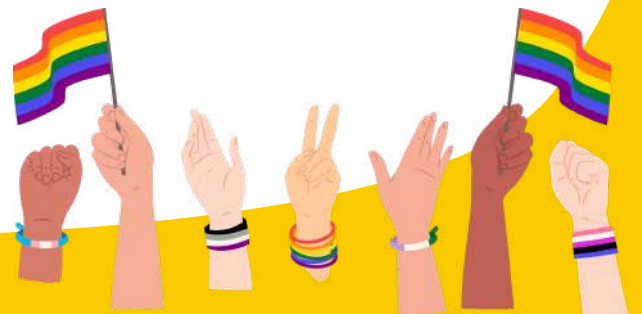
Below is a list of inspiring activists for peace. Some of them have even won [Nobel Peace Prizes](#) for their incredible contributions to building a more peaceful world. Feel free to allow the students to research someone who isn't on the list.

In groups of four:

1. Assign each group one of the activists from the extensive list below.
2. Ask the students to research their life and the cause they are/were fighting for.
3. Ask the students to share with the rest of the class at the end.

List of Activists:

- Mairead Corrigan Maguire, Betty Williams and Ciaran McKeown, Community for Peace People in Northern Ireland
- Malala Yousafzai, Pakistani Female Education Activist
- Tawakkol Karman, Yemeni Human Rights Activist
- Richard Moore, Northern Ireland Peace Activist and founder of Children in Crossfire
- Mahatma Gandhi, Peace Activist
- Leymah Gbowee, Liberian Peace Activist
- Jody Williams, American Political Activist
- Rigoberta Menchú Tum, Indigenous Guatemalan Human Rights Activist
- John Hume, Peace Activist and Nobel Peace Prize laureate from Northern Ireland
- Louie Bennett, Irish suffragette, trade unionist, journalist and writer



The After School Arms club

In class, watch the documentary [The After School Arms Club](#), an after school club like no other! This was a project Afri collaborated on with well known campaigning comedian Mark Thomas, highlighting loopholes in the global arms trade by showing how easily a group of students could broker weapons (the buying and/or selling of goods) into Ireland.

After watching, facilitate a discussion with the class:

- What was the main message of the documentary?
- What do you think about arms brokering now?
- What do you think the Irish government should do about the brokering of arms in Ireland?
- Do you think this was an effective/inspiring campaign? Why/Why not?



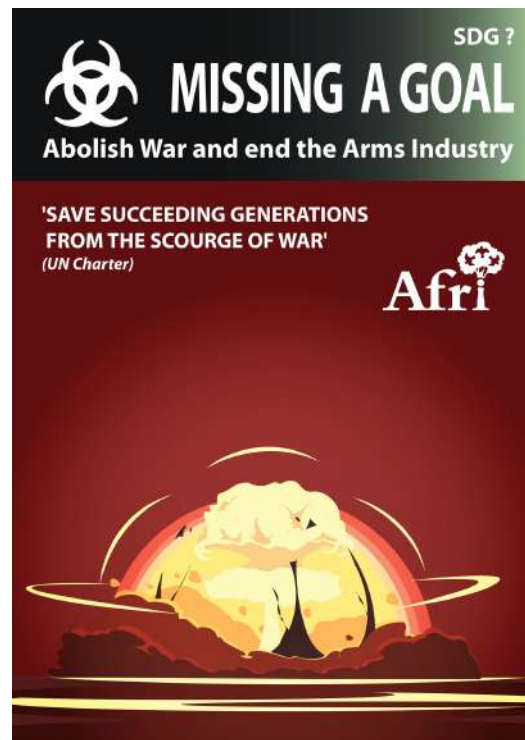
The Missing SDG?

In class, watch this [video](#) on the SDGs.



After watching, facilitate a discussion with the class:

- What do you think about the SDGs?
- Are there any goals you think are missing?
- Discuss Afri's proposed Goal which is "Abolish War and End the Arms Industry."



Further Learning

Find out more about inspiring campaigns endeavouring to end war and build peace in our world. Useful links are also attached.

Swords to Ploughshares (StoP):

Swords to Ploughshares (StoP) is a network of peace groups and peace activists throughout the island of Ireland who campaign to oppose the abandonment of Irish Neutrality, the developing arms industry in the Republic as well as the growing and sizeable arms industry in Northern Ireland and the increasing militarisation of the EU. Watch a public meeting they held, titled "[Human and Ecological Security: an Alternative to War & Militarism.](#)"

The International Peace Bureau (IPB):

This organisation is dedicated to the vision of a World Without War. Among its aims are disarmament for sustainable development and the reallocation of military expenditure. The IPB believe that by reducing funding for the military sector, significant amounts of money could be released for social projects, domestically or abroad, which could lead to the fulfilment of real human needs and the protection of the environment. Access their website and find out more [here](#).

The Movement for the Abolition of War (MAW):

This Movement is "part of an ongoing world-wide uprising, challenging the inevitability of war. It is guided by the Preamble to the Charter of the United Nations" to "save succeeding generations from the scourge of war" which to this day continues to bring untold suffering to humankind as well as deepening the climate crisis. Find out more and access their website [here](#).



Further Learning:

Listed below are a myriad of organisations based in Ireland and their websites. Each of these organisations offers supports and/or resources to enhance your knowledge and skills in deepening the ethos of GCE within your school.

[Action Aid](#)

[Amnesty International Ireland](#)

[Centre for Global Education Belfast](#)

[Children in Crossfire](#)

[Christian Aid](#)

[Comhlámh](#)

[Development Education.ie](#)

[Development Perspectives](#)

[Friends of the Earth](#)

[IDEA](#)

[Irish Aid](#)

[Goal](#)

[Greenpace](#)

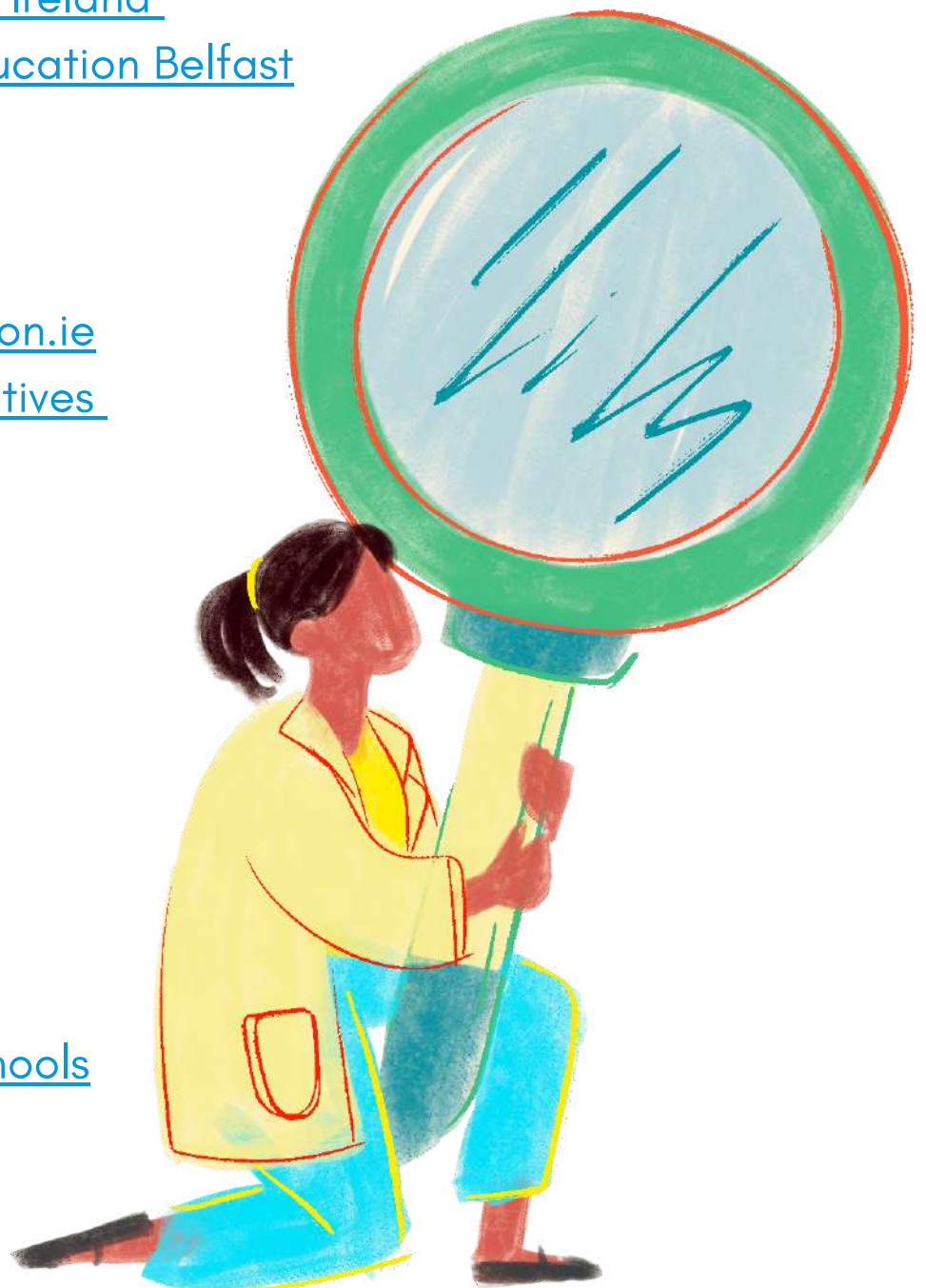
[Oxfam](#)

[Self Help Africa](#)

[Síolta Chroí](#)

[Trócaire](#)

[WorldWise Global Schools](#)



"We must begin to inculcate our children against militarism by educating them in the spirit of pacifism. Our schoolbooks glorify war and conceal its horror. I would teach peace rather than war."

Albert Einstein

