

AGENDA 2030 DEBATE CYCLE

PEACE, JUSTICE, SOLID INSTITUTIONS, AND PARTNERSHIPS FOR THE GOALS. (Goals 16 and 17)

The proposal is intended for students in the 4th year of compulsory secondary education, baccalaureate secondary education, vocational education, and university studies.

Classroom work proposals

1. Introduction

UManresa-FUB has designed a proposal for classroom work based on the roundtable discussion concerning Goals 16 and 17 of the Sustainable Development Goals (SDGs). As the Cosmògraf programme cycle states, "it is essential for societies to be peaceful, just, and inclusive. This must ensure safety and non-violence for all people, and this is only possible through effective public institutions that can provide good healthcare, quality education, fair and transparent economic policies, and inclusive protection of the environment."

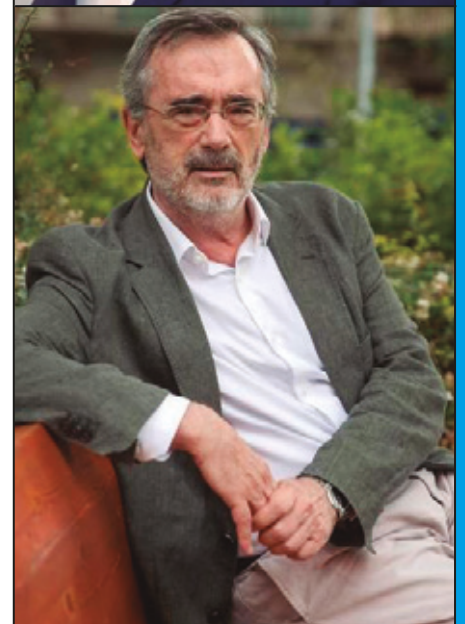
This work proposal The roundtable event featured a discussion between Oriol Junqueras (historian and politician) and Manuel Cruz (philosopher and politician), and was moderated by Xavier Valls, professor of philosophy and leader of the Central Catalonia Philosophy Professors of Philosophy Group.

On Thursday, 16 November, attendees were able to enjoy the engaging discussion between Manuel Cruz and Oriol Junqueras in Manresa. Based on Xavier Valls's questions, they both reflected on how global problems such as climate change far exceed the capacities of institutions, leading humanity to a certain disenchantment, frustration, anger, or fear. The most recent consequences of these emotions have led many countries towards populism or another form of reaction such as traditionalism, as Junqueras noted. Cruz reiterated this by stating that, at present, humanity knows a lot, but does not quite understand what is happening to us. Answers had been sought in science and they have not always been correct, as evidenced during by the pandemic. At that time, what seemed crucial was the ability to manage uncertainty.

At the moderator's urging, the discussion continued with a reflection on what solid institutions entail, the crisis that seems to characterize democracy, as well as the type of leadership that is needed. At a time



Oriol Junqueras



Manuel Cruz

when lawfare seems to be marking the course of political events in countries such as Peru or Colombia, society must seek new leadership in order to avoid discontent with democracy, as Cruz argued, since it seems that politics has become a spectacle and real power is found elsewhere. During the round for questions, the speakers confirmed that social networks can be a powerful space where people seek to confirm their own opinions. With this in mind, these reflections led the two speakers to a conclusion: the only truly universal area is education. Junqueras quoted Socrates, stating "there is only one good, knowledge, and one evil, ignorance."

2. Objectives and activities

Metes:

- 1. Raise public awareness about Agenda 2030
- 2. Encourage critical thinking among citizens
- 3. Value the strength of institutions
- 4. Value non-violence as a tool for social construction

Objectius i activitats:

- 1. 1. Identify proposals for Goals 16 and 17 of the SDGs.
 - a. Seek out these objectives ([Peace and justice – Sustainable Development \(un.org\)](#)) and identify the goals that are proposed.
 - b. Based on the goals reviewed, identify which ones are within reach to each of us.
 - c. Read this story and comment on it, valuing the importance of individual contributions to global issues:

«An elderly man was walking on a beach in Mexico following an atypical spring storm. The beach was full of floundering fish dumped ashore by the waves, and the man was returning them one by one. A tourist saw him and approached him, asking, ‘what are you doing?’ ‘I’m trying to help these fish,’ the elderly man said. ‘But there are thousands on these beaches, returning a few of them is useless,’ the tourist protested. ‘It helps this one,’ replied the elderly man as he returned another fish to the sea.»³



2. Establish a debate between two groups based on one of the statements from the roundtable:

- a. “Autocracy is an alternative to democracy because political parties don't do their job.”

Rules of the debate: In each debate, two teams will face one another and defend opposing positions (affirmative/negative, decided by drawing lots in each tournament). The affirmative team will always start and finish.

In total, there will be four speaking sessions for each team: initial presentation, rebuttal, counter-rebuttal, and conclusion. Each team will decide how their speakers will interact in each discussion. At least THREE different team members must speak (there can also be document assistants to support the team).

Speaking turns will have time limits and must maintain the following scheme (with the corresponding time):

1. Introduction (Affirmative Team): 5 minutes.
2. Introduction (Negative Team): 5 minutes.
3. Rebuttal (Affirmative Team): 4 minutes.
4. Rebuttal (Negative Team): 4 minutes.
5. Counter-rebuttal (Affirmative Team): 4 minutes.
6. Counter-rebuttal (Negative Team): 4 minutes.
7. Conclusion (Negative Team): 3 minutes.
8. Conclusion (Affirmative Team): 3 minutes.

The AFFIRMATIVE team begins and ends the debate.

During rebuttal turns, team members who do not have the turn to speak may raise their hands to ask the speaker a question. The questions must actually be questions, in other words, digressions or reflections that do not seek a direct answer will not be allowed.

- A question may not last for more than fifteen seconds. Speakers are free to accept a question, which will count as part of the speaker's time along with the answer (that is, the stopwatch will not be stopped).
- Challenges can only be made during the rebuttal rounds, and they will only be allowed when 30 seconds remain until the end of the rebuttal time. Therefore, the last half minute is reserved for the speaker. That is, the speaker cannot be interrupted by the other team during these final 30 seconds.



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3. Read the following text excerpt:

Engulfed by the whirlwind unleashed by the Internet, instant international communications, mobile phones, and social networks, the

world is undergoing an almost unprecedented historical transformation. The clearest parallel is the invention of the printing press in the mid-15th century. The weight of such a disruptive innovation can cause political parties to become unbalanced. The very nature of power is changing, making it less centralized and more diffuse. Traditional democratic institutions were created for a different era and a slower pace of transformation. Technology is advancing rapidly, while democratic construction is slow. The economic, social, and environmental problems we face today are global, while our most effective political structures are at best national in scope. It would be strange for our democratic structures to not be strained in circumstances like these.

Jonathan Sacks, *Morality*.⁵ Chapter 8, *Democracy at Risk*.

- a) Explain the main ideas of the text and how they seem related.
- b) Do you agree with the author's main thesis?
- c) Another part⁶ of the same work by Sacks asks the following question: "Can we recover the trust and civility of public life and private relationships, or are the only institutions that matter the market and the state, the incessant search for wealth and power? Can we change?" Do you think that in today's world the market and the state are in fact the only institutions that matter? Justify your response.

4. Watch the film Selma (2014), by Ava DuVernay.

This film tells us about the peaceful march made by Martin Luther King Jr and his followers, who peacefully walked from the city of Selma to Montgomery in 1965 in order to demand civil rights. This eventually led to the passing of the Voting Rights Act to prohibit racial discrimination in voting.

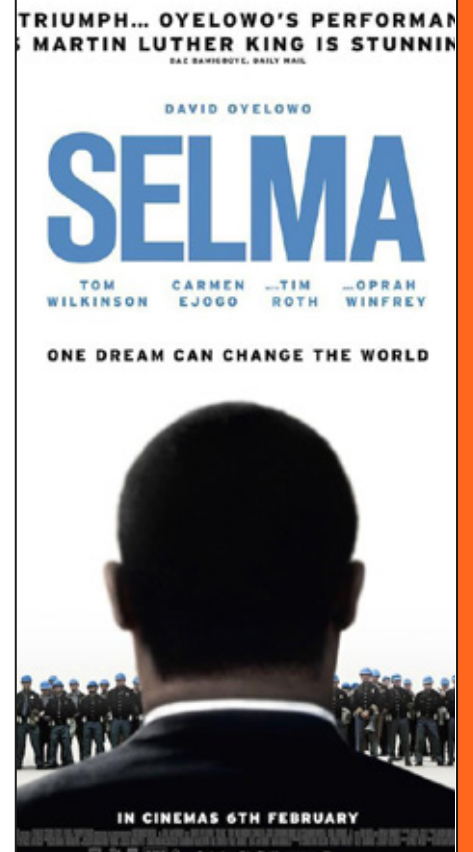
After watching this film, assess the power of non-violence when institutions do not respond to citizens' demands to live with at least a minimum of freedom and social justice.

This can be written out as a short essay. These questions can serve as a guideline:

- What injustices did King denounce?
- How did non-violence take on established power and corrupt, racist institutions? Is non-violence effective in the end?
- Read or watch King's famous I Have a Dream speech in 1963 at the Lincoln Memorial.⁷ Once finished, explain which ideas are still relevant in the social reality we live in today.

In the introduction to his book on Gandhi⁸, Thomas Merton states the following:

"Non-violence was part of the very nature of political life, and a society whose policies are normally violent, inarticulate, and unreasonable is an infra-political and, therefore, infra-human society." Gandhi himself said: "Humanity can only get rid of violence with non-violence. Hatred can only be overcome with love. Returning hatred with hatred only increases the surface and depth of what is hated."



⁵ Jonathan Sacks, *Morality*. Basic Books. New York City, 2020.

⁶ Jonathan Sacks, *Ibid*. Chapter 23, *From Me to Us*.

⁷ [Martin Luther King Jr. - I Have A Dream \[Complete\] \(youtube.com\)](https://www.youtube.com/watch?v=7Mm1111111)

⁸ Thomas Merton, *Gandhi and Non-Violence*. New Directions. New York City, 1965.

- Identify which policies or institutions are violent in the societies where you live.
- Make proposals for changes regarding the problems you have identified in the previous question. Use your reflection to demonstrate how a violent response does not solve anything.
- After reflecting on this topic, find out which associations, entities, and NGOs are trying to resolve injustices in your surroundings. Once you become familiar with them, consider collaborating with them and contributing to these social improvements.