

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



CIVIL SOCIETY
TRAINING MANUAL

GOAL 16

 **SUSTAINABLE DEVELOPMENT GOALS**



preface

In 2017, the United Nations Development Programme (UNDP), with support from the African Policing Civilian Oversight Forum (APCOF), developed the Civil Society Public Awareness Tool for Goal 16 to empower communities to monitor the Sustainable Development Goals (SDGs) in South Africa. Although each of the 17 Goals is important for achieving sustainable development, this Tool focuses on Goal 16 because it is difficult to achieve the other SDGs in the absence of peace, justice and good governance. By taking Goal 16 directly to communities, this Tool aims to fulfill the SDG's promise to 'leave no one behind'.

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glossary of terms

Agenda 2030:	a global plan of action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity
Integrated Development Plan:	a five-year plan local government creates to identify the developmental needs of the municipality
National Development Plan:	a national plan to guide South Africa's development into 2030
Sustainable Development Goals:	17 Goals that build upon the Millennium Development Goals to achieve sustainable development across the world
United Nations:	an international organisation composed of 193 Member States whose purpose is to promote international peace and cooperation



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	TARGET 16:1 Significantly reduce all forms of violence and related death rates everywhere	TARGET 16:2 End abuse, exploitation, trafficking and all forms of violence against and torture of children	TARGET 16:3 Promote the rule of law at the national and international levels and ensure equal access to justice for all
TARGET 16:4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organised crime	TARGET 16:5 Substantially reduce corruption and bribery in all their forms	TARGET 16:6 Develop effective, accountable and transparent institutions at all levels	
TARGET 16:7 Ensure responsive, inclusive, participatory and representative decision-making at all levels	TARGET 16:8 Broaden and strengthen the participation of developing countries in the institutions of global governance	TARGET 16:9 By 2030, provide legal identity for all, including birth registration	TARGET 16:10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
TARGET 16: A Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime	TARGET 16: B Promote and enforce non-discriminatory laws and policies for sustainable development		

PART I

COURSE OVERVIEW AND ADMINISTRATION

Sustainable Development Goals in South Africa

The Sustainable Development Goals (SDGs) are part of a new global plan of action to achieve sustainable development by 2030. South Africa, as a member of the United Nations, will need to take action to achieve the SDGs in communities across the country.

The SDGs are composed of 17 Goals and 169 Targets, which build and expand upon the Millennium Development Goals (MDGs). Although the MDGs were effective in many ways, the SDGs expand the global development agenda and take on issues like peace, justice and security, which are key ingredients of sustainable development.

The SDGs also relate directly to South Africa's National Development Plan (NDP), which is the country's road map to sustainable development by 2030. The NDP, like the SDGs, also focuses on building safer communities, increasing access to justice, and creating transparent and accountable institutions. Like the SDGs, the NDP also recognises that building a sustainable South Africa is not easy, and that everyone – including government, businesses, universities, and civil society – has an important role to play.

Purpose of the Civil Society Public Awareness Tool for Goal 16

The purpose of this Tool is to raise awareness of the SDGs generally, and more specifically how Goal 16 Targets can be used to protect people's rights and improve sustainable development. In addition this Tool also aims to provide basic skills to trainees on achievement of Goal 16 Targets in their communities.

Although this Tool has been designed for Community Advice Offices, it can be used by other organisations, institutions and groups, and adapted to any of the other SDGs.

Training programme agenda

DAY 1		
Session	Topic	Time-frame
Opening	Welcome, introductions and expectations of course	09.00 – 09.30
Session 1: What is Goal 16?	Introduction to the SDGs	09.30 – 10.30
	TEA BREAK	10.30 – 11.00
	Activity 1: What are the Goal 16 Targets for South Africa?	11.00 – 12.30
	LUNCH	12.30 – 13.30
Session 2: How does Goal 16 affect my rights as a South African?	Activity 2: How does Goal 16 affect my rights?	13.30 – 15.00
	TEA BREAK	15.00 – 15.30
	Activity 3: How can Goal 16 Targets improve development in my community?	15.30 – 17.00
DAY 2		
Session 3: What does Goal 16 mean for my community?	SDGs and the principle that ‘no one is left behind’	09.00 – 10.00
	TEA BREAK	10.00 – 10.30
	Activity 4: Mapping exercise – What does Goal 16 look like in my community?	10.30 – 12.30
	LUNCH	12.30 – 13.30
Session 4: How will I take Goal 16 forward?	Activity 5: Actors Venn diagram – Who are the influencers in my community?	13.30 – 15.00
	TEA BREAK	15.00 – 15.30
	Activity 6: Process mapping – How will I take Goal 16 to my community?	15.30 – 16.30
Closing	Reflections and feedback	16.30 – 17.00

Instructions for trainers

To be a successful trainer, you need to be prepared. Trainers should understand the material contained in this Tool and be comfortable conducting training with community members. Trainers should guide trainees through each session and enable them to think for themselves and voice their opinions throughout the training session.

Selecting trainees

It is important to select trainees who are 'Champions of Change'. Champions of Change are role models who have shown they care about people's lives through their actions, leadership, and service to their communities.

Writing a report

At the end of the course, trainers will be responsible for writing a report about the training course. These not only create a record of the training programme creating a record of the training course, but also capture knowledge and insights of trainees on how to achieve Goal 16 in their communities. Trainers should plan to present these reports to local Ward Committees to feed into Integrated Development Plans, and to Statistics South Africa (Stats SA) as an additional source of information on achievement towards the SDGs.

PART II

TRAINING SESSIONS AND ACTIVITIES

Opening

Time 30 mins

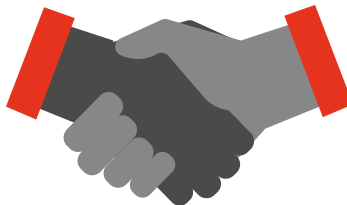
Materials Flipchart paper and stand
Flipchart pens



Main points:

- Welcoming remarks
- Trainees introduce themselves and share their expectations for the course
- Select an icebreaker or other activity to help trainees get to know each other

Write down trainee expectations on the flipchart and set aside to include in final report.



S1

SESSION 1

WHAT IS GOAL #16?

Total time 180 mins



The purpose of this session is to introduce trainees to Goal 16 and identify the most important Targets for South Africa. Session 1 is divided into two parts: (1) an introduction to the SDGs, and (2) an activity to identify the most important Goal 16 Targets for South Africa.

Introduction to the SDGs and Goal 16

Time 60 mins

Materials Flipchart paper and stand
Flipchart pens
Prestik
Diagram of Goal 16



Main points to cover:

- SDGs build on the MDGs and are made up of 17 Goals and 169 Targets, which aim to improve sustainable development in countries.
- Goals and Targets are not promises, but aspirations every country must try to achieve by 2030.
- Each country is responsible for its own transformation.
- SDGs are part of a global plan of action for sustainable development which aims to 'leave no one behind'.
- Each SDG aims to do a different thing, but all the goals work together to improve development – some work towards gender equality, while others talk about water and sanitation, hunger and disease, access to justice and information, and reducing violence and corruption.
- Goal 16, one of the most important SDGs, is known as the 'multiplier' – meaning that it is almost impossible to achieve the other SDGs without peace, justice and strong institutions of governance.
- Goal 16 talks about creating peaceful, just and inclusive societies, and its

Targets focus on reducing all forms of violence, increasing access to justice, and creating transparent and accountable systems of governance.

Spend some time looking over the Goal 16 diagram and discussing Targets with trainees.

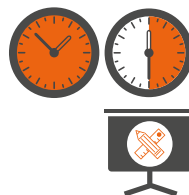
Questions to ask:	Tips for trainers:
What does it mean to have peace, justice and strong institutions?	Guide trainees towards identifying Goal 16 Targets (i.e. freedom from violence, no corruption, no access to guns, having fair trials, increasing access to information, good police services, etc.).
Who is responsible for implementing Goal 16 Targets?	Help trainees identify departments responsible for each Target (i.e. local government, police, courts, home affairs), but also encourage them to identify actors outside of government, such as community advice offices, NGOs, faith-based organisations, hospitals, and, most importantly, themselves.

Write 'Key role-players for Goal 16' at the top of the flipchart and record trainee responses below. Set aside answers to include in final report.

ACTIVITY ONE

What are the most important Targets under Goal 16 for South Africa?

- Time** 90 mins
- Materials** Flipchart paper and stand
 Flipchart pens
 Prestik
 Diagram of Goal 16



Instructions:

- Ask trainees to identify the five most important Targets for South Africa.
- Write each Target on a separate piece of flipchart paper.
- Starting with the first Target, ask trainees why it is important for South Africa. Try to get at least two reasons before moving onto the next Target.
 - *For example, if trainees selected Target 16.1, ask them about the types of violence that need to be reduced (i.e. GBV, domestic violence, etc.).*
- Repeat for each Target and write answers on the flipchart.

Target 16.1

- (1) Women and girls get raped
- (2) The number of gangs is growing

Target 16.2

- (1) Children are abused in school
- (2) Children are being kidnapped and murdered

Target 16.4

- (1) Lots of people have guns
- (2) People make a lot of money selling drugs

Target 16.5

- (1) Police officers get paid by gangsters
- (2) Government officials ask for bribes

Target 16.10

- (1) It is hard to get information about our rights
- (2) Government doesn't share information about its plans

- Next, ask trainees if they know about any plans that are in place to deal with these issues.
 - *If trainees get stuck, ask whether they've heard about the National Development Plan (NDP) or Integrated Development Plans (IDPs).*

- On two separate pieces of flipchart paper, write down 'NDP' and 'IDP'. Ask participants to share what they know about each and guide where necessary.

IDP

- (1) Local plan for development
- (2) Lasts for five years
- (3) Community needs and priorities
- (4) Ward councillor sets up meetings

NDP

- (1) National plan for development
- (2) Leads South Africa into 2030
- (3) National needs and priorities
- (4) Involves all levels of government

Close the activity by explaining how Goal 16 Targets can be used to strengthen IDPs and the NDP, and progress towards the other SDGs in South Africa.

Set aside flipchart paper with trainee answers to include in final report.

S2

SESSION 2

HOW DOES GOAL 16 AFFECT ME AS A SOUTH AFRICAN?

Total time 180 mins



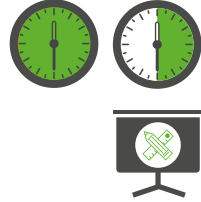
The purpose of this session is to help trainees understand the connection between Goal 16 and their rights, and how a reduction in violence, increased access to justice, and good governance can improve development. It is divided into two parts: (1) How does Goal 16 affect my rights? and (2) How can Goal 16 improve development in my community?

ACTIVITY TWO

How does Goal 16 affect my rights?

Time: 90 mins

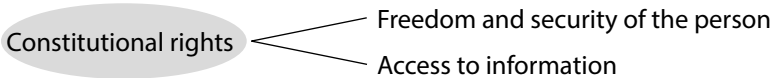
Materials Flipchart paper and stand
Flipchart pens
Prestik
Diagram of Goal 16



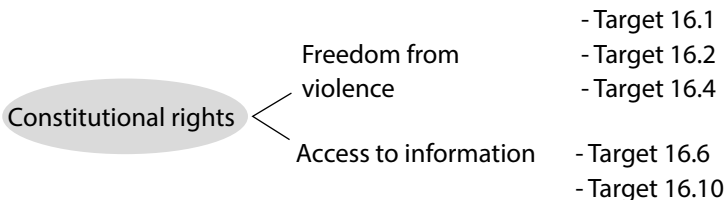
Instructions:

- Draw a circle on a piece of flipchart paper and write 'Constitutional rights' in the middle. Ask trainees to begin listing some their constitutional rights.

For example,



- When all the relevant constitutional rights under Goal 16 have been listed (i.e. life, dignity, equality, freedom from violence, access to justice, access to information, right to protest, right to citizenship, rights of the child, rights of arrested detained and accused persons), ask trainees to match each of the Goal 16 Targets with the right.
- Write the relevant Targets next to each right. Targets can be listed more than once.



- The activity is complete when all the rights have been matched with all the relevant Goal 16 Targets.
- Close the activity by explaining how Goal 16 Targets can be used to protect people's rights.

Set aside flipchart paper with trainee answers to include in final report.

ACTIVITY THREE

How do Goal 16 Targets improve development in my community?

Time: 90 mins



Materials Flipchart paper and stand
 Flipchart pens
 Prestik
 Diagram of Goal 16
 Case study exercise in activity book



Instructions:

- Divide trainees into four groups and distribute copies of the case study exercise.
- Groups will have 60 minutes to complete both case studies, and 30 minutes to report back to the rest of the group.
- Groups 1 and 3 will report back on Case study A, and Groups 2&4 will report back on Case study B.

Walk around and guide groups if necessary, but try not to interfere in their discussions.

Case Study A

Gcobisa is a five-year-old girl who lives in a village outside Mthatha. Her grandmother wants to sign up Gcobisa for Grade 1, but the school won't allow it because Gcobisa does not have an ID book since she was not born in a hospital and her mom died while giving birth.

Gcobisa's grandmother travels to the Department of Home Affairs in Mthatha to get Gcobisa an ID book. When they get there, the official tells them he can only help if Gcobisa's grandmother pays a bribe. Gcobisa's grandmother doesn't have money, so they have to leave with no ID book.

Since Gcobisa cannot go to school, she works at the market selling fruit. Every week, an old man comes to the market and pays Gcobisa R3 to carry the fruit to his bakkie. One day, Gcobisa dropped the man's fruit and he got very angry. He pulled back Gcobisa's hair and called her 'useless'. Gcobisa felt sad but does not tell anyone because she doesn't think anything can be done.

Question: Which Targets could be used to help Gcobisa?

Case study A:

- Target 16.2 – Abuse of children
- Target 16.3 – Access to justice
- Target 16.5 – Corruption
- Target 16.6 – Transparent and accountable institutions
- Target 16.9 – Legal identity
- Target 16.10 – Access to Information
- Target 16.b – Discriminatory laws and practices

→ During the report-back session, make sure all the relevant Targets are covered.

Case Study B

Mandla is a 28-year-old man who just got a new job in Sandton. Mandla would like to move closer because his commute can take up to two hours each way. Mandla starts looking for a flat, but all of his rental applications are getting rejected. Mandla thinks it's because he is black, but none of the landlords will tell him why.

One night, when Mandla is driving home, two men hijack him while he is stopped at a traffic light. One of the men points a gun in his face while the other ties him with cables and puts a gag in his mouth. They throw Mandla in the backseat and drive up the road to a liquor store.

Mandla is sitting in the back seat when the two men jump out and try to rob the store. Two off-duty police officers are in the store, so they stop and arrest the men. When the officers see Mandla in the backseat, they think he is also in on it and decide to arrest him even after explaining he had nothing to do with it.

Mandla is taken to the station and told he can't call his lawyer until the next day. In the morning, the police let Mandla go but refuse to investigate his case about the hijacking.

Question: Which Targets could be used to help Mandla?

Case study B:

- Target 16.1 – Reduce all forms of violence
 - Target 16.3 – Access to justice
 - Target 16.4 – Guns and organised crime
 - Target 16.6 – Transparent and accountable institutions
 - Target 16.10 – Access to Information
 - Target 16.b – Discriminatory laws and practices
-
- During the report-back session, make sure all the relevant Targets are covered.

S3

SESSION 3 WHAT DOES GOAL 16 MEAN FOR MY COMMUNITY?

Time 180 mins



Summary of session



The purpose of this session is for trainees to understand the meaning of 'no one is left behind', and to be able to identify challenges in their communities under Goal 16 Targets. It is divided into two parts: (1) SDGs and the principle that 'no one is left behind', and (2) How can Goal 16 Targets help my community?

SDGs and the principle that 'no one is left behind'

Time: 60 mins



Materials None



Main points:

- The SDGs call on countries to make sure 'no one is left behind'.
- This means that:
 - everyone needs to benefit from the work that is done on Goal 16; and
 - everyone needs to check the progress that is made on Goal 16.
- This means that the voices and experiences of people need to be in reports.
- This means that knowledge and viewpoints of people living in communities need to form the basis of plans and interventions in their areas.
- This means that people living communities must be the ones who decide whether progress has been made and where interventions are needed.
- Community members need to be involved in the collecting and analysing of data, and in checking whether the information in Goal 16 reports is true.

Spending some time looking over the Goal 16 diagram and discussing Targets with trainees.

Questions to ask:	Tips for trainers:
What can you do in your own communities to make sure no one is left behind?	What can you do in your own communities to make sure no one is left behind?
What are some of the simple ways in which you can get started?	Help trainees think about things they can do in their own homes and communities. In their houses, they can make sure people are treated with respect (i.e. no physical or emotional abuse); in their communities, they can participate in ward committee meetings, Community Policing Forums, and Community Safety Forums.

Important points for trainees to understand

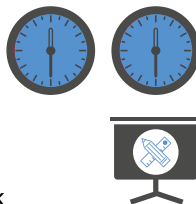
- Everyone needs to participate to make sure no one is left behind.
- Communities have an important part to play when it comes to checking whether progress has been made towards Goal 16 Targets.
- If people understand how to collect and analyse information about Targets, they will be able to guide plans and interventions.

ACTIVITY FOUR

What does Goal 16 look like in my community?

Total time: 120 mins

Materials Two pieces of flipchart paper
Flipchart pens
Prestik
Community mapping exercise in activity book

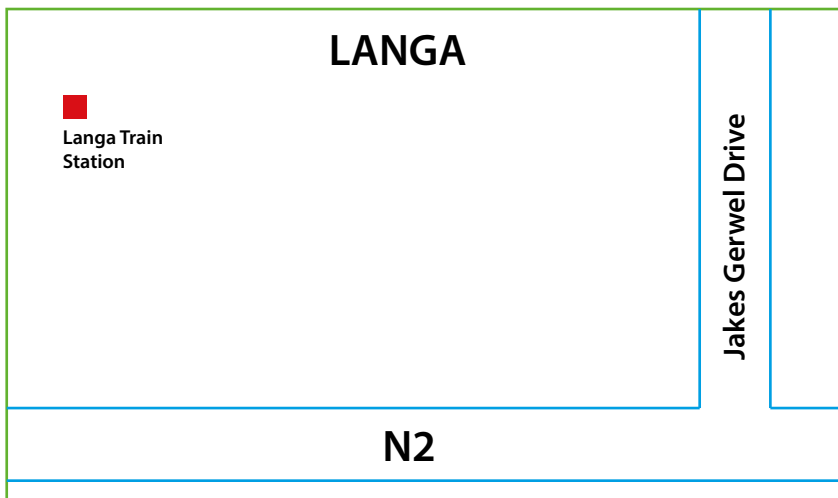


Instructions:

- Divide trainees into four groups
- Each group will need to have a complete set of the materials listed above
- Ask groups to tape together two pieces of blank flipchart paper and lay them on a flat, even surface

Boundaries:

Begin by drawing main roads and routes of public transport and clearly mark the boundaries of your community.



Services:

Next, identify services that are relevant to Goal 16 and mark them on the map. At this point, it may be useful to create a legend for the following buildings and services:

- Police stations, security services,
- Courts
- Ward committee offices
- Schools
- Health centres and/or hospitals
- Home Affairs Offices
- NGOs/NPOs related to Goal 16 Targets (violence prevention, access to justice, corruption)
- Community Safety Forums
- Community Policing Forums
- Community centres/ECD centres
- Sports fields, playgrounds or parks
- Advice centres and/or offices
- Mediation/conflict resolution centres
- Churches and places of religious worship
- Taxi ranks and bus stations
- Markets/shopping centres

Walk around and guide groups if necessary, but try not to interfere in their discussions.

Challenges:

After marking relevant services, identify some of the challenges to achieving Goal 16 in your community and mark where they occur on the map.

It may be useful to identify issues using different symbols.

For example:

- Hotspots for gang activity = (X)
- Corrupt agencies/institutions = (\$)
- Limited access to justice = (?)

Interventions:

After marking some of the biggest challenges, develop some ideas about interventions and write them both on a separate piece of flipchart paper.

Tip

Remember that Goal 16 does not only focus on crime and violence, but also talks about things like access to justice and information, public participation, transparency and accountability, etc.

Problems and interventions:

- | | |
|--------------------------------------|---|
| (1) High levels of domestic violence | → Increased access to shelters and legal services |
| (2) High levels of drug use | → Increased access to substance abuse treatment centres |
| (3) Poor police service delivery | → Greater involvement in Community Policing Forums |
| (4) Limited access to legal services | → More community advice offices and courts |
| (5) Children are getting into gangs | → Increased access to ECD centres and resilience programmes |

Information:

Keeping interventions in mind, identify possible types and sources of information that could be used to see whether there are any plans to address these problems.

Types and sources of information:

- | | |
|--------------------------------------|--|
| (1) Integrated Development Plans | → Ward councillor's office/provincial government offices |
| (2) Policing plans | → SAPS offices/Community Policing Forums |
| (3) Community safety plans | → Community Safety Forums/NGOs/NPOs |
| (4) Budgets | → Local/provincial government offices |
| (5) Local economic development plans | → Local government offices |

Report-back :

- Provide each group with 10 minutes to present their community maps, ideas for interventions, and possible types/sources of information.
- Pay attention to what is said about information, and sources of data. Be sure to raise these issues in your final report.

Be sure to collect sheets of flipchart paper from each group to include in final report.

S4

SESSION 4

HOW WILL I TAKE GOAL 16 FORWARD?

Total time 180 mins



The purpose of this session is to identify influential actors (groups, institutions, organisations, etc.) in communities, and opportunities to add Goal 16 Targets into plans for local development. It is divided into two parts: (1) Who are the influencers in my community? and (2) How will I take it forward?

ACTIVITY FIVE

Actors Venn diagram – Who are the influencers in my community?

Time: 90 mins



Materials Two large pieces of flipchart paper (taped together)
Flipchart pens
Coloured paper circles (three different sizes)
- Big circles = actors of major influence
- Medium circles = actors of moderate influence
- Small circles = actors of minor influence
Prestik



Instructions:

- Divide trainees into four groups
- Each group will need to have a complete set of the materials listed above.
- Ask groups to tape two pieces of flipchart paper together and lay them on a flat surface.
- Instruct them draw a large circle in the middle of the paper and write 'Goal 16' in the centre.



Identifying the influencers: Begin by identifying the agencies, organisations and people who are responsible for achieving Goal 16 Targets in your communities.

Questions to ask:	Tips for trainers:
Who is responsible for achieving Goal 16 Targets in your community?	Police officers, parents, schoolteachers, ward committees, ward councillors, social workers, traditional leaders, NGOs, community advice offices, home affairs, social development, CPFs, CSFs, Department of Community Safety, ECD centres, community healthcare workers, religious leaders, community leaders, etc.
Do they have major, medium or minor influence (good or bad) in the community?	

Level of influence: Write the names of the influential actors on each circle. Big circles should be used for actors with major influence, medium circles for those who have moderate influence, and small circles for those who have minor influence.



For example:

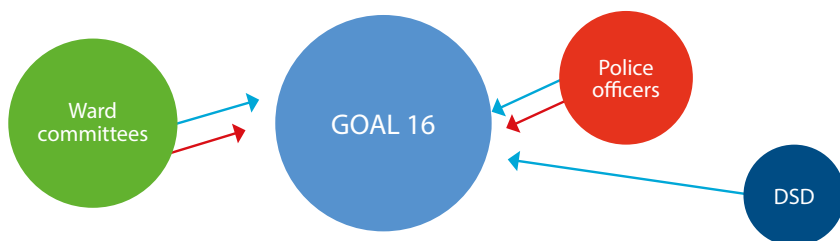


Arrange the circles on the flipchart around the centre circle with Goal 16, putting the major influencers closest to the circle, the moderate influencers further away, and the minor influencers the furthest away. Only attach circles with Prestik when all members of your group agree about where they should be placed.



Good and bad influence: Discuss the type of influence (good, bad, or both) each actor has on Goal 16 in your community, and draw a line from the actor to Goal 16.

- Show good influence with a 
- Show bad influence with a 



Report-back

- Provide each group with 10 minutes to present their actors Venn diagram.
- Pay attention to what groups say about the types of influence each actor has on Goal 16 Targets, and raise these issues in your final report.

Be sure to collect sheets of flipchart paper from each group to include in final report.

ACTIVITY SIX

Process mapping – How will I take Goal 16 to my community?

Time: 60 mins



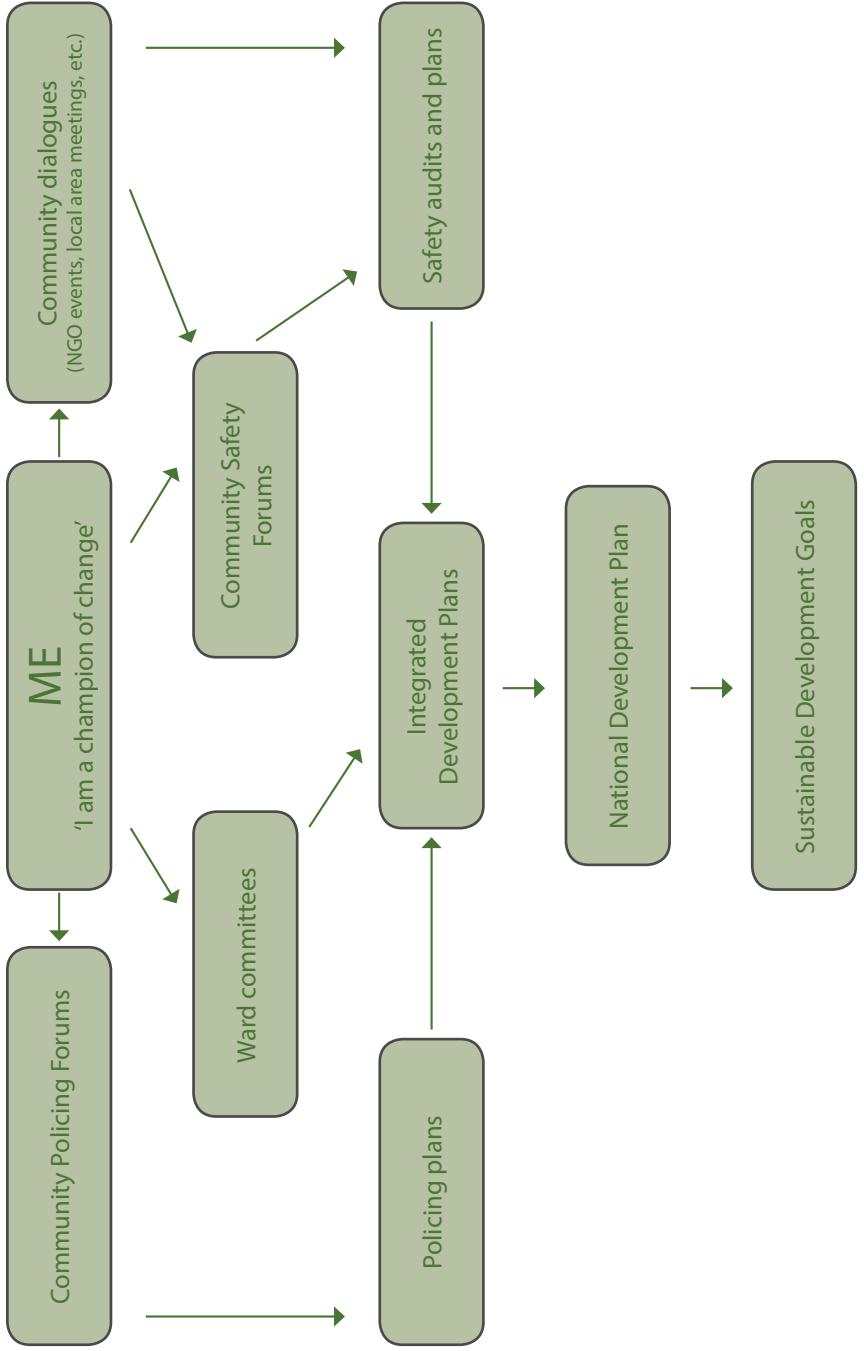
Materials Flipchart paper
Flipchart pens



Instructions:

- Pose a question to the group about how they could take Goal 16 back to their communities.
- Refer back to the actors Venn diagram and ask how to ‘influence the influencers’.

Start with me: Draw a square at the top of the flipchart and write ‘ME’ in the middle. Ask trainees to think about the influencers in their communities and opportunities to raise awareness about Goal 16 and the SDGs. Map the structures and opportunities similar to the chart below to show trainees the power they have to influence taking Goal 16 into their communities.



Reflections and feedback

Time: 30 mins

Materials Course evaluation form

Main points:

- Closing remarks
- Each trainee shares with the group how they plan to take Goal 16 forward
- Distribute the course evaluation forms



Course evaluation form

Date							
Location							
Trainer's name							
This course provided me with skills to take Goal 16 back to my community							
Course content	Strongly agree	Agree	Unsure	Disagree	Strongly disagree		
This course helped me understand Goal 16 Targets and what they mean in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
This course helped me understand how to get involved in monitoring Goal 16 in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
This course provided me with skills to take Goal 16 back to my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Trainer	Strongly agree	Agree	Unsure	Disagree	Strongly disagree		
The trainer was open and approachable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
The trainer was knowledgeable and prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
The trainer presented the material in a way that helped me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
Impressions	Strongly agree	Agree	Unsure	Disagree	Strongly disagree		
This course will be useful in helping me take Goal 16 to my communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
I would like to attend more training on Goal 16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		



*Empowered lives.
Resilient nations.*