

Bespoke Peacebuilding Training for Rotarians and Young Peace Advocates in Nigeria

Training Report

UNESCO International Institute for Capacity Building in Africa (IICBA), African Union

Commission Youth for Peace (Y4P) Africa Programme, Rotary Intercountry Committee Great Britain and Ireland – Nigeria, and Institute for Economics Peace (IEP)

February 14 - 24, 2022

Platform: Zoom

Summary

From February 14, UNESCO IICBA conducted a 2-week online training titled “Bespoke Peacebuilding training for Rotarians and peace advocates in Nigeria” in partnership with African Union Commission, Rotary Intercountry Committee Great Britain and Ireland – Nigeria, and Institute for Economics and Peace (IEP). The partnership in this program was spearheaded by a young Nigerian Rotarian, Mr. Pietro Uzochukwu Macleo, who participated in the Training of Trainers (ToT) on peacebuilding and preventing violence for young Africans organized by UNESCO IICBA in September 2021. Both the ToT and this Bespoke Peacebuilding training were organized under the project called Prevention of Extremism and Its Resurgence Amid the COVID-19 Pandemic Through Education in Africa, aligned with the Spirit of TICAD 7 and NAPSA, which is funded by the Government of Japan.

The overall goal of this training was to activate Positive Peace in Nigeria by building the capacity of participants mainly rotarians and young volunteers to address the root causes of violent conflicts and social restiveness. The first week of the training was led by Mr. Milton Nyamadzawo from IEP and the sessions explored the current condition of Nigeria by reflecting on the Global Peace Index and Positive Peace report among others and looked into key components of the notion of Positive Peace. Participants deepened their understanding particularly on “8 pillars of Peace” which helps us see the systemic nature of peacebuilding efforts. The second week was facilitated by Mr. Suchith Abeyewickreme and Mr. Richard Francis Apeh from Arigatou International to strengthen participants’ understanding of the role of education for peace and resilience-building as well as Prevention of Violent Extremism (PVE). About a half of the sessions were allocated to group work and experience sharing to better equip participants with transformative pedagogy and ethics to peace and resilience building. Participants actively discussed the role of education, ways to facilitate genuine participatory and collaborative learning, and approaches to increase the level of engagement from community stakeholders including the youth. The latter part of the

training was based on the youth guide on peacebuilding and prevention of violence in Africa developed by UNESCO IICBA. Over 150 peace advocates across Nigeria participated in the training and they are assigned to formulate their own projects in their respective communities based on the learning from the training. A joint training

Training Overview

Background

Nigeria is an ethnically, religiously, and culturally diverse country that embraces over 250 ethnic groups and 500 languages. The country is known to be the most populous country in Africa and its economy is one of the largest on the continent. Nonetheless, protracted violent conflicts and insecurity are currently the most pressing and critical issues across the country and there is a heightened need for building people's capacity to address the root causes of such. Given the situation, a Nigerian Rotarian, Mr. Pietro Uzochukwu Macleo, who participated in the Training of Trainers organized by UNESCO IICBA last year came to propose cascading a similar training to his fellow Rotarians and peace advocates in Nigeria.

Objectives

With a vision of deploying a holistic countrywide action to drive peace and social intervention programmes in Nigeria, the program was designed under the following objectives;

- To develop participants' understanding of the concepts of Positive Peace, security and conflict, conflict analysis, human rights, domestic and gender-based violence, and general peace education at the personal, inter-personal, planetary, and institutional levels.
- To equip participants with practical skills in non-violent conflict transformation, which could be incorporated into education with young people.
- To develop participants' skills in non-violent communication and emotional literacy as the basis of peace and security education.
- To develop participants' competence to design, implement and evaluate non-formal education and training activities in the field of peace and security education at a local level.
- To strengthen facilitation skills of participants using the exercise of mini-project development and simulations which could be replicated and implemented in appropriate centers/platforms (e.g., schools, religious gatherings, etc., at the community level) and to support participants develop impactful Positive Peace initiative for their individual communities.
- To develop self-reflection and self-assessment skills of participants in their learning processes for meaningful cooperation with others and for further transfer of the gained skills into the educational process of the others for social cohesion.

- To empower and mentor participants to produce multiplier effects of the positive peaceful values in their educational, social influencer, and opinion-leaderships role at the community level.
- To strengthen participants' understanding of the role of education for peacebuilding focusing on equipping participants with a transformative pedagogy and ethics to peace and resilience building.
- To equip participants with concrete approaches to support community engagement and child-led, youth-led actions to promote transformation and peace at the community level.

Methodology

Due to the travel restrictions amidst the COVID-19 pandemic, the training was conducted online. Zoom was selected as the main platform as its breakout-room function is useful for group discussions. In addition, other online interactive tools such as google Jamboard and Mentimeter were also utilized. Communication with participants outside the training was done via email and Telegram. Participants were expected to watch pre-recorded sessions prepared by IEP to gain foundational knowledge apart from the synchronous sessions.

Participants

Participants were expected to be knowledgeable in any social science field, an indigene of the domiciled community with proficiency in the local dialect, ready to take action, and willing to cascade training knowledge at the community level. Participants gathered virtually from across the 37 States of Nigeria.

Training Institutions

- Rotary Intercountry Committee Great Britain and Ireland – Nigeria
- Institute for Economics and Peace (IEP)
- Arigatou International
- UNESCO International Institute for Capacity Building in Africa (IICBA)

Expected Outcomes

- Participating Rotarians and Peace Advocates will be equipped with Positive Peace knowledge and skills for practical application in Nigeria.
- Participants will acknowledge linkages between peace and economic development, climate change, youth empowerment, gender equality, and other critical priorities.
- Future avenues for using the transformative Positive Framework as a tool for research, policy, partnerships, and programming will be explored by the participants.
- Participants' understanding of the role of education for peace-building, particularly through transformative pedagogy and ethics to peace and resilience building, will be strengthened.
- Participants will be equipped with concrete approaches to support community engagement and child-led, youth-led actions to promote transformation and peace at the community level.

Training Contents

Day 1: Opening Ceremony

Topics and activities:

- Opening remarks
- Training overview
- Data and Trends for Nigeria: Summary of IEP Reports

The session was moderated by Mr. Pietro Uzochukwu Macleo, Rotarian and Chairperson of Peace Sub-Committee of Rotary Intercountry Committee Great Britain and Ireland – Nigeria. At the outset, he briefed on how this training came true and what it aims to achieve within the two weeks as well as for the longer term. He touched on the surge in violent conflicts and insecurity and its direct consequences on livelihood seen in Nigeria. Given such conditions, he expressed his expectation for the training, that is to engage individuals across the country and form a united front so that countrywide peacebuilding mechanism would become more well-oiled machinery. Followingly, several guests of honor gave opening speeches;

Mr. Cyril Norton, Worldwide Rotary Intercountry Committee Lead and Rotary International UNESCO Representative welcomed all the participants and explained that Rotary and its member have a long history of promoting peace and addressing the underlying causes of conflict in communities around the world. In his speech, he introduced a story of German and French Rotarians who created the first inter-country committee with a single goal of reconciliation shortly after World War II. Mr. Norton congratulated the initiative of the training and encouraged the participants by saying that we must be evolving and changing to be relevant to the ideas and concerns of the times.

Dr. Yumiko Yokozeki, Director, UNESCO International Institute for Capacity Building in Africa (IICBA), in her speech, cited one of the African Union's priorities, Aspiration 4 of the Agenda 2063 which emphasizes that a culture of peace and tolerance shall be nurtured in Africa's children and youth through peace education. She mentioned that since the factors that push and pull young people into extremism and violence are rooted in complex social, political, economic, and educational dynamics, it is essential to meaningfully engage young people in peacebuilding and social transformation perceiving them as active agents. She added that transformative pedagogy helps empower learners to reflect critically about their reality to become aware of their individual and collective responsibilities.

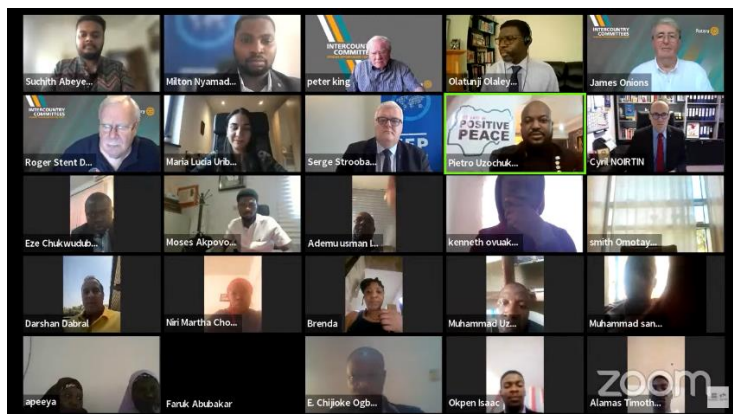
Ms. Orit Ibrahim, African Union Commission Youth for Peace Africa Programme, introduced the Continental Framework on Youth, Peace, and Security, which provides the foundation for youth participation and targets for youth capacity building in various thematic areas including conflict prevention, early warning, mediation and the like. She referred to the capacity building training for youth on

peacebuilding and prevention of violent extremism conducted in cooperation with UNESCO IICBA previously and urged that Africa shall be an inclusive continent with no one left behind or excluded through discrimination of gender, politics, religion, ethnicity, locality, age, and all other factors.

Mr. Serge Stroobants, IEP Director for the Middle East and North Africa, expressed gratitude to the organizers, particularly to Mr. Pietro Uzochukwu Macleo, for the partnership that enables exchanges between different countries and people that are all looking for a more peaceful future. He explained how IEP initiated the development of the "Global Peace Index (GPI)" and how they also came to publish "Positive Peace Report" apart from GPI. It identifies and measures long-term investments that create sustainable peace and resilience, rather than just looking at negative peace indicators. He briefed that "Positive Peace" is those attitudes, institutions, and structures that you need to put in place to create a more peaceful future.

Ms. Maria Lucia Uribe, Executive Director, Arigatou International, as part of an explanation of the organization's work, stated that ethics education for children is an initiative that aims to support children and young people on how to learn to live together with people who have different cultures and beliefs. It was added that ethics education is an approach to empower children and assist their social, emotional, and spiritual well-being. She encouraged participants to be connectors, disruptors, empathic, consciously critical, and take actions as genuine peacebuilders. Ms. Uribe concluded her speech with an inspirational quote attributed to Dalai Lama; "if you think you are too small to make a difference, try to go to sleep with a mosquito in your room." – Many participants were touched by this quote.

Following the welcoming speeches by the guests of honor, Rotary leaders from the United Kingdom and Nigeria also gave opening remarks. After all the speeches from the guests, IEP and UNESCO IICBA with Arigatou International explained the agenda for the training and lastly, Mr. Milton Nyamadzawo from IEP gave an introduction to the summary of IEP reports on the trends of safe and security index in Nigeria.



[Recording] [PEACEBUILDING TRAINING FOR ROTARIANS AND PEACE ADVOCATES IN NIGERIA - Day 1](#)

Day 2: Understanding the Factors that Sustain Peace

Topics and activities:

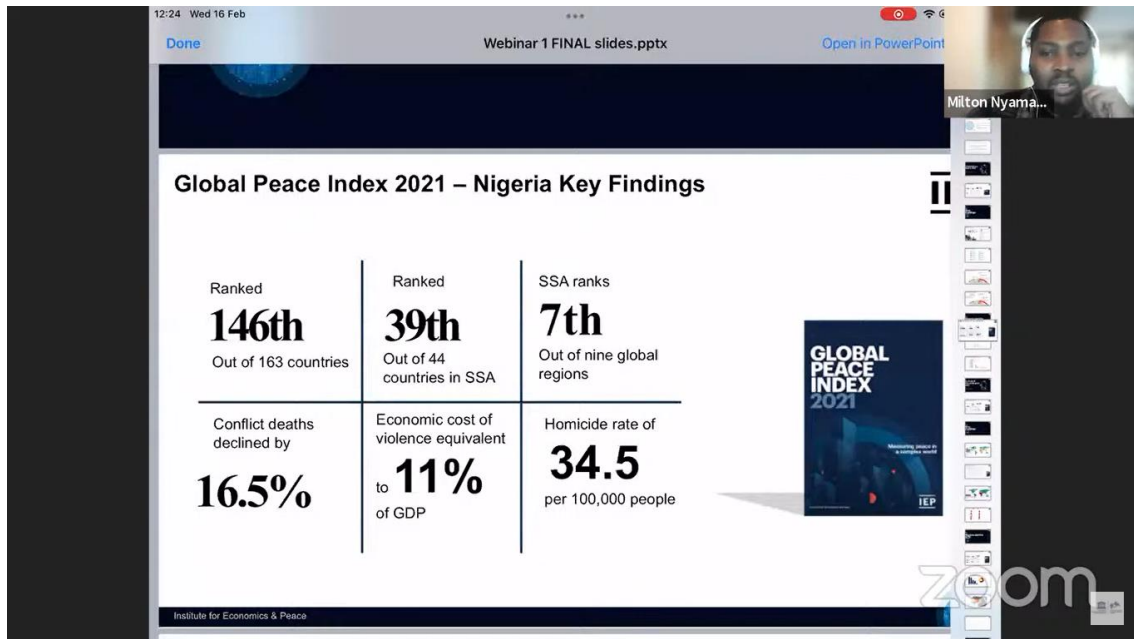
- Overview of the Positive Peace IEP Ambassador programme and Rotary-IEP partnership
- Overview and key findings of the Global Peace Index 2021
- Plenary feedback session

Mr. Milton Nyamadzawo from IEP initiated the session by explaining that the first week of this training is a consolidated version of the online IEP Ambassador Programme which is originally a six-week programme. Participants were encouraged to plan and deliver either a Positive Peace project or presentation within two months after the training so that they will be certified as a Positive Peace IEP Ambassador.

Mr. Nyamadzawo then presented the overview of the Global Peace Index 2021. Participants learned what indicators were used to measure the peacefulness of countries around the world as well as the current condition of Nigeria by reflecting also on the Ecological Threat Report 2021 and the Global Terrorism Index 2020. Mr. Nyamadzawo shed light on the finding that Nigeria's economic cost of violence is determined to be equivalent to 11% of GDP, which is an immense number. Notably, it was shared that Nigeria is ranked in the 3rd most-affected country by terrorism in the world and ecological damage is also critically relevant as a major driver of conflict.

During the plenary session, many questions regarding the programme itself as well as IEP reports were raised. One of the questions was concerning the difference between the "Global Peace Index" and the "Positive Peace Index." It was clarified that "Global Peace Index" is based on the measurement of so-called "negative peace" (i.e., "absence of XX"), while "Positive Peace Index" looks at attitude, institutions, and structures which sustain peace (i.e., "presence of XX"). It was also mentioned that Positive Peace is rather future-looking and a predictive tool that enables an early warning because when there's a decline in positive peace yet no measures are taken, there will be a decline in economic performance, inclusion, etc. which then can become root causes of violence.

Another question was as to one of the indicators in the Global Peace Index, namely military expenditure; how it affects the rating while spending on the military is necessary for government. While it is important for the government to have safety and security infrastructure and personnel particularly in instances where violent conflicts are present, having high levels of spending in the military means that money needs to come from other areas, such as health and education. Mr. Nyamadzawo pointed out that it would also mean more members of your community to be either police force or in military services compared to the rest, and military, police and infrastructure would possibly be used to exert control or force on the population.



[Recording] [PEACEBUILDING TRAINING FOR ROTARIANS AND PEACE ADVOCATES IN NIGERIA - Day 2](#)

Day 3: Benefits of Positive Peace and Systems Thinking

Topics and activities:

- Comparison between “negative peace” and “positive peace”
- Introduction to “eight pillars of peace” and “systems thinking”
- Plenary feedback session

The third day of the training started with a question and answers session on the second day of training. The plenary functioned as a conversation platform for participants to share their thoughts and experience.

Then, Mr. Milton Nyamadzawo reflected on the different perspectives between “negative peace” and “positive peace” and introduced “eight pillars of peace” with practical examples. Participants had the chance to explore each of the eight pillars, namely 1) Well-functioning Government, 2) Equitable distribution of resources, 3) Free flow of information, 4) Sound business environment, 5) High level of human capital, 6) Acceptance of the rights of others, 7) Low levels of corruption, and 8) Good relations with neighbors, and learned how each pillar interacts to each other and operate systemically in realizing Positive Peace. Mr. Nyamadzawo highlighted that we have to take a broader look at things in order to have a solution that is comprehensive and effective.

During plenary deliberations, attendees further explored what the “eight pillars of peace” mean to them and how it is used in actions. One participant mentioned that they previously thought that the government

is the one who is responsible for peacebuilding work, but actually everyone has a part to play regardless of their profession and all have ownership in building peace and Positive Peace. The facilitator then addressed that each of us always needs to be deliberate and intentional in monitoring our attitudes, institutions, and structures. Another person raised a question about the application or activation of Positive Peace especially in an ideologically divided setting. Mr. Nyamadzawo intervened by saying that the Positive Peace framework is used as either a mirror or a lens that helps us diagnose what to be addressed. Besides, there was also a call for explicitly including religion as an important factor of peace in their discussion. The session was closed with a note that discussion should be continued through the Telegram chat group.

The slide is titled "Positive Peace operates systemically" and features a list of six bullet points on the left and a circular diagram on the right. The diagram has "PEACE" in the center, surrounded by ten interconnected nodes: Well Functioning Government, Equitable Distribution of Resources, Free Flow of Information, Good Relations with Neighbours, High Levels of Human Capital, Acceptance of the Rights of Others, Low Levels of Corruption, Sound Business Environment, and the IEP logo. A Zoom logo is visible in the bottom right corner of the slide.

Positive Peace operates systemically

- ▶ The Pillars of Positive Peace provide entry points into a system
- ▶ Through stimulating each of the Pillars the whole of the system is stimulated
- ▶ Systems operate through feedback loops, encoded norms and steady state – not through causality
- ▶ Positive Peace can be used to measure emergent qualities of a system as well as sun-setting qualities
- ▶ Systems are not static, they have momentum. Positive Peace measures the momentum.
- ▶ Positive Peace is an excellent measure of the resilience of a system.

PEACE

Well Functioning Government
Equitable Distribution of Resources
Free Flow of Information
Good Relations with Neighbours
High Levels of Human Capital
Acceptance of the Rights of Others
Low Levels of Corruption
Sound Business Environment

IEP

zoom

Institute for Economics & Peace

[Recording] [PEACEBUILDING TRAINING FOR ROTARIANS AND PEACE ADVOCATES IN NIGERIA - Day 3](#)

Day 4: Activating Positive Peace

Topics and activities:

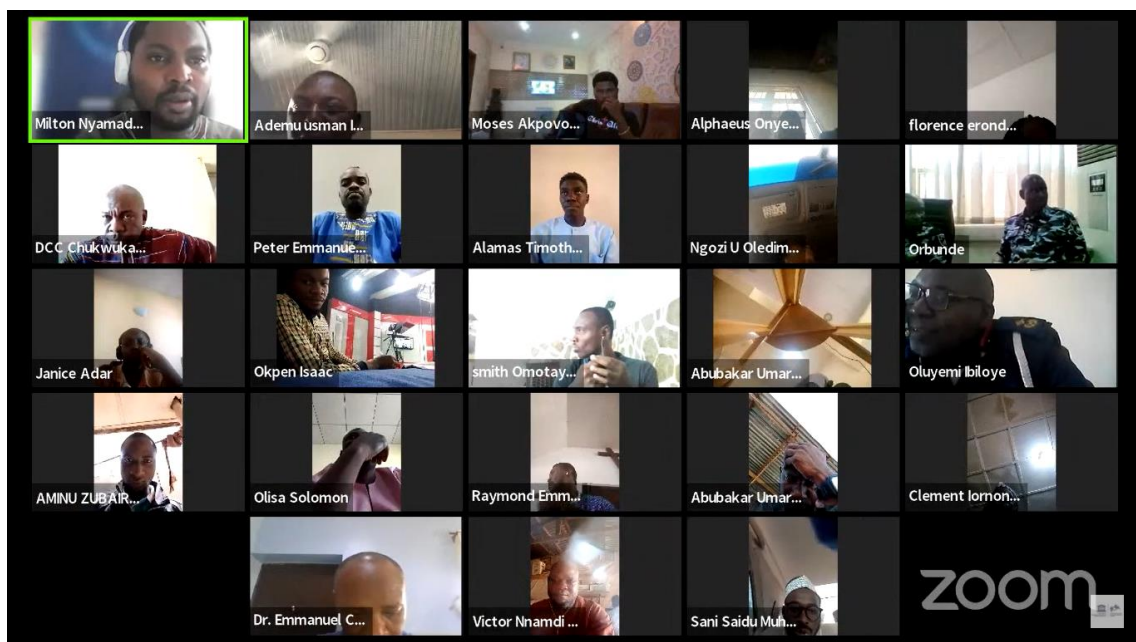
- Question and answer session
- Group discussion on Positive Peace activation
- Plenary feedback session

Mr. Milton Nyamadzawo started the session with a recap of previous day's discussion and some suggestions and ideas for Positive Peace activation were shared. Then, participants were welcomed for the question-and-answer session to clear their doubts or questions before moving on to group discussion. Many of the questions raised were concerning potential project work and it was reaffirmed that Positive

Peace is not something that's coming in to wipe away all the work that's been done before but rather it's something that's coming in to bring an added measure, value, impacts, and effectiveness. In line with future project ideas, one person questioned how they can utilize the acquired knowledge to address the crisis of Boko Haram that appeared around the region almost 10 years ago and left destructions such as child abuse, drug abuse, etc. This question was directed to all the participants to think further in the group discussion.

During the group discussion, participants were divided into 10 groups and asked to discuss two questions; 1) Identify a challenge or problem in your communities, and 2) List possible solutions based on the "eight pillars of peace." As for challenges, groups raised, for instance, farmer-herder conflicts, unemployment of youth, cybercrimes, ritual killing for money, drug abuse, gender-based violence, deforestation, kidnapping, high rate of drop out of school, banditry, etc. Facing these challenging issues, the groups reflected on the "eight pillars of peace" and proposed potential entry points for their interventions. For example, enabling a sound business environment by organizing training, promoting peace education for transforming people's minds and attitudes, engaging in advocacy activities at different levels, etc.

After the group discussion and succeeding plenary session, Mr. Nyamadzawo gave a detailed explanation on the project work that participants are expected to design and implement. Then, the session was concluded with an announcement for the second week of the training by Mr. Suchith Abeyewickreme from Arigatou International.



[Recording] [PEACEBUILDING TRAINING FOR ROTARIANS AND PEACE ADVOCATES IN NIGERIA - Day 4](#)

Day 5: Ethics of Learning to Live Together and Role of Education for Peace and Resilience Building

Topics and activities:

- Overview of the second week
- Group discussion on the role of education
- Plenary feedback session

Mr. Richard Francis Apeh from Arigatou International initiated the session by asking participants for sharing “one word to describe what they are looking forward to this week” and “a key takeaway from week 1 of the workshop” using Mentimeter as a platform. Attendees responded by saying “fulfillment of purpose,” “productivity,” “positive mindset,” etc. as their expectations and “negative and positive peace definitions,” “group work that identified problems in our communities and measures to use and tackle it,” “eight pillars of peace,” etc. as their key takeaways. Following this, Dr. Eyerusalem Azmeraw from UNESCO IICBA gave an introduction to the organization and highlighted that while IICBA’s primary focus is on teachers and educators, young people are also their important stakeholders/partners because when it comes to the issue of conflicts and violence, the youth tend to become more vulnerable and without their meaningful engagement, it is very challenging to reach a peaceful and resilient community. Mr. Suchith Abeyewickreme then introduced the teacher guides and the youth guide on peacebuilding and prevention of violence that IICBA in cooperation with Arigatou International developed. He explained that the contents of the training are based on those guides.

After the brief introduction to the second week of the training, participants were divided into ten groups to brainstorm 1) how educators can respond to the challenges discussed in the first week and 2) what different roles of education for peace and resilience building are. Each group came up with various ideas, for instance, one group mentioned unemployment as a basic problem, and vocational skill training or entrepreneurship education, either formally or informally, as one of the education’s potentials. Another group raised the need for moral education that would help people understand why the person is behaving in certain ways and bring tolerance. Others pointed out that education helps change our mindset and behavior.

Following the plenary deliberations, Mr. Abeyewickreme explained different aspects of education for peacebuilding. He stated that education for peacebuilding is about those knowledge and skills that are important for us to learn to live together. Also, he added that it strengthens social cohesion and a sense of belonging, builds the ability to be resilient, and creates meaningful opportunities for young people to contribute to transforming their communities. The session concluded by connecting the discussion with the “eight pillars of peace” from the previous week.

FIGURE 1 The Role of Education in Peace and Resilience Building

| | |
|--|---|
| Builds knowledge and skills | <ul style="list-style-type: none"> Education is key to human development, providing learners with fundamental knowledge and skills to realize their full potential |
| Strengthens social cohesion | <ul style="list-style-type: none"> Education fosters inclusion, mutual understanding, respect and empathy Education promotes respect for human rights and contributes to peaceful coexistence Education contributes to nurturing positive values and behaviors and to fostering interconnectedness and shared responsibility |
| Builds resilience | <ul style="list-style-type: none"> Education can help build resilience to propaganda and narratives supported by violent and extremist groups by strengthening commitment to non-violence and peace Education can play a critical role in addressing the push and pull factors that lead to violent extremism, radicalization and other forms of violence |
| Promotes engagement with community and social issues | <ul style="list-style-type: none"> Education can provide meaningful opportunities for learners to positively contribute to issues their community faces, in their own ways and within their own capacities, through context and conflict-sensitive approaches that help them connect their learning with the reality they live in |
| Adopts holistic education experiences that include socio-emotional learning | <ul style="list-style-type: none"> Education systems can integrate socio-emotional learning with academic learning to foster resilience and support young people to develop positive attitudes towards self, school and others |

UNESCO EDUC

Suchith Abeye...

zoom

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[Recording] [PEACEBUILDING TRAINING FOR ROTARIANS AND PEACE ADVOCATES IN NIGERIA - Day 5](#)

Day 6: Participation and Community Engagement

Topics and activities:

- Group work
- Introduction to the concept of participation
- Introduction to the concept of transformative education
- Plenary feedback session

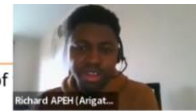
Mr. Richard Francis Apeh opened the session with an energizer activity “treasure hunt,” while waiting for everyone to join the session. Mr. Suchith Abeyewickreme then asked participants several questions regarding how and to what degree we approach education for peacebuilding. Followingly, participants were divided into groups for a game in which they discussed what they prioritize in the case they got lost in the middle of the ocean on a boat. It was to reflect on the process of making a participatory and collective decision. In the plenary, participants stated that a welcoming environment that one feels safe to engage makes people participate more, and being recognized as part of the discussion was also important. Also, it was mentioned that technical issues (i.e., internet connection) hindered some people to participate, which is, in other words, a matter of the structural issues of resources.

After the plenary, Mr. Apeh introduced the ladder of participation which shows different levels of participation; the lower rungs imply not even participation but mere manipulation or decoration while the higher rungs demonstrate activities where initiatives come from the youth and decisions are shared with

adults. As to possible barriers that interfere young people’s genuine participation, attendees raised the youth’ financial reliance to older adults, cultural practices, contextual challenges etc. Mr. Apeh then presented several practical tips to facilitate participatory and collaborative learning. He underscored the importance of participatory learning that is context-based and responding to issues in society while also giving the capacity to the youth to contribute to the solutions. Following that, transformative education was introduced as one way to create an enabling environment and to provide tools that enhance meaningful participation in society. Lastly, Mr. Abeyewickreme closed the session by encouraging participants to reflect on the biggest challenge, which is to create the space where young people take the lead in challenging the norms that are violent yet we still practice in our societies today.

A few practical tips to facilitate Participatory and Collaborative Learning:

Understand participants’ learning styles and using a variety of and innovative materials.



Build on the knowledge, skills and resources which participants bring to the experience.

Provide spaces and planning activities for participants to exchange views, collaborate, discuss, imagine alternatives and new ways to address issues that affect them, engage in dialogue, and participate in experiential and problem-solving exercises.

Use collaborative games and the arts to create opportunities for learning together.

Encourage self-driven learning by creating space for reflections, encouraging use of learning-logs and connecting the learning activities to the context and social realities of the participants.

[Recording] [PEACEBUILDING TRAINING FOR ROTARIANS AND PEACE ADVOCATES IN NIGERIA - Day 6](#)

Day 7: Supporting Child-led and Youth-led Actions

Topics and activities:

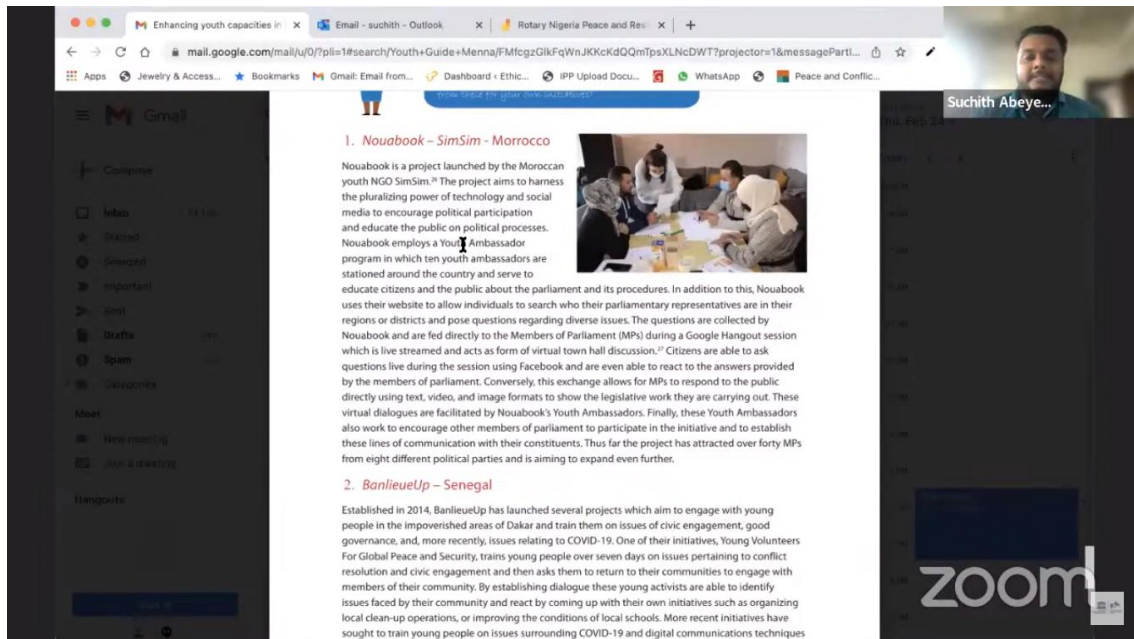
- Examples of learner-led action
- Key consideration in youth-led actions
- Group discussion on learner/youth-led activities
- Plenary feedback session

Mr. Richard Francis Apeh started the session with energizer as the previous day. Mr. Suchith Abeyewickreme then took the participants through the key elements of transformative pedagogy thereafter presented several examples of youth-led action for peacebuilding which are explained in detail

in the youth guide that IICBA developed. With regard to conditions that support the agency of learners, he highlighted several things that are important to be aware of. For example, to believe in the young people's potential to transform themselves as well as the community in the first place, to ensure that they feel safe and encouraged to learn and take initiative, to engage them in meaningful experiences that create "a-ha" moments, etc. In addition, he referred to ethical challenges particularly during the COVID-19 pandemic and underscored the importance of helping the youth look at what is happening around them more critically instead of providing simple solutions.

After discussing the overview of youth-led actions, participants were divided into 10 groups and provided with a short description of a specific context that each group discusses. All were also posed two questions for the discussion; 1) how you would develop a programme to empower the children and young people to take collective actions, and 2) which different community stakeholders you would engage to support the children and young people's initiative and how you would engage them. During plenary deliberations, attendees explored ideas for safely and meaningfully engaging young people and ways to empower them. Some groups proposed activities that incorporate "eight pillars of peace" as a tool. Other groups suggested partnering with governmental offices, community leaders, youth-based organizations (e.g., boy/girl scouts), media houses, parents, religious leaders, etc. in order to effectively implement the project. Mr. Apeh highlighted the need to narrow down to very specific relevant stakeholders and actions that would have a bigger impact in the project in a certain context, and also to pay attention to how genuine the level of participation is. Mr. Abeyewickreme closed the discussion by asking attendees for their key takeaways from the two-week training. Some of the takeaways presented were;

- *"My key take away is that there is positive peace and I can use the eight pillars of peace to reach out to youths and women. Also, absence of violence is not the present of peace."*
- *"Positive peace can be applied to all spheres of our lives. I am now knowledgeable about how to teach young people to take the lead in their communities and know how they are to take charge by creating solutions to problems in their environment."*
- *"I do have the idea of positive and negative peace based on eight pillars of peace which will be applied in my community."*
- *"Education lies at the heart of peaceful coexistence... Better understanding of the concept of participation."*
- *"I have learnt that there is negative and positive peace. I now know that negative peace is not enough; there is a need to have positive peace. and I also have learnt how to attempt to achieve this."*
- *"The need for education for children on peacebuilding as it relates to the eight pillars of positive peace building."*



[Recording] [PEACEBUILDING TRAINING FOR ROTARIANS AND PEACE ADVOCATES IN NIGERIA - Day 7](#)

Achievements

- Through the highly interactive approach of the training, participants were given the chance to actively engage in discussions on key concepts as well as opportunities and challenges in practice in Nigeria.
- Participants were given space to share their thoughts and experience in each session and those inputs would be essential for contextualizing training and guide materials.
- The training enabled participants to be connected with fellow peacebuilding practitioners including the facilitators of the sessions.
- Despite the technical challenges (i.e., internet connection), the use of different communication tools (e.g., Zoom, Telegram, email, Youtube streaming, etc.) ensured the reach to all the participants.

Way Forward

- Participants' post-training project work at their respective community levels shall be monitored.
- Mr. Pietro Uzochukwu Macleo intends to hold the second batch of the same training. He also referred to the idea of creating a social media platform in order to scale up peacebuilding interventions across the country. It is recommended to utilize the connection of this training for further strengthening partnership and collaboration in peace- and resilience building in Nigeria.
- The training was closed with a remark by Mr. Saliou Sall from UNESCO IICBA

Annex 1**Training Agenda****DAY 1 (Monday, 14 February 2022)**

| | | |
|---------------|--|--|
| 10:45 – 11:00 | Technology Testing and Logging in. | Secretariat |
| 11:00 – 12:10 | Opening and Welcome | |
| 11:00 – 11:10 | Pre-workshop Survey. | ALL |
| 11:10 – 11:15 | Introduction and Workshop Objectives. | Rtn. Pietro Uzochukwu Macleo |
| 11:15 – 12:10 | Remarks Guest of Honour. | <ul style="list-style-type: none">- Rotary International- UNESCO IICBA- IEP- Arigatou International |
| 12:10 – 12:15 | Health break | ALL |
| 12:15 – 12:20 | Welcome Remarks and Overview of Week 1. | IEPSAO |
| 12:20 – 12:25 | Welcome Remarks and Overview of Week 2. | UNESCO IICBA/Arigatou |
| 12:25 – 12:45 | Data and Trends for Nigeria: Summary of IEP Reports. | IEPSAO |
| 12:45 – 12:55 | Feedback, Question and Answer Session. | ALL |
| 12:55 – 13:00 | Conclusion and Logging Off | ALL |

DAY 2 (Wednesday, 16 February 2022)

| | | |
|---------------|---|------------|
| 10:45 – 11:00 | Technology Testing and Logging in. | ALL |
| 11:00 – 11:30 | Feedback, Question and Answer Session. | IEPSAO/ALL |
| 11:30 – 12:15 | Break Away Session and Group Discussions. | IEPSAO/ALL |
| 12:15 – 12:30 | Health Break | ALL |
| 12:30 – 12:55 | Plenary Feedback Session. | ALL |
| 12:55 – 13:00 | Conclusion and Logging Off. | ALL |

DAY 3 (Thursday, 17 February 2022)

| | | |
|---------------|---|------------|
| 10:45 – 11:00 | Technology Testing and Logging in. | ALL |
| 11:00 – 11:30 | Feedback, Question and Answer Session. | IEPSAO/ALL |
| 11:30 – 12:15 | Break Away Session and Group Discussions. | IEPSAO/ALL |
| 12:15 – 12:30 | Health Break | ALL |
| 12:30 – 12:55 | Plenary Feedback Session. | ALL |
| 12:55 – 13:00 | Conclusion and Logging Off. | ALL |

DAY 4 (Friday, 18 February 2022)

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|--------------------------|---|------------|
| 10:45 – 11:00 | Technology Testing and Logging in. | ALL |
| 11:00 –11:30 | Feedback, Question and Answer Session. | IEPSAO/ALL |
| 11:30 – 12:15 | Break Away Session and Group Discussions. | IEPSAO/ALL |
| 12:15 – 12:30 | Health Break | ALL |
| 12:30 – 12:55 | Plenary Feedback Session. | ALL |
| 12:55 – 13:00 | Conclusion and Logging Off. | ALL |
| **END OF WEEK 1** | | |

DAY 5 (Monday, 21 February 2022)

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| 10:45 – 11:00 | Technology Testing and Logging in. | ALL |
| 11:00 –11:15 | Reflections on the last week | IICBA |
| 11:15 – 11:45 | Ethics and the Role of Education for Peace and Resilience Building | IICBA |
| 11:45- 12:30 | Group Work and health break | In breakout groups in Zoom |
| 12:30 – 13:00 | Reporting in plenary and Conclusion | ALL |

DAY 6 (Wednesday, 23 February 2022)

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|---------------|---|----------------------------|
| 10:45 – 11:00 | Technology Testing and Logging in. | ALL |
| 11:00 –11:15 | Reflections from day 5 | ALL |
| 11:15 –11:45 | Participation and Community Engagement | IICBA |
| 11:45 – 12:15 | Break-out Session | In breakout groups in Zoom |
| 12:15 – 12:30 | Health Break | ALL |
| 12:30 – 13:00 | Plenary Feedback Session and Conclusion | ALL |

DAY 7 (Thursday, 24 February 2022)

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|--------------------------|--|----------------------------|
| 10:45 – 11:00 | Technology Testing and Logging in. | ALL |
| 11:00 –11:15 | Reflections from day 6 | ALL |
| 11:15 – 11:45 | Supporting child-led and youth-led actions | IICBA |
| 11:45- 12:15 | Break Away Session and Group Discussions | In breakout groups in Zoom |
| 12:15 – 12:30 | Health Break | ALL |
| 12:30 – 12:55 | Plenary reporting and Concluding Reflections | ALL |
| **END OF WEEK 2** | | |