



**ACHIEVING SUSTAINABLE DEVELOPMENT GOALS THROUGH COMMUNITY
AND PEACE APPROACHES IN NIGERIA: LESSONS FROM MILLENNIUM
DEVELOPMENT GOALS.**

By

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Abstract

Using Nigeria as a case study, community and peace approaches is proposed to improve the delivery of latest development plan SDG, to enhance its success in multi-ethnic nations where conflict, violence and socio-political competition pervades the nation. The same social factors, which contributed to the failure of the MDG still exists together with gaps in strategy and framework for collaborative and partnering in development works. Community development and Peacebuilding approaches were explored to design a formidable transformation training contents for transformation teachers and change agents. The community development approach of bottom-up development was preferred against the top-down model, to produce sustainability. Local people's involvement and ownership, community principles were valued for enhancing sustenance of development goal. Peacebuilding approaches of inclusive development and interdependence were also identified and synthesised with those of community development to develop a training contents for teachers, who are to implement Sustainable Development Goals under a new civil form of governance with democratic values of all-inclusiveness and peoples' participation. The synthesised training content is proposed to produce effective and efficient transformation teachers and change agents to deliver the SDG in Multi-ethnic nations, such as Nigeria.

Keywords: *Sustenance, development goal, community, peace, training contents, transformation teachers.*

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Introduction

On September 25th, 2015, countries adopted a set of goals to end poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda (United Nation, 2015). Each goal has specific targets to be achieved over the next 15 years. For the goals to be achieved, everyone is required to do their part: governments, the private sector, Civil Society (United Nations, News). Sustainable development goals (SDG), highlights areas that peoples' development ought to happen in spite of the partial successes (UN. Report 2015) of the Development Goals previously set by the United Nation. Nigeria is one of the countries that presented its Voluntary National Review (VNR) in 2017 and 2020 on the implementation of the SDGs at the High-Level Political Forum on Sustainable Development (HLPF). In 2020, Nigeria ranked 160 on the 2020 and 139 in 2022 world's SDG Index. (Sustainable development Reports, 2020). UNDP in Nigeria, Nigeria Youth SDGs Network, International Climate Change Development Initiative, Australian High Commission Nigeria, Lagos SDGs Youth Alliance, Teach SDGs, and Nigeria Climate Innovation Centre (NCIC) are organisations working to accelerate SDGs in Nigeria. Various institutions across the country committed to creating SDGs awareness, one of these is the University of Ibadan Centre for Sustainable development (CESDEV). The Centre was established by the University of Ibadan as a demonstration of the university's commitment to sustainable development (University of Ibadan Centre for Sustainable development (CESDEV), 2020).

United Nations states the achievements of the MDGs, showing decline in people living in extreme poverty worldwide; primary school enrolment rate increased while the number of out-of-school children of primary school age fell by almost half, a significant improvement, in gender equality and employment, women empowerment, girls school enrolment (Vandemoortele, 2011). Decline of under-five year mortality rate by half, 45 percent maternal mortality ratio declined, and improvement in contraceptive prevalence; recording also a decline in malaria and HIV cases and new HIV infections falling by approximately 40 percent (Oleribe & Taylor-Robinson, 2016; Langford, 2010). After the Millennium Development Goals (MDG), the sustainable development goal presents the next steps in the vision for world or global unified development. Most countries in Africa, sub-Sahara, Nigeria inclusive would not state that they were able to achieve much of the DGs. Women and girl child education and equal rights are under achieved in poor nations – third

world nations, while poverty and hunger is still ever present with child mortality and slow fight against killer diseases such as HIV/AIDS, malaria and others is still obvious (UNICEF reports).

Nigeria already has the largest HIV epidemic in West and Central Africa, even though, with a low relative prevalent rates. The reduction by 35% in 2010 was marred by young people's increased infection, which is 14% of the global total (Beintheknow.org, 2021). And women still in 2021 still have HIV prevalence higher 1.6% to male 1%. In 2021 still 14,000 young women (14-24 in ages) got HIV compared to 3600 young men. This is almost years into the new SDGs pursuance. This is for sure a carryover from the MDGs. HIV Fight against environmental pollution, degradation and deforestation after heavy campaigns were still underachieved, while the eighth goal, which is important to the coordination, monitoring and sustenance MDGs – (Global Partnership for Development), had so much challenges and could not fulfil purpose within 2001 and 2015, Since the United Nation's Millennium Declaration in year 2000. The conferences of the United Nation to evaluate the achievement of the MDG in 2010 and 2013 declared that the global goals are not evenly achieved, failing in underdeveloped Nations. United Nation's therefore resolved in its summit in 2015, to rethink and intensify the effort of global development focusing more on those underdeveloped nations through Sustainable Development Goal (SDG) (Vandemoortele & Enrique, 2010).

Sustainable development Goals provides the 17 goals, which are interrelated, with hope, that with more specified objectives; the goal for even world development would be achieved. This However raised questions and doubts as to how this could be achieved without it falling into the failure paths, of past MDGs, for 23 years of its operation especially in the sub-Saharan nations of Africa, which Nigeria is one (Vandemoortele & Enrique, 2010). How could the failures in the third world, Sub-Sahara Africa (Mekonen, 2010), and Nigeria especially be prevented considering the fact that former socio-political and economic factors responsible have not improved? One of the major reasons for failures were the community conflicts and insurgencies. The 1998 through to 2004 Nigeria experienced multiple communal violence and since after faced insurgences of Niger Delta militia and the Boko Haram of the North East. Now we experience escalated violence and terrorism. Miyetti Allah and now the Bandits, kidnap, maim citizens and capture communities, cutting off social services, and medical supply. Children are deprived of normal schooling, and

girl child are raped and made to serve their illicit deals. This has increased the population of Internally Displaced Persons and IDGs across the nation (Human Rights Watch 2016, Medecins Sans frontieres (MSF), 2019). Obviously immediate outcomes of violent conflict between and among communities will affect Development goals. Loss of life, sexual violence, forced displacement of people and refugees led to spread of diseases and including HIV, hunger and malnutrition, lack of water, and disruption of basic social services including education (Igwe, 2011). This paper pre-empt a failure ahead and begs, remedy in strategy, recommending a strategy for delivering SDG's goals, where social conflict and violence as contributing factors to the failure of MDGs are still present? Development organisations and governments failed to recognise this while formulating their action plan. How can formidable strategic approaches to achieve development goals be reconstructed? These are questions, which pervades the mind of many as we operate into the new SDGs vision 2030.

The Synergy of peacebuilding and community development change agents ethnic and violence

The fields of studies and practise, should strongly involve in SDGs are the development sociologists and philosophers, who should give the lead way into understanding the social problems, faults in development strategies and approaches, validation of evaluation of goals and achievements of development campaigns. For example, the elimination of violence against women, would be an important issue that requires better data for proper monitoring. For example, Afghanistan formulated additional goals in pursuance of enhanced security; Mongolia did so for governance; and Lao PDR and Cambodia added targets to overcome the threat of landmines. These strategic efforts employed peace measures and community education, which community experts and peace builders should be preoccupied with. People in conflict-affected areas are particularly vulnerable to severe malnutrition as food production declines and conflict disrupts normal relief efforts. The poor communities and countries, which are the prime target of the MDGs, become poorer and more vulnerable because of violent conflict (Igwe, 2011). World Bank President alludes to the fact that fragile and conflict infested regions lack behind in the achievement of Development goals but calls for observation as through community efforts strategic these countries have achieved some of the MDG goals.

“This should be a wake-up call to the global community not to dismiss these countries as lost causes. These signs of progress do signal that development can and is being achieved, even amid fragility and violence. But the challenges ahead for many countries are extremely tough. While these successes offer hope, the reality is that far too many fragile and conflict-affected countries lag behind the rest of the world. We need to offer timely and critical support to improve the lives of people living in these fragile countries.” World Bank President Jim Yong Kim, May 1, 2013

Community development experts and Peace builders’ work deserve particular participation in countries where ethnic and different group adversary compete for virtually every resources, whether limited or not. How collective resources for development are shared determines a lot in communities’ peace and ethnic relations in mufti-ethnic nations. If development efforts are lopsided to provide an uneven development, whether or not intentional, peace is always undermined. Secondly, ethnic communities are most likely to pursue exclusive development, and disconnect from a collective development goals. This tells why United Nations strategies, national development policies, and their goals’ successes have been challenged by ethnic struggles and ethnic politics. (Majaro-Majesty, 2015; Ajiye, 2014)

Peacebuilding is the development of constructive personal, group, and political relationships across ethnic, religious, class, national, and racial boundaries. It aims to resolve injustice in non-violent ways and to transform the structural conditions that generate deadly conflict (Walters et al., 2017). Peacebuilding in such nations, with challenges of ethnicity like Nigeria, is often slow to integrate groups for a common fight against underdevelopment and related national problems (Majaro-Majesty, 2016). Conflict and violence resulting from perceived deprivation and nepotism are so intense that efforts towards development plans are redirected towards resolving conflicts and social disorders. Therefore, sustaining development goals in sub-Sahara Africa must employ strategies, and approaches that must note the sustenance of the new development goal (SDG). From community and peace spectrum and practice, this paper, investigates the reason for the failures, and attempt to deduce the relationship between community strategy and peacebuilding approaches and how to integrate strategy of both, in order to improve the chances of SDGs success. The structural strategy and the deficiency in delivering a sustainable development shall be

examined and exposed. Community development principles and peacebuilding strategies shall be explored to develop a formidable strategic approach to resolve structural and systemic deficiencies that were either-to poorly initiate in any development goal delivery, which SDGs is not an exception. The paper ultimately proposes training principles and contents for would be teachers of sustainable development goal practitioners and field workers - change agents and peace agents.

Development challenges and Sustainable Development Goals

Sustainable development goals mostly stipulated areas of needs for development of the third world nations with obvious less democratic, human rights abuse, poverty and gender imbalance and inequality (UN, 2015). Child development education, health care and nutrition/hunger were considered more as problems of the third world. Meanwhile the ability and know-how of governments, to deliver these goals obviously was not considered. Governments were supposed to network and collaborate with their agencies with Non-governmental and civil/private organisations as stipulated in goals of the SDG. SDG seeks to further the development goals MDGs; this is to be done without losing sight of the clarity of purpose, the concise or precision, time bound and measurability of the DG (UN, 2015). The Secretary General of the UN Ban Ki Mon was clear and emphatic about this (UN. 2015). The relationship in content is that the eight goals focuses of the MDG as inclusive in the SDG and further widened to accommodate new areas, which were neglected (Vandemoortele & Enrique, 2010). This include, governance – government’s collaboration with civil society and stakeholders to deliver development goals, economic growth, prevention of conflicts and provision of peace basic amenities, infrastructures and life support resources such as water and sanitation (UN. 2015). At the strategic levels, the difference is visible. Rather than stating just the points/goals, SDG intends to carry with it; strategic approaches and civil structures where delivery is required. It also states, the standard expectations of the SDG. The difference between both strategic goals, were further examined along the complexity, which exist in inter-organisational relationship between governmental and non-governmental organisations in development works.

The inter-relatedness and dependency between each goal and others reduces the simplicity, which MDG had. First of all, providing good governance to the people is highly valuable for achieving collaboration with civil authorities in the provision and delivery of development goals. However,

SDG provides a large spectrum for development work to be done and if achieved development would be gain in such nation, whether developed or developing (Vandemoortele, 2009). One very important difference, which can be identified, is the lack of clarity and how approach and strategy can be localise under peculiar circumstances of nations and local communities to deliver the goals. To understand this gap, the strategic failures of MGD can be reviewed to uncover hidden lapses, which caused the well stated, clearly clarified, concise, time based and measurable MDG to fail (Manning, 2009). UN System Task Team on the post-2015 UN Development Agenda Review of the contributions of the MDG, identified some of the strategic failures as followed

First, some question the ownership of the MDG agenda to the extent that there were no consultations with all stakeholders. Second, defined as global targets, the MDGs were structured following global trends in key development areas. The assumption behind the quantitative targets was that progress in the past 25 years could be sustained in the next 25 years (the life span of a generation). Third, in connection with the previous point, the MDGs have been criticized for failing to take into account the initial conditions of the various regions and countries. Fourth, their focus on minimum achievements (halve extreme poverty as opposed to relative or multidimensional poverty, the focus on primary school enrolment as opposed to secondary education, or the lack of reference to the quality of education) did not capture the challenges of middle-income countries and it overlooked the danger of perpetuating developmental bottlenecks where, for instance, lack of adequate secondary education and teacher training defies the goal of universal primary education. Fifth, much MDG criticism focuses on what are seen as the “missing targets”, such as decent work, human rights, governance, and peace and security; elements of the international human rights framework not already captured in the MDGs; and the inadequate incorporation of some human development dimensions in the goals and targets such as employment, gender equality, and inclusive, sustainable and resilient development. Sixth, the MDGs present an agenda rather than a development strategy. While clearly rooted in the “human development approach”, they have been interpreted in isolation from the Millennium Declaration. The MDG agenda is not explicit as to the perceived structural causes

of poverty and social exclusion, nor in regard to the strategies and policy actions necessary to address the structural causes to facilitate their achievement (UN System Task Team on the post-2015 UN Development Agenda Review).

This strategic undermining of MDG, is somehow crippling into the SDGs, while governments and agencies are slow to achieving the same development goal. Apart from Nigeria slow successes journalist as and researches in empirical search for SDG achievements it is declare that governments pay lip services to SDGs more than they commit to works. Frank Biermann a professor of sustainable development in Utrecht University raised the alarm pointing at outcomes of empirical studies in to evaluate the SDG that:

Unfortunately, our findings are disheartening... Governments mention the SDGs in their national reports to the UN, and some have set-up coordinating units to implement them. Multinational corporations like to refer to the SDGs as well – especially those goals that are least disruptive to their commercial activities, like SDG 8, which calls on governments to “sustain per capital economic growth in accordance with national circumstances” and unsurprisingly, UN organisations are all formally supportive of the SDGs. But nothing has changed where it matters. We found few new policies, institutions or budget allocations designed to further specific goals. Did any government change its laws to achieve the many intersecting transformations envisioned by the SDGs? Did any ministry in those governments create new programmes for implementing the SDGs? If so, there is little evidence of it. What we found instead are changes in discourse. Those in power now refer to the SDGs often. Yet the way they govern has not changed. What should we make of this? ... That governments and corporations talk differently about sustainability and refer to the SDGs more often today can be seen as a sign of hope that this talk will be followed by action...yet, mere talk can backfire by conferring legitimacy on unsustainable behaviour, ... Simply talking about SDGs can demobilise civil society by creating a false impression of action. Even as promised, transformations remain

elusive. Idle talk acts as a smokescreen, hiding the reality of delay and stagnation. "Beirmann The Conversation" 2022.

The United Nations meeting at a high-level dialogue in Beirut, "delivering the SDGs with the partnership with the private sector" the deputy secretary general Amina Mohammed's alluded to the fact that bring success to the SDGs alone.

"Governments cannot face these challenges alone. To succeed, we need a whole-of-society approach — one that draws upon every aspect of the richness and talent of our diverse societies... And it is in this context that we meet today on private sector partnerships. The Sustainable Development Goals will fail without the private sector. We urgently need powerful private sector partnerships that invest in the transitions necessary to accelerate development progress and get the [Goals] back on track". United Nation.

The Millennium Development Goals (MDGs) suffered from serious design flaws, through somewhat undemocratic and opaque process MDGs were drafted. Worse yet, the proposed goals and targets replay many of the flaws of the original MDGs. 1. The SDGs include goals and targets for which reliable data is not available or could not be available. 2. The SDGs endorse indicators that are known to be deeply flawed. 3. The SDGs appear to arbitrarily select the rate at which progress is to be made. 4. The SDGs include admirable but decidedly second and third tier issues (Wisor, 2022). The indicators of impending failure of SDGs, raises fear and calls for deep resource for all hands to be on deck by both government and private organisations to team up into a more desired strength for action. Below attempts are made to collate visible strategic neglects of Nigeria as they related to the fears raised here to attempt a recommended model for achieving sustainable development in the country and anywhere else where similar threats exist.

Development Goals and Potential Non-sustenance of SDG - The Nigeria instance

In many ways could the failure of the MDGs, be described and presented in Sub-Saharan nations. Its failures in sub-Saharan Africa, is an eye opener for a better planning of SDG goals. In Nigeria, the strategic approaches to achieve the MDGs were placed on Governmental apparatus (Manning, 2009; Vandemoortele, 2011). Where government was to collaborate with National NGOs, funding was released and sent through government agencies, who insist on directing the projects, through the heavy bureaucratic bottled necked. The networking of development agencies, were limited and enough were not funding provided to the Non-governmental partners to run and mobilise citizens for the programmes. The political drive for government to score cheap political goals and retain the glory for achieving MDG goals pervaded the last 15 years of its implementation in Nigeria (Gaurdian, 2020). For instance, government instead of sharing responsibility and involving NGOs and other civil organisations, it entered into competition with them. Constant change in government is a common phenomenon and a guaranteed cause of failure in development driven programme. Lack of continuity and pre-bendal politics, describes Nigerian Politicians as corrupt and despotic, personalities with selfish agendas (Oleribe & Taylor-Richardson, 2016; Majaro-Majesty, 2015).

The constant volatile nature of some ethnics and geographical zones in Nigeria mean that large numbers of community and people would not have benefitted from development projects. For example, the insurrection of Boko Haram the Bandits in one of the most underdeveloped, and educationally backward regions of Nigeria, the north-east and Niger-Delta militants and Avengers in the oil rich region of Nigeria, in the south-south region of the nation. These two regions should have benefited most from the MDG considering their level of poverty and educational backwardness, were inmost part of the MDG projects in crisis. The employment of poorly trained non-professionals to handle MDG's programmes is another reason for the failure. These causes of failure of the MDGs are still there. Presently there is insurgence in North-East of Nigeria, coupled with new terrorist raid of the Fulani herds' men in all the regions of Nigeria, increasing the level of insecurity in the nation. This reality in addition to the structural and systemic factors, development objective and goals will be difficult to solve. Poor collaboration between level of Governments, federal, state, and local, between NGOs and Governments, and between Civil Societies and professional bodies are still limited, own to the same over centralisation of initiatives

and programme planning on the government. In recent times government's less recognition of community development and Non-formal education experts, has been mentioned. Indication on that non-expert in professional are still employed to handle delicate development issues, portend negative effect on achievements of SDGs goals. If these structural and social negative factors still exist, SDG is most likely to face the same fate as the MDGs.

Working success for SDG: evolving need for trained transformatory teachers and change agencies

Obviously, SDG is heading to fail, but good enough there is time and room for improvement. In the view of this paper, this improvement can happen only when there is a concerted effort between government and all change agencies to train people professional change agents and social development workers into a more detailed skills of peace building and community development. The United Nations Assistant Secretary General pointed out to the fact that sustainable peace, is sustaining development goals. He highlights the importance as:

Progress towards the Sustainable Development Goals goes hand in hand with sustaining peace. Sustaining peace is about enhancing coherence of international engagement in support of country-led efforts to build peaceful and resilient societies. The changing nature of violent conflict—the fact that it is more protracted, with more complex drivers, and many more non-State actors—only serves to underscore the need for more comprehensive and coherent approaches. This means bringing together our work in peace and security, development, human rights and humanitarian action in support of nationally-owned initiatives to meet identified needs across the peace and conflict continuum. (Oscar Fernández-Taranco, United Nation, May 2019)

Building on the conviction that sustaining peace and sustainable development are complementary and mutually reinforcing, Violence and conflict are the most important obstacles to sustainable development. Building peace, however, can protect development gains. Nearly half of all people living in extreme poverty reside in countries affected by conflict. Violence and conflict often lead to “development in reverse”, by causing death, disease, deprivation, displacement, destruction,

damage, as well as the absence of public services and limited access to resources, which in turn can provoke grievances resulting in mistrust and conflict (United Nations for High Commissioner for refugees, 2015). On the other hand, peace and development mutually reinforce each other; equitable and inclusive development can be an important factor contributing to sustainable peace. For example boko haram targeted schools and abducted more than 1,000 children since 2013, more than two million were forced to leave their homes and the violence never stopped. In Borno and Yobe, many struggle with hunger, thirst, shelter and clothing (Peyton, 2019; Bakari, 2017; Neumayer 2003).

The situation needs transformation and change. Transformatory teachers – change agents, as we call them must be trained in the art of peace making, facilitation of knowledge and mobilisation for change. The reality in Nigeria where conflicts and violence, insurgencies and communal violence continue to reduce the achievements, coupled with poor designs of development strategies by government agencies, exposes the fact that experts are not allowed to control the development projects. Where the design is faulty, the outcome will be unfavourable. Peace builders and community development agents must collaborate and synthesis their strategy and efforts to bring a better result. Health officers, social workers community development officers, Welfare officers and teachers, are all identified change agents who must develop into transformation workers. Teaching, peace negotiation, mobilisation skills and others must be very included in the special training which may give strength to agencies and their agents to achieve the goals in special need communities.

Teacher or trainers of trainers and trainers organisations, must understand that the implication of these afore mentioned factors on potential failure of SDG goals. Transformational work of change agents and their agencies must begin to awake in preparation of new development agents, including transformation ideals, skills and knowledge in their training programmes. They must learn and develop the capacity and knowledge to transform their environment and community people. The main challenges with community people like transforming their ethnic bigotry exclusion ideology and disintegration must be treated not through dialogue and transformatory learning. Communities' resort to violence as a viable means to settle differences, and or achieve development must be discouraged. Change agents' training therefore must include transformation principles in order to become transformatory teachers/facilitators of development in special

communities and nations. Preparing new change agents and transformational teachers to change and produce success in the SDG delivery, the paradigm shift must be explained professionally, using development analyses in community development and peacebuilding parlance.

Attempt is made below to Develop action and approaches for a successful SDG goal delivery. Efforts to elicit better understanding in more concrete terms, by governments' agencies and agents and decision makers, is made, through a simplistic theoreticians and practitioners' view. Below are presented, professional, paradigms, and framework of approach for change to remedy the impeding failure of SDG in Nigeria.

Paradigmatic Strategy and forward for achieving SDG - Model for Nigeria

In development, change and transformation work, sustainability of development project is important. Sustainability in development parlance requires the retention of the success of a particular project or programmes after the disengagement of external change agents from the beneficiary community, leaving the local actors and direct beneficiaries to claim ownership and manages the projects for continuity. This requires handing over of the programme or commissioned projects to the beneficiaries, who are the local people. This requests that the local people's involvement in the planning through to the implementation of the development work. In more professional term, projects must be approached via bottom-up and not "top-bottom" or "top-down". Bottom-up approach requires that development or change, (if it would be meaningful) must emanate from the local people who are at the bottom (Isidio & Sabran, 2016; Khadka & Vacik, 2011). The initiative although may emanate from external agencies or government, the local people must participate meaningfully in planning and decision making process, from the needs to planning, implementation and evaluation of the projects. In the same vain the local NGOs – Community Based Organisation, (CBOs) must be involved actively because of their superior technical knowledge of the locality. CBOs neglect and exclusion describes the failure in approach and structural delivery of any DG. Top-down approaches adopted by government in Nigeria to deliver a DG, is characterised with the development of plans and programmes with very minimal or no involvement of local beneficiaries in the planning and implementation and evaluation of the programme. The defect in this approach, leaves local beneficiaries unskilled and ignorant, and

lacking in capacity to contribute towards the sustenance of the project/programme, talk less of owning the programme.

Bottom-up, describes the involvement of local people and beneficiaries in development goals and programmes, so that the goals of the peoples' participation and involvement leads to the gain sharing of successes with other communities and organisations and upwards in the structure or system. The gains of Bottom-up approach, ensures that where local people are unskilled and lack capacity for provision and delivery of goals, or have some cultural believes and norms, which could affect the success of programmes adversely, their participation and involvement in planning and implementation makes sure that these are eliminated and catered for. Most of all, the advantage and height of these, is that it helps people to become emotionally attached and encourage ownership of the project and by so the life span of the programme are guaranteed as the successes reinforce and encourage maintenance and ownership of the project. Where resources are limited through local participation and involvements, the shortage in funds with the government and civil/private donor Organisations are augmented, by locales. The flaws of vain generalisation and blanket assumption and prescription of solution avoided as every society are noted to be relatively different as phenomenon's affects them also relatively. No one society is the same, what works for one does not work for the other.

Similarly, in Peacebuilding parlance, transforming violent conflict to peace between adversary communities requires the institution and participation of stakeholders in the negotiation, settlement and sustenance of peace between adversary communities. Long term achievements of a project are recognition to be sustained, because it indicates local stakeholders instituted to take-over and maintain the peace and development gained by engaging in post-prevention of violence and conflict are positively active. Peace negotiation, settlement and management of post settlement conflicts and violence often require skills and capacity, which local people and stakeholders must acquire. Transforming or rebuilding the community in this case emphasis change in behaviour from choosing violence as a means to an end. The goals of peacebuilding therefore are to ensure inclusiveness, and eliminate as much as possible exclusiveness. Inclusiveness means including and considering all parties and groups in a community in the objectives and goals and gains of a project.

Exclusiveness refers to the exempting of other groups, from the gains, objective and goals of a group's project.

The exclusiveness of other parties in development projects are assumed to bring about unhealthy competition and reinforcement of change through positive conflicts. The negative conflict of interest leads to costly collateral damage. Ethnic neighbours' conflicts have negative multiplier effects on the projects, leading to intense, escalated and protracted violence. Inclusiveness drives a situation of cooperation and mutual benefits in development goal. The continuity between community development practice and the focus of peacebuilding is inherent in the collective interest and goals, where community development practise encourages peculiarity, as it leads and mobilises self-help, self-reliance and self-sufficiency. Peacebuilding insists on unification of efforts and achieving mutual goals, while recognising the virtues in the peculiarity of community needs and identity. However, a synthesis is gained with the dividend of integrated approach, widely adopted by all disciplines and professions in change and transformation agency. Integrated approaches, achieves collaboration and redistribution of development benefit achieved through bottom-top approach. Integration is embedded in bottom-up approaches and the inclusive approach of community and peace works. For SDG to be achieved and sustained, these principles, approaches and frameworks must be adopted in multi-ethnic Nations.

Transformation change agents must learn and believe in some principles and axioms, which support the achievement of the favourable structure and framework for the delivery of SDG goals. As already established in this paper, conflict, violence and selfish exclusiveness debar developments. Peace practices and principles therefore must be combined to reduce failure in SDG. In preparing "transformatory" teachers, some axioms which align with the above discussed paradigms, frame works and approaches are advanced. What are these unifying Axioms?

Axioms for Transformation Teaching Development Sustenance

Teachers of community transformation, must recognise, and uphold some axioms, which align with bottom-up and inclusive principles, without, which community based transformation would not be achieved.

- i. Equal rights and gender equality, basic for appreciating that all humans as Homo sapiens have equal rights to better living and good things of life.
- ii. Man's ability to learn not minding the age and ability to transform and adapt to new changes and desire conditions requested attitudes and behaviour.
- iii. Ability to innovate and create new conditions to solve social problems, affecting man
- iv. All men can participate in group and contribute meaningfully for his/her and community as a whole.
- v. A community is a subset of a whole society and it works as a system and not separatist.
- vi. That every community is unique and peculiar. That their capacity and local crafts can contribute to add to the changes required in another society. In the same vein the other adversely in one community affects the other.
- vii. Man's dependency upon his/her environment for survival, as a result inter-dependence between man to man and man on plan, and plans on man. Example is the exchange of air between.
- viii. Man is more interested in solving problems, than learning. If they must learn the significance of it to their problem must be identified as first step. There problems motivate them to learn.
- ix. Ever changing world must continue to cause innovations for all by all. Therefore, change agents must be ready for changes.

Every transformation teacher/change agent must believe and uphold these assumptions if they must succeed in development practice – facilitating positive changes. In training trainers and teachers of development, these seven assumptions should be emphasised as the bases for, which principles are constructed to structure successful operation of development goal. What are these transforming structural principles for teachers for SDG success?

Game-changing principles and strategy for SDG teacher's transformation

Transformation teachers or new SDG teachers and change agents must continue to show serious changes in orientation and understanding of development practices and principles. They must adapt and apply these principles if SDG is to be achieved in a multi-ethnic and conflict volatile nation or communities.

- i. Self-help is principles that address the facts that people can help themselves with little or no external help. That mobilisation of skill and resources is possible within. That ownership and sustenance of gains are achievable through this.
- ii. Self-reliance generates knowledge that every community should be made to ad allowed to depend upon its self for power and ideas for solving their problems. Although external involvements and help may be given, they are not to be made to depend on external or third party.
- iii. Self-sufficiency refers that every community should be helped to grow its own capacity to solve problems and satisfy their own needs.
- iv. Participation of all affected by a need or problems within and outside a community must be mobilised and motivated to participate in solving the problems facing them through self-help.
- v. Empowerment of local people, draws its importance in right and privileges to education, access to economic resources so that individuals in the community can without any hindrance participate and involve actively in the development process making decisions on issues that affect their livelihood.
- vi. Interdependence raises the reality that every community needs the other community to reach their potential heights. That for any community goal to be achieved, the shortage in resources can be augmented from collaborating and partnering with other communities.

- vii. Win-Win situation addresses a balance, in a situation where a resource is to be shared among two competing communities so that all are made equally cared for.
- viii. Capacity building reinforces the need for communities to learn or to be trained in skills of how to use their resources to achieve development goals. This enhances self-reliance, help, and sufficiency, in fast changing world.

These eight principles above describe for us a new way forward addresses governance as mentioned in SDG's goals. It provides a democracy in a new way for which all are involved in designing, planning, implementing, evaluation and sharing of the benefits of development.

Developing SDG Teachers into a Restructured Community, Democracy and Governance

SDG teachers' knowledge of the social community structure, would help understand how bottom-up development. Any nation or community seeking integration must share resources to develop together. Two structure of a community or nation must relate effectively in the governance of their affairs – vertical and horizontal (Majaro-Majesty, 2018). The former entails the relationship between the higher and lower political units, class, and others, while the latter, shows the relationship between communities, ethnic groups, villages, guilds, and religions. Both structures must influence each other and become one. In a community the vertical part of development governance consisting of leaders, agencies and institutions, which influences policies, control resources, set guidelines and mobilise collective efforts towards achieving development goals. The horizontal structure shows the inter-relationship between group and cultural leaders who are either association leaders or by virtue of their position in the society become opinion leaders, and moulders. The transformational teacher is placed here, playing false dual functions as intermediary between vertical structure and the horizontal structure. But in the real sense should be a member of a particular community or adapt his operational community as his own.

For effective function of a good transformational teacher, he/she must understand that, teaching and training or providing people with capacity to face their development needs does not end when the learning is delivered, but must extent to a post-mortem analysis in evaluation and feedback. This must move in circles, planning implementation, evaluation and feedback. Transformation

change agent must teach and do, must be to lead initiatives, even when the need for them are not obvious. The foresightedness of a change agent is very important a quality and this capacity must be included in the training of development change agents. The realities of the society must be continually generated through assessments and evaluation in research to strengthen development strategies, prevent failure and enhance successes of the development goal. Where failures exist, a re-plan and action must be done. Where there is success consolidation is planned and implemented.

The second role that a transformation change agent teacher must engage in is serious research and lobby advocate for of change. Through research a teacher SDG teacher should be the first to discover problems and call raise alert of the same finding. After that is only wise that he/she tries to influence change through democratic mean with legislators or heads of government. Must influence change and by convincing leaders of impending problems and raise issues with colleagues to pressure government to act. These two functions constantly draw the two structures together and involving all into designing, deciding and acting for change. How SDG teachers position themselves to achieve the new Sustainable Development Goal will influence either positively or negative outcome of the SDG. In order words, failure and successes of SDG depends on the ability, capacity, skills, knowledge and attitude of transformation teachers.

Conclusion

Implementation of the SDG project in multi-ethnic communities or nation, must consider four factors. The social relationship between the citizens, groups and cultures, the capacity and knowledge base of its change agents, the availability financial and other resources and character and attitude of government and other development institutions and organisation. The failures of the DGs provide a big lesson for the SDG, because of its poor organisation and partnerships among development agencies and organisation, and between government and Non-governmental and civil organisation. The framework and operational systems was also poor and ineffective. Therefore, the, there should be a redesign of the community and ways of leading and achieving development goals and objectives in such countries and communities where violent conflicts, nepotism, corruption and political discrimination and favouritism happens. A re-orientation of the teachers to transform the society and achieve skills identifies above and generation of new principles adopted and synthesised from community development and peacebuilding would lead to a positive

result in SDG successes in Nigeria especially. The new design of governance, a collaborative partnership in a democratic fashion for all, to truly share stake in the affairs of governance – decision making and solving social problem and delivering development to the community for all-inclusive benefits and interest will no doubt lead to the success SDG.

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