

ICCC Windsor Consultation

Adaptive Peacebuilding through Education

*From Teaching the Future
to **Co-Creating** the Future*

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Kyiv · Sept 2026 · Future City-Building

Who gets to design the future?

Governments? Experts?

NGOs?

Teachers?

Children?

*What if **the people who live there** become the designers of the future?*



“I did not learn Adaptive Peacebuilding first from a textbook. I learned its meaning in *classrooms, villages, and communities.*”

Japanese educator

Peacebuilding practitioner

Humanitarian practitioner

Founder, Nakayoshi Gakuen

Designing learning *with* children, teachers and communities affected by conflict, disaster and crisis.

We do not go to the field *with answers.*

Why traditional education is not enough

The one-way model

Teacher knows → Student receives

Global North knows →

Local community receives

In a complex crisis, no outsider can fully predict a community's future.

What we need

~~knowledge transfer~~



learning capacity

**In uncertainty, the most important skill is not knowing the answer.
It is learning how to adapt.**

What is Adaptive Peacebuilding?

Peace cannot be designed completely from the outside. It must be continuously *built, tested, learned and adapted* by the people who live there.

Conventional · linear

External expert

↓ Solution

↓ Implementation

↓ Local recipient

Adaptive · iterative

Local actors + External partners

Experiment → Feedback → Learn →

Adapt → Repeat ↻

- Local Agency
- Self-Organization
- Iterative Learning
- Feedback
- Adaptation
- Local Ownership
- Co-Creation

There is no final solution. **There is a continuous learning process.**

The Adaptive Peacebuilding Education Cycle

Education should not teach people what their future should be. It should create the process through which people can build that future together.

The educator's place

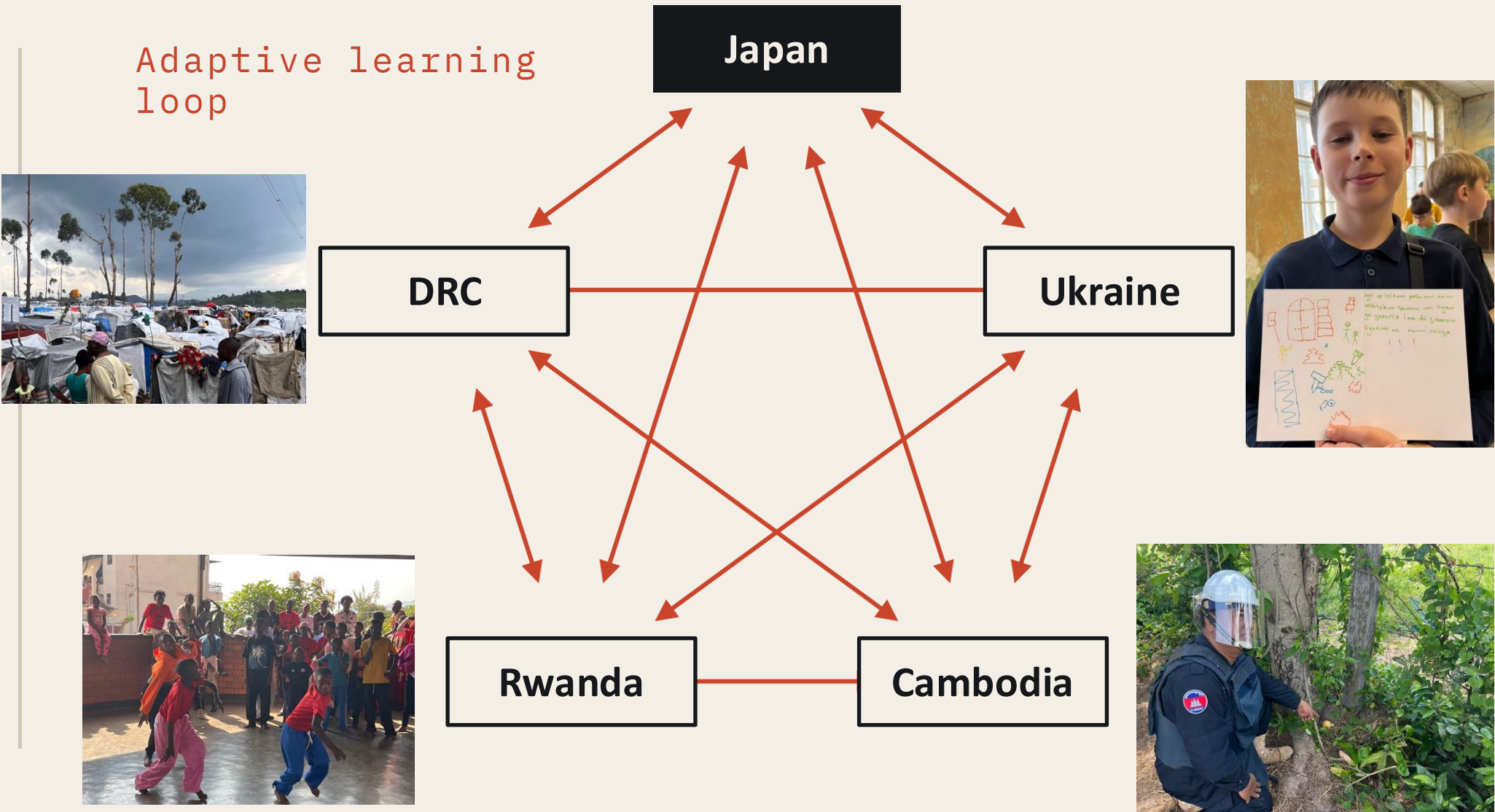
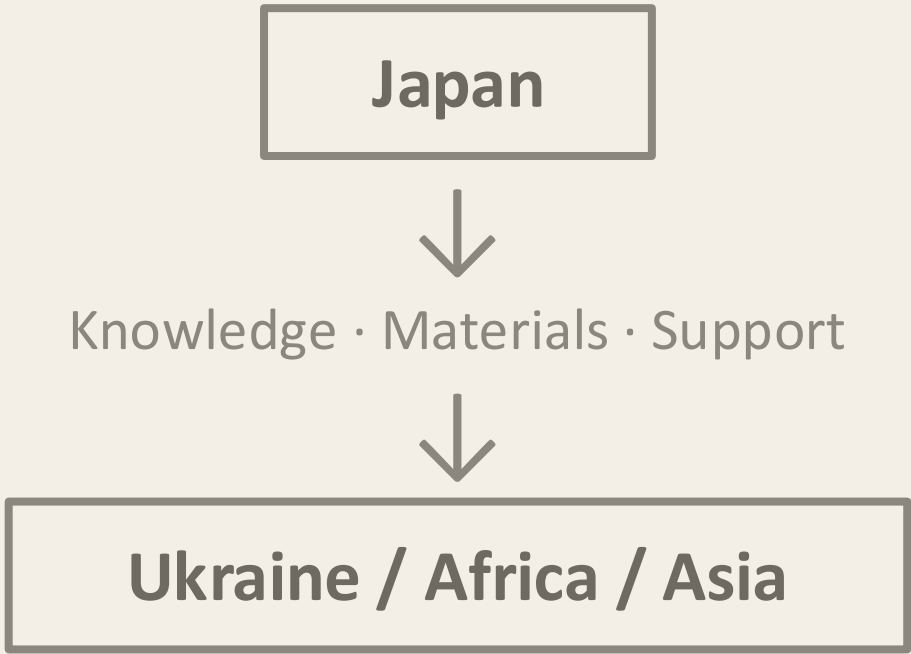
Inside the loop — not above it.

Facilitator · Connector · Enabler



From aid delivery to learning circulation

Linear aid



Support moves one way.
Learning moves **both ways**.

Case 1 · Ukraine · 08 / 18

Future City-Building · Kyiv & Lviv

*“What kind of city do
you want to live in?”*

Model railways donated from across Japan, LEGO and mini 4WD cars. Children, parents and veterans in a basement shelter — and pupils at Lviv’s Budokan School — designing homes, schools, hospitals, parks and power, together.

Peace is not only ending the war.
**Peace is recovering the ability to
imagine a future.**



Kyiv · 5 Sept 2026 · LEGO from children in Anpachi, Japan

A city that keeps changing

Questions teachers put on the table

Where should the station go so children can walk to school safely? How do we carry injured people to hospital? Can the city keep moving in a blackout? Is it safe for elderly and disabled people?



Lviv · Budokan School · 7 Sept 2026

INPUT

What is happening to our city?

CREATE

What kind of future city do we want?

BUILD

Rails, bricks, a hand-crank generator to run the train.

SHARE

Explain ideas to classmates and teachers.

FEEDBACK

Others react, add, disagree, improve.

ADAPT ↻

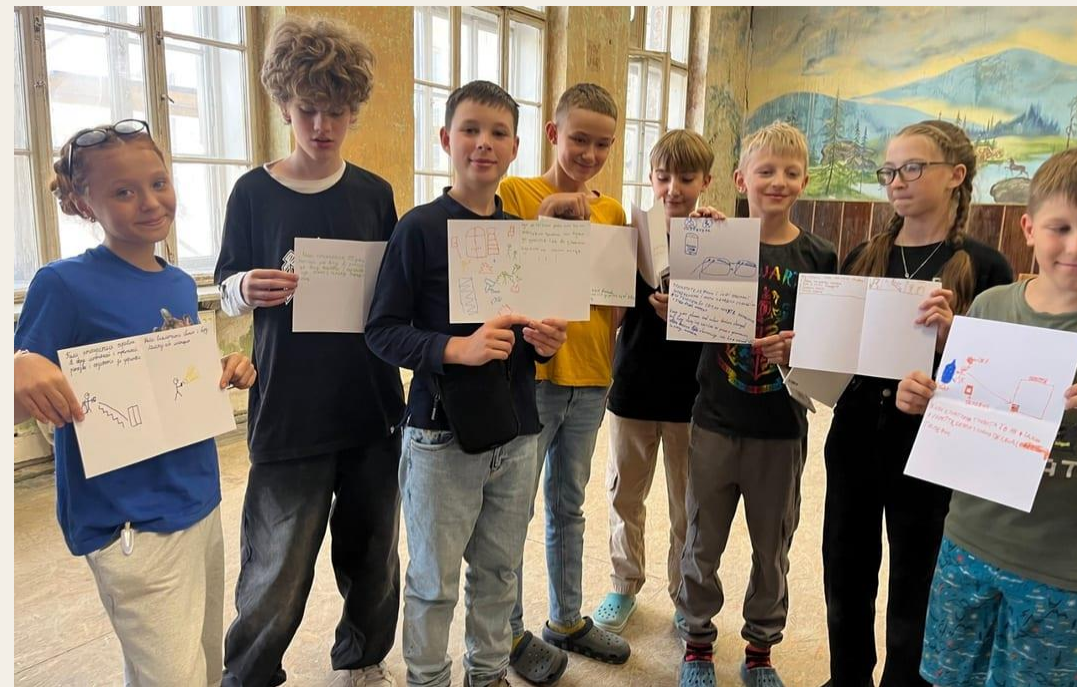
The future city changes.

The future is not given.
It is negotiated, created and revised.

Learn → Create → Deliver → Return → Learn again



Japan creates. Yuza students prepare presentations on their town and food culture for Ukraine.



Ukraine adapts. Pupils turn their own air-raid and blackout experience into a “Ukraine karuta” — bound for Japan.



Ukraine returns. Lviv students make a video introducing their city to peers in Kumamoto and Yamagata.

Every community has knowledge.
Every community has something to learn.

Japan teaches. Japan learns.
Ukraine teaches. Ukraine learns.
Education becomes a circulation of knowledge.

Everyone can be both teacher and learner.

Teacher / Student

Japan / “Developing country”

Donor / Recipient

Expert / Local people

Learner → Teacher → Learner

Observed ・ Day 2 at Budokan

We did not teach the older students how to use the model railway. We said: *“Ask the younger pupils who used it yesterday.”*

Peacebuilding begins when knowledge stops moving in **only one direction.**



“Now it is our turn to support you.”



Japan → Ukraine. Kumamoto teachers create a lesson on the 2016 earthquake recovery.



Ukraine learns. A local teacher leads it herself, 15 Oct 2026.



Ukraine → Japan. “From Lviv, Ukraine, we wish you safety and happiness.”

Aid recipient → Knowledge holder → Supporter

Adaptive Peacebuilding does not define people by vulnerability.

People affected by crisis also hold knowledge, experience and agency.

CASE	STARTING POINT	EDUCATIONAL ACTION	FEEDBACK	ADAPTATION
Ukraine · Future City	War; uncertain future	Children design a city	Peers & teachers respond	The city model changes
Japan ↔ Ukraine	Japanese students learn	Create & deliver materials	Ukrainian children respond	Ukraine karuta returns to Japan
Ukraine → Kumamoto	Ukraine seen as recipient	Learn Kumamoto’s recovery	Message sent to Japan	Recipient becomes supporter
Rwanda · Cambodia · DRC	Floods; legacy of conflict	Disaster karuta; build & rebuild mini 4WD	Local response	Activity reshaped locally*

* Rows 1–3: observed practice, 2026. Row 4: emerging pattern across earlier programs — not yet systematically documented.

Different activities.
Same learning mechanism.

A safe place to **practice the future.**

Not a space for transmitting knowledge — a small rehearsal space for society.

You may disagree.

You may fail.

You may rebuild.

You may change roles.

You may remake the future — again and again.

Individual → collective

Individual learns



People share



Group creates



Community receives feedback



Community adapts



Collective agency

Peacebuilding is not only changing individuals. *It is building the capacity of communities to learn together.*

Adaptive capacity

The ability to learn, adjust and act when reality changes.

Resilience is not simply returning to the past.
It is learning how to move forward under changing conditions.



Toward human security — a practice-informed hypothesis, not a proven causal chain



Beyond protection, the aim is to strengthen

- agency
- dignity
- participation
- solidarity
- resilience
- the capacity to shape the future

We do not design peace **for** people.



We create conditions in which people can design, test and adapt their own future.

The outsider's role

Not
Expert
Planner
Owner

But
Facilitator
Connector
Resource provider
Learning partner



What this talk claims – and does not

Observed practice
What happened, documented in field reports.

Emerging pattern
What recurs across cases.

Proposed model
A practice-informed conceptual model — not yet a measured outcome.

From local practice to a **locally adaptable** learning framework

~~Not the same solution everywhere.~~
The same learning process, **adapted everywhere.**



Where the process could be adapted

Peace education	Conflict-affected education	Disaster recovery	Youth empowerment
Community development	Intercultural learning	Refugee education	Global citizenship education

Yuichi Nakamura — how communities develop the capacity to shape their shared future.

Rie Nakamura — how individuals gain the choices to become agents of their own lives.

Individual agency + Collective adaptive capacity = Human security



A photograph of a workshop where several children are engaged in building a model train set. The room is filled with shelves of various materials, tools, and completed models. A boy in a yellow shirt and glasses is standing and talking to a girl in a striped shirt who is sitting at a table. Another boy is visible in the background, also working on the train set. The atmosphere is one of focused creativity and collaboration.

**We do not
teach the future.**

**We build the capacity
to create it together.**

Education can become a platform for Adaptive Peacebuilding.

Learn. Create. Share. Listen. Adapt. Repeat.

Yuichi Nakamura

Nakayoshi Gakuen Project, Japan