PEACE EDUCATION FOR NATIONAL SECURITY AND INTER-CULTURAL INTEGRATION IN A MULTICULTURAL SOCIETY: THE COUNSELLING PERSPECTIVE

Amaihian, P. IDOWU
Directorate of Guidance & Counselling
Federal Polytechnic, Nasarawa,
Nasarawa State. Nigeria.
Email: amaihianphilip@gmail.com

Abstract

The inculcation and integration of culture of peace and security among the diverse group in a multicultural society lay credence to peaceful co-existence divulge of violence, insecurity, conflicts and inability to tolerate and acculturate, non-acceptance of other people's cultural heritage. A country without any of socio-cultural, religion and values difference abhor peace and co-exist through acquisition of Peace education, and multicultural Education that give values to Unity and Peace. The paper is aimed at examining the roles of Counselling towards culture of peace, security and integration in a multicultural society. Identify the causes of insecurity violence and disunity such as non-inclusion of Peace Education in the school curriculum to train students about peaceful co-existence, poverty, food shortage, cultural and ethnic discrimination, non-acceptance of other people's opinion and cultural values, the ethno-religious indoctrination which result to restiveness, frustration, death, displacement insecurity and genocide being experience in all part of the country. To maintain peace and integration of the diverse people, will require effective strategies and campaign for peace, reconciliation of the differences which could be achieved with the introduction of counselling services, promoting unity, stability and peaceful co-existence. Recommendation was made that, there should be adequate counselling programmes, peace awareness and inculcation of peace Education in the school curriculum and promoting cultural integration through inter-ethnic marriages, cultural festival, exchange programmes among various group.

Keywords: Peace Education, Security, inter-Cultural Integration, Counselling, Multicultural

Introduction

The multicultural nature of Nigeria impacts on the need to imbibe the culture of integration of the ethnic difference to co-exist. It is pertinent to know that, multicultural society experience violence, conflicts insecurity, fear, discrimination due to the socio-cultural and psychological differences which has been the bane of integration, co-existence, peace and security. The people live in a state of insecurity where ethno-cultural disposition has been issue of peace and integration.; and the rate at which leaders have used ethnic, religion, hates and

suspicious to infuse into our socio-political, economic equality, and social justice to disintegrate the harmony and peaceful co-existence among the people who had inter-married and live for centuries; hence the fear of dominance and superiority of culture and faith over others. This attitude has created conflicts bloodletting and dislodging people from their ancestral domain. Nigeria before the advent of the political independence, the diversity had no interface in their interpersonal relationship, integration; and co-exist with the distinct culture and traditions. They learn, eat and imbibe the host community culture of language, food, religion practices and were in mutual understanding but, with the political leaders' attitude of acquiring offices; the scenario has changed to conflicts and mistrust.

Nigeria as a pluralistic society of people or group who identified with their values , beliefs ,norms and accepting the differences in cultural background .It was difficult to identify any conflicts .(Amaihian, Oyebiyi, Teteye, & Abdullahi 2016) in their opinion on peace and security in a multicultural Nigeria; consented to the above assertion that , it might be the combination of inter-cultural , personal and interpersonal issues ;and the educational values for peace and security that made possible for different ethnic groups to live and integrate without any fear or prejudice . They further asserted that, the recent attitude of dominance and political insensitivities among the people due to the manipulation of the political class who are now using or supporting insecurity, kidnapping, insurgency, killing and destroying the culture of peace that has been the binding principles for the diverse people to propagate hates among them for political responsibilities., and make it difficult for them to settle or adapt to the new communities.

The problem of not accepting our differences in culture has resulted to total breakdown of peace and peaceful co-existence, insecurity, death and lack of sense of belonging leading to inter – group conflict and disunity in the country. To have a reconciliation, there is need for counselling the diverse culture through the promotion of peace, education, multicultural education, promoting values for peace, security, tolerance and integration of the people in multicultural environment. (Amaihian ,et al, 2016), (Bekats, 2006) (Ward & Kennedy,1993b) (Ward & Kenned,1994) opined that, for individual having links to their heritage and culture is associated with lower stress. This assertion is akin to the people who are culturally diverse but still have tremendous attachments to their immediate environment and integrate effectively but, in a conflicting environment, there is always fear of attacks whenever there are conflicts. This attitude of intolerance, discrimination and frustration; the people living within culture different from theirs, experience what is referred to as 'cultural Shock' which cause strains, anxiety, loss, confusion, lacking cultural clues, norms and inability to adjust to the new environment. To this end therefore, the individual has to be encouraged to respect people's culture, tradition, norms, learn to be tolerance, and belief in their religion practices.

The students in the multicultural society or schools to integrate and acculturate have to negotiate for peace, security and adapt to a context that is characterised by the cultural norms, rule, and practices of the host community. To corroborate the above assertion; to acculturates

Ozdemir & Stattin, (2013) said that students are faced with discrimination at school or society , and find it more difficult to adjust to the new environment, peer group and establish a good working relationship with teachers. It is pertinent to say that, in a multicultural society, people suffer prejudice and insecure due to the diversity in culture and beliefs; and make it difficult for them to adapt and experience positive relationship and integrate for peaceful Co-existence. Individual that experiences inequality and exclusion can be detrimental for cultural adjustment and acculturation in a multicultural society.

The inter-dependence of individual can be improved upon through culture and education to train children the values of Peace, Unity and integration. (UNESCO, 2005) (Amaihian, et al, 2016) declared in the Universal Declaration on Cultural Diversity in relation to the role of education in protecting cultural Diversity, stated that, diversity can be guaranteed through respect for human rights, fundamental freedom and education program which can sustain peace and security. This shows that, there should be education program that promote culture of peace and security, tolerance and understanding of the diversity among the multicultural society where people live in without any fear, anxiety discrimination and prejudice. This attitude could be achieved with the inculcation of multicultural education, counselling, Peace education and ability to learn and adjust to understand the societal value system.

Objectives
The main objective is to focus on the impact of Peace education for National Security and Inter-cultural integration in a multicultural society.
The specific objectives were;
1.   To identify the roles of Counselling services towards culture of peace, and intercultural integration in a multicultural society.
2.   To determine the causes of insecurity and violence among the diverse groups.
3.   To discuss the strategies for Security, and intercultural integration for Peaceful co-existence of the people in a multicultural society.

Conceptual Framework
The Concept of Peace, culture of Peace and Peace Education

A society without understanding, trust, tolerance, acceptance of people opinion, and establishing an inter-personal, inter-cultural relationship and conducive environment where ethnicity and injustice override the attitude towards Peace and peaceful co-existence will always experience conflict and violence against others who are presumed to be non-members of the host community

Peace
(Alaku, 2014) cited in (Ajibola and Okafor, 2017) described peace as a process that helps to eliminate war, fear, suffering, pervasive poverty, oppression by the rich, police brutality and

intimidation of the ordinary people by those in power or by some section in the society. Peace is a desirable value that makes a society worth living without any fear of discrimination, attack or violence which give rise to acceptance of other culture to sustain inter relation for the purpose of co-existence of the people of diverse society. It is an inevitable condition for societal stability, national unity and development and it is the understanding of one another and interrelationship that exist to sustain tolerance, equality and social justice. Peace is value to be taught, learned and practiced in all societies by agents of socialisation; school, home, individual and religious institutions and, important to teach and acquire knowledge about what peace is, what brings about peace, and implication for national stability and peaceful co-existence.

Peace education

Peace education aims at equipping individual with the knowledge, skills and attitude needed to prevent violence, resolve conflicts peacefully and build a sustainable peace in a society. A study by the (United State Institute of Peace,2013), found that peace education programme can help to reduce violence and promote peaceful settlement of disputes by providing individual with conflict resolution skills, critical thinking, social and emotional competencies that can enable them engage in constructive dialogues and negotiation. Therefore, individual should learn and tolerate others who have difference culture without fear of any discriminations. (United Nation Education, scientific and cultural organisation,2015) concluded that, Peace Education promoted a culture of peace and non –violence which can contribute to peaceful settlement of dispute or insecurity and build more resilient and inclusive society. It is a vital tool to fostering intercultural dialogues and integration with understanding to transform the individual in a multicultural society.

Education can therefore be defined as the process of promoting the acquisition of knowledge, skills, attitudes and values needed to bring about behavioural changes that will enable children, youth and adults to prevent conflict and violence both overt and structural, to resolve conflict peacefully and to create the conditions conducive to peace whether in an interpersonal, intergroup, national and international levels. (Harris & Synott,2002) defined peace education as a series of 'teaching encounters' that draws people from their desire for peace, non-violent alternative for managing conflict and the skill for critical analysis of structural arrangement that produces and legitimizes injustice and inequality. It is the process of acquiring the values, knowledge and developing attitudes, skills and behaviour to live in harmony with oneself and with the natural environment. There is urgent need to teach Nigerians citizens Peace Education both within and outside the formal school system of education to enable all citizens, irrespective of age, gender and home location, become peace ambassadors wherever they go and live. This can only be possible if all the agents of education and socialization are involved in the process of teaching and learning peace education.

With the above, it is very imperative to inculcate the attitude of learning about other people culture norms, values tradition and able to tolerate our differences towards a sustainable

social integration, peace and security. A culture of peace, emphasise the values, principles and strategies underpinning active non-violence action.

In the opinion of (Toh,2010); he concluded that, learning and assimilation of the societal values and cultures; promotes dialogue, peaceful integration among people of diverse culture through effective education for peace; sustaining intercultural and inter personal dialogue for co -existence and transformation. To build an inter-ethnic and cultural respect, integration, reconciliation and unity, there is need for a change in values, attitude and beliefs without resulting to violence. The peaceful co-existence requires negotiation, mediation and understanding of diversity through Peace Education and counselling services. (Kester,2010) on Media and Peace towards Dialogue among civilisation said, culture of peace might be said to be possible through transforming conflict based worldview towards unity and security. The purpose of relating among other culture is to enjoy the values of the new culture without any prejudice; and if love is about people connecting with others where culture differs, then the needs for mutual understanding, and recognition must be established through learning and teaching of culture of peace and co-existences.

Culture of Peace and Integration

A culture of Peace is set of values attitude, tradition and mode of behaviour and way of life. This is about shifting mind set and behaviour in all aspect of our society as we move from forces to reason from conflict and violence to dialogue and peace building, embrace humility, interconnectedness and inner ones. The pathways to peace culture are through local Non-Government Organisation efforts, education, Government, Business and environment that works together to better understanding each other, create new possibilities in education, peace Education, multicultural counselling services are basic ingredient for Peace, Unity and integrations. To create culture of peace therefore; there will be need to initiate a peace program for peaceful co-existence and full integration of people of other culture in a multicultural Society. (Onifade, 2013) described National integration as the process of unifying a society which tends to make it harmonious in all things. This assertion connotes that any country devoured of violence, equal distribution of resources will be well integrated and see others as their brothers. (Kolo, 2012) concluded to support the assertion that, security is the product of the guarantee of the wellbeing of the people to their fundamental basic rights, human dignity and access to unfettered justice. As well as negating the ethno-religion crisis, the youths' restiveness, cultural disrespect; cost a nation like Nigeria that is multicultural in nature to be bedevilled with violence, conflicts and other security issues; depriving the peace and integration of the people.

The following need to be considered

i.   There must be process of fostering culture through education

ii. Promoting sustainable economic and social development where justice and equality prevail

iii.   Promoting respect, rights and sense of belonging and conducive environment for cultural integration

iv.   Fostering democratic participation of individual of right to vote and be voted in his new cultural environment

v.   Removal of indigenisation or ethnicity in acquiring citizenship and opportunities.

The multicultural nature of Nigeria, with multiple ethnic groups with great distinction in culture, traditions norms and attitude, requires enormous efforts and synergy to promote peace and tolerance, and stop the attitude of self in establishing peace, unity and security of life and properties. This behaviour and mentality of non-indigene can be changed through introduction of multicultural education with value of integration, co-existence and inculcating the attitude of learning other peoples 'culture, values, tradition and ability to tolerate our difference will be taught and learned.

Multicultural education and the inter-cultural integration

Education is a veritable instrument of transmitting culture, knowledge, idea, skills from generation to generation. (Amaihian, et al, 2016) described multicultural education as the learning content acquired through training, assimilation, and indoctrination of the societal values to change the behaviour of the learners. (Linda, 2010) described multicultural education as an inter- cultural education that involves the interdependence of individual acculturating in a new environment. Therefore, multicultural education and Peace education aim at enhancing and improve the knowledge of culture, civilisation and tradition of people towards the attitude of peaceful co-existence and national integration. The peaceful co-existence relates to the acceptance of difference in-between or among groups or individual. A society that promotes discrimination, ethnics, religion; never integrate other culture, will experience insecurity and violence. Peaceful environment brings about a sustainable community and National development. To secure lives and properties and the people, the people have to be re-orientated towards against attitude of seeing others as inferior or lacking stand to enjoy all that he can as a member of that community; therefore, it is evident that, individuals or groups need to promote tolerance and eschew discrimination through inculcation of values for secured environment through adequate counselling service for displaced persons, non-native and visitors to the new culture.

Causes of insecurity and violence in a multicultural society

The insecurity in a multicultural environment or society (Nigeria) has been as a result of the indifference to the education system adopted and the curriculum content did not have consideration for the nature, the multi-cultural and ethno-cultural decimation of the country. (Kolo, 2012) concluded that, security in any society or societal settings is the guarantee of peace and tranquillity for sustained human co-existence and safety of live sand properties. He further said that, security is the product of the guarantee of the wellbeing of the people to their

fundamental basic rights, human dignity and access to unfettered justice. This assertion connotes that, for a peace and peaceful integration, the people must have sense of belonging, acceptance of opinion, tolerate and allow for a sustain peace education program that enhance and disapprove of discriminative behaviour among the receiving community. Every individual should have absolute right to life and to area of abode without any attack or violence.

According to (Amaihian et ab, 2016), agreed with the conclusion that, the interethnic and inter cultural conflicts manifest as prejudices, stereotypes, and others subtle or covert forms of marginalisation and hatred. Therefore, the bane of Nigerians co-existence and integration as multicultural nation amount to the inconsistency of the curriculum that did not harmonise the desire of the ethnic, cultural difference and values among the people; thus neglecting the security and the value of peace and reconciliation of the difference that came from the religion, ethnic differences and doubts among the peoples.

The writer identifies the reasons for insecurity and inter-ethnic conflicts due to the difference and suspicious behaviour as follows

i.   **The fear of ethnical dominance**: The attitude of self-cultural and ethnic promotion among groups has kept away the needed peace and integrations. This is due to excessive discrimination and attacks on the new entrants from the host community and threat of taking over their ancestral lands. This has resulted to conflicts, attacks, death wanton destruction of lives and properties. This situation has led to displacement and Internally Displaced People's camps (IDPs)

ii. **The high level of illiteracy:** In a country like Nigeria where the level of illiterates is enormous; the number of out of school or dropped –out is high due to insecurity, the values given to education, the inability or unvailabity of educational institution or total neglect by the successive government with the engagement of their wards to farming or street trading, and the value given to the cybercrime for quick money and fraudsters (Yahoo Boys). Therefore, some of this group members who are not opportune to be educated, become menace to security, unity and sustained peaceful environment

iii. **The family Background:** The attitude and emotional intelligence of a child shows or predicts the home the child comes. The family values have been eroded to the extent that the children have no more respects for elders and parents have lost control and over indulge their wards in act of indiscipline. The family or parents have left the values training to house maids running after money and career; thereby the children mixed with bad groups and come home late. This attitude has extended to the society and led them to engaging in criminal activities, creating groups causing insecurity within the society. The level of insecurity in families, coupled with the high rate of divorce, have caused moral decadence in the society. The unstable parents –child relationship, and inability to provide the basic needs have made some to become security risk to the society.

iv. Lack of respect for fundamental Rights and freedom, this has threatened the peace and

peaceful co-existence because the people have been denied the opportunity to be educated and have meaningful life.

v. **Inconsistency of the government policies on the welfare of the people:** The government policies have made lots of people to becoming indolent, lazy, and drop-outs; especially the youths who have be neglected and therefore seek solace in crime to survive. The politicians' affluence life styles and corrupts practices make the youth to engage in crimes to survive and creating insecure atmosphere.

vi. **Unemployment:** The increase in number of graduates without a commensurate employment or skills to be self-employed. Also, the cases of downsizing, closure and relocation of industries in the country; have brought about restiveness, aggression, anxiety, cultism, kidnapping, armed banditry, insurgency and killings among the people.

vii. **Food shortage and high level of poverty:** most Nigerians are below poverty level with the low food production. Farmers have lost their farm lands and produces to banditry and herdsmen who herd their animals on farmers; and resistant exist, it results to killings and destruction of farms. This has resulted to inter- tribal conflicts, deserting their homes and becoming refugee their country. According to (Denga 2012) cited in (Amaihian ,2016) concluded that, without peace them cannot be peace, there will be little or no internal or external investments in the war-torn part of the nation or Globe. Nigeria require security and tolerance, understanding of our differences and ability to promote inter group integrations to make food abound and establishment of industry and agriculture for food and alleviate food shortage and poverty.

viii. **The need to control resources:** This is a bane of insecurity, lack of peace and co-habitation of the multi-ethnic groups in Nigeria today. The people are agitating for control of their wealth that, the source of the resources are being neglected which has led to violence and insecurity, killings and kidnapping, because the areas have been degraded and loss of means of livelihood and could not survive the effects. These areas have become dangerous zones for peaceful co-existence.

ix. **The political challenges:** The political process has changed from the National outlook to an ethnic based; where politicians play with their sensibility to get elected. They bring in the politics of ethnicities, religion and nepotism promoting ethno-political activities and discrimination against those who are not from their region. This has led to inconsistence in integrating and accepting others to have sense of belonging as an individual.

x. **Corruption:** With the affluence of the politicians, government officials who have corruptly made self-actualised, gave rights to the youths not to engage in any meaningful work but crimes, such as yahoo or ritualists, frauds, cybercrimes and armed banditry to make money. Nothing can be archived without preventing the acts that promote insecurity and instability. It is politics of diversion, contract inflation, and outright mismanagement

which has increase the level of insecurity and peaceful co-existence

Counselling for Peace and Secured Society

Counselling is the provision of therapeutic intervention to assist individual to adjust and integrate in an environment that is different and experiencing difficulty to establishing interpersonal relationship in a diverse culture. (Abdulkadir, 2005) described counselling as a professional help that is given to an individual who is in a temporary state of indecision, maladjustment, confusion, disorder, distress for proper adjustment and understanding of himself and the world around him. To achieve this for a better behaviour and to experience peace in a multicultural society; there should be a relationship of trust among the people and the counsellor to assist for tolerance and understanding with life situations and the environment.

Therefore, the roles of the counsellors are to identify and observe the Psychological incongruent behaviour and the socio-cultural challenges that makes an individual to engage in destructive behaviour that influence their emotional intelligence and involve in crime and other social vices causing fear and anxiety due to the circumstances around them; especially the difference in culture, These attitudinal incongruences result to violence, crimes and insecurity; break in the principle of integration and peaceful co-existence.

To counsel for peace and security in a multicultural society; the counsellors will have to engage the youths and entire people for peace and security to promoting national security and Peace, accept others' opinion and have sense of belonging without any cultural prejudices.

Therefore, the counsellors have to carry out the following to enhance peace and inter –cultural integration for peaceful co-existence.

i.   The counsellor must be able to adopt the humanistic therapy; as man inferiority complex, anxiety, frustration and fear make him to exhibits undesirable behaviour

ii.   He should ensure the personality of the individual is respected and culture of the counsellor must not impact the clients 'perception.

iii. Provide information on the need to accept and tolerate others whose culture and beliefs are different.

iv.   Provide activity based counselling services where the traumatised individual are given an appropriate rehabilitation services

v.   Value reorientation, Advocacy and sensitisation programmes must be prioritised by the counsellors to give the affected person who have lost hope due to rejection, displacement and denied opportunity for survival and integration.

vi.   The counsellors should endeavour to provide and ensure the youths acquire skills for self-reliance and distract them from anti-social behaviour.

vii. The counsellors should provide social supports, coping mechanism or behaviour modification therapy for those in conflicts and experiencing violence.

Sustenance of Peaceful co-existence and intercultural integration

　　　The mechanism for the sustenance of Peaceful Co-existence in multicultural Nation or society requires the commitment of stakeholders for peace, security and managing　crisis and violence.

i.　　There should be process of mediating among groups devoured of Win-win principles. It has to be acceptance of our differences

ii.　　The culture of inter –marriages and religious activities be encouraged among the people to foster peace, cooperation and co-exist without any discrimination. That is, marriages among different ethnic groups will enhance peaceful Co-existences, promote dialogue for peace and security (Amaihian, et al ,2016).

iii.　　There should be equitable distribution of resources among all ethnic groups to stem the agitation against marginalisation and deprivation which has resulted to insecurity, killing, kidnapping, and restiveness that people were displaced in their ancestral homes

iv.　　Food and security be made available to all community and the multicultural ethnic groups in the country to enhance peaceful co-existence

v.　　The government should make effort to promoting inter- ethnic dialogue for peaceful resolution of conflicts by introducing machineries to discourage the culture of Wars and violence for human rights, responsibilities and re-orientate for justice and compassion with sense of equal opportunities among the groups.

vi.　　The youths should be involved in entrepreneurial programme to acquire skills for self-reliance to keep them out of crimes and other social vices, because the bane of peaceful co-existence has been hinged on the youths not engaged

vii.　　The government and agencies should highlight their roles to harmonise cultural diversity, heritage and foster inter-cultural dialogue and mutual understanding through the organisation of seminars, workshops in schools and the community for peaceful co-existence and socialisations of groups.

viii.　　There should be inter-religious corporations for peace and security. That is, interfaith Based Initiatives be encouraged to proffer solutions to the problem of peace and insecurity, and improve the integration of the diverse ethnic groups of distinct culture, traditions and religious beliefs

ix.　　There should be youths exchange programmes and cultural activities where they will be able the interact, learn and accept others who are different in languages and other socio-political background.

Conclusion

　　　Peace Education is a vehicle for peace, security, integration in multicultural Nigeria as it has been subject of discourse in the process of finding solutions to issues of insecurity and indiscrimination been experienced among ethnic groups.　The citizens must develop the habits

of being tolerant and accept the differences in culture, value other people's culture and norms to allow for peace, security and integration. The country is a collectivistic Nation with diverse culture that requires a strong bond with different groups of people, effective curriculum that will promote group attachments; and provide social justice and security. The exposition of the multicultural characterisation of the Nigerian context in recent past justifies the social and community's attention to the dynamics of human to construct the inter personal relationship with other people from diverse culture and national ethnic groups; thereby proposing different acculturation and assimilation strategies to securing and promoting effective integration for peaceful co-existence. The paper has identified the problems of peaceful co-existence, and socio-political integration, the introduction of Peace education and culture of peace, the roles of counselling in the propagation of peace and security in a multicultural society. Therefore, for peaceful co-existence and inter-cultural integration; the citizens must develop the attitude of tolerance, and accept the difference in culture, values, norms and traditions; and provide enabling environment for learning culture of peace and integration through a well organised peace education in our learning institutions.

Suggestions

To experience peace, and security in Nigeria, the political, religious, youths and the leads; have to engage in promoting peace education and multicultural education and discard the attitude of self and ethno-cultural ideologies and discrimination of other ethnic groups. (Amaihian, el tal ,2016) concluded that, unless all cultures and faith are willing to conscientiously develop the spirituality of peace within their members ;there will be intolerance and diversity towards co-existence. The implication for peace, security and inter –cultural integration will be that, there is a synergy with education for culture of peace, security, integrations and co-existence. Hence, the following recommendations

i.   There should be value orientation about the needs for peaceful co-existence and security among the ethnic groups.

ii.   Education for peace and dialogue need be promoted through media literacy campaign.

iii. There should be integration and teaching of culture of peace and security at all levels of education.

iv.   The Faith –Based Institution should preach peace, tolerance and peaceful Co-Existence

v.   The government should ensure people or students are posted to areas different from theirs and be intensified and encouraged with assurance of safety and effective mechanism for adjustment and acceptance in the new ethnic or cultural areas.

vi.   The National Youths Service should be strengthened for peace and conflict management among the youths by dialogue and establish the process of integrating them.

References

Abdulkadir, O. R. (2005). *Organisation and Administration of guidance and counselling in School.* Nathadex Publisher: Ilorin. Nigeria.

Agbakwuru, C., & Opara, M. I. (2013). Prejudice and the problem of peaceful coexistence in Nigeria. *European Scientific Journal 9 (5)*

Ajibola, B. C., & Okafor I. P. (2017). Peace Education: A means of promoting National unity And peaceful co-existence in Nigeria. *Unilorin Journal of Lifelong Education. 2017,1(2)*

Alaku, A. A. (2014*). Education, Peace and Security: The role of Guidance counsellor.* A paper presented at the 8th Annual Conference of Sociologists of Education of Nigeria held from 7th to 11th October, 2014.Imo State University Owerri, Nigeria.

Albert, I. O. (2013*). Education and national integration in Nigeria.* A lead paper presented at the 7th Annual Conference of Sociologists of Education of Nigeria held from 7th to 11th October, 2013 at Adeyemi College of Education, Ondo, Ondo State.

Amaihian, P. I., Oyebiyi, D. A., Teteye, T., & Abdullahi, I. A. (2016). Multicultural education: Implication for security and peaceful co-existence in Nigeria. *NAS-Lens. A Multi-Disciplinary Journal Publication of the Academic Staff Union of Polytechnic (ASUP). Federal polytechnic, Nasarawa. Nigeria.*

Bekats, Y., Kocabs, O. E., & Annaberdiyev, D. (2006). Psychological Adaptation and Acculturation of International Students in Turkey. A paper presented at 18th International Congress of Association of Cross-Cultural Psychology. Spates Island, Greece.

Denga, D. I. (2012). Imperatives of counselling for addressing security challenges in Nigeria: A call for national security counselling agenda. A paper presented at the Annual International Conference of Counselling Association of Nigeria.27th -29th. August, 2012.

Harris, & Synott, J. (2002). Peace education for a new century. Journal of Social Alternative 21(1), 3-6.

Kelvin K. (2010). A peace Education Unit: Media and Peace: towards Dialogue among Civilisation. Ontario Institute of Studies in Education. In Dialogue among civilisation. *International Journal of curriculum and instructions. Califonia.* Vol.vii. No1, June, 2010.p150-166

Kolo, Ibrahim (2012). Professional Counselling Frame Work for Sustainability Addressing Global Security challenges. A paper presented at the International Conference of Counselling Association of Nigeria 27th August, 2012

Linda, K. (2010). Key issues in UNESCO policy on International Education. *Journal of World Curriculum and Instruction.* 7(1) 24-38

Ozdemir, S. B., & Statin (2013). Why and When in Ethnic harassment a risk for immigrant Adolescent School Adjustment? Understanding the process and condition. *Journal of Youth and Adolescents. 43, 1253-1265.doi:10.1007/s10964-013-0038-y*

Synott, J. (2002). Peace education for a new century. *Journal of Social Alternative* 21(1), 3-6.

Izsak, R. (2014). Good governance: key to ensure equality and peaceful co-existence. Retrieved http:// www.un,org/apps/news/story.asp?NewsID=47250#.Vhv6_KyFhdg

Toh, Sweee-hin (2010). Enhancing the Dialogue and Alliance of Civilisation :Perspective from Peace Education. *International Journal of Curriculum and instruction.* 2(1)

UNESCO, (2005). Report by the Director General on the 'Promotion of Dialogue Among People' '71/ EX40.

UNESCO (2015). Global Guide on Ethics, Values and good Practices in Peace Education: Retrieved from unesco.org.ark.2024.

United State Institute of Peace (2013). Peace Building Toolkits for Educators USIP.

Ward, C., & Kennedy, A. (1993b). Where is the Culture in Cross-Cultural Transition? Comparative Studies of Sojourners' Adjustment. *Journal of Cross-Cultural Psychology.* 24, 221-249.

Ward, C., & Kennedy, A. (1994). Acculturation Strategies, Psychological Adjustment and Social Competence During Cross-Cultural Transitions. *International Journal of Inter-Cultural Relation.* 18, 227-343