

PEACE EDUCATION VERSUS WAR JOURNALISM

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ABSTRACT

We are living in critical times. Hardly does a day go without bombs in the Middle East, serial killings in the USA, the suffering of people in refugee camps in various parts of Africa, or a violent repression of people including wallstreet, France, Italy and Turkey. The programs have skyrocketed recently to raise awareness of peace in the world. For example, since 1986, the Grant Program of the United States Institute of Peace (USIP) has made more than 2,100 grants and invested roughly \$86 million in support of research, education, training, media, and public diplomacy by individuals and organizations engaged in efforts to understand, prevent, manage, and resolve violent conflict. One stumbling block is the terminology used in this field, for instance UNESCO widely uses peace education in all its general documents, but the terminology changes when its country offices collaborate with educational systems and government ministries that prefer other terms, such as peacebuilding in schools (eastern and southern Africa), education for peace (Rwanda), global education (the Middle East and north Africa), education for conflict resolution (Sri Lanka), and values for life (Egypt). Any kind of peace education encompasses four domains, which are regarded as knowledge, concern, skills and action. The purpose of this study is to see how university students feel about peace and violence. For this study a semi-structured interview is given to 110 students at a western public university to see whether they have the knowledge and concern for peace and the results will be juxtaposed with the events reflected in the media to substantiate that peace education braves a great deal of responsibility against war journalism of the postmodern times.

Key Words: Peace education, pre-service teachers, violence.