Beyond Religious Doctrine – Education for Peace and Harmony

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Abstract: This presentation is going to reflect the significance of religious engagements in relation to values education in achieving peace and harmony. In 1993, more than 200 religious leaders from 40 faiths gathered in Chicago and signed “Towards a Global Ethic: Initial Declaration” during the Parliament of the World’s Religions. This first parliament and declaration is a milestone in the history of humankind – various religions have established a common ground to dialogue and to cooperate for the good of humankind. Along with the following parliaments, religious leaders and educators have paid attention to education in values, especially a peaceful and harmonious society is depended on human understanding of how values are adopted and adapted. In such a way, rather than simply regarding such interfaith declaration and ground themselves as principles and guidelines educators even further concern how they look beyond and how to carry out those values, both religious and non-religious, inside or outside classroom. In perspective of education professions, solely demonstrating or introducing different doctrines might not foster students uphold the values, like peace, harmony and respect etc, beyond. Preferably, the education and religious engagements have to be focused on students’ understanding of different faith’s core values. To facilitate the discussion, the presentation is going to first demonstrate the background of interfaith dialogue towards education; then we will explore the ground of value education in achieving peace and harmony with a case in Hong Kong; in conclusion we will reflect the importance and potential of religious engagements in respond to its ground and case.
Interfaith dialogue towards education

1. How does this kind of communication facilitate students’ learning of values related to peace and harmony?

2. In further, why are religious engagements important in such communication?
Ground of education in achieving peace and harmony

Empowering the young to judge helps them to live peacefully with people of widely different attitudes

Three Orientations (Jack Miller, 2007)
Transmission > Transaction > Transformation

Limitation of Vocabulary (Putnam, 1981)
Could not distinguish between using a linguistic expression to describe or to praise or blame

Language and Interpretation
The terms one way enable us to characterize our feelings in a richer way; one way we can characterize our feeling is in terms of things we want to do or have or experience. (Charles Taylor, 1985)

Help students to further understand the term “peace and harmony” and to reflect their adopted and adapted values and emotion behind in their learning experience


Burglary (Growth)

Infant (Interaction)
Reference:


