

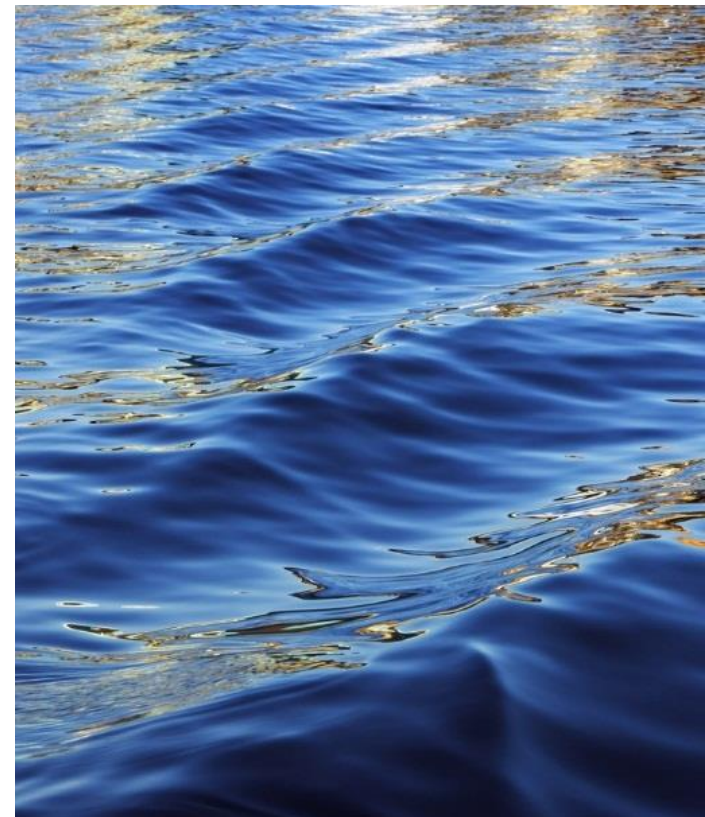
# Beyond Religious Doctrine – Education for Peace and Harmony

**CHENG Tak-lai**

(The Education University of Hong Kong)

16/9/2016, UNESCO Paris

International Peace Conference 2016



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## **International Peace Conference 2016**

**Organizers:** The Ambassador of Madagascar & Pure Land Learning College

**Date:** 16/9/2016 (15 minutes)

**Venue:** UNESCO Paris, France

**Topic:** Beyond Religious Doctrine – Education for the Peace and Harmony

**Presented by** CHENG Tak-lai (The Education University of Hong Kong)

### **Beyond Religious Doctrine – Education for the Peace and Harmony**

**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.



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# Interfaith dialogue towards education

1. How does this kind of communication facilitates students' learning of values related to peace and harmony?
2. In further, why are religious engagements important in such communication?



1893 / 1893  
First Parliament  
of the World's  
Religions



1999  
Third  
Parliament of  
the World's  
Religions



Venerable  
Master Chin  
Kung (2015) :  
Seminar in  
Tai Pei



2015  
Multi-Faith  
Multicultural  
Centre, Toowoomba



# Ground of education in achieving peace and harmony

**Aims of Values Education (Cheng, H.M., Lee, C. K., & Lo, N. K. 2006)**

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 distinct between using a linguistic expression to describe or to praise or blame



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**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)

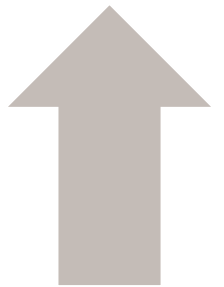
Help students to further understand the term "peace and harmony" and to reflect their adopted and adapted values and emotion behind in their learning experience

**Importance and potential of religious engagements (Dewey, 1963).**



**Burglary (Growth)**

**Infant (Interaction)**



# Reference:

- Cheng, H.M., Lee, C. K., & Lo, N. K. (2006). Value Education For Citizens in the new century: Meaning, Desirability and Practice. In *Roger H.M. Cheng, John C. K. Lee and Leslie N. K. Lo. (Eds.), Values Education for Citizens in the New Century*, (pp. 09). Chinese University Press : Hong Kong Institute of Educational Research.
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