



# Education as a Path to Peace, Reconciliation and Resilience: The Role of Schools

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# Education for What?

- Education for what?
- And School is the vehicle for education, not for “ideology”
- Hong Kong – per government, education is for the formation of good citizens, which includes patriotic and supporting economic development of the territory
- For Christian education, formation of the human person and the global community is also essential

# Education not Teaching

- Education is not only for teaching, which is narrowly understood for transmission of knowledge and preparation for examination (grade oriented)
- Education includes intellectual but also formation of the person, which incorporates intellectual, physical, psychological, social, and spiritual domains
- Intellectual formation cultivates in students their capacity to understand and appreciate the complexity and subtlety of the differences in related domains, e.g., morality and ethics, moral and faith development, assets development, religious belief and spiritual person

# Schooling for Communal Learning

Schooling should provide the essential communal experiences for students, especially those coming from families of single child or two children, which in turn help them to grow up in society as agents of peace, reconciliation and resilience

Desirable communal experiences should include the learning of respect, active listening, empathy, dialogue, and discernment or decision-making in common. Not necessarily any forms of democracy

# Schooling for Mutuality and Peace-making

Not so much on being competitive and winning over others. Winning over oneself while helping one another to win is more desirable

Besides that, the school community should also be a place for students to learn from their educators and peers about forgiveness, reconciliation, and peace-making



# Positive Psychology and Growth Mindset

In order to cultivate resilience in students, it is helpful to focus on assets development and positive psychology. Traditional schooling too much focusing on correcting shortcomings or compensating liabilities rather than developing external and internal assets in students

<https://searchinstitute.org/resources-hub/developmental-assets-framework>

Positive psychology and growth mindset help our students to grow up with positivity, hope and the cultivation of strengths, including celebrating failures. Fixed mindset focuses on good and bad, right or wrong, but does not encourage processes and plurality for growth

# 40 Developmental Assets

## 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. The percentages of young people who report experiencing each asset were gathered from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey of almost 90,000 youth in the 2010 school year.

Asset type	Asset name and definition	
EXTERNAL ASSETS	<b>Support</b>	72%
	1. <b>Family Support</b> -Family life provides high levels of love and support.	32%
	2. <b>Positive Family Communication</b> -Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.	50%
	3. <b>Other Adult Relationships</b> -Young person receives support from three or more nonparent adults.	40%
	4. <b>Caring Neighborhood</b> -Young person experiences caring neighbors.	35%
	5. <b>Caring School Climate</b> -School provides a caring, encouraging environment.	33%
	6. <b>Parent Involvement in Schooling</b> -Parent(s) are actively involved in helping young person succeed in school.	25%
	<b>Empowerment</b>	32%
	7. <b>Community Values Youth</b> -Young person perceives that adults in the community value youth,	50%
	8. <b>Youth as Resources</b> -Young people are given useful roles in the community.	54%
	9. <b>Service to Others</b> -Young person serves in the community one hour or more per week.	
	10. <b>Safety</b> -Young person feels safe at home, school, and in the neighborhood.	
	<b>Boundaries &amp; Expectations</b>	47%
	11. <b>Family Boundaries</b> -Family has clear rules and consequences and monitors the young person's whereabouts.	56%
	12. <b>School Boundaries</b> -School provides clear rules and consequences.	48%
	13. <b>Neighborhood Boundaries</b> -Neighbors take responsibility for monitoring young people's behavior.	28%
	14. <b>Adult Role Models</b> -Parent(s) and other adults model positive, responsible behavior.	68%
	15. <b>Positive Peer Influence</b> -Young person's best friends model responsible behavior.	55%
	16. <b>High Expectations</b> -Both parent(s) and teachers encourage the young person to do well.	
	<b>Constructive Use of Time</b>	20%
	17. <b>Creative Activities</b> -Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	61%
	18. <b>Youth Programs</b> -Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	51%
	19. <b>Religious Community</b> -Young person spends one or more hours per week in activities in a religious institution.	56%
	20. <b>Time at Home</b> -Young person is out with friends "with nothing special to do" two or fewer nights per week.	
INTERNAL ASSETS	<b>Commitment to Learning</b>	71%
	21. <b>Achievement Motivation</b> -Young person is motivated to do well in school.	62%
	22. <b>School Engagement</b> -Young person is actively engaged in learning.	53%
	23. <b>Homework</b> -Young person reports doing at least one hour of homework every school day.	61%
	24. <b>Bonding to School</b> -Young person cares about her or his school.	23%
	25. <b>Reading for Pleasure</b> -Young person reads for pleasure three or more hours per week.	
	<b>Positive Values</b>	52%
	26. <b>Caring</b> -Young person places high value on helping other people.	54%
	27. <b>Equality and Social Justice</b> -Young person places high value on promoting equality and reducing hunger and poverty.	71%
	28. <b>Integrity</b> -Young person acts on convictions and stands up for her or his beliefs.	69%
	29. <b>Honesty</b> -Young person "tells the truth even when it is not easy."	67%
	30. <b>Responsibility</b> -Young person accepts and takes personal responsibility.	47%
	31. <b>Restraint</b> -Young person believes it is important not to be sexually active or to use alcohol or other drugs.	
	<b>Social Competencies</b>	33%
	32. <b>Planning and Decision Making</b> -Young person knows how to plan ahead and make choices.	48%
	33. <b>Interpersonal Competence</b> -Young person has empathy, sensitivity, and friendship skills.	42%
	34. <b>Cultural Competence</b> -Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	45%
	35. <b>Resistance Skills</b> -Young person can resist negative peer pressure and dangerous situations.	44%
	36. <b>Peaceful Conflict Resolution</b> -Young person seeks to resolve conflict nonviolently.	45%
	<b>Positive Identity</b>	52%
	37. <b>Personal Power</b> -Young person feels he or she has control over "things that happen to me."	63%
	38. <b>Self-Esteem</b> -Young person reports having a high self-esteem.	75%
	39. <b>Sense of Purpose</b> - Young person reports that "my life has purpose."	
	40. <b>Positive view of personal future</b> - Young person is optimistic about her or his personal future.	



## Education a Sacred Service

- Education is a sacred service for the formation of humanity and human persons living in a world hungry for unity in plurality, healing and reconciliation, including the Creation, and a real hope for peace.
- The last thing that we need from education is the cultivation of domination and destructive competitiveness, especially when these are unsaid components of the hidden curriculum.