

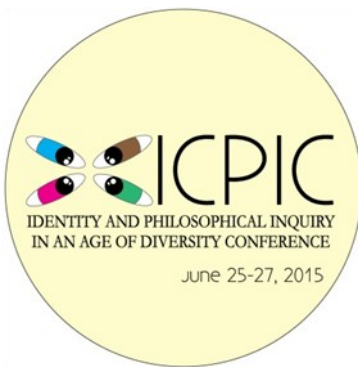


Philosophical Enquiry Advancing Cosmopolitan Engagement

Newsletter, n.4

PEACE AT THE INTERNATIONAL ICPIC CONFERENCE "IDENTITY AND PHILOSOPHICAL INQUIRY IN AN AGE OF DIVERSITY" IN VANCOUVER/CANADA

October, 2015



The The University of British Columbia (UBC) Vancouver/Canada in partnership with the Vancouver Institute of Philosophy for Children (VIP4C) was host of the 17th ICPIC conference on June 25 – June 27, 2015.

The topic for the 2015 ICPIC conference focused on general questions around identity, inquiry, and diversity from various perspectives. The purpose was to foster a dialogue that brings together insights on how to transform children's vulnerability and engagement in increasingly multicultural, diverse, changing, and ever more fragile environments so that they may learn to cultivate both compassion and agency.

Daniela G. Camhy Ph.D (Graz/Austria), Jen Glaser Ph.D (Jerusalem/Israel) and Stefano Oliverio Ph.D (Napoli/Italy) from the PEACE Consortium (Adolfo Agundez Rodriguez, Daniela Grazia Camhy, Felix Garcia Moriyon, Ignacio Garcia Pedraza, Jen Glaser, Klara Gruber, Juan Carlos Lago Bornstein, Maria Miraglia, Maria Rita Petitti, Manuela Pitterra, Stefano Oliverio, Maura Striano) presented the paper and PowerPoint presentation "*From Local Ties Towards a Reflective Cosmopolitan Identity*" and introduced the PEACE project to an international audience in Vancouver.

Based on the educational approach of Philosophy for Children, the PEACE project creates the conditions through which students can develop cosmopolitan sensibilities by fostering intercultural dialogue and the construction of new identities that emerge from possibilities presented by our engagement with the Other. According to Ulrich Beck, such cosmopolitanism requires a "new grammar" of thinking that opens the possibility of a new syntax of reality (Beck 2005).

The speakers presented the **new curriculum** including **six short novels** for grade level from 3rd to 8th where the characters of the novels are children of that age, who come from different cultural environments and challenged by everyday problems arising of their cultural mix, **a manual for teachers** with leading ideas, discussion plans, activities to facilitate the discussion in their communities of philosophical dialogue **plus a model of teacher training** and referred to the **process of evaluation** of the whole project, with specific emphasis on the workshops, the novel and the manual.

Each of the presenters Daniela G. Camhy Ph.D (Graz/Austria), Jen Glaser Ph.D (Jerusalem/Israel) and Stefano Oliverio Ph.D (Napoli/Italy) also gave a separate lecture that was connected to philosophical inquiry, to complex thing, cosmopolitanism, identity and education.

FINAL PEACE WORKSHOP IN SPAIN (CFN-GARUA)

Our team organized a final workshop starting on July, 1st. We followed a model of training workshop similar to the one we use in our previous workshop, but taking into account the evaluation of those workshops by the teachers.

The first part of the workshop was an intensive course of 22 hours from 1 to 3 July. After the workshop, the teachers had to write a theoretical framework of the project of peace, then design a practical implementation of the project, implement and evaluate classroom practice. On September 30, all of them shared their experiences in a final session of four hours.

15 (10 women and 5 men) teachers from primary, secondary and non-formal education attended the workshop. Their opinion of the workshop was very positive, and in the final session they appreciated very much the quality of the novels and the manual. They emphasized the pedagogical richness of transforming the class room into a community of philosophical inquiry and the usefulness of the stories and manuals for the discussion with students.

Some of them said that it was not easy this change of pedagogical style in formal education, where a more magisterial style of teaching was dominant and teachers teach under a strong pressing of the official curriculum and exams to evaluate children's educational achievement.



THE EDUCATOR AND THE WORLD: A PEACE WORKSHOP IN ITALY (DSU)

An innovative workshop on the new PEACE storybooks and manuals was held in Acuto (Italy) on 18th July 2015. It was led by Prof. Maura Striano, Project Coordinator of the PEACE project, Full Professor in the Department of Humanities of the University of Naples Federico II, and a member of the scientific committee of CRIF, the Italian Research Center on Philosophical Inquiry.

The 26 participants – teachers and educators coming from all over Italy – were introduced to several techniques for generating cosmopolitan inquiry in and beyond classrooms, with a special focus on exploring the PEACE storybooks as the stimulus for inquiry in classrooms with a majority of children having different cultural and linguistic background.

This workshop was organized within the framework of the CRIF Summer School, recognized by ICPIC (The International Council of Philosophical Inquiry with Children), taking place in Acuto on 17th -22nd July 2015.

TCRIF SUMMER SCHOOL—17 YEARS OF TRAINING EXPERIENCE

Since 1998 the CRIF Summer School has been the Italian ‘must-attend’ for people working with or simply interested in P4C. The School has been the first P4C training course in Italy and a great number of P4C teachers and educators have been trained there in the last 17 years.

The training is organized as a residential course divided into two levels – beginners and advanced – and provides opportunities to take part into philosophical communities of inquiry as well as developing a greater understanding of the pedagogy of P4C. Facilitators use a variety of stimulus appropriate to different age groups.

The 2015 Summer School can boast the participation of four special guests, world-wide renowned researchers in the field:

- **Lizzy Lewis**, President of ICPIC
- **David Kennedy** IAPC - Institute for the Advancement of Philosophy for Children - Monclare State University
- **Nadia Stoyanova Kennedy** - State University of New York
- **Rosa Calcaterra**, University of Roma Tre



THE WORKSHOP ON THE PEACE CURRICULUM

A special 1 day event was organized during the CRIF Summer School: the **PEACE Workshop**. This aimed not only to give the participants information about the new curriculum created by the Consortium of the EU PEACE project, but also to motivate them to adopt it in their contexts.

This workshop drew upon the new emphasis on cosmopolitanism and on how to promote a cosmopolitan perspective in schools, in the wake of the two major researchers in the field: David Hansen teaching at Columbia University (USA) and Gerard Delanty teaching at University of Sussex (UK).

Whilst primarily relevant to primary and secondary teachers working in an environment where a large number of immigrant families live, the workshop was also open to other interested teachers and educators.

The workshop explored ideas that work well as catalysts of the processes of philosophical and ethical thinking, provoking students to discuss and debate about cosmopolitan issues.

Furthermore, the workshop investigated:

- 1) what is needed to embed P4C in a school attended by a high number of students with a migrant background in order to sustain quality and progress;
- 2) how the new PEACE curriculum can be integrated into the curriculum; and
- 3) how schools can communicate with home and the wider community, and especially the migrant communities, about doing philosophy with children.

A specific time was devoted to practice: the workshop was conceived as a hands-on course aiming at leaving the participants with curiosity and motivation to improve the skills they would need when they go back and get thinking with their classes.

In particular, a specific session focused on how to bring pedagogical research from kinaesthetic learning into the philosophy classroom to make enquiry embodied and inclusive.

Theory sessions covered the following areas:

- What is P4C from a cosmopolitan point of view? How and to what extent is it different from what it is already done?
- What are the specific skills and what the specific role of the facilitator to cultivate the COIs in contexts with a majority of children coming from migrant families?
- "How to" plan sessions in Italy and find resources to help the educators?



Practical sessions covered the following areas:

Sessions with the new PEACE stimuli;

Practicing with the PEACE manual: leading ideas and exercises

Methodological sessions covered the following areas:

Contents and close examination relevant to different age groups

The role of the facilitator in a cosmopolitan perspective

RESULTS

The trainees felt they had done the workshop to their own satisfaction and expressed clearly this feeling in a plenary session at the end of the day. The majority of them said that they would visit the PEACE website to download the curriculum. They also said that they would be interested in practising P4C in their classrooms using the new curriculum. However, they added that they did not feel ready to do that and appreciated the opportunity to be helped and monitored by the PEACE staff.

The enthusiasm manifested by the teachers is the more significant as many times teachers and educators experience many problems in introducing innovations in schools due to a variety of reasons ranging from the constraints of time to the resistance of the curricular colleagues.

In Prof. Striano's opinion, the PEACE International team did a fantastic research integrating ethical inquiry into the social and environmental education curriculum: "It has required a very rigorous study and its results have been excellent, but I think that there is still a long way to go. That's our bet, anyway. That is the best chance we have to improve intercultural education in Italy. Instead of confining ourselves to saying, "We desire tolerance, intercultural dialogue, comprehension and friendship between children attending multi-cultural classes," I think we have to endeavor to show teachers how to raise philosophical inquiry and this is the primary goal of the curriculum we have just created.

We've started work on that three years ago, and we tried to build material for the inquiry into the main issues connected to cosmopolitanism understood as a frame of mind. **I am thinking of topics like** empathy, understanding, openness, loyalty, human rights, tradition, social rules, habits, etc. By disseminating the tested and validated material, we will have the unique opportunity to share learning materials emerging from a really international dialogue.

We are sure that the curriculum will be widely adopted because it is available on the Consortium's website for free, all the people involved in the project will recommend the use of the material, and for each person interested it will be possible to contact the PEACE staff and ask for any kind of info and help."



FINAL PEACE WORKSHOP IN AUSTRIA (ACPC)

Within the framework of the EU-project PEACE (Philosophical Enquiry Advancing Cosmopolitan Engagement) the ACPC Austrian Center of Philosophy with Children organized the final workshop “PEACE - Philosophical Enquiry Advancing Cosmopolitan Engagement” in July 2015. The final workshop lasted 5 days and took place from July 27, 2015 until July 31, 2015 in Graz/Austria. The new PEACE curriculum has been translated into German and several teachers who have been trained in Philosophy for Children and worked with the



ACPC for many years as well as others who were new to this approach were very much interested to get to know the new curriculum, and on how to promote cosmopolitan perspectives in schools.

This final workshop had the aim to promote new educational strategies focused on intercultural philosophical dialogue in which we seek to find the possibilities of building new identities through meeting others. The aim was deepening an understanding for other cultures, building mutual respect to “the Other”, to exchange experiences as well as knowledge.

The final workshop also had the aim of equipping the teachers with competences necessary for the facilitation of sessions of philosophical inquiry with children and adolescents (age range: 8-14) through the use of the PEACE curriculum: “Reflective Cosmopolitanism - Education towards Inclusive Communities through Philosophical Enquiry”. Therefore the final workshop introduced an effective educational approach to develop cosmopolitan engagement through the promotion of complex thinking to use critical, creative and caring frames of reasoning and understanding with the aim to provide a specific understanding of cosmopolitanism: reflective loyalty with a local and reflective openness to novelty and difference. It utilized the validated methodology of Philosophy for Children (P4C) in which complex thinking is developed through developing communities of philosophical inquiry.

26 participants were very interested in the final workshop because they wanted to get involved in intercultural philosophical dialogue and wanted to know more about a multicultural conception of reflective cosmopolitanism – that emphasizes dialogue between cultures, empathetic understanding of the Other and recognition of a human condition shared across cultures. They were very motivated to get involved in practice and to get information about possible ways how to apply those approaches in their job-related environment to foster the cognitive and affective skills needed to cope with the challenges of living together in multicultural societies of children, youth and adults. All participants were coming from several provinces of Austria and are working in different kind of schools, adult and vocational education and in the field of education where young people and adults having needs for additional support, in NGOs and other organizations.. Most of them were interested because they themselves are teaching in multicultural classrooms.



TESTING TRANSFERABILITY (TOPAZ)



In this last phase of the project selections of the new PEACE curriculum have been translated into Hebrew and Arabic and are being shared with a broad range of educators working in schools in Israel and schools in East Jerusalem. The selections of the curriculum chosen for translation were identified through consultation with teachers and facilitators who have been trained in Philosophy for children and work with the Israel Center for Philosophy in Education - 'philosophy for life'. In order

to maintain the atmosphere of this task as exploring the issue of 'transferability' to the Israeli context, we kept the title page of the units in English. This acted as a visual reminder of the purpose of the consultation. So far the reaction has been very positive, with considerable enthusiasm being shown toward the topics covered within the curriculum and the everyday contexts in which the stories are set. Indeed the most challenging outcome from the trial might be the need to secure funding to translate the complete curriculum!

The consultations are being carried out both in individual meetings and in group consultations with teachers from primary, middle and high schools across the country. Some of the teachers whom we are consulting have had prior experience and training in Philosophy for Children, while others are new to this educational approach. Sampling across both groups will offer us a broader picture of reactions to these materials within the Israeli context and inform how we will promote and disseminate the materials afterwards (for example, it will help us understand better the kinds of questions teachers not previously exposed to philosophy for children might be asking when they see the curriculum for the first time). Consultations are also being conducted with personnel from the Israeli Ministry of education, and with independent educators who work in the area of inter-cultural dialogue (primarily Israeli-Palestinian dialogue). The findings from this round of consultations will be included in the final report of the project.

The curriculum selections chosen for translation include material from each of the participating partner countries, thereby maintaining the cosmopolitan character of the materials that will then be available for use in schools with whom we work. Some schools are already excited about using the curriculum with their students in the primary and middle school grades this year. For example, the 'Hand in Hand' ('*Du Lishoni*', or 'two language') school in Jerusalem - where Hebrew and Arabic speaking students learn together in bilingual classrooms - will be running a special philosophy elective in primary school and also including some of the PEACE curriculum in its citizenship syllabus with Middle school students. Such positive responses leave us excited and enthusiastic toward the future!

