



Philosophical Enquiry Advancing Cosmopolitan Engagement

News letter, n.1

March, 2014

### PEACE, AN EDUCATIONAL PROJECT AIMS AT:

To help students and teachers in developing a cosmopolitan frame of mind combining openness to the different and to the new and authenticity and loyalty at one's own culture and identity

To develop a sense of European citizenship based on understanding and respect for human rights and democracy

To foster children's cognitive and affective skills needed to cope with the challenges of living together in multicultural societies

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To enhance the quality and European dimension of teacher training

To support improvements in pedagogical approaches to global, cosmopolitan and social issues

Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia

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#### Dates to remember

12/04	Starting our first workshop for teachers in Naples
12/06	Starting our first workshop for teachers in Madrid
07/29	

### THE CONSORTIUM...

One public University and four non-profit organizations are the Partners of the PEACE Consortium.

The Coordinator, the Department of Humanities of the University Federico II of Naples (Italy), brings together researchers across different humanities disciplines, which connects philosophical enquiry and pedagogical research.

The other Partners are Asociación Centro de Filosofía para Niños



## ... THE CONSORTIUM

and Garua (Spain), the *Österreichische Gesellschaft für Kinderphilosophie* (Austria), and Topaz – Philosophy for Life (Israel) are National Centers of Philosophy in Education and, in particular, P4C. They have a wide experience in teacher training and education of thinking, and are very active in research about intercultural, citizenship and peace education, in exploration of new teaching methods, and in creation and testing of new material for P4C.

The Consortium capitalizes on partners' respective competence and expertise and maximizes complementarities while minimizing overlap in view of resource efficiency.

Partners brings to the consortium specific technical and operational experience, making the PEACE partnership uniquely positioned to achieve the main project goal: improving the quality and professional development of teachers/educators working with children from migrant backgrounds equipping them with specific competences , skills, and educational tools, such as the new curriculum, in the field of P4C, concerning intercultural and cosmopolitan dialogue.

Operationally, all the partners cooperate and contribute to all research, analysis, development and testing phases and activities envisioned in the project.

The participation of the Israeli Partner is an added value. It enrich the project activities thanks to both their research and experience of developing curricula materials; secondly, the dissemination of the project results in Israel will give the opportunity to implement the new curriculum in contexts where the challenges of immigration are similar to those in Europe, but also very different.

Finally PEACE leverages EU excellence to promote complex thinking for primary school age through alternative child leaning approaches: the composition of the consortium, its technical relevance and expertise, and its geographical distribution is instrumental to generating positive spillover effects across the EU and its neighborhoods.

### Graz meeting, June 2013

2nd Consortium Meeting  
June, 21st to 23rd 2013

These are the items we discuss during our meeting in Graz

Management

Creating the curriculum

Designing the course

Developing the training course

Test & Validation of the new Curriculum

Evaluation of the training course and the Curriculum

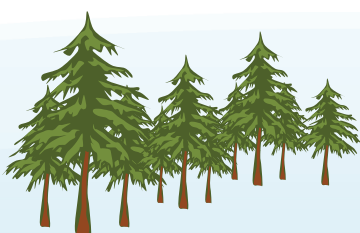
Quality Assurance

Dissemination

Exploitation

### Madrid meeting, March 2014

Evaluation..



## THE BENEFITS OF THIS PROJECT

Multiculturalism is a fact: it's a normal situation to meet people from very different countries, from very distinct cultural and religious background, living together in many areas towns all over the European Union.

According to statistics published by Eurostat, the number of people living in a Member State which is not their country of citizenship continued to increase in 2010, reaching 33.3 million. On 1 January 2011, more than 75% of the foreigners in the EU resided in Germany, Spain, Italy, the United Kingdom and France. In relative terms foreigners exceeded 10% of the resident population in Luxembourg, Cyprus, Latvia, Estonia, Spain, Austria and Belgium. In almost all Member States (Luxembourg, Cyprus, Ireland and Belgium being the significant exceptions) the majority of foreigners are non-EU citizens.

Coexisting is a fact, and to some extent it's easy, but some times coexistence can degenerate into violent conflicts. Living together in harmony is much more difficult, because it involves a true acceptance of the Other in their own specific cultural, social and religious identity, and it requires also a shared commitment to building together common projects. Of course, there many examples of social projects as the result of the cooperation of people from different cultural backgrounds.

However, it is needed a more pro-active approach in order to go through these difficult situations and to make visible progress towards a true harmonic social life. We have to build a reflexive cosmopolitanism, starting from the non-reflexive cosmopolitanism, we are currently living in our multicultural societies.

The practice of the community of philosophical inquiry in formal and non-formal education can foster the cognitive and affective skills children and adults need to cope successfully with this huge challenge

## ... MOVING TO A REFLECTIVE COSMOPOLITANISM

### THE PEACE CURRICULUM

The PEACE curriculum has been created according to the model of the *Philosophy for Children* curriculum and designed specifically to promote philosophical inquiry about issues related to the questions raised by growing up in a globalized world.

The curriculum is composed of six novels for children aged from 8 to 14 (each story corresponding to each year of age). Each novel is accompanied by a manual for teachers with leading ideas, discussion plans, exercises and activities devised within the framework of educational cosmopolitanism which characterizes the curriculum.

Each story and manual will appear in four languages (English, German, Italian and Spanish) and extracts will also be translated into Jewish and Arabic.

The novels and manuals present characters and situations relating to different cultural settings, according to the original authors (the materials for children aged 8-10 were authored in Austria; those for ages 10-12 in Spain and those for ages 13-14 in Italy).

The overall aim of this new curriculum is to provide teachers and educators with a new tool to cope with the challenges of our multiethnic and multicultural societies by appealing to a horizon – that represented by cosmopolitanism – which endeavors to go beyond both the limits of multiculturalism (insulating individuals within the matrix of their own culture) and of a kind of universalism which does not take into account local loyalties.



## WHY P4C ON COSMOPOLITANISM?

PEACE focuses on promoting a form of cosmopolitan education that takes into account the distinct identities of children from diverse backgrounds and cultures as they come together within shared social and civic spaces.

Cosmopolitanism has a long history going back to ancient Greece. Over this history its meaning has undergone significant changes. In this project we approach cosmopolitanism as an *orientation* and a *method of response* to living in a world that is both local and global, particular and general while also (in keeping with its history) representing a specific approach to the human. Importantly, the kind of *critical cosmopolitanism* underlying this project views categories such as 'local' and 'global', 'self' and 'Other', not as polarities, but as containing a high degree of permeability and ambiguity wherein "no clear lines can be drawn between inside and outside, the internal and the external" (Delanty, 2009, 7). We take this to be essential in a world where children at risk of exclusion may be, for example, children of third generation immigrants, or members of minority cultures within their own urban environments, or speak multiple first languages and whose families hold transnational allegiances.

As an *educational* orientation and method critical cosmopolitanism empowers students to construct a moral sphere in which subjectivity is experienced as essentially social, developed in terms of the relations between "self, Other and world", requiring from students "...ways of thinking, cognition and feeling that derive neither from the native culture nor from the culture of the Other, but from the interaction of both" (Delanty, 2007, p.11). Such a cosmopolitan orientation builds on a "reflective loyalty to the known and reflective openness to the new" (Hansen, 2011), placing on students a moral requiredness to critique and challenge themselves regarding their own commitments and understandings as they engage in the task of constructing their own identities in relation to the Other (as individuals and as a community).

### Training courses

Naples: January till March, 2014

Madrid: January till May, 2014

Alcalá de Henares (Spain): February till May 2014

Madrid (Spain): July, 2014

Graz, February-March 2014



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University of Naples Federico II – Department of Humanities (<http://unina.it>) Naples

Asociación Centro de Filosofía para Niños (<http://www.filosofiaparaninos.org>) Madrid

Garua Sociedad Cooperativa. <http://www.garuacoop.es/> Madrid.

Österreichische Gesellschaft für Kinderphilosophie (<http://kinderphilosophie.at>) Graz

Israeli Center for Philosophy in Education-Philosophy for Life (<http://philosophy4life.org/>) Jerusalem

