

# JINJU CONFERENCE DECLARATION FOR PHILOSOPHY EDUCATION

BY THE 15<sup>TH</sup> ICPIC CONFERENCE (2011)

(DRAFT FOR COMMENT)

*[The title might be changed. Is it an ICPIC Declaration or a Declaration by all organizations? The story of the Declaration started at the 15<sup>th</sup> ICPIC conference. Should this matter?]*

The 15<sup>th</sup> ICPIC conference was held with the cooperation of these organizations<sup>1</sup>. The participants agreed to the following Declaration...

**We**, the participants in 15<sup>th</sup> International Council of Philosophical Inquiry for Children Conference organized by ICPIC in Jinju, Korea on 18, 19 and 20 July 2011, note that the problems with which philosophy deals are the universal problems of human life and existence;

**Believe** that philosophical inquiry can and should contribute to the understanding and conduct of human affairs;

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<sup>1</sup> International Council of Philosophical Inquiry with Children, Centro latinoamericano de filosofía para niños CEREFIN (Mexico), Centro de Ricerca sull'Indagine Filosofica CRIF (Italy), Centro Interdisciplinare di Ricerca Educativa sul Pensiero CIREP (Italy), Federation of Australasian Philosophy in Schools Associations FAPSA (Australia), Institut De Pratiques Philosophiques (Franc), Institute for the Advancement of Philosophy with Children IAPC (U.S.A.), Philosophy 4 Children Network for Asia and the Pacific PEPENAP (Asia and the Pacific), ICPE (Israel), KATPIS (Korea), PhARE (Belgium), PHILOLAB (France), SAPERE (U.K.), ACPC Austrian Center for Philosophy with Children (Austria), Centro De Filosofia Para Nino CFPN (Spain)

**Consider** that the practice of philosophy, which does not exclude any idea from free discussion and which endeavours to establish the exact definition of concepts used, to verify the validity of lines of reasoning and to scrutinize closely the arguments of others, enables each individual to learn to think independently;

**Emphasize** that philosophy teaching encourages open-mindedness, civic responsibility, understanding and tolerance among individuals and groups;

*[It should not conflict with the ICPIIC vision of philosophy. For example, care, respect and trust are aspects of philosophizing and do not merely accompany philosophy. There should be a focus on community, the social aspect of philosophy, caring thinking and the Community of Inquiry (COI).]*

*[It has been suggested to include the words 'academic freedom']*

*[It has been suggested to include the word 'awareness']*

**Reaffirm** that philosophy education, by training independently minded, thoughtful people, capable of resisting various forms of propaganda, prepares everyone to shoulder their responsibilities in regard to the great questions of the contemporary world, particularly in the field of ethics;

**Confirm** that the development of philosophical debate *[It has been suggested to exclude the word 'debate']* in education and in cultural life makes a major contribution to the training of citizens, by exercising their capacity for judgment, which is fundamental in any democracy.

*[Is Brunei excluded as a Kingdom because of the word 'democracy'?)*

*[It has been suggested, instead of 'democracy', to use 'democratic practice']*

**Committing** ourselves to do everything in our power in our institutions and in our respective countries to achieve these objectives,

**Taking note and in support of the** [*include relevant previous Declarations and documents*] 1995 Paris Declaration of Philosophy, and the Statements of the High Level Meetings on Philosophy Education convened by UNESCO from 2009-2011 in different regions of the world, we therefore declare that:

This Declaration addresses philosophy education.

This Declaration aims to provide guidance to decisions or practices of teachers, schools, communities, institutions and universities, public and private. [*It has been suggested to include parents and other 'informal educators'*]

All governments of the world have agreed to the Universal Declaration on Bioethics and Human Rights, human beings, including adults and children, have a unique capacity *to reflect upon their own existence and on their environment, to perceive injustice, to avoid danger, to assume responsibility, to seek cooperation and to exhibit the moral sense that gives expression to ethical principles*

Human beings of all ages have a right to engage in philosophy.

Teaching children to philosophize is non-dogmatic. It is a reflective and social practice that is linked to the establishment and maintenance of peace because it helps children understand and apply key concepts such as justice, dignity and freedom.

Teaching children to philosophize is necessary to train the faculties of judgment, criticizing [*it has been suggested to use critiquing instead of criticizing*], questioning and discernment, but also recognizing that this development should be accompanied by a sense of care, respect and trust.

Philosophy education should contribute to the understanding and promotion of the Universal Declaration of Human Rights.

Teaching to philosophize is, and should always be, a democratic practice.

Philosophizing in education means linking ideas with experience.

Philosophy education should be included at all levels of education.

Philosophy education will be sensitive to local contexts but not fall into relativism. [*The USA is pushing for a standardized curriculum. Is it then useful to adopt a declaration, which aims to promote materials 'sensitive to local context'?*]

The participants endorsed the *Regional Action Plan for the Promotion of Philosophy Teaching in Asia and the Pacific* (UNESCO 2009).

#### PROMOTION OF THE DECLARATION

We call upon UNESCO to create a platform for international cooperation in the field of philosophy teaching by pursuing its strategy in promoting and advocating philosophy at all levels of formal and informal education, and by fostering intercultural dialogue in the field.

We call upon UNESCO associated schools to launch pilot projects on philosophy with children.

We call upon UNESCO to assist, especially developing states in the setting up of programmes of regional exchange between universities, primary and secondary schools and training centers in order to enhance the skills of philosophy teachers at all levels of education. For example, this can be done by organizing philosophy camps, seminars, workshops and expert exchanges.

We call upon UNESCO to encourage governments to endorse building intellectual autonomy of individuals [*It has been*

*suggested to use 'persons' instead of 'individuals because its meaning is more about relationships*], but also acknowledge that education cannot be reduced to a mere training of measurable knowledge.

We call upon UNESCO to advise the governments so as to support the development of philosophy to a plurality of aims, skills and competences, civic, intellectual, moral, social, linguistic, or argumentative.

We call upon UNESCO to support philosophical and pedagogical research on the conditions and possibilities for children to philosophize and on the relationship between the philosophical traditions and philosophy with children, notably through collaboration with the International Council for Philosophical Inquiry with Children (ICPIC). [*It has been suggested that each time ICPIC is written the other associations should also be mentioned.*]

Given the increase of different forms of violence, terrorism and other similar calamities all over the world, UNESCO will promote in cooperation with ICPIC, research on the causes of such increase, and more specifically on rethinking the role of education from a philosophical, humanistic and human rights-based perspective, so as to promote a culture of peace and non-violence.

We call upon UNESCO to assist all those working on philosophy, including ICPIC to develop suitable philosophical courses that are sensitive to the local context and philosophical flora that foster public awareness on the new social, civic and ethical challenges for humanity especially the youth.

We call upon UNESCO to assist all those working on philosophy, including ICPIC to develop a precollege philosophy core curriculum [*There are many different styles within ICPIC. Most already have a specific curriculum.*] that shows sensitivity to local needs like the experiences of being human in a social, cultural and personal context, while acknowledging the human condition as the irreducible part of humanity.

We call upon UNESCO to assist all those working on philosophy, including ICPIIC to develop specific training and curriculum for future practitioners of philosophy for children, adapted to their specific needs, whether they are elementary teachers, teachers of philosophy, or in any other profession with a pedagogical aim.

We call upon ICPIIC to foster a critical exploration of the different philosophy schools belonging to different cultural and intellectual heritages and to develop pedagogical tools in order to promote different ways of doing philosophy, different methods of working with children which are recognized as “good practices”.

We call upon ICPIIC to work with teachers of other disciplines in order to experiment with an interdisciplinary approach to philosophy teaching.

We call upon ICPIIC in cooperation with UNESCO, to use new information and communication technologies to facilitate interactions, active learning methods and international communication, while engaging in conscious and critical reflection on this issue. For example, the development of free online courses in philosophy for children will have the possibility of reaching children in remote areas. [*Any curriculum will require a transcultural perspective that is not limited to Western philosophical traditions. This is especially relevant with online courses.*]

*This declaration was adopted by participants at the conference in addition to the following organizations [other organizations may be added]:*

International Council of Philosophical Inquiry with Children

Centro latinoamericano de filosofía para niños CEREFIN (Mexico)

Centro de Ricerca sull'Indagine Filosofica CRIF (Italy)

Centro Interdisciplinare di Ricerca Educativa sul Pensiero CIREP (Italy)

Federation of Australasian Philosophy in Schools Associations FAPSA (Australia)

Institut De Pratiques Philosophiques (Franc)

Institute for the Advancement of Philosophy with Children IAPC (U.S.A.)

Philosophy 4 Children Network for Asia and the Pacific PEPENAP (Asia and the Pacific)

ICPE (Israel)

KATPIS (Korea)

PhARE (Belgium)

PHILOBAB (France)

SAPERRE (U.K.)

ACPC Austrian Center for Philosophy with Children (Austria)

Centro De Filosofia Para Nino CFPN (Spain)

Udruga Mala Filozofija, *Petit Philosophy* (Croatia)