



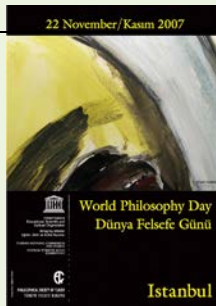
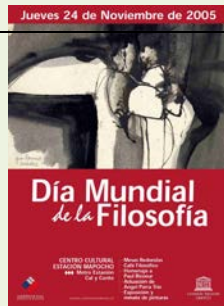
WORLD PHILOSOPHY DAY 2014

20 November 2014

*“Si diciendo la palabra con que al pronunciar el mundo los hombres lo transforman, el diálogo se impone como el camino mediante el cual los hombres ganan significación en cuanto tales.”**

➔ **A Selection of UNESCO publications on Philosophy and related themes**

* Paulo Freire, *Pedagogía del oprimido*, Buenos Aires, Siglo XXI Editores, 2008 (*If it is in speaking their word that people, by naming the world, transform it, then dialogue imposes itself as the way by which they achieve significance as human beings*. Translation into English by UNESCO).



CELEBRATING THE WORLD PHILOSOPHY DAY

Why a Philosophy Day? It has been said by many thinkers that the heart of Philosophy is “*l’étonnement*” – *astonishment*. Indeed, Philosophy is born out of the natural tendency of human beings to wonder about themselves and the world in which they live. As a discipline of “wisdom”, it teaches us to think about thinking, to question established “truths”, to test assumptions and to search for one’s own conclusions. For centuries, in all cultures, Philosophy has given birth to concepts, ideas and analysis, and has stood as the basis for critical, independent and creative thinking. Philosophy Day at UNESCO is a way for the Organization to celebrate the importance of philosophical reflection and to encourage people all over the world to share their philosophical heritage with each other. For UNESCO, Philosophy gives the conceptual grounding to the principles and values which govern world peace – democracy, human rights, justice and equality. It contributes to fostering the authentic foundation for peaceful coexistence. Over seventy countries – twenty-five of them in Africa – celebrated the Day. This was an opportunity for people of all cultures to: reflect on who we are, as individuals and as a world community; to question the state of the world and determine whether it is up to par with our ideals of justice and equality; to ask ourselves if we, as a global society, are living up to the moral and ethical norms established in Declarations. It gave us the occasion to ask questions often forgotten: what do we overlook? What have we become accustomed to? What do we tolerate? (*Let’s Get Philosophical!, SHSviews No. 16, 2007*)

The First Philosophy Day at UNESCO (21 November 2002)
Also available in French

La Philosophie saisie par l’UNESCO
2003, SHS/2003/PI/H/1. Also available in Arabic

What UNESCO for the Future. Forum of reflexion
2006, SHS/2006/PI/H/2. Also available in French

Journée mondiale de la philosophie à l’UNESCO series

2006



➤ **Journée mondiale de la philosophie, Rabat 2006**

Proceedings of the World Philosophy Day, held in Rabat in November 2006, in collaboration with the Moroccan National Commission for UNESCO, Ministries of Culture and Education of Morocco, and with participation of about 100 philosophers, 1.500 participants including 1.000 students. The main theme was “Philosophy and the condition of the modern world” and roundtables were held on the following subjects: “Philosophy, cultural diversity and communication”, “Modernity and the Status of Women”, “Philosophy and obstacles to an alliance of cultures”, “Philosophy: teaching, dialogue and translate”, “Philosophy and the North-South dialogue: What difficulties? What future?”, “Citizenship and Human Rights”, “What foundations for an equitable world order and solidarity?”, “What can philosophy in the Arab-Mediterranean world?” and “The Rise of Religions and open society”. The Rabat Declaration for philosophy was formulated building on the recommendations of the participants to the World Philosophy Day. 2012, 978-92-3-001034-8)

2005

➤ **Hommage à trois philosophes : Sartre, Aron, Nizan**, 2007

2004

➤ **Hommage à Paul Ricoeur (1913-2005)**. *Texte choisi No. 01, 2006*

➤ **Comment philosopher en Afrique aujourd’hui ?** *Texte choisi No. 02, 2006*

➤ **Philosophie et libération des femmes**. *Texte choisi No. 03, 2006*

➤ **La philosophie et les jeunes esprits**. *Texte choisi No. 04, 2006*

➤ **Existe-t-il une philosophie latino-américaine ?** *Texte choisi No. 05, 2006*

- **La philosophie et la protection des droits humains.** *Texte choisi No. 6, 2006*
- **L'avenir de l'être humain.** *Texte choisi No. 7, 2006*
- **Droits humains et droit international : fondements et universalité.** *Texte choisi No. 08, 2006*
- **Critique de la politique autour de Miguel Abensour.** *Texte choisi No. 09, 2006*
- **Philosophie politique et horizon cosmopolitique : la mondialisation et les apories d'une cosmopolitique de la paix, de la citoyenneté et des actions.** *Texte choisi No. 10, 2006*

2003

- **L'alerte du corps.** *Texte choisi No. 01, 2005*
- **Problèmes ouverts en épistémologie : connaissance et rationalité.** *Texte choisi No. 02, 2005*
- **Monde arabe et Monde occidental : un dialogue philosophique par une approche transculturelle. Transcender les cultures.** *Texte choisi No. 3, 2005*
- **De la philosophie populaire ? Ville et philosophie ; Art et esthétique.** *Texte choisi No. 4, 2005*
- **Guerre et réconciliation.** *Texte choisi No. 05, 2005*
- **Justice globale : la philosophie face aux questions du XXI^e siècle.** *Texte choisi No. 06, 2005*
- **La philosophie et le(s) problème(s) du présent.** *Texte choisi No. 07, 2005*

2002

- **La lutte pour la reconnaissance et l'économie du don.** *Texte choisi No. 01, 2004*
- **Une épistémologie.** *Texte choisi No. 02, 2004*
- **Les origines de la création.** *Texte choisi No. 03, 2004*
- **Philosophie et médias.** *Texte choisi No. 04, 2004*
- **Philosophie et culture & philosophie et transculturalité.** *Texte choisi No. 05, 2004*
- **Pauvreté, justice et paix mondiale.** *Texte choisi No. 06, 2004*
- **Philosophie et droits humains.** *Texte choisi No. 07, 2004*
- **Philosophie, science et éthique.** *Texte choisi No. 08, 2004*
- **La culture à l'épreuve de la mondialisation.** *Texte choisi No. 09, 2004*
- **La philosophie et l'émancipation de l'humanité.** *Texte choisi No. 10, 2004*
- **Philosophie et savoirs.** *Texte choisi No. 11, 2004*

Let's Get Philosophical!

SHSviews No. 16, 2007. Also available in French and Russian

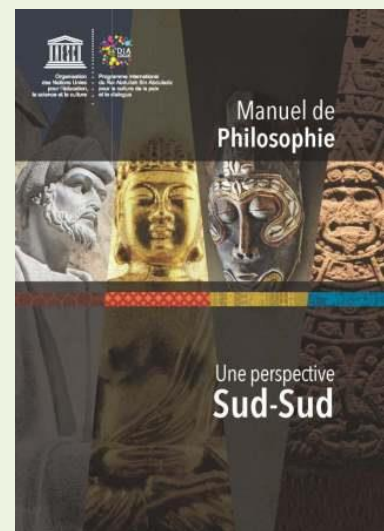
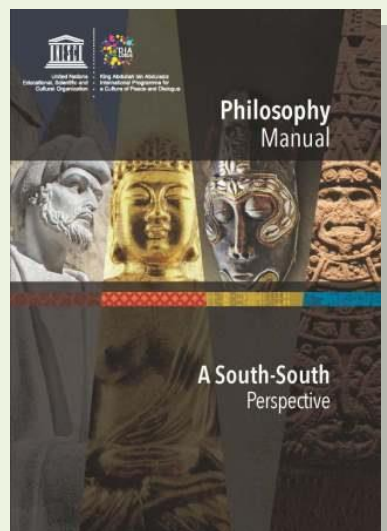
The Importance of Philosophy: think about thinking

SHS Newsletter No. 01, 2003. Also available in Chinese and French



TEACHING PHILOSOPHY TO PROMOTE A CULTURE OF PEACE

JUST RELEASED!



[Free online version available soon on our website]

Philosophy Manual: a South-South perspective

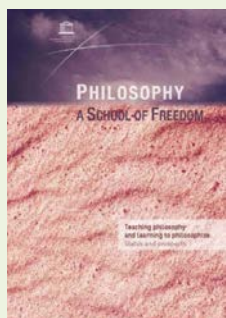
Through the promotion of South-South intellectual and philosophical dialogue, UNESCO seeks to encourage the development of diverse views by supporting and promoting the philosophical traditions of the metaphorical “South”, traditions which are still little known. What better way to do this than by providing sound educational resources aimed at teaching young people about the diversity of philosophical thought?

This manual, produced with the support of Saudi Arabia, is an innovative and high quality tool for young people in secondary and higher education and in non-formal education. The manual not only allows the discovery of philosophical texts from Africa, the Arab region, Asia and the Pacific and Latin America and the Caribbean, but also promotes their full understanding through a critical apparatus which enables easily adapted educational use.

As well as being informative, the manual provides a comparative reading of texts with a view to broad and diverse reflection on the key questions which span world philosophy.

2014, 978-92-3-201018-6 (Fr); 978-92-3-101006-4 (En); 978-92-3-600001-5 (Ar)

Available in English, French and Arabic



Philosophy: a school of freedom. Teaching philosophy and learning to philosophize: Status and prospects

This innovative publication is based on the results of a worldwide survey and provides ground-breaking recommendations and proposals for the teaching of philosophy and learning how to philosophize at all levels of education, namely pre-school, primary, secondary and higher level, but also outside the framework of formal educational systems. Readers will discover the full significance of giving children and young students both the opportunity and the space to tackle questions of a philosophical nature. This urges us to reflect more profoundly on education and learning, as well as on the role of teachers in these tasks.

2007, 978-92-3-204070-1 (Fr); 978-92-3-104070-2 (En); 2009, SHS/PH/2009/PI/1 (Ar); 2011, 978-92-3-304070-0 (Sp)

Available in English, French (La Philosophie, une école de la liberté: enseignement de la philosophie et apprentissage du philosophe. État des lieux et regards pour l'avenir), Spanish (La Filosofía, una escuela de la libertad: enseñanza de la filosofía y aprendizaje del filósofo. La situación actual y las perspectivas para el futuro) and Arabic (الفلسفة، مدرسة للحرية)

Contact: [Mimouna Abbderahmane](mailto:Mimouna.Abbderrahmane@unesco.org)

Teaching Philosophy series: a UNESCO collection to understand regional challenges



L'enseignement de la philosophie en Afrique. Pays francophones

Réunion régionale de haut niveau sur l'enseignement de la philosophie dans les pays francophones d'Afrique, Bamako, 2009 - 2009. SHS/PH/2009/PI/AFR

Enseñanza de la Filosofía en América Latina y el Caribe

High-level Regional Meeting on the Teaching of Philosophy in Latin America and the Caribbean, Santo Domingo, 2009
2009. SHS/PH/2009/PI/LAC. Also available in [English](#)

Teaching Philosophy in Africa. Anglophone countries

High-level Regional Meeting on the Teaching of Philosophy in Anglophone African countries, Port Louis, 2009
2009. SHS/PH/2009/PI/AFR

Teaching Philosophy in Asia and the Pacific

High-Level Regional Meeting on the Teaching of Philosophy in the Asia and the Pacific, Manila, 2009
2009. SHS/PH/2009/PI/APA

Teaching Philosophy in Europe and North America

2011. 978-92-3-001011-9 (En); 978-92-3-001012-6 (Fr) (in open access). Also available in [French](#)

Teaching Philosophy in the Arab region

High-level Regional Meeting on the Teaching of Philosophy in the Arab Region, Tunis, 2009
2009. SHS/PH/2009/PI/ARB. Also available in [Arabic](#) and [French](#)

More on teaching philosophy

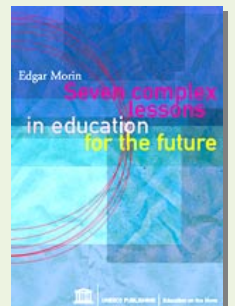
Seven Complex Lessons in Education for the Future. Education on the Move series



The purpose of this text is to examine fundamental problems that are overlooked or neglected in education. These problems are presented as "seven complex lessons" that should be covered in an education of the future in all societies in every culture, according to means and rules appropriate to those societies and cultures.

UNESCO has invited Edgar Morin, Director Emeritus of research at the CNRS, President for the European Cultural Agency, to elaborate on his ideas for an education of the future, based on the 'reform of thought' that he believes to be an urgent necessity. Edgar Morin, who has devoted a large part of his extensive work to the question of pertinent knowledge, describes this text as 'a synthesis of the full range of my thought on education'.

With the publication of this provocative essay, UNESCO hopes to stimulate discussion on how education can and should act as a force for the future and promote a transdisciplinary perspective to meet the great challenge of durable development. 2000, 2002, 92-3-103778-1 (En); 2-02-041964-5 (Fr); 92-3-603778-x (Ar); 9954-409-31-9 (Ar); 85-249-0741-x (Por); 3-89622-043-8 (Ger). Also available in [French](#), [Spanish](#), [Arabic](#), [Portuguese](#), [Catalan](#), [German](#) and [Greek](#)



PROMOTING PHILOSOPHY TO PROMOTE A CULTURE OF PEACE

The Philosopher's library series

The 21st Century Talks and Dialogues Series. A forum for future-oriented thinking

This series main aim was to promote future-oriented thinking and encouraging exchange of ideas and views among eminent scientists, researchers, intellectuals, creative artists and international leaders. The *Talks* were held in the evening, for little more than two hours, and would bring together three or four leading personalities, of different cultures and backgrounds, to discuss issues crucial for our future. Such themes as “What is the future for the human species?”, “What democracy for the future?”, “New technologies and knowledge”, “Education for all – always tomorrow’s concern?” and “What future for water?” were discussed.

No less than a hundred leading thinkers and philosophers from all regions of the world came to fuel UNESCO’s thinking. Among them, Arjun Appadurai, Manuel Castells, Jacques Derrida, Souleymane Bachir Diagne, Stephen Jay Gould, Paul Kennedy, Julia Kristeva, Edgar Morin, Ilya Prigogine, Mary Robinson, Saskia Sassen, Michel Serres and Daryush Shayegan.

All the contributions to the 21st Century Talks and Dialogues have been collected in two books of The Philosopher’s Library series: **Keys to the 21st century** and **The Future of Values**.



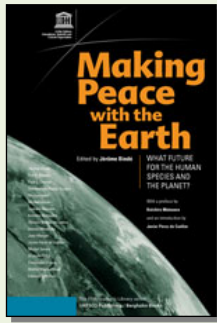
The future of values. 21st-century talks. The Philosopher's library series

This volume, originating from UNESCO’s ‘21st-Century Talks’, brings together about 50 scientists and researchers from the four corners of the world to redefine and anticipate tomorrow’s values, and reflect on how these values may lead humanity. The volume is divided into four chapters: The future of values; Globalization, new technologies and culture; Towards new social contracts? and Science, knowledge and foresight. Each section comprises a series of fascinating articles that can be read separately. However, the publication has its own logic and structure that reveals itself when taken as a whole. 2004, 978-92-3-103946-1; 92-3-103946-6 (En); 1-57181-442-6 (En); 92-3-203946-x (Fr); 2-226-14245-2 (Fr); 2005, 92-3-303946-3 (Sp); 84-95584-26-3 (Sp); 92-3-603946-4 (Ar); 2006, 9953-74-046-1 (Ar); 92-3-403946-7 (Ru); 5-89317-211-6 (Ru); 7-80230-344-3 (Ch); 972-771-827-2 (Por). Available in English, French, Spanish, Arabic, Russian, Chinese and Portuguese



Keys to the 21st century. The Philosopher's library series

There is room for doubt. The future seems increasingly uncertain, hard to decipher, ambiguous in its very indeterminism, sometimes frankly illegible. Originating from a UNESCO series of encounters and exchanges between scientists, intellectuals, artists, decision-makers, and leading personalities from public life, this volume offers a forum for an open debate, in the spirit of a new ethic of discussion, on a wide range of problems, challenges and solutions from a variety of perspectives. In short, what this volume strives to achieve is to contribute to an ethics of the future. This book featured on the World Future Society’s list of “Best Books 2002”. 2000, 978-92-3-203646-9 (Fr), 2001, 978-92-3-103646-0 (En), 2002, 978-92-3-303646-8 (Sp), 2004, 978-92-3-603646-5 (Ar). Available in English, French, Spanish, Arabic, Russian and Chinese



Making peace with the earth. What future for the human species and the planet? 21st-Century talks. *The Philosopher's library series*

We now know that the human species, the planet and civilization may very well be mortal. Our 'business-as-usual' approach to environmental issues and in political will threatens to ruin us. Without immediate action to combat global warming, we face losing 5 to 20 per cent of the world's Gross Domestic Product (GDP). Our very biosphere is in jeopardy: increased desertification, deforestation, air and soil pollution, dwindling biodiversity, water crises and the degradation of the oceans. A new approach to our economy is needed; one that fosters less material forms of production, reduces superfluous consumption and wastes less raw material. An ethic of the future must prevail if we are to make peace with the Earth. 2007, 978-92-3-204069-5 (Fr); 978-92-3-104069-6 (En); 978-92-3-304069-4 (Sp); 978-84-7426-935-2 (Sp); 978-85-7652-107-5; 978-85-349-3194-6 (Por). Available in English, French, Spanish and Portuguese

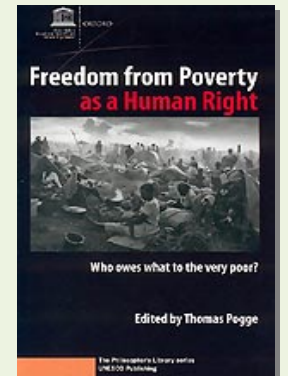


Freedom from poverty (4 volumes)

No one disputes that one to two billion people – depending on the criteria one chooses to use to define poverty – live today under conditions that are hardly human. For the poorest, food, housing, health, physical safety – not to mention education –, are luxuries beyond reach. No one denies that "something should be done." The first of the eight Millennium Development Goals (MDGs) is precisely the eradication of extreme poverty and hunger. Moreover, the international community has established a concrete target for evaluating its efforts: to halve the proportion of people living on less than one us dollar a day by 2015.

But why is it necessary to act? How far need we go? Who bears the responsibility? What is the most effective way to act? On these questions, which are crucial for taking the MDGs beyond the realm of rhetoric, no international consensus exists.

This collection focuses on the conceptual analysis of poverty within the framework of human rights. It seeks to stimulate a commitment within the international community to assume its moral obligation to take action for the eradication of poverty and to contribute towards the realization of human rights for all peoples without discrimination of any kind.



Freedom from Poverty. Who owes what to the very poor? Volume 1

2007, 978-9-23-104033-7

Freedom from Poverty. Theory and politics. Volume 2

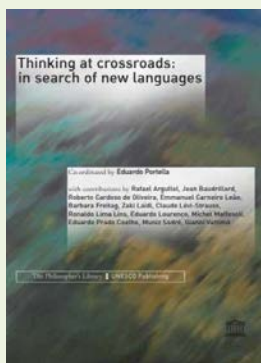
2010, 2009, 978-92-3-104143-3

Freedom from Poverty. Economic perspectives. Volume 3

2009,2010, 978-92-3-104144-0

Freedom from Poverty. Law's duty to the Poor. Volume 4

2010, 2009, 978-92-3-104145-7



Thinking at crossroads: in search of new languages. *The Philosopher's library series*

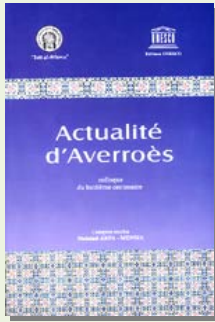
Can contemporary thought make its way into the Third Millennium? The philosophers who have contributed to this work have attempted to expose, each one using different approaches, the rules by which metaphysics conceals violence, how Western reason considers itself the sole holder of truth, and how thought casts its shadows on an otherwise unthinkable world. Each author has strived to reconsider the different nuances of reason, history and tradition, which have been nourished by the achievements and failures arising from encounters with the 'Other'. There is no turning away from what is strange or baffling - the fissures, intervals, lapses and impurities. For everything seems to indicate that the pathways of thought are still to be discovered, remade, and invented. 2002, 978-92-3-103735-1 (En), 978-92-3-203735-0 (Fr), 978-92-3-303735-9 (Sp). Available in English, French and Spanish



The Book: A World Transformed. *The Philosopher's library series*

A historic factor of worldwide transformation, the book finds itself today in the throes of a global technological revolution. In a world some might tag as post-literate, a sort of 'hyper-literacy' conspires with a new type of 'non-literacy' to alter our ways of experiencing books and reading. Does the lure of multimedia, immediate and interactive forms of communication spell trouble for the book and for the cultures it has spawned? This is the core question to which experts from diverse disciplines contribute their thought in this volume. 2001, 978-92-3-103800-6





Actualité d'Averroès Colloque du huitième centenaire de la mort d'Averroès. *The Philosopher's library series*

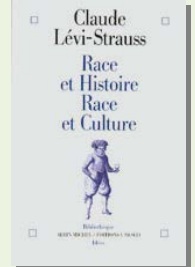
Colloque du huitième centenaire de la mort d'Averroès.

Cet ouvrage rassemble les comptes rendus des communications faites au Symposium International organisé par l'Académie tunisienne des sciences, des lettres et des arts «Beit al-Hikma» en commémoration du huit centième anniversaire de la mort du très grand philosophe musulman d'Andalousie, Averroès (Ibn Rushd). 2001, 978-92-3-203790-9.



Race et Histoire - Race et Culture. *The Philosopher's library series*

Le légendaire essai de Claude Lévi-Strauss Race et histoire constitue un manifeste impressionnant et révolutionnaire sur la dialectique des idées de progrès et sur la diversité culturelle. Vingt ans après la sortie du livre, Lévi-Strauss complétait et nuanceait sa perspective avec Race et culture. Le présent volume réunit les deux textes, préfacés par son élève Michel Izard. 2006, 978-92-3-503799-9. *Egalement disponible en français*



A world network of women philosophers

Created in 2007 and sponsored by UNESCO, the *International Network of Women Philosophers* encourages solidarity among women philosophers throughout the world by bringing them recognition and visibility.

It co-publishes with UNESCO the *Women Philosophers' Journal* which approach is based on a principle of inclusiveness and multidisciplinary. It aims at uniting women philosophers of all regions and of all cultures around a common effort to share different intellectual traditions, academic criteria and usages. 2011, 2220-7724 (Fr); 2225-3351 (En)



Printemps arabes, printemps durables?

What do women philosophers think about the Arab Spring?

On the occasion of the launching of issue No. 2-3 of the *Women Philosophers' Journal*, the International Network of Women Philosophers sponsored by UNESCO organized in May the conference 'Arab Spring as seen by Women Philosophers'. The conference gathered participants to reflect on how the Arab Spring not only changed the political system in the region, but also affected the rights and status of women. Women philosophers from the Arab world as well as representatives from the International Network of Women Philosophers and the École Normale Supérieure de la rue d'Ulm participated in the event. 2013, No. 2-3. Also available in *Arabic*

Previous issue, **Squaring the Circle** - 2011, No. 1. Also available in *French*

More in UNESCO Courier

Humanism, a new idea

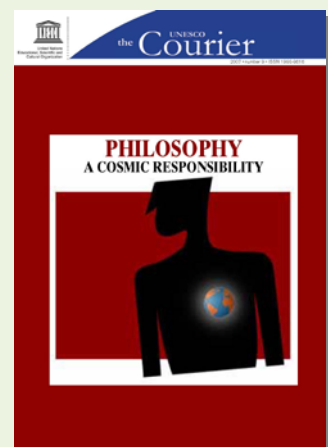
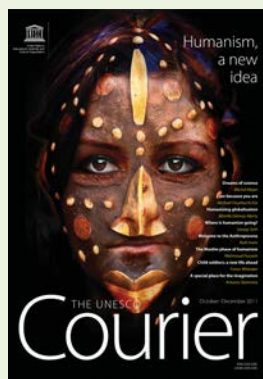
The UNESCO courier, 64, 4

[En](#) [Fr](#) [Sp](#) [Rus](#) [Ar](#) [Ch](#)

Philosophy: a cosmic responsibility

2007, The UNESCO courier, 9

[En](#) [Fr](#) [Sp](#)



Philosophy and intercultural dialogue



Arab-Muslim civilization in the mirror of the universal. Philosophical perspectives

The 34 pedagogical cards assembled in this publication elucidate in a detailed way the large intellectual, spiritual, artistic and political foundations on which the Arab-Muslim civilization is based. The cards are of philosophical nature while they also delineate the intellectual figures and key inventions that have marked this civilization. The content has been elaborated by a team of philosophers working in various domains, including philosophy of history, philosophy of religion, philosophy of sciences, philosophy of art, etc., thus ensuring a pluralistic approach. The work also benefited from the collaboration of specialists in didactics and philosophy teaching, and experts in intercultural education, who developed pedagogical guidelines for the ease of use of the cards. [2010, 978-92-3-204180-7 (Fr); 2010, 978-92-3-104180-8 (En). Available in Open access in [English](#) and [French](#)



Dialogue among Endogenous Religions, Christianity and Islam in the Service of the Culture of Peace in Africa. Proceedings of the international symposium, Cotonou, 20-21 August 2007 / Le Dialogue entre les religions endogènes, le christianisme et l'islam au service de la culture de la paix en Afrique. Actes du colloque international, Cotonou, 20-21 août 2007

2009, AFR.2009/WS/1

Guidelines for educators on countering intolerance and discrimination against Muslims: addressing islamophobia through education

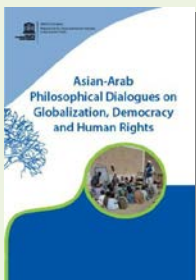
The attitudes and tensions that lead to inter-communal conflict are often deeply rooted in stereotypes and misconceptions, and one of the most pressing contemporary challenges is to promote knowledge about, and understanding of, different cultures. Educators play a fundamental role in meeting this challenge. 2011, 978-92-9234-816-8; 978-92-9234-820-5 (Rus). Also available in [Russian](#)



Implementation of inter-regional philosophical dialogue

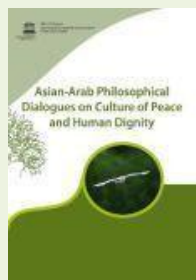
In 2004, UNESCO initiated a series of “Inter-regional philosophical dialogues” aimed at **encouraging exchange among researchers from different continents on their philosophical traditions and perception of contemporary issues**. Asian philosophers were invited to meet those from the Arab States while philosophers from Africa met with their North American and Latin American counterparts during conferences whose results are subsequently made available to everyone through UNESCO publications.

Asian-Arab philosophical dialogues series



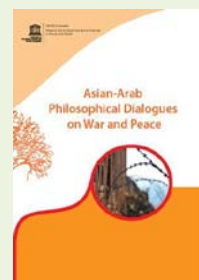
Asian-Arab philosophical dialogues on globalization, democracy and human rights

In this volume, philosophers from across the Arab and Asia-Pacific world consider such themes as justice and recognition; philosophy education for democracy; the Universal Declaration of Human Rights; bioethics and human rights; philosophy, dialogue and difference; globalization, localization and hybridization. 2010, 978-92-9223-314-3 (electronic), 978-92-9223-313-6 (print)



Asian-Arab philosophical dialogues on war and peace

In this volume, philosophers from across the Arab and Asia-Pacific world consider such themes as cultural diversity; tolerance; philosophy and the reduction of violence; non-violence; peace-building in conflict and post-conflict situations; human security. 2010, 978-92-9223-316-7 (electronic), 978-92-9223-315-0 (print)



Asian-Arab Philosophical Dialogues on Culture of Peace and Human Dignity

This volume aims to strengthen the role of philosophy in public policy, to promote the teaching of non-Western philosophies and to broaden intercultural communication and exchange on the burning issue of human dignity and on achieving a culture of peace. 2011, 978-92-9223-377-8 (electronic); 978-92-9223-378-5 (print)