

# TEACHERS COLLEGE COLUMBIA UNIVERSITY

Program in Philosophy & Education  
DEPARTMENT OF ARTS AND HUMANITIES

March 12, 2021.

Dear colleagues,

Congratulations on implementing a new nationwide policy that includes Philosophy for Children (P4C) in public education in México. The Mexican Federation of Philosophy for Children (Federación Mexicana de Filosofía para Niños) has had a central role in disseminating P4C across the country and establishing the standards of best practice for P4C teaching and teacher education. The Mexican Federation of Philosophy for Children promotes an understanding of P4C as the involvement of children and adolescents in communities of philosophical inquiry that serve to strengthen critical thinking, deepen conceptual understanding, enliven social and emotional learning, and cultivate more meaningful experience and life choices.

The Mexican Federation of Philosophy for Children was founded in 1993 under the leadership of Mr. Eugenio Echeverría. At the time, Echeverría worked closely with Professors Matthew Lipman and Ann Margaret Sharp, two co-founders of the international Philosophy for Children movement, dividing his time between Montclair, New Jersey, the United States, and San Cristóbal de las Casas, Chiapas, in Mexico. Inspired by Echeverría's bold vision, steadfast commitment, and inspired leadership, Sharp sought an active role in supporting the expansion and consolidation of the Mexican Federation of Philosophy for Children. For fifteen years, she participated in all of its major regional and national events, especially in San Cristóbal de las Casas, where she owned a home and would spend much of her time.

I became involved in the movement at about the same time that the Mexican Federation of Philosophy for Children was formed. Since meeting Echeverría in Mendham in 1994, I have learned about the invaluable work of the Mexican Federation of Philosophy for Children through my interactions with representatives at international conferences and workshops, my visits to some of their regional centers, and their involvement with the Institute for the Advancement of Philosophy for Children (IAPC). What stands out about The Mexican Federation of Philosophy for Children is its ability to unify the membership around a model for teacher education in P4C that has become for the entire country. I am hard-pressed to identify another national P4C teacher education model with the record of accomplishment and recognition that the Mexican Federation of Philosophy for Children has achieved. Its record illuminates the leadership's genuinely communicative, collaborative approach to P4C practice and training and its value for education. They enact the federation's profound commitment to social justice and the enhancement of educational inclusivity. Its P4C teacher education model has become the golden standard for other countries and has paved the way for them to create uniformity and consistency across their different P4C training programs and approaches.

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I greatly admire and applaud the efforts of the Mexican Federation of Philosophy for Children. I am particularly impressed with the leadership's thoughtful approach to working with teachers. Based on its exemplary record, I anticipate that the Mexican Federation of Philosophy for Children will continue to play an active and significant role in consolidating the impact of a policy that seeks to make P4C part of public education in Mexico.

Thank you for your consideration. Please contact me if I can provide you with additional information.

Sincerely,



Megan Lavery

Megan J. Lavery, Ph.D.  
Associate Professor of Philosophy and Education  
Department of Arts and Humanities  
Teachers College, Columbia University

Email: [ml2524@tc.columbia.edu](mailto:ml2524@tc.columbia.edu)  
Phone: 973 902 4613 (cell)