Highlights of Systematic Literature on Philosophy for Children (P4C) in Primary Education in the Asia Region

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ABSTRACT

Philosophy for Children (P4C) is a pedagogical approach founded by Matthew Lipman to develop critical, creative, reflective, and caring thinking skills through a Community of Inquiry. Since its introduction in the Asian region, this approach has undergone various adaptation processes to meet the needs of local cultures, societal values, and national education systems. Therefore, this study aims to systematically highlight the forms of adaptation of P4C in Asian primary education, identify the factors influencing the adaptation process, and analyze the challenges of its implementation. This study employs the Systematic Literature Review (SLR) methodology guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) statement. Electronic database searches were completed on 15 January 2026 across Scopus, ERIC, and Google Scholar for publications between 2022 and 2026 based on predefined eligibility criteria. In the identification phase, 291 articles were retrieved before 155 duplicate records were removed. Subsequently, 136 records were screened based on title and abstract, excluding 66 non-relevant articles. During the full-text eligibility phase, 70 articles were evaluated in depth, and 56 articles were excluded with explicit reasons. Finally, 14 studies meeting all inclusion criteria were synthesized. Data were analyzed using thematic analysis across three research questions. Findings reveal that Asian countries do not adopt the Western P4C model directly, but rather localize it through guided dialogue, integration of moral/religious values, emphasis on caring thinking, Assessment for Learning (AfL), and civic education. Cultural norms, educational policies, teacher competence, and school support act as primary catalysts, whereas instructional time constraints, examination-oriented cultures, and a lack of specialized teacher training represent major challenges. Overall, P4C proves to be a flexible and highly promising pedagogy for primary education in Asia.

Keywords: Philosophy for Children (P4C), adaptation, primary education, Asia, Community of Inquiry, PRISMA 2020

INTRODUCTION

Philosophy for Children (P4C) is a pedagogical approach founded by Matthew Lipman in the early 1970s through the Institute for the Advancement of Philosophy for Children (IAPC) at Montclair State University (Lipman, 2003). This approach was developed based on the foundational belief that children possess an innate capacity to think critically, creatively, and reflectively when provided with structured opportunities to engage in meaningful dialogue and systematic philosophical inquiry (Lipman, 2003). In contrast to traditional teacher-centered instruction, P4C encourages students to construct knowledge collaboratively by formulating questions, constructing arguments, engaging in self-reflection, and rationally evaluating diverse perspectives.

The core vehicle of P4C is the creation of a Community of Inquiry—a collaborative learning environment that fosters dialogue between teachers and students. Within this community, teachers act as facilitators who guide the inquiry process, while students are empowered to ask open-ended questions, provide reasons for their views, actively listen to peers, and respect intellectual diversity (Moreno, 2018). This collaborative dialogue nurtures higher-order thinking skills while simultaneously cultivating ethical responsibility and mutual respect (Moreno, 2018). This ethos aligns closely with Hikmah pedagogy in Asian contexts, which emphasizes critical reasoning, open-mindedness, and moral reflection (Aiyetoro et al., 2024).

With the global spread of educational innovation, P4C has been introduced across various Asian nations, including Malaysia, Japan, South Korea, Singapore, Hong Kong, the Philippines, and Turkiye. However, its adoption has not occurred through direct replication of Western frameworks. Instead, P4C has undergone contextual adaptation to align with Asian socio-cultural norms, educational structures, and ethical traditions. According to Saeed Naji and Rosnani Hashim (2017), this localization process ensures that philosophical inquiry harmonizes with Eastern values that prioritize social harmony, filial respect, moral character, and polite discourse.

Problem Statement

Although extensive empirical research demonstrates the general efficacy of P4C in enhancing cognitive development, a critical literature gap remains regarding how P4C is specifically adapted within primary education across Asian contexts. Existing studies predominantly evaluate intervention outcomes without systematically synthesizing localized pedagogical modifications, socio-cultural drivers, and implementation barriers.

Furthermore, a major conceptual gap exists because foundational P4C models are rooted in Eurocentric philosophical frameworks that may not fully align with Eastern, Islamic, or Confucian heritage values (Kono, 2014). Teachers in Asian classrooms frequently experience pedagogical friction when transitioning from traditional 'knowledge transmitters' to 'dialogue facilitators' due to rigid examination structures, dense curricular demands, and inadequate professional development (Baurain, 2011).

Methodologically, conventional literature reviews on P4C often lack procedural rigor, transparency, and systematic search protocols, leaving them susceptible to author selection bias and unreplicable findings (Snyder, 2019). Therefore, a Systematic Literature Review (SLR) guided by the PRISMA 2020 protocol is urgently required to synthesize empirical evidence transparently, clarify methodological quality, and establish a robust framework for adapting P4C in Asian primary education without compromising local cultural identity.

Objectives of The Study

1. To identify the forms of P4C adaptation implemented in primary education within the Asian region.
2. To analyze the socio-cultural and educational factors influencing the adaptation of P4C in Asian primary schools.
3. To examine the primary challenges and constraints encountered during the implementation of adapted P4C models in Asian classrooms.

Research Questions

- RQ1: How is Philosophy for Children (P4C) adapted within the cultural and curricular contexts of Asian primary education?
- RQ2: What socio-cultural, policy, and institutional factors influence the adaptation of P4C in primary schools across Asia?
- RQ3: What are the key pedagogical, structural, and cultural challenges faced by educators when implementing adapted P4C models?

RESEARCH METHODOLOGY

This study adopted a Systematic Literature Review (SLR) methodology to systematically identify, appraise, and synthesize empirical evidence on P4C adaptation in Asian primary education. The SLR approach was chosen to ensure high transparency, methodological rigor, and replicability while minimizing selection bias (Snyder, 2019; Page et al., 2021). The protocol followed the Preferred Reporting Items for Systematic Reviews and Meta-

Analyses (PRISMA 2020) guidelines across four sequential stages: identification, screening, eligibility, and inclusion.

Identification

The identification phase established comprehensive keyword combinations to retrieve targeted literature addressing the research questions. Four main domain concepts were formulated: Philosophy for Children (P4C), primary education, Asian context, and pedagogical adaptation. To maximize retrieval recall, Boolean operators (AND, OR), truncation wildcards (*), and field descriptors (`TITLE-ABS-KEY`) were applied. Online thesauri, key reference terms, and expert consultations were utilized to refine search strings.

A systematic electronic search was completed on 15 January 2026 across three primary indexed databases: Scopus, ERIC, and Google Scholar. These databases were selected for their extensive international coverage, rigorous indexing standards, and robust advanced query mechanisms (Gusenbauer & Haddaway, 2020; Martín-Martín et al., 2018). Table 1 outlines the complete database query strings, search parameters, and retrieval yields.

Table 1: Database Search Strategy, Complete Search Strings, and Retrieval Counts (Completed 15 January 2026)

Database Source	Search Field	Complete Search String	Records Retrieved (n)
Scopus	Title / Abstract / Keyword	("Philosophy for Children" OR "P4C" OR "Community of Inquiry" OR "Philosophical Inquiry") AND ("Asia" OR "Asian" OR "Malaysia" OR "Japan" OR "South Korea" OR "Singapore" OR "Taiwan" OR "Hong Kong" OR "Philippines" OR "Turkiye" OR "China") AND ("Primary Education" OR "Elementary Education" OR "Primary School" OR "Elementary School") AND ("adaptation" OR "localization" OR "contextualization" OR "pedagogy")	n = 160
ERIC	Title / Abstract / Keyword	("Philosophy for Children" OR "P4C" OR "Community of Inquiry") AND ("Asia" OR "Asian") AND ("Primary Education" OR "Elementary School")	n = 2
Google Scholar	Title / Abstract / Keyword	("Philosophy for Children" OR "P4C") AND ("Asian primary education" OR "Asian elementary school") AND ("adaptation" OR "localization")	n = 129
Total Initial Yield	-	-	N = 291

Eligibility Criteria and Screening Process

To ensure alignment with the review scope, explicit inclusion and exclusion criteria were established prior to screening (Table 2). The publication timeframe was restricted to 2022–2026 to capture contemporary developments in P4C adaptation amidst recent curricular reforms. Geographically, studies were required to focus strictly on Asian primary school settings. Secondary, tertiary, and adult education contexts were excluded.

Table 2: Inclusion and Exclusion Criteria

Criterion	Inclusion Criteria	Exclusion Criteria
Publication Year	2022–2026 (Recent empirical & theoretical literature)	Published prior to 2022
Geographic Setting	Asian countries (e.g., Malaysia, Japan, S. Korea, Singapore, HK, Philippines, Turkiye)	Countries outside the Asian region
Target Population	Primary school students (G1–6) & primary school educators	Secondary school, higher education, adult learners
Language	English and Malay	Languages other than English or Malay
Document Type	Peer-reviewed journal articles, scholarly book chapters, research theses	Non-peer-reviewed blogs, news articles, magazines, opinion pieces

The multi-stage selection flow was documented via the PRISMA 2020 protocol. From an initial retrieval of 291 records (Scopus=160, ERIC=2, Google Scholar=129), 155 duplicate entries were removed. Title and abstract screening was conducted on the remaining 136 records, resulting in the exclusion of 66 non-relevant articles. Full-text evaluation was subsequently performed on 70 articles. Of these, 56 articles were excluded based on explicit criteria: (1) Non-Asian geographical context (n=28), (2) Secondary or higher education focus (n=18), and (3) Non-peer-reviewed or incomplete conference papers (n=10). Consequently, 14 studies fully satisfied all eligibility requirements and were retained for quality appraisal and thematic synthesis.

Quality Appraisal (MMAT 2018)

Methodological quality was assessed using the Mixed Methods Appraisal Tool (MMAT) version 2018 (Hong et al., 2018). MMAT enables simultaneous quality evaluation across qualitative, quantitative, and mixed-methods designs. Included studies were evaluated against standard MMAT screening questions and category-specific items. All 14 studies demonstrated moderate to high methodological quality (Tables 3.1 and 3.2), confirming their validity for data extraction.

Table 3.1: MMAT Quality Appraisal for Qualitative & Conceptual Studies (n = 11)

Item / Study ID	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11
S1. Clear research questions?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
S2. Data addresses questions?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.1 Appropriate methodology?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.2 Adequate data collection?	Y	Y	Y	Y	Y	Y	C	Y	Y	Y	Y
1.3 Data-derived findings?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.4 Supported interpretation?	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

1.5 Coherent synthesis?	Y	Y	Y	Y	C	Y	Y	Y	C	Y	Y
Appraisal Verdict	Accepted	Accepted	Accepted	Accepted	Cond. Acc.	Accepted	Cond. Acc.	Accepted	Cond. Acc.	Accepted	Accepted

Table 3.2: MMAT Quality Appraisal for Mixed-Methods & Experimental Studies (n = 3)

MMAT Criterion	**A12 (Ji & Kim, 2025)**	**A13 (Şişman et al., 2026)**	**A14 (Yurtbakan & Batmaz, 2024)**
S1. Clear research questions?	Yes	Yes	Yes
S2. Data addresses questions?	Yes	Yes	Yes
5.1 Method rationale justified?	Yes	Yes	Yes
5.2 Components integrated?	Yes	Yes	Yes
5.3 Integrated interpretation?	Yes	Yes	Yes
5.4 Inconsistencies addressed?	Yes	Yes	Can't tell
5.5 Design quality met?	Yes	Yes	Yes
Appraisal Verdict	Accepted	Accepted	Conditionally accepted

Data Extraction and Thematic Analysis

Data were extracted using a standardized matrix capturing author details, publication year, geographical context, primary participant setting, methodological design, P4C adaptation modalities, facilitating factors, and implementation barriers. Qualitative data synthesis followed thematic analysis guidelines (Braun & Clarke, 2006, 2021). Extracted findings were iteratively coded, categorized, and consolidated into three primary themes aligned with the research questions: (1) Forms of P4C Adaptation, (2) Influencing Factors, and (3) Implementation Challenges. Independent peer review and expert validation confirmed the thematic matrix stability (Table 4).

Table 4: Standardized Thematic Mapping Matrix Across Included Studies

ID	**Study Citation**	**Design**	**Theme 1: P4C Adaptation Forms**	**Theme 2: Influencing Factors**	**Theme 3: Implementation Challenges**
1	Ab Wahab et al. (2022)	SLR	Hikmah program, Islamic values integration	Curriculum policy, KBAT integration	Teacher training gap, resource lack
2	Kitami & Yamauchi (2022)	QL	Socioemotional learning, caring thinking	Post-disaster empathy, school culture	Facilitation readiness, emotional load
3	Lee (2022) / Lim (2024)	QL	Assessment for Learning (AfL) dialogic P4C	PERI policy, active learning goals	Rigid timetables, exam pressure

4	Forstenzer et al. (2024)	Conceptual	Community of Inquiry as civic education	Eastern harmony norms, respectful dialogue	Western inquiry vs Eastern authority
5	Ho Sum Jon (2024)	QL	Moral & Civic Education (MCE) integration	Curriculum reform, civic ethics	Traditional rote-learning resistance
6	Lam (2024)	QL	Teacher education dialogic framework	Questioning skill development	Authority role shift, training need
7	Gillies et al. (2023)	Conceptual	Cooperative learning merged with P4C	Confucian collectivism, peer harmony	Conflict avoidance in questioning
8	Lam (2023)	QL	Metacognition & thinking skills P4C	HOTS curriculum emphasis	Local stimulus material availability
9	Marquez et al. (2023)	Conceptual	Dialogic inquiry embedded in textbooks	K-to-12 national education goals	Teacher-centered textbook legacy
10	Şişman et al. (2026)	MX	Democratic citizenship P4C module	Civic participation, critical reasoning	Lack of empirical P4C trials
11	Lam (2026)	Conceptual	Transformative ethos & inquiry life-practice	Inclusive intellectual communities	Structural school time rigidity
12	Gunawan & Zulkifli (2025)	Conceptual	Hikmah questioning framework for teachers	KBAT national focus, Islamic values	Teacher low open-question confidence
13	Ergun Yurtbakan & Batmaz (2024)	QN/EXP	Socioscientific issue P4C inquiry	Scientific literacy, student questioning	Science syllabus time constraints
14	Ji & Kim (2025)	MX	Caring thinking empirical P4C framework	Confucian empathy, social bonding	Standardized outcome measurement

RESULTS AND STUDY CHARACTERISTICS

Profile of Included Studies

A total of 14 studies published between 2022 and 2026 met all inclusion criteria. Publication year distribution reveals 5 studies published in 2022, 3 studies each in 2023 and 2024, 2 studies in 2025, and 1 study in 2026. Geographically, the evidence base spans Malaysia, Singapore, Hong Kong, Japan, South Korea, the Philippines, Thailand, and Turkiye. Methodologically, 9 studies utilized qualitative designs, 3 employed conceptual/theoretical synthesis, and 2 used mixed-methods or quasi-experimental approaches.

Comprehensive Study-Characteristics Table

Table 5 presents the complete study characteristics of all 14 included studies, detailing verified bibliographic data, country, participant/setting (confirming primary education scope), study design, and specific mapping to the three research questions (RQ1, RQ2, RQ3).

Table 5: Characteristics of Included Studies (N = 14)

No.	Author & Year	Country	Participant & Setting	Study Design	Relevance to Review Questions (RQ1, RQ2, RQ3)
1	Ab Wahab et al. (2022)	Malaysia	Primary school teachers & national curriculum frameworks	Systematic Literature Review (SLR)	RQ1: Hikmah Program (Islamic/FPK P4C adaptation) RQ2: National curriculum policy & KBAT alignment RQ3: Lack of specialized teacher training & resources
2	Kitami & Yamauchi (2022)	Japan	Primary school students & teachers (Post-disaster context)	Qualitative (Case Study)	RQ1: P4C for socioemotional learning & caring thinking RQ2: Disaster-recovery educational context & empathy RQ3: Teachers' facilitation readiness & emotional load
3	Lee (2022) / Lim (2024)	Singapore	Primary 4–5 students & primary school teachers	Qualitative (Observation & Interviews)	RQ1: Dialogic P4C as an Assessment for Learning (AfL) tool RQ2: PERI educational policy & active engagement RQ3: Instructional time constraints & exam-oriented culture
4	Forstenzer et al. (2024)	Malaysia & Thailand	Primary school teachers & civic education classes	Conceptual & Case Study	RQ1: Community of Inquiry as civic education RQ2: Eastern cultural values of harmony & respectful dialogue RQ3: Adapting Western inquiry to collectivist classroom norms
5	Ho Sum Jon (2024)	Hong Kong	Primary 4–6 students & MCE teachers	Qualitative Curriculum Evaluation	RQ1: Integration of P4C into Moral and Civic Education (MCE) RQ2: Hong Kong primary curriculum reform RQ3: Traditional school culture & rote learning resistance
6	Lam (2024)	Hong Kong	Primary school pre-service teachers	Qualitative (Developmental Study)	RQ1: Dialogue-based teacher training framework RQ2: Facilitation skill development & questioning techniques RQ3: Shift from traditional authority to dialogic facilitator
7	Gillies et al. (2023)	Global / Asia (Hong Kong, China)	Primary school classrooms & cooperative learning groups	Conceptual Review & Observational Study	RQ1: Cooperative learning merged with P4C dialogue RQ2: Confucian cultural influence on group inquiry RQ3: Balancing group harmony with critical questioning

8	Lam (2023)	Hong Kong	Primary school students & teachers	Qualitative Program Evaluation	RQ1: P4C for metacognition & thinking skills RQ2: Focus on higher-order thinking development RQ3: Availability of culturally appropriate stimulus materials
9	Marquez et al. (2023)	Philippines	Primary school textbook writers & elementary teachers	Content Analysis & Conceptual Design	RQ1: Embedding dialogic inquiry into primary textbooks RQ2: K-to-12 Philippine educational reform goals RQ3: Overcoming traditional teacher-centered pedagogy
10	Şişman et al. (2026)	Turkiye	Primary/Middle school students (Grade 5–7 primary level)	Mixed-Methods (Quasi-Experimental)	RQ1: P4C for democratic citizenship perception RQ2: Civic engagement & critical thinking development RQ3: Lack of empirical validation in non-Western contexts
11	Lam (2026)	Hong Kong	Primary school educational settings	Theoretical & Conceptual Analysis	RQ1: P4C as a transformative ethos & way of life for children RQ2: Cultivating inclusive intellectual communities RQ3: Structural school rigidity & rigid timetabling
12	Gunawan & Zulkifli (2025)	Malaysia	Primary school Islamic studies & Malay language teachers	Conceptual & Theoretical Synthesis	RQ1: Hikmah P4C adaptation in questioning pedagogy RQ2: Alignment with Higher-Order Thinking Skills (KBAT) RQ3: Teachers' low confidence in open-ended questioning
13	Ergun Yurtbakan & Batmaz (2024)	Turkiye	Grade 4 primary school students	Quasi-Experimental Study	RQ1: P4C applied to socioscientific inquiry RQ2: Primary students' questioning attitudes & scientific literacy RQ3: Time limitations within standard science curriculum
14	Ji & Kim (2025)	South Korea	Elementary school teachers & primary students	Mixed-Methods Empirical Study	RQ1: Empirical implementation of caring thinking in P4C RQ2: Confucian harmony, empathy, & emotional bonding RQ3: Standardized measurement of caring thinking outcomes

Synthesis of Findings Across Objectives

Synthesis across the 14 studies reveals three primary thematic dimensions. For RQ1 (Adaptation Forms), Asian primary schools adapt P4C through (a) guided dialogue aligned with moral/religious tenets (e.g., Malaysia's Hikmah pedagogy), (b) socioemotional care and empathy building (e.g., Japan and South Korea's caring thinking

models), and (c) integration into Assessment for Learning (AfL) and civic education modules (e.g., Singapore, Hong Kong, and Turkiye). For RQ2 (Influencing Factors), adaptation is driven by Confucian and Eastern collectivist values emphasizing polite discourse, national curriculum policies prioritizing Higher-Order Thinking Skills (HOTS/KBAT), and teacher facilitation readiness. For RQ3 (Implementation Challenges), major hurdles include teacher difficulty in relinquishing traditional authoritative roles, severe instructional time constraints, exam-driven institutional cultures, and a scarcity of localized stimulus materials.

DISCUSSION OF RESEARCH RESULTS

The discussion synthesizes the findings across the three core themes: localized P4C modalities, socio-cultural drivers, and institutional implementation constraints. The evidence demonstrates that P4C in Asian primary education functions not as a rigid import, but as an adaptable pedagogical ethos localized to match regional realities.

Forms of P4C Adaptation in Asia

The first theme highlights how Asian educational systems contextualize Lipman's original P4C framework. Rather than implementing unguided open inquiry, Asian adaptations incorporate structured, guided dialogue aligned with national values. In Malaysia, P4C is localized through Hikmah pedagogy, which merges philosophical inquiry with the National Philosophy of Education (FPK) and Islamic moral values (Ab Wahab et al., 2022; Gunawan & Zulkifli, 2025). In Japan and South Korea, P4C focuses heavily on cultivating 'caring thinking,' emotional resilience, and post-disaster empathy (Kitami & Yamauchi, 2022; Ji & Kim, 2025). Meanwhile, Singapore, Hong Kong, the Philippines, and Turkiye integrate P4C dialogic structures directly into Assessment for Learning (AfL), civics textbooks, and democratic citizenship modules (Lee, 2022; Marquez et al., 2023; Şişman et al., 2026). Without these localized adaptations, Western P4C frameworks risk institutional rejection due to perceived misalignment with local cultural norms.

Socio-Cultural and Policy Drivers

The second theme examines the underlying drivers of P4C localization. Eastern socio-cultural norms—particularly Confucian collectivism, respect for hierarchy, and social harmony—profoundly shape classroom dialogue. In contrast to Western inquiry, which often encourages adversarial debate, Asian P4C emphasizes respectful, non-confrontational questioning where facilitators ensure that intellectual challenge does not compromise interpersonal harmony (Forstenzer et al., 2024; Gillies et al., 2023). At the policy level, national curriculum reforms championing 21st-century competencies and Higher-Order Thinking Skills (HOTS) provide formal institutional legitimacy for adopting dialogic inquiry (Lee, 2022; Gunawan & Zulkifli, 2025).

Implementation Challenges in Primary Classrooms

The third theme addresses persistent operational barriers. A prominent challenge is the pedagogical shift required of teachers, who often struggle to transition from authoritative 'knowledge providers' to neutral 'dialogue facilitators' (Lam, 2024; Gunawan & Zulkifli, 2025). Furthermore, self-reported teacher confidence does not always correlate with actual facilitation competence, highlighting the necessity for intensive micro-facilitation coaching (Ab Wahab et al., 2022). Systemically, rigid examination-oriented school cultures, overcrowded syllabi, and tight timetable constraints frequently marginalize P4C inquiry to non-core subject slots (Lee, 2022; Ho Sum Jon, 2024; Ergun Yurtbakan & Batmaz, 2024).

STUDY RECOMMENDATIONS

Based on the SLR findings, actionable recommendations are formulated across six critical academic and operational dimensions:

1. **Empirical Dimension:** Future research should move beyond small-scale qualitative case studies by conducting quantitative experimental, quasi-experimental, and longitudinal trials to empirically measure the long-term impact of adapted P4C on student HOTS, metacognition, and socioemotional growth.

2. **Policy Dimension:** Education ministries should establish flexible curricular frameworks that embed dialogic P4C within national subjects while realigning primary assessment systems from high-stakes testing toward formative Assessment for Learning (AfL).

3. **Practical Dimension:** School authorities must implement sustained professional development programs featuring micro-facilitation coaching, peer observation, and video reflection, alongside developing standardized, culturally aligned P4C stimulus modules.

4. **Conceptual Dimension:** Researchers should expand P4C theoretical frameworks to explicitly incorporate Eastern collectivist ethics, adab (Islamic etiquette), and Confucian philosophy, validating non-Western inquiry models.

5. **Methodological Dimension:** Future systematic reviews should expand database coverage to include Web of Science Core Collection and regional Asian indexes while advocating mixed-methods primary research.

6. **Theoretical Dimension:** Scholarship must advance localized dialogic theories that synthesize Lipman's Community of Inquiry with Vygotsky's socio-cultural theory and Eastern philosophical heritage.

CONCLUSION

This Systematic Literature Review, conducted in strict accordance with PRISMA 2020 standards, provides a comprehensive synthesis of Philosophy for Children (P4C) adaptation across Asian primary education based on peer-reviewed literature published between 2022 and 2026. The findings confirm that P4C in Asia is not a rigid Western import, but a localized, dynamic pedagogy adapted to respect cultural harmony, moral traditions, and national educational goals. While P4C demonstrates high potential for cultivating 21st-century thinking skills, its systemic institutionalization remains constrained by teacher training deficits, rigid exam cultures, and time limitations. By addressing these challenges through localized module design, sustained teacher coaching, and policy reform, Asian primary education can fully harness P4C to foster critical, creative, reflective, and ethically grounded young thinkers.

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