United Nations
Educational, Scientific and
Cultural Organization

UNESCO Chair on Global Learning
and Global Citizenship Education,
UCLA

Paulo Freire Institute
University of California, Los Angeles

IV Annual Conference
UNESCO Chair on Global Learning and Global Citizenship Education
UCLA Graduate School of Education and Information Studies

February 8th, 2019 GSE&IS Reading Room (3340 Moore Hall)

9:00 Welcome
Carlos A. Torres, Distinguished Professor of Education and UNESCO Chair on Global Learning and Global Citizenship Education and Daniel Schugurensky, Professor and Head of the Justice and Social Inquiry Unit at Arizona State University, and Chair, Advisory Committee of the UNESCO Chair on Global Learning and Global Citizenship Education.

9:30 - 10:15 ExE Pedagogical Model Project
A short presentation of a pedagogical model of textbooks on values that is being evaluated by the UNESCO Chair on Global Learning and Global Citizenship Education and the Paulo Freire Institute.
Armando Prida, President Educación por la Excelencia and Founder Grupo MAGNO

10:15-10:30 UNESCO Chair on Global Learning and Global Citizenship Education Website
Unveiling of the new Website of the UNESCO Chair
Yuqing Hou, UNESCO Chair Website Master

10:30-12:00 Panel on Global Citizenship Education (GCE): Empirical Work in Brazil
Preliminary results of Global Citizenship Education policies in Brazilian schools' boundaries.
Sofia Lerche Vieira, University of Ceará, Brazil
Daniel Schugurensky, Arizona State University
Ana Elvira Steinbach Torres, UCLA and UFPB, Brazil

12:00 – 1:00 Break

1:15 - 2:30 Round Table I - GCE and Sustainability emerge as the culmination of democratic global Cosmopolitanism and Cosmopolitan Democracy
There are two different strands of push-back against GCE. One associated to Populist, Nationalist, Ethnocentric and Authoritarian models. Proponents react against the globalization 'pedigree' adjudicated to GCE and, by implication, against any model of cosmopolitanism which

they perceive with suspicion. Is it possible to dissociate globalization from GCE and, at the same time, challenge the Populist, Ethnocentric, Authoritarian model reaffirming the validity of GCE? Keep in mind that Authoritarian Populism seems to be losing steam judging from the failure of Trump in the mid-term elections and similar events in Western and Eastern Europe. A second push back against GCE comes from local or regional concepts, such as Ubuntu (Africa) or *El buen vivir* (Latin America). There is a tension between these local concepts and the concept of democratic cosmopolitanism that has been articulated since the 18th century by Kant and other modern philosophers. This model of democratic cosmopolitanism is based on a concept of the common good. So, what type of democratic cosmopolitanism will be acceptable to practitioners of Ubuntu, '*el buen vivir*' of similar local/regional models?
Jason Dorio, UCLA
Lauren Misiaszek, Beijing Normal University, China
Brooke Phan, UCLA
Federica Raia, UCLA

2:45 - 4:00 Round Table II - GCE and Sustainability emerge as the culmination of democratic global Cosmopolitanism and Cosmopolitan Democracy
Philosophers have discussed the concept of common good since ancient times. Following the ethicist John Rawls, we can say that "Government is assumed to aim at the common good, that is, at maintaining conditions and achieving objectives that are similarly to everyone's advantage." This position clearly antagonizes the idea of the invisible hand of the market "that turns self-interest into common good." The concept of common good is central for a model of cosmopolitan democratic citizenship, that has been termed Global Citizenship Education. Without a reference to the common good at a global level, GCE as an emerging concept may not have resonance and operational value. The challenge is to contrast common good as a cosmopolitan concept sustaining the goals of GCE with regional concepts like Ubuntu or *El Buen Vivir* which may serve similar purposes but may not be fully cosmopolitan.
Chitra Golestani, Institute for Humane Education and Valparaiso University
Yuqing Hou, UCLA
Gabriel Jones, UCLA
Deborah Shin, UCLA

4:05-5:30 Round Table III - GCE, Sustainability and the contributions of Paulo Freire
How we may connect the model of GCE and the arguments about sustainability to the contributions of Paulo Freire, particularly the question of conscientization?
Tormod Wallem Anundsen, University of Agder, Norway
Peter Lownds, UCLA
Greg Misiaszek, Beijing Normal University, China
Pilar O'Cadiz, School of Engineering, UCLA

5:30 - 7:00 Keynote and First Rob Rhoads Award on Global Learning and Global Citizenship Education
"Global Citizenship Education and Critical Cosmopolitanism: A Neo-Freirean Perspective."
Raymond Morrow, Professor Emeritus, University of Alberta, Canada

February 9th, 2019 GSE&IS (111 GSE&IS)

9:30 - 10:30 General Discussion
   GCE and Sustainability are interrelated concepts in our research program. How do they intersect to each other? How one helps the other goals? What are the conditions for both of them being implemented simultaneously? It seems that people generally tend to agree with the need for sustainability, but it is not that clear that there is the same agreement for GCE. So, what difference does GCE make in the project of sustainability?
   Raymond Morrow, University of Alberta
   Carlos Alberto Torres, UCLA

10:30 - 12:00 Roundtable IV – GCE and Sustainability in early childhood and arts education
   Participants will introduce instructional models akin to Freirean pedagogy promoting global citizenship and sustainability from early infancy and examining educational experiences as a social arts practice.
   Elsa Chahin, Prikler/Lóczy USA and Octavio Augusto Pescador, UCLA and Juárez & Associates
   Aly Juma, UCLA and Happyland, Los Angeles
   Susan Wiksten Desjardins

12:00 – 1:30 Break

1:30 – 3:00 Keynote
   Real Utopias, Global Citizenship Education and the Human Rights Regime.
   The UN Sustainable Development Goals (2015-2030): A New Utopia for the Twenty First Century? Having developed a theory of the global commons as the foundation of a Global Citizenship Education, Dr. Torres will analyze the dominant utopias of the 20th century – the utopias of human rights, of Marxism-Leninism, and of neoliberalism, all them interrelated – and will compare them with the emerging utopia of the 21st century, the United Nations' Sustainable Development Goals (2015-2030)—particularly goal 4.7 on GCE and sustainability. He focuses on how global citizenship relates to new developments in social theory, including post-growth societies theories, resonance theories, the conditions for a good life and a good society (*el buen vivir,* a concept developed in Latin America), and the concept of unconditional basic income linked to models of economic sustainability. All of which may enrich the Sustainable Development Goals.
   Carlos Alberto Torres, UCLA

3:00-4:30 pm. Meeting of the Global Commons Review: Mid-Term Evaluation and planning for the future
   Ana Elvira Steinbach Torres and Henrique Magalhães, GCR Associate Editors
   Debbie Shin, GCR Editorial Assistant