



2018 Brock International
Prize in Education Nominee

Carlos Alberto Torres

Nominated by Mariela A. Rodríguez

Carlos Alberto Torres,
Ph.D.

UNESCO – UCLA Chair in
Global Learning and
Citizenship Education

Nominee for the 2018 Brock
International Prize in Education
Portfolio

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UNESCO Director-General
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August 30, 2017

Dear Brock International Prize in Education Jurors,

It is my honor and pleasure to nominate Carlos Alberto Torres, Ph.D. for the 2018 Brock International Prize in Education. He is highly noted for his research and activism, which has significantly promoted global citizenship education and global learning that encompasses human rights, pluralism and citizenship, and the interrelationship of economic, political, and cultural spheres. He is the inaugural holder of the *United National Educational, Scientific and Cultural Organization (UNESCO) Chair in Global Learning and Citizenship Education* at the University of California-Los Angeles (UCLA). For the last decade, Dr. Torres has been working to understand how global citizenship education can contribute to social justice and peace through global interdependent work that is the subject of his theoretical and empirical research agenda. He has lectured throughout Latin America and the United States, and in universities in England, Japan, Italy, Spain, Tanzania, Finland, Mozambique, Argentina, Brazil, Mexico, Canada, Costa Rica, Portugal, Taiwan, Korea, Sweden and South Africa.

In this nomination letter I will discuss the international impact of the work of Dr. Carlos Alberto Torres and will address the reasons why he is most deserving of this nomination. I first met Professor Torres earlier this year at the International Successful Schools Principalship Project conference in San Juan, Puerto Rico. He was a keynote speaker at this international event in which almost 10 countries were represented by scholars in the area of the preparation of educational leaders. His advocacy for implementing global citizenship education worldwide was evident. I was inspired by his powerful message and firmly believe that Dr. Torres embodies the spirit of the Brock International Prize in Education. I have had the opportunity to get to know Professor Torres better in recent months in preparation for submitting materials for the Brock Prize review. As we discussed his academic career, research and international outreach efforts, Dr. Torres shared the following statement with me,

This is what I am prepared to do: I am prepared to bet on life, love, and peace. I have decided to continue, with renewed energy, enthusiasm, and effort my academic work. We need to go back to the sources of our own principles and desires. Yet, we cannot do this alone. We need to do this in community, with our loved ones, with our families, with our friends, with those who care about us, and whom we care about, and with our students. We need to do this in our political community of learning, in our quest for knowledge, in your dissertations, and in our writing.

These words resonated with me as I was able to glimpse at the sincere character that Dr. Torres embodies as he spoke from the heart. He is a gifted scholar and distinguished professor as evidenced by his over 60 books and 250 peer-reviewed journal articles in the areas of global citizenship education and comparative education. His research and publications demonstrate his passion for advocacy in a finessed writing style that spurs others into action. Yet his quote above reflects the spirit that drives him to engage others regarding educational initiatives that will help to create a better world for all of us. It is clear that Dr. Carlos Alberto Torres works tirelessly to

spread this message globally to world leaders, educators, and students who are the hope of tomorrow in realizing the vision of global citizenship education.

The contents of this portfolio reflect the valuable efforts conducted by Dr. Torres to share his message about global citizenship education at an international level. A self-statement authored by Professor Torres follows this nomination letter as does an abbreviated curriculum vitae which demonstrates the large-scale scope and impact of his research, teaching, and service. Included in this portfolio is a letter from the General Director of UNESCO, Irina Bokova. In her letter composed this summer, General Director Bokova congratulates Dr. Torres on the publication of his new book *Global Citizenship Education* as part of a series on Critical Global Citizenship Education. This is definitely a strong endorsement for Dr. Torres' work and innovative contributions to the field.

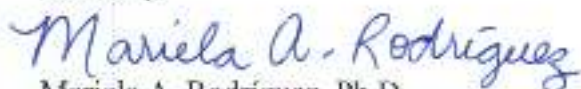
Seven scholars answered the call to compose letters of support for the Brock Prize nomination for Dr. Carlos Alberto Torres. This affirms the high esteem with which each of the letter writers holds Dr. Torres and his advocacy-based research in global citizenship education. Each of the authors eloquently describes the significant outreach efforts that Professor Torres has engaged in at international levels. They confirm the direct impact that Dr. Torres' work has had on their educational institutions and students.

Also included in this portfolio are two key letters written by the renowned educational philosopher Paulo Freire. The first one, written in 1989, was an invitation to Dr. Torres to serve as Freire's personal advisor when Freire was Secretary of Education in the Municipality of São Paulo, Brazil (1989-92). The second letter, written in 1991, was when Freire served as an external reviewer for the dossier of Dr. Carlos Alberto Torres for promotion with tenure to Associate Professor. Both letters addressed Dr. Torres' involvement in pedagogy of liberation and Latin American education, as well as specific innovations in policy making.

Finally, a press release describing Dr. Torres' visit to Taiwan and some photos of the inauguration of the Global Citizenship Education Center at National Chiao Tung University in Taiwan, and a recent photo of the President of Vietnam welcoming Dr. Torres culminate this portfolio. These materials are evidence of the time and effort taken by Professor Torres to engage international leaders. Such collaborations have taken years to cultivate and will take additional time and energy to maintain.

In this letter I have addressed the international impact of Dr. Torres' efforts in global citizenship education that seek to ensure a better future for all through collaboration, justice, and peace. Thank you to the Brock International Prize in Education jurors for their thoughtful consideration of this portfolio submitted in nomination of Dr. Carlos Alberto Torres.

Sincerely,



Mariela A. Rodríguez, Ph.D.

Associate Dean of the Graduate School

Professor-Department of Educational Leadership and Policy Studies

SELF-STATEMENT

Carlos Alberto Torres

September 11, 2001 changed my life. Watching on television the Twin Towers on fire while working in Finland, I sensed it was a time of trial-and-tribulation for our civilizations. With my oldest son living only a few blocks from the World Trade Center, this global event also became very personal.

As a cathartic way of attempting to grasp the events that transpired, I wrote a letter to my loved ones and I said that I have been thinking and seeking in my own heart the answers to the existential dilemmas that I face. Telling them what I was prepared to do, I said that I was prepared to bet on life, love, and peace. I have decided to continue, with renewed energy, enthusiasm, and effort my academic work. In these exceptional times, like all times, we need to remember the Latin adage, *ad fontes*. We need to go back to the sources of our own principles and desires. I concluded this letter saying: "I have decided to live close to the Earth, seeking peace and happiness, and to build things with my bare hands, instead of only with my mind."

Not only did I increase my commitment to promoting sustainability and global citizenship education, but I also wanted to be an example by living closer to nature and celebrating life. I wanted to find ways to defend the planet, peace and people. I moved to a rural property in the mountains of Topanga, California where I built a cabin with my own hands; I studied fine woodworking at a community college and built furniture; planted olive trees and grapevines to make oil and wine; planted organic gardens for fresh vegetables, and even kept honey bees to harvest honey.

This commitment to planetarian citizenship corresponds with my principles and practices since I was a university student. Since my formative years in my native country Argentina, which I was forced to exile to Mexico in the mid-seventies because of a dictatorship that obliterated civil and human rights, until now, as a UCLA professor, I have always struggled to build new innovations of theory, policy and practice in social justice education. The implementation of the Global Education First Initiative (GEFI in 2012 by the UN Secretary Ban-Ki Moon) opened a new chapter in my own struggle for a better world, a world, in the words of Freire, in which it will be easier to love.

The GEFI program identifies global citizenship education (GCE) as a central component of social transformation nowadays. GCE is predicated as a resource to enhance education for all, quality of education, global peace, sustainability of the planet and the defense of global commons. I am convinced that GCE as a pillar of sustainable development is one of the answers to the challenges affecting global peace, such as growing inequality; global poverty; neoliberal globalization; authoritarian education; and predatory cultures destroying the environment and our planet.

In an era of global interconnectedness, the world faces immense challenges as well as opportunities that demand a new education. Do current educational experiences provide the knowledge, skills and values necessary to fundamentally understand what is happening in the world? Is education teaching us how global problems impact our lives, the lives of communities, of nations and the planet?

Global citizenship may help our planet, global peace, and people through its contribution to civic engagement, in its classical dimensions of knowledge, skills and values. There is a cosmopolitan imperative of economic equality, welfare and cultural diversity that may produce an individual who may admire others more for their differences than for their similarities.

September 11, 2001 forced me to seek an innovation grounded in a new ethics. This is the background for the UNESCO Chair in Global Learning and Global Citizenship Education that I have the honor to occupy at UCLA, the first UNESCO Chair in the University of California system. This decision dovetails nicely with my academic career where I have endeavored to innovate education towards sustainability and global citizenship. In addition to creating forms of education indispensable to foster mindsets and skills prepared to respond to the world's problems, and being inspired by the United Nations Sustainable Development Goals, the work of the UNESCO-UCLA Chair is predicated upon nurturing teaching practices, research, theories, and policies that support humanity's struggle for the global commons, human rights and democracy.

I have argued that global citizenship should add value to national citizenship and to the global commons. But what is the global commons? And how can global citizenship add value? Global commons are defined by three basic propositions. The first one is that our planet is our only home, and we have to protect it through a global citizenship sustainable development education, moving from diagnosis and denunciation into action and policy implementation. Secondly, global commons are predicated on the idea that global peace is an intangible cultural good and treasure of humanity with immaterial value. Thirdly, global commons are predicated on the need to find ways that people who are all equal manage to live together democratically in an ever-growing diverse world, seeking to fulfill their individual and cultural interest, void of corruptions, and achieving their inalienable rights to life, liberty and the pursuit of happiness. The great question about peace is how we can cultivate the spirit of solidarity across the lines of difference.

From proposals to praxis

To propel this innovation into action requires activities at several levels. My work as the UNESCO-UCLA Chair includes theory-building, strategic policy orientations, research, teaching, and curriculum transformation.

Research and network building to foster a two-pronged approach to sustainability and global citizenship. My work reaches countries in all continents, including *in Asia* working on curriculum and instruction in Vietnam, Taiwan, China, and Korea; in *the Middle East* with my work on teacher education in Israel and Egypt; in *Africa* working as Visiting Professor in the Nelson Mandela Metropolitan University, Port Elizabeth, South Africa; in *Europe* working with the Universidade Lusofona de Humanidades e Tecnologias, in Lisbon, Portugal; the Universidad de Valencia, Spain; Jena University in Germany; and with Swedish universities Mälardalen University and Gävle University. In Latin America, I have strengthened collaborations with the Paulo Freire Institute in São Paulo, Brazil and the Universidade Federal da Paraíba, in João Pessoa, Paraíba; the Universidad Tres de Febrero in Buenos Aires, Argentina; and research units at the Universidad Nacional de Mexico (UNAM).

Theory building and Research

I defined GCE as an intervention in search for a theory. Building such theory takes time, resources and institutional work. I am the editor of a new Routledge series on Critical Global Citizenship Education, which allows established and emerging scholars from around the world to publish on topics of GCE. The first book published is my book entitled *Theoretical and Empirical Foundations of Critical Global Citizenship Education* book (2017). There are five additional books under contract including such topics as eco-pedagogy, teacher training for GCE, the role of popular culture and music in GCE, new models of citizenship education and Feminism, and GCE in Egypt. I am also editor of the Global Commons Review, published by the Paulo Freire Institute as a resource for the general public, seeking a growing environmental consciousness and commitment to GCE. My work teaching GCE during the Paulo Freire Summer Institute, now in its twelfth edition, enhances my theory building approach, and reaches students in many corners of the world, from Taiwan to Vietnam, from Egypt to Denmark.

Teaching

My teaching is intimately linked to research, including the courses I regularly teach at UCLA and our PFI summer programs. The UNESCO-UCLA Chair has created a new sequence of three undergraduate courses to study the innovation in sustainability and GCE. The first course taught by Professor Richard Desjardins is entitled Globalization and Learning; the second course taught by myself is entitled Global Citizenship Education; and the third course entitled Global Citizenship Education: Curriculum and Instruction is taught by Dr. Jason Dorio, a postdoctoral scholar at the UNESCO Chair under my direction. My teaching also extends to the multiple lectures I provide worldwide in the various countries the UNESCO-UCLA Chair is currently collaborating with, such as Vietnam, Taiwan, Egypt, and Mexico.

Strategic Policy Making Innovations and Curriculum Transformation

For the past almost three years, I have been engaged in working with the government of Vietnam to transform their curriculum and instruction including the concepts of global commons and GCE. In addition to this policy work I have given several keynote lectures throughout the country. My work should be one of the factors to help Vietnam move closer to a democratic model and human rights.

In Taiwan, I was invited by the government to create the Global Citizenship Education Center at National Chiao Tung University, in Hsinchu, Taiwan, where I am appointed as Chair Professor and International Director. This center organized around the innovation I have proposed, is working with secondary schools and universities to expand the concept and scope of GCE in curriculum and instruction in Taiwan. In East Normal University in Shanghai, I am working to create the Paulo Freire Institute of China, which will promote the model of GCE that has been adopted by the government of China for their national curriculum though the practice of this model remains to be amply implemented.

Non-profit organizations are important for global citizenship. Per their invitation, I delivered a keynote to the American Field Service (AFS) meeting in Santo Domingo, Dominican Republic last June. The AFS Forum was attended by nearly 300 people, mostly teachers and drawn by the main theme: “Education and Global Citizenship: Developing Essential Competences for the 21st Century”. At the end of August, in Hsinchu, Taiwan, and in collaboration with Transparency International, the UNESCO-UCLA Chair will conduct the first South Asian workshop of GCE, sustainability, and the responsibilities of non-profit organizations.

One of the most important projects of the UNESCO-UCLA Chair is to promote GCE and sustainability leadership for youth. Therefore, the UNESCO-UCLA Chair's has partnered with the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development, ENS de Lyon (France), Jena University (Germany) and IIM Ahmedabad (India) to jointly create the C³ global leadership program for youth and mid-career professional in the age group of 28 to 35 years of age¹. The C³ program treads new paths of youth leadership by generating a discourse based on diversity, innovation, and pragmatism toward the sustainable development goals.

Moving Forward

The innovations that I am deeply committed to correspond with the growing interest by the United Nations and particularly UNESCO to integrate sustainability with global citizenship education in school curriculums. This innovation may change the future of education for generations worldwide. These generations possess greater abilities in new technologies, and by implication great abilities to grow into a new model of world consciousness and a culture of peace and solidarity. Lecturing in Vietnam, a child asked me in perfect English "I am eleven years old, how can I become a world citizen?" The impact of this child's question epitomizes not only the potential reach of my work, but motivates me to work tirelessly to broaden my research, networks, teaching, theories and policies. To respond to questions from children like the eleven-year old is the reason I am working implementing new models of teaching and learning and including GCE in the curriculum towards the development of a culture of peace, and into a new ethics in the world system. Global Citizenship Education interwoven with global competencies in the education of children and youth may help to prevent another September 11th in the United States or a global nuclear hecatomb. Global Citizenship Education is a tool of soft-power for policy makers on preventing violent extremism through education, enhancing global competences and hopefully impacting world peace, reconciliation, and conflict resolution. Therefore, the Brock International Prize in Education will enhance the visibility of this important work by bringing it to the attention of a worldwide audience for an innovation seeking improvements in the global system through civic engagement, sustainability, a culture of peace and world solidarity.

¹For more information visit <http://mgiep.unesco.org/c3-global-leadership-programme-building-21st-century-contemporary-compassionate-and-collaborative-young-leaders/>

Curriculum Vitae

Carlos Alberto Torres

Overview

Carlos Alberto Torres, Distinguished Professor of Education, and former Director of the UCLA-Latin American Center, is a political sociologist of education who did his undergraduate work in sociology in Argentina (B.A. honors and teaching credential in Sociology, Universidad del Salvador), his graduate work in Mexico (M.A. in Political Science, Latin American Faculty of Social Sciences, FLACSO) and the United States (M.A. and Ph.D. in International Development Education, Stanford University), and post-doctoral studies in educational foundations in Canada (University of Alberta). He is also the Founding Director of the Paulo Freire Institute in São Paulo, Brazil; Buenos Aires, Argentina; Taiwan, and UCLA. Dr. Torres has been a Visiting Professor in universities in North America, Latin America, Europe, Asia and Africa. He has lectured throughout Latin America and the United States, and in universities in England, Japan, Italy, Spain, Tanzania, Finland, Mozambique, Argentina, Brazil, Mexico, Canada, Costa Rica, Portugal, Taiwan, Korea, Sweden and South Africa. He has received two Fulbright fellowships. He is the inaugurable holder of the UNESCO UCLA Chair in Global Learning and Global Citizenship Education, Department of Education, UCLA.

He has received on October 25, 2016 the title of Doctor Honoris Causa by the Universidade Lusófona de Humanidades e Tecnologias, Lisbon, Portugal.

See my blog at carlosatorres.com.

See the UCLA UNESCO Website <http://unesco.gseis.ucla.edu/>

Research Agenda

Dr. Torres' areas of theoretical research focus on the relationship between culture and power, the interrelationships of economic, political, and cultural spheres, and the multiple and contradictory dynamics of power making education a site of permanent conflict and struggle.

His empirical research focuses on the impact of globalization in education. Torres' theoretical and empirical research has resulted in the development of a political sociology of education, highlighted in his much-heralded book with Raymond Morrow, *Social Theory and Education*. He is considered one of the world's leading authorities on Latin American Studies, and the principal biographer of Brazilian philosopher and critical social theorist, Paulo Freire.

Over the last thirty years, Dr. Torres has contributed to four fields: Latin American Studies, Political Sociology of Education, Comparative and International Education and Global Citizenship Education. In his theoretical work, Dr. Torres has accounted for the major shifts and transformations, national and global, that deeply impacted these fields. A book he wrote with Raymond Morrow, *Social Theory and Education*, is considered one of the standard texts on theories and meta-theories in Sociology of Education. A book he edited with Robert Arnone, *Comparative Education: The Dialectics of the Global and the Local*, now in its fourth edition, is the textbook of choice for more than fifty Comparative Education programs in the English-

speaking world. Another of his books, *Education, Democracy and Multiculturalism: Dilemmas of Citizenship in a Global World*, translated in several languages, suggested new agendas for these fields. His recent book *Theoretical and Empirical Foundations of Critical Global Citizenship Education* has expanded the field and area of expertise in global citizenship education. All four books contain critical interpretations of cultural and social reproduction theory, theories of the state, analyses of multiculturalism, feminism and other approaches to social diversity, inequality, and the struggle for social justice education in the construction of global citizenship education.

For the last decade, Dr. Torres has been working from a global perspective that encompasses human rights, pluralism and citizenship, wresting education away from state dominance, and the globalization of economies, communications and labor forces. Understanding how global citizenship education can contribute to social justice, peace and governability in a global interdependent work is the subject of his current theoretical and empirical research agenda.

Publications

Dr. Torres has authored or edited more than 60 books, and more than 250 peer-review research articles, chapters in books and entries in encyclopedias in several languages--he speaks fluently in Spanish and Portuguese. He has participated and presented papers and has been a keynote speaker regularly for the last three decades in national and world congresses of the American Educational Research Association (AERA), Asociación Latinoamericana de Sociología (ALAS), Comparative and International Educational Society (CIES), World Council of Comparative Education Societies, International Political Science Association (IPSA), International Sociological Association (ISA), and Latin American Studies Association (LASA). He has been Vice-President, Research Committee on Political Education, IPSA (1983-1997), President, Comparative and International Education Society, CIES (1994-1998), and he has been President, Research Committee on Sociology of Education, International Sociological Association (1998-2002, and 2002-2006), and Past President, World Council of Comparative Education Societies (2013-2016). He is the editor of the prestigious series of Routledge/Taylor and Francis (New York) on *Education, Social Theory and Cultural Change*, and the new series *Critical Global Citizenship Education*. He is also the Editor of Wiley Handbook of Freire. He periodically writes op-ed pieces in the Huffingtonpost.com and other media outlets.

Academic Responsibilities

He has chaired (1998-2003) the Commission on Education and Society of the Latin American Council of Social Sciences (CLACSO), a federation of more than 120 research centers in Latin America. He has served as an evaluator for the Fulbright Programs, and the program for Gifted and Talented Children, US. Department of Education. At UCLA he has served as Assistant Dean for Students Affairs, Graduate School of Education and Information Studies; Head of the Division of Social Sciences and Comparative Education, Department of Education; Chair, Committee of Academic Personnel, Department of Education, and Associate Dean for Global Programs. In addition he has served in the Advisory Committees of International Studies and Overseas Programs (ISOP), the Chicano Studies Research Center, the Pacific Rim Center, the Latin American Studies Inter-Departmental Program (IDP), and, as ex-officio, the Latin American Center. He served on the Committee for the establishment of the César Chavez Center. He was an Educational Advisor (ad honorem) of the Argentine National Congress and was a member of the Scientific Commission

that worked with the Secretary of State of Science and Technology in Argentina, which provided the guidelines for a new law of science and technology in the country passed by the Argentine Congress (2000-2001).

From 1995 until 2005 he has served as Director of the UCLA Latin American Center, an Organized Research Unit of the University of California. In this capacity he conducted systematic research, lecturing and writing on Latin American politics and society, with a focus on Argentina, Brazil and Mexico. He has also written several op-ed pieces in newspapers in Argentina, his native country, and in the Huffington Post. Currently he is the Founding Director of the Paulo Freire Institute at the Graduate School of Education and Information Studies (GSEIS-UCLA). He was featured in the newspaper *La Opinión* as one of the most successful Spanish-speaking academics in California. See “La Vocación de Educar. El argentino Carlos Alberto Torres es uno de los profesores de mayor rango en UCLA.” Journal *La Opinión*, Monday, March 13, 2006, pages 1, 12A.

He finished a five year engagement as Adjunct Professor at the Danish School of Education, Denmark (2009-2014), and has accepted to be Distinguished Visiting Professor in the Nelson Mandela Metropolitan University, in Port Elizabeth, South Africa, (since 2012) and as Chair Professor, National Chiao Tung University, Hsinchu, Taiwan (2016-2020).

He has been elected Fellow in the Royal Society of Canada and Corresponding Member of the Mexican Academy of Sciences

Dr. Torres is the Inaugural holder of the UNESCO UCLA Chair in Global Learning and Global Citizenship Education, 2015. This is the first ever UNESCO Chair approved in the UC system in its history. The formal inauguration of the Chair was celebrated on February 8, 2016 with the presence of the UNESCO General Director Madam Irina Bokova as Keynote Speaker.

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Torres, Carlos Alberto, and Adriana Puiggrós, eds. *Latin American Education: Comparative Perspectives*. Boulder, Colorado: Westview Press, 1997.

Torres, Carlos Alberto, and Theodore Mitchell, eds. *Sociology of Education: Emerging Perspectives*. Albany, New York: SUNY Press, 1998.

Torres, Carlos Alberto, *Democracy, Education, and Multiculturalism: Dilemmas of Citizenship in a Multicultural Society*. Lanham, Maryland: Rowman and Littlefield, 1998.

Armenian translation, the Institute for Democracy and Human Rights, Yereban, Armenia, 2005.

Chinese Translation: Taipei, Taiwan: Taiwanese Association for Sociology of Education, 2010.

Italian Translation: Italy: Universite de Catanzaro, in progress.

Korean Translation: Seoul, Korea: Seoul National University, in progress.

Portuguese Translation: Rio de Janeiro, Brazil: Editora Voces, Persepolis, 2001.

Spanish Translation: Mexico City, Mexico: Siglo Veintiuno Editores, 2001.

Valenciano translation, CREC, Xativa, 2002.

Georgian translation, Georgia, 2011.

Torres, Carlos Alberto, Editor, *La praxis educativa de Paulo Freire*. (The educational praxis of Paulo Freire). Mexico: Editorial Gernika, 1978. Fifth edition, 1987.

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Torres, Carlos Alberto, Editor, *Ensayos sobre la educación de los adultos en América Latina*. (Essays on adult education in Latin America). Mexico: Centro de Estudios Educativos, 1981.

Torres, Carlos Alberto, Editor, *Entrevistas con Paulo Freire*. (Conversations with Paulo Freire). Mexico: Editorial Gernika, 1978. Fourth edition, 1986. *Portuguese Translation: Diálogo com Paulo Freire*. (Dialogue with Paulo Freire). São Paulo, Brazil: Loyola Edições, 1979.

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Torres, Carlos Alberto, *Educación, Poder y Conocimiento. Lecciones en Sociología de la Educación.. Caracas, Venezuela, Ediciones Popular, 2006.*

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Torres, Carlos Alberto, *Education, Power, and Personal Biography: Dialogues with Critical Educators*. (Including Michael Apple, Henry Giroux, Samuel Bowles, Herbert Gintis, Martin Carnoy, Gloria Lanson-Billings, Henry Levin, Maxine Greene, Jeannie Oakes, Geoff Whitty, and Paulo Freire). New York: Routledge, 1998. Portuguese translation, Editora Voces, 2000; Spanish translation, Siglo Veintiuno Editores, 2004.

Torres, Carlos Alberto, *Estudios Freireanos*. (Freirean Studies). Buenos Aires, Argentina: Ediciones del Quirquincho, 1994.

Torres, Carlos Alberto, *Las secretas aventuras del orden. Estado y educación*. (The secret

adventures of the social order. The state and education). Buenos Aires, Argentina: Miño y Dávila Editores, 1996.

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Torres, Carlos Alberto, *Pedagogia da luta. De la pedagogia do oprimido a la educação publica popular*. (Pedagogy of Struggle: From the Pedagogy of the Oppressed to the Public Popular Schooling) São Paulo, Brazil: Cortes Editores and Institute Paulo Freire, 1998. Spanish translation, CREC, Valencia, 2006.

Torres, Carlos Alberto, *Religión, sociología y hegemonía (Religion, Sociology and Hegemony)*. Mexico. Gernika, 1990.

Torres, Carlos Alberto, *Sociologia política da educação*. (Political Sociology of Education). São Paulo, Brazil: Cortez Editores, 1992. Reprint, 1997.

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Torres, Carlos Alberto, *The Church, Society and Hegemony. A Critical Sociology of Religion in Latin America*. Westport, Connecticut and London, England: Praeger, 1992. Foreword by E. Dussel, translated by R. A. Young.

Torres, Carlos Alberto, *The Politics of Nonformal Education in Latin America*. New York, New York: Praeger, 1990. *Portuguese Translation*: São Paulo, Brazil: Paz e Terra, First edition, 1992; Second edition, 1994; Third edition, 1995. *Spanish Translation*: Mexico: Siglo XXI Editores, 1994.

Torres, Carlos Alberto. *First Freire. Early Writings in Social Justice Education*. New York, Teachers College Press, 2014. This book received the American Association for Adult and Continuing Education (AAACE) Cyril O. Houle Award for Outstanding Literature in Adult Education in 2015. Translation to Chinese in progress by Pro-Ed Publishing Company, Taipei, Taiwan.

Torres, Carlos Alberto. *Globalizations and Education. Collected Essays on Class, Race, Gender, and the State*. Introduction by Michael W. Apple, Afterword by Pedro Demo. New York, and London: Teachers College Press-Columbia University, 2009. Italian translation, L' Scola, Brescia, Italy, 2014. Spanish translation by Tirant le Blanch, Valencia, Spain (in progress).

Torres, Carlos Alberto. *Political Sociology of Adult Education*. Rotterdam, The Netherlands: Sense Publishers, 2013.

EDUCATION

12/86 - 6/88 University of Alberta, Edmonton, Alberta, Canada. Izaak Walton Killam Memorial Post-Doctoral Scholarship. Department of Educational Foundations-Centre for International Education and Development (CIED).

9/80-11/83 Stanford University, Stanford, California. Ph.D., International Development Education. Stanford International Development Education Committee (SIDECE), School of Education.

Title of Ph. D. Dissertation: *Educational policy formation and the Mexican corporatist state: a study of adult education policy and planning in Mexico (1970-1982)*

9/80-10/82 Stanford University, Stanford, California. M. A., Stanford International Development Education. Stanford International Development Education Committee (SIDECE), School of Education.

10/76-6/78 Latin American Faculty of Social Science (FLACSO), Mexico City, Mexico. M. A., Political Science.

Title of Master Dissertation: *La Economía Política de Argentina: Análisis del proceso político y económico en la coyuntura argentina de 1973-1974*

3/73-12/74 Universidad del Salvador, Buenos Aires, Argentina. Teaching Credential in Sociology, Faculty of Science Education and Social Communications.

3/70-12/74 Universidad del Salvador, Buenos Aires, Argentina. B.A., Sociology, Faculty of Social Science with Distinction (honors diploma).

PROFESSIONAL EXPERIENCE

International Co-Director (Ad-Honorem), UK- Paulo Freire Institute, Roehampton University, England, U.K. (2010-2016)

International Director, Consultant and Chair Professor, Center for Global Citizenship Education, National Chiao Tung University, Hsinchu, Taiwan (2016-2020).

Professor and Director, Latin American Center, UCLA, (1995-2005).

Founding Director, UCLA Paulo Freire Institute (since September, 2002).

President, World Council of Comparative Education Societies (2013-2016)

7/14 Distinguished Professor of Education. Graduate School of Education and Information Studies, Division of Social Sciences and Comparative Education, University of California, Los Angeles (UCLA).

7/13 Associate Dean for Global Programs. Graduate School of Education and Information Studies, Division of Social Sciences and Comparative Education, University of California, Los Angeles (UCLA).

7/14 until today, Distinguished Professor of Education (above scale)

7/09 to 7/14 Professor (step IX) Graduate School of Education and Information Studies, Division of Social Sciences and Comparative Education, University of California, Los Angeles (UCLA). Graduate Courses on Latin American Education; Politics and Education.

Assistant Dean for Student Affairs, Graduate School of Education, University of California, Los Angeles (UCLA) (1992 to 1995).

Associate Dean for Global Programs, Graduate School of Education, University of California, Los Angeles (UCLA) (2013 to 2015).

7/02 to 7/09 - Professor (step VII) Graduate School of Education and Information Studies, Division of Social Sciences and Comparative Education, University of California, Los Angeles (UCLA). Graduate Courses on Latin American Education; Politics and Education.

Division Head, Social Sciences and Comparative Education, Graduate School of Education, University of California, Los Angeles (UCLA) (1994 to 1995), and (2009 to 2013).

7/94 to 6/95 - Professor (step I) Graduate School of Education and Information Studies, Division of Social Sciences and Comparative Education, University of California, Los Angeles (UCLA). Graduate Courses on Latin American Education; Politics and Education.

- Chair, Comparative and Topical Programs, Latin American Center, University of California, Los Angeles (UCLA). (1991 to 1994).

7/92 to 6/94 - Associate Professor (step II) Graduate School of Education, Division of Social Sciences and Comparative Education, University of California, Los Angeles (UCLA). Graduate courses on Latin American Education; Nonformal Education in Comparative Perspective; Politics of Education; Educational Research Practicum.

3/90-6/92 Assistant Professor (step IV), Graduate School of Education, Division of Social Sciences and Comparative Education, University of California, Los Angeles (UCLA). Graduate courses on Latin American Education; Nonformal Education in Comparative Perspective; Politics of Education.

7/89-8/89 Visiting Professor, The Ontario Institute for Studies in Education (OISE), Department of Adult Education, Ontario, Toronto.

In charge of the following courses:

(1131S) Special Topics in Adult Education, "Sociology of Education and Learning: The Paulo Freire Approach";

(1128S) "Comparative Education: The Development of Third World Educational Systems."

7/88-3/90 Assistant Professor, Department of Educational Foundations, Faculty of Education, University of Alberta, Edmonton, Alberta, Canada.

12/86-6/88 Killam Post-Doctoral Fellow, Department of Educational Foundations, University of Alberta, Edmonton, Alberta, Canada.

8/86-11/86 Fulbright Scholar-in-Residence, World College West, Petaluma, California, teaching Theories of Socioeconomic Development.

4/86-6/86 Visiting Professor, School of Education, University of California, Los Angeles (UCLA).

9/85-10/85 Distinguished Visiting Professor, Department of Educational Foundations, Faculty of Education, University of Alberta, Edmonton, Alberta, Canada.

7/85-8/85 Visiting Researcher, International Institute of Education, University of Stockholm, Sweden.

1/84-9/86 Professor, Latin American Faculty of Social Science (FLACSO), Mexico City, Mexico. Coordinator, Publications Section (12/84-8/86); Coordinator, Area of Education. Director of the Research project on "The Profile and Scientific Productivity of Graduates from M.A. Programs in Social Science." Tenure 9/84-12/85. Financed by the National Council of Science and Technology (CONACyT), Mexico. Director of the Research project on "The Political Economy of Adult Education and Urban Labor Markets in Mexico" (FLACSO-CONACyT PCEDCNA-021619). Tenure 5/85-5/87. Financed by the National Council of Science and Technology (CONACyT).

1/82-12/82 Teaching Assistant and Research Assistant, School of Education, Stanford International Development Education Committee (SIDECE), Stanford University, Stanford, California. Several courses.

10/82-12/82 Teaching Assistant, Conference in Comparative Education, 1983 Western Regional Conference of the Comparative and International Education Society (CIES), "Critical Paradigms in Social Theory, Research and Practice: Implications for Comparative Education," Stanford University.

7/82-10/82 Visiting Professor, Latin American Faculty of Social Science (FLACSO), Mexico City, Mexico. Research Project on Educational Policy and the Mexican State (1970-1982).

3/82-6/82 Teaching Fellow, Stanford International Development Education Committee (SIDECE), School of Education, Stanford University, Stanford, California.

11/79-6/80 Director, Department of Educational Research, General Direction of Adult Education, Secretariat of Public Education, Mexico. Director of research in charge of a research

bureau with 15 full-time researchers, conducting applied research and advising the General Director in the creation of a new system of adult education in Mexico.

3/79-11/79 Full-Time Associate Professor and Researcher, Universidad Pedagógica Nacional (Secretariat of Public Education), Mexico City, Mexico. In charge of the course, "Education and Society in Mexico."

6/78-3/79 Associate Researcher, Xth National Census of Population, National Bureau of Census, Secretariat of Programming and Budget, Mexico City, Mexico. In charge of conceptual development for the Xth National Census, with specific responsibilities for questions on employment and personal income.

9/77-5/78 Managing Editor, Logos, Journal of Philosophy, Department of Humanities, Universidad La Salle, Mexico City, Mexico.

5/75-10/76 Sociologist, working in public health and planning, Undersecretariat of Public Health, Regional Hospital of Esquel, Chubut, Argentina. In charge of conducting diagnostic planning for a provincially-based health system (comparable to Medicare in the U.S.).

3/73-6/75 Executive Secretary, Institute of Research in Science and Technology in Latin America (ECLA), Research and Administration, Universidad del Salvador, Buenos Aires, Argentina. In charge of management, fund-raising, administration, planning and research in a research institution working primarily for the Organization of American States (OAS) with an annual base budget of US \$450,000.



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للترقية والعلم والثقافة

联合国教育、
科学及文化组织

The Director-General

Mr Carlos Alberto Torres
UNESCO Chair on Global Learning
and Global Citizenship Education,
UCLA
Moore Hall 2018
405 Hilgard Avenue
Los Angeles
CA 90095-1521
United States of America

Ref.: DG/1/17/6031

18 JUL 2017

Dear Mr Torres,

Dear Carlos,

I wish to thank you for your letter of 6 June last, by which you sent me a copy of your recent book on Global Citizenship Education in the new series on Critical Global Citizenship Education.

At the outset, allow me to congratulate you for the successful publication of the first book in this promising series. I consider the continuously advancing research in this area a very significant step forward, as Education for Global Citizenship is a strategic objective for UNESCO.

I am convinced that your work in this regard will constitute a guidepost for the academic community, as well as for Member States and individual readers.

I look forward to our continued cooperation, and with my renewed thanks and best wishes, I remain,

Most cordially,

Yours sincerely,

Irina Bokova

Irina Bokova



Seminario de Educación Superior

Universidad Nacional Autónoma de México

Dr. Mariela Rodríguez
Brock International Prize in Education

Dear Dr. Rodriguez,

I am writing to you in support of the nomination of **Dr. Carlos Alberto Torres** for the Brock International Prize in Education. I first encountered Carlos in 1976 when I was his professor at the Latin American Faculty of Social Sciences in Mexico. Professors at this institution considered him a brilliant student with enormous potential to become an exceptional scholar/investigator. After completing his M.A in México, he went to Stanford University in California to get his Ph. D. His academic career has been in ascendancy ever since. He is now a Distinguished Professor at UCLA where he has played an important role, teaching and mentoring graduate students and visiting scholars from all over the world. One of his former mentees was Secretary of Education here in Mexico not long ago. At UNAM, the largest public university in the hemisphere, he is regarded as one of the most important sociologists of education. Some important pieces of his voluminous scholarly output have been translated and published by one of the most prestigious Mexican publishers.

As his former colleague, I try to maintain close contact with Dr. Torres because we work in the same field of analysis, Politics and Education. I can testify that, over the years, his writing has had a substantial effect on my practice and understanding of education in general. For instance, his study on governability, governance and institutional power in public universities in the age of globalization has been eye-opening. My colleagues at UNAM will agree that Dr. Torres alerted us to the need to pay attention and allocate resources to the construction of world citizens. He has produced new approaches to analyze educational phenomena, from both a political and an ethical point of view, enriching our own academic perspectives.

In Latin America, Dr. Torres is considered one of the top scholars, and intellectuals. His lectures and publications have had practical effects on our pedagogy, our social actions and our personal development. Without any doubt, he has been the most productive worldwide biographer and sympathetic critic of Paulo Freire, not only through his timely analysis and contextualization of Freire's *oeuvre* but by helping found more than a dozen Paulo Freire Institutes worldwide to diffuse and update his ideas. In this way, and others, Professor Torres has impelled regional educational change. His development of the network of Paulo Freire Institutes in the world, now numbering close to fourteen, provides Dr. Torres with a new platform to expand and implement the innovation that he has designed of global citizenship education. In addition, his rich and effective experience as President of the World Council of Comparative Education Societies (2013-2016) provides him also with an invaluable network of more than 45 comparative education societies in the world, another invaluable platform for the promotion of global citizenship education.

I want also to mention that Dr. Torres was one of the founding faculty members of the *Universidad Pedagógica Nacional*, an institution devoted to the formation of teachers of basic education throughout Mexico. Created on August 25, 1978, the UPN now offers more than 70 academic courses on 206 campuses throughout the republic, as well as a network of three decentralized universities (<http://www.upn.mx/index.php/conoce-la-upn/acerca-de-la-upn>). This model has served as a systematic archetype in both Argentina and Colombia where other National Pedagogical Universities have been created.

Today, as UNESCO Chair of Global Citizenship Education and Sustainability at UCLA, Dr. Torres is creating conditions for innovative models of sustained development linked to global citizenship, as part of a worldwide system of behavior and ethics that will be spread by teachers on whose training he will have profound influence. At a time of grave moral laxity and confusion, it is especially important to have ethical precepts that can be taught and adhered to. Dr. Torres' publication of the bi-annual *Global Commons Review* deals with such matters from a broad perspective and in non-scholarly language.

For the aforementioned reasons, I enthusiastically recommend that Dr. Carlos Alberto Torres be awarded the 2018 Brock International Prize in Education.

Atentamente

"POR MI RAZA HABLARÁ EL ESPÍRITU"

Ciudad Universitaria, CdMX., a 13 de junio de 2017.

Dr. Humberto Muñoz García
Coordinator of the Higher Education Research Seminar
Emeritus Researcher, UNAM

*HMG*ars.*

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Department of Education Policy and Social Analysis
Teachers College, Columbia University

14 August 2017

Brock International Prize in Education

Dear Brock Award Committee:

The purpose of this letter is to provide support for consideration of Professor Carlos Alberto Torres for the Brock International Prize in Education. I understand that the prize is for a specific contribution of great importance. Although Torres has a long and illustrious career in writing on international and comparative education, I want to focus on his contribution to citizenship education, an area of pressing need in a world beset with conflict, war, climate change, and poverty.

It is important that I emphasize that his important contribution on citizenship education culminates a long career of accomplishment. He is a distinguished professor at UCLA, a former head of Latin American studies, and the author or editor of some 70 books and hundreds of articles on topics in the sociology and politics of education and comparative education analysis. He is known for his deep analytical insights and his ability to apply these in a large number of educational applications.

I met Carlos Torres when he was a Ph.D. student at Stanford in the early 1980's. He was an outstanding student in our classes in the economics of education, so Professor Martin Carnoy and I asked him to serve as one of a dozen reviewers of our book-length manuscript on EDUCATION AND WORK IN THE DEMOCRATIC STATE. This book was a complex endeavor trying to show how the democratic state sponsors institutions that mold both education and work and the political dynamics of these mechanisms. Torres and others provided us with critiques, but his review was among the most helpful of our reviewers, as good or better than many recognized experts who provided feedback. Thus I had a glimpse of his thinking and originality outside of the classroom and came to admire him.

Since then I have followed his illustrious career and found him to be as productive as I expected. His central development that is having immediate and growing visibility and impact is his work on Citizenship Education. We are now living in a world where democratic governments and processes are disappearing (eg. Venezuela) or are being undermined rapidly. Others that are the cusp of representative democracy are faltering because of the weakening of democratic values, poor governance, and deterioration of civic literacy for democracy. Torres has developed an analysis of why and how the educational system must be used as a foundation to restore, strengthen, and establish democratic functioning. He has placed a strong emphasis on education because of its total inclusion of the population and, also, because it can be adapted for adult education.

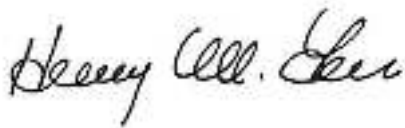
Unfortunately, the school systems of most nations show great weakness in this domain because they address democracy only in terms of a mechanical approach to civic knowledge, memorization of the names and putative functions of political institutions along with superficial celebrations of their histories and the government leaders considered to be part of the democratic tradition. The problem with this narrow approach is that students can memorize institutions and famous names in history without enhancing their own present and future behavior in terms of democratic participation. Democracy requires living knowledge and commitment and acceptance of responsibility for participative roles, behavior and democratic beliefs, not just memorization of items that will appear on examinations.

Torres recognizes that civic knowledge is not adequate in itself to create understanding, acceptance, and support for democratic civic behavior. In addition to civic knowledge, citizens must have the skills for democratic participation and the virtues or values that are required to accept and support democracy. All of these must be imparted through an effective educational system as well as through adult media and education to support an effectively functioning democracy. This is at the heart of Torres' contribution and is evident in his writing, speaking, and government consulting.

He has put this important agenda into action with seven books and articles published in major presses with translations into several languages. He has lectured on the transformation of education for civic engagement in at least 18 countries and engaged with the governments of Vietnam, Korea, Taiwan, and Mexico to establish and strengthen this movement in these nations. And through his leadership of the World Congress of Comparative Education Societies he has been able to expand this activity throughout the world.

At a time when the democratic nations of the world seem to be losing their democratic traditions and others tolerate autocracy and kleptocracy, the efforts of Professor Torres represent a crucial movement for sanity, stability, and both national and international progress. This is a very important direction with profoundly important consequences. I believe that in terms of overall positive influence on human welfare, his contribution is crucial in impact and outstanding.

Sincerely,

A handwritten signature in dark ink, appearing to read "Henry M. Levin". The signature is fluid and cursive, with the first name "Henry" being the most prominent part.

Henry M. Levin
William Heard Kilpatrick Professor of Economics and Education,
Teachers College, Columbia University and
David Jacks Professor of Education and Economics, Emeritus,
Stanford University
President of the CIES, 2008-09 and Honorary Fellow, 2017



August 14, 2017

Dr. Mariela Rodriguez, Ph.D.
The Graduate School
University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78249
mariela.rodriguez@utsa.edu

Dear Dr. Rodriguez,

I would like to recommend our colleague Professor Carlos Alberto Torres for the Brock International Prize in Education. I cannot think of another more deserving person to join the distinguished laureates of this prestigious award for global citizenship education.

I am certain Professor Torres' accomplishments are well acknowledged by the reviewers. As there is very little I can add or emphasize to his already very distinguished CV, I would instead like to share with you my personal experiences with him and the impact he has had in Egypt.

In the 2015-2016, we asked Dr. Torres to be a Distinguished Visiting Professor for the Graduate School of Education at the American University in Cairo. The Graduate School of Education is a relatively new school at the American University in Cairo, the premier English language university of the Middle East. The school was created with the intent to develop internal capacity for education reform and renewal in Egypt. Historically, Egypt has been a recipient of significant foreign aid for education, and as a result, the capacity for reform has come from abroad. Consultants fly in for a week at a time, then leave before they ever get to see their ideas implemented. In 2010, we created a school that would cultivate reformers from within Egypt—people who would be invested in the long-term in educational reform in Egypt and would have the skills and knowledge to do so.

I provide this background as a way to highlight Dr. Torres' involvement with the school. While we built the foundations for the school and attracted students, funding, and all the other necessary ingredients, we still did not have a soul. After a few years sending students to UCLA for Professor Torres' Paolo Freire Institute Summer Program, we all collectively realized that our roots as advocates for empowerment of individuals through global citizenship education was the area in which we needed to search for our school's soul. We invited Dr. Torres because of a deep desire to treat his work as foundational, not supplementary. We believed that if we were really going to inspire transformation, we needed to not applaud Dr. Torres' work, then turn around and look at Egypt's rankings on international standardized exams. We needed to fully adopt the philosophies and approaches he has spent his career developing and disseminating.

Through his work with us, both at AUC that year, and as a long-standing supporter of our mission and our work, the impact Dr. Torres has had in Egypt has been significant. With dozens of our students having attending his summer workshops and hundreds of Egyptians having attended his lectures while he is in Cairo, we are, with Dr. Torres' leadership, promoting a broad understanding of global citizenship education at a time of great uncertainty in Egypt and the Middle East. He has inspired us all to continue pursuing a rich view of education, one that does not succumb to simplistic views of learning or measurement.

We are all grateful for Dr. Torres' interest in and work with our school. With a long list of Distinguished Visiting Professors, including many of the most prominent scholars in the field of international and comparative education, we can confidently say that Professor Carlos Alberto Torres has been the most influential person in the development of our school and our mission in Egypt.

Most sincerely,
Ted Purinton, Dean
Graduate School of Education
American University in Cairo
tedpurinton@aucegypt.edu



Recommendation Letter

I am writing to recommend Dr. Carlos Alberto Torres to apply for your esteemed Brock International Prize in Education. I met Dr. Torres in 2015 at National Chiao Tung University when I took up the President position. Dr. Torres is a very productive, distinguished professor in the field of comparative education and sociology of education. He is also the first UNESCO-UCLA chair in global citizenship education promoting common good worldwide. His involvement in UNESCO affairs is highly admirable because this is indeed a very important task in reducing conflicts emerging lately among different races, religions and nations.

Before I become the President of National Chiao Tung University, I had been a full-time faculty member at the University of California, Los Angeles (UCLA) – the same university as Dr. Torres' current appointment! Due to our mutual background and his excellent academic experience, I got in touch with Dr. Torres and invited him to be our University Chair Professor to assist us in setting up "Global Citizenship Education Center" in our university, the first of this kind of institute in Taiwan.

Dr. Torres is a very innovative scholar. He came to Taiwan and convinced me the importance of the work that can be implemented in our Center in Taiwan. The mission of the Center is to develop the research and pedagogy of global citizenship education in Taiwan and to establish an exchange platform for research and social practice in global citizenship education in Asian Pacific. He proposes to make our Center one of the key hubs of global citizenship education in Asian region.

We agreed to establish the Global Citizenship Education Center in Taiwan and start to engage in many related activities. The Center aims to collaborate with scholars and experts both locally and internationally to conduct research projects and to link Taiwanese scholars with relevant programmes and actions of UNESCO and UCLA. In order to promote global citizenship education more effectively, the activities of this Center will not only concentrate on universities and/or high schools but also on government policies. Dr. Torres provided me many creative thoughts of how to bring it into being. I found them very constructive.



國立交通大學
National Chiao Tung University

校長室 Office of The President
張懋中 Mau-Chung Frank Chang Ph.D

In order to raise interests and discussions in the issues of global citizenship education in Taiwan and neighborhood countries, our first in-depth international workshop entitled "Sharing Civic Experience: NGO and Global Citizenship Education" will be held during 22 August and 25 August, 2017. Dr. Torres played a key role and invited important speakers and participants to join this workshop. There will have more than 40 participants in this event covering NGO leaders from USA, New Zealand, Brazil, India, Laos, Myanmar, Vietnam, Malaysia, Thailand, Pakistan, Tibet, Taiwan and other Asian countries. All participants will share their experience to others. Based on participants' diversified backgrounds, I believe that this workshop will trigger a good discussion of global citizenship education and yields fruitful results.

In addition, Dr. Torres contributes greatly to educate Taiwan students. He has had a long engagement with academic work in Taiwan for more than 17 years and had helped more than 10 Taiwan students to complete their Ph.D. degrees at UCLA. These students now become seeds of global citizenship educators in Taiwan.

In recommending Dr. Torres for Brock International Prize, I truly think that Dr. Torres is a great candidate who has made a specific contribution to the education of global citizenship. Without doubt, Dr. Torres will produce a significant impact on the knowledge and practice in the field of global education and sustainability of the earth.

Sincerely,

Mau-Chung Frank Chang, Ph.D.
President, National Chiao Tung University
Academician, Academia Sinica, Taiwan
Member, US National Academy of Engineering



OFFICE OF THE PROVOST AND
EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS

OFFICE OF THE PRESIDENT
1111 Franklin Street, 12th Floor
Oakland, California 94607-5200

August 17, 2017

Brock International Prize in Education
2221 S. Lewis, Suite 415
Tulsa, Oklahoma
c/o mariela.rodriguez@utsa.edu

Dear Dr. Rodriguez:

Dr. Carlos Alberto Torres has asked that I provide you with a letter of reference to be used as he is considered for the Brock International Prize in Education. I am pleased to do so. Dr. Torres and I have known each other for a very long time, first as colleagues on the faculty of UCLA's Department of Education, then for 13 years when I served as dean of UCLA's Graduate School of Education and Information Studies, and for the last five years when I have been serving as the Provost and Executive Vice President for Academic Affairs at the University of California Office of the President, the systemwide office for the University. I know Dr. Torres well and am particularly knowledgeable of his work during the time I served as dean.

Having perused the Brock International Prize in Education website, I realize that you are seeking an individual whose "innovative ideas ... make meaningful change in how we think and act" not simply an outstanding, committed educator. Professor Torres is, indeed, a most outstanding, committed educator. Now a senior scholar, a career review would make clear that he has a distinguished record as an influential thinker about public education internationally as well as locally, as the author and editor of dozens of books and hundreds of articles, and as an inveterate lecturer, someone with worldwide reach and the ability to lead and inspire colleagues and students alike.

Dr. Torres is well known and much admired for his innovations in international education. He has developed and effectively promoted the work of Paulo Freire, one of the most influential scholars and public intellectuals of the twentieth century. Dr. Torres is credited with explaining, advancing and, in some cases, reconstructing Freire's work for the new millennium. Dr. Torres' seminal influence in the creation of more than a dozen Paulo Freire Institutes around the world (the latest will be launched in Shanghai's East Normal University this November) offers a unique platform for him to extend his reach and influence in promoting global citizenship education. I am proud to note that early in my tenure as dean I encouraged and supported Dr. Torres in his creation of the Paulo Freire Institute at UCLA. As an educational advisor to the governments of Vietnam, Taiwan, and Korea, Dr. Torres is uniquely poised to implement a worldwide educational model. His original rendition of the

principles, practices, and policies of global citizenship education and sustainable development fortifies his status as one of the foremost public intellectuals and a devoted innovator in international education.

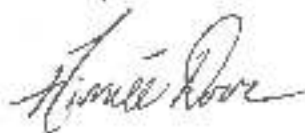
As holder of the distinguished UNESCO Chair at UCLA, Dr. Torres oversees the creation of multiple research networks focused on the implementation of sustainability practices that dovetail with global citizenship education models, providing evidence-based research. He is also editor of *Global Commons Review* (<http://unesco.gscis.ucla.edu/global-commons-review.html>), a bi-annual, peer-reviewed academic journal that offers insight on new developments in this area and is accessible to the general public.

Teaching and learning are a function of experience as well as knowledge. Dr. Torres' international sphere of influence is the product of decades of ceaseless travel, investigation, social networking and publication. In this, he follows the tradition of educators like Paulo Freire and Ivan Illich, self-styled "pilgrims of the obvious" who strengthened the pedagogy and practice of generations of teachers, scholars, and educational innovators around the world. Those of us who have listened to, worked with, read and been influenced by Dr. Torres' expansive vision of the future of global learning and global citizenship cannot help but be inspired.

I know from personal observation and numerous reports of those who study and work with Dr. Torres that he is an unparalleled team-builder and a visionary, qualities that will be necessary for the advancement of the innovations that he has designed and implemented. I am confident that Dr. Torres' outstanding scholarship in Latin American education, political sociology of education, multiculturalism, and global citizenship education and sustainability has created the conditions for his continuing transformation of worldwide curriculum and instruction which will ultimately have a beneficent influence on the way children and youth around the globe encounter and collaborate with each other. This focus on global citizenship education is part and parcel of Dr. Torres' continuous innovation of international education.

In my previous roles as a professor and then dean at UCLA, I very much appreciated and admired Dr. Torres' innovative work in international education, recognizing its importance as scholarship, policy, and practice. Awarding him the prestigious Brock International Prize in Education will call attention to this work and help spread the important innovations in international education that Dr. Torres has developed and promoted.

Cordially,



Aimée Dorr, Provost
Executive Vice President for Academic Affairs

Brock Prize Jurors

22nd August 2017

Re: Professor Carlos Alberto Torres: The Brock International Prize in Education

I would very much like to offer my full support to Professor Carlos Alberto Torres's nomination for the prestigious Brock International Prize in Education. I can think of no more deserving person within the field of social science for this prize than Professor Torres. The quality and depth of his intellectual contribution internationally to educational scholarship and to educational practice is unique. Evidence for this is to be found not just in the scale of his writing and research but also in the recognition that it has received through invitations, awards, research grants, policy involvements and commemorative events and publications. But what makes Professor Torres's scholarship innovative is his bringing together of his life's work into something unique - his particular construction of the political sociology of education, his influential work on citizenship and multiculturalism, and two decades of scholarship all focused in different ways on the promotion of democracy. This corpus now comes together in the construction of a notion of **global citizenship education** and a new theory of what he calls **Global Commons**. There is no doubt that the combination of this work and its proactive positive agenda in the name of social justice, equality and democracy is highly significant for the science and art of education nationally and internationally.

Professor Torres' intellectual and innovative contributions which are outstanding because of their sophistication and originality can be found across the two fields of study (Latin American studies and Comparative and International education) in which he has worked tirelessly over more than 40 years.

First it has to be said that, without Professor Torres' work, many of us outside Latin America would know little about its educational history, its particular experiences of global economy and its leading writers. Professor Torres has employed to great effect the sociological and political insights gained from his Argentinian background especially in his interpretation of the continued problems of illiteracy, poverty and social injustice in society, on the one hand, and the power of social aspiration that is associated with the development of educational systems and civil society generally. He has encouraged those of us in other continents to learn about and understand Latin American educational concerns through his research and engagements with Latin American policy-making. One of his most important contributions has been the mainstreaming into critical theory and education of the work of world famous Brazilian educator - Paulo Freire. Through the Paulo Freire Institute, Professor Torres has established a strong imaginative platform of research, networks, policy agendas and new thinking associated with the Freirian tradition. Uniquely, he has given us the opportunity to engage in depth with the great dilemma of the era – how to empower the poor and oppressed through social movements, pedagogic programmes, and alternative

models of formal and non-formal teaching. It is impossible today to apply Freire's theories of education without reading Professor Torres' interpretations and writings. So many people involved in education have drawn upon his understanding of Freire's work to develop their own innovative practice.

With this background in political history of thought in Latin America, Professor Torres adds his deep understanding of contemporary social and educational agendas. His scholarship and contribution to comparative and international education is well established and of the highest world class level. His publications are seminal and innovative in defining the field of education, citizenship and globalization. His unique global perspective encompasses human rights, pluralism and citizenship, the privatization of education away from state dominance, and the globalization of economies, communications and labour forces. His publications explore critically the ways in which international shifts outside education influence its internal structures and functionings. However, Professor Torres never offers a critical educational perspective for its own sake – rather he looks and finds moments, sites and actions that will bring about progressive social change.

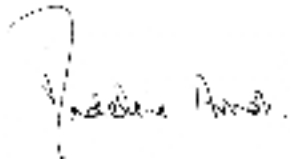
In the context of this prestigious prize, it is noteworthy how Professor Torres manages to work on a world stage with confidence, bringing his ideas of adult learning, global citizenship and democracy into the framework of higher education, schools and communities. Over the last few years, he has gathered together extraordinary teams of academics, NGOs and policy makers to work on the notion of Global Citizenship Education – a concept which up until now has been rather vague in its formulations. His international collaborations bring together a wealth of new knowledge about the global politics of education, defining the goals for global and national action. In effect, as UNESCO-UCLA Chair in Global Learning and Global Citizenship Education (which I believe to be the first such chair), Professor Torres has led a unique multinational conversation between global citizenship practitioners and teachers on global education and values. The defining of a 'global collective good' comes to a head in the new notion of a **Global Commons**, which emphasises the ways in which global peace, a globally sustainable preserved environment, democracy and equality are intangible cultural goods or even 'treasures of humanity with immaterial value'. By promoting the notion of global commons and global citizenship education as a public priority in today's world, Professor Torres focuses attention on the communality of global educational objectives in learning, socialisation, sustainability and progress. He has started a global debate through higher educational institutions but also through the establishment of a new journal **The Global Commons Review**- a biannual peer-reviewed academic periodical that will bring forward research and teaching initiatives in relation to the concept of global commons.

I have known Professor Torres through his academic work since the 1970s. I know him to be a superbly engaging speaker lifting the tone of conferences to think always in a larger more complex canvass. He represents his fields of interests with such vigour that it is impossible not to recognize the importance of social scientific research and educational institutions in the formation of a better and more just society. It is this ethical commitment that drives his original contribution to global educational agendas. He has exceptional ability to forge a consistently strong, compassionate agenda around the promotion of democracy within and through educational institutions and programmes globally. His work in all its diversity is built on considerable integrity of purpose that

combines intellectually demanding thinking, researching and writing with the intention of affecting government and transnational policy and institutional practice.

I cannot recommend Professor Torres highly enough for **The Brock International Prize in Education**. His highly innovative, original and ground breaking intellectual and scientific contribution in relation to global citizenship education is both brilliant and world-class.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Madeleine Arnot'.

Professor Madeleine Arnot M.A. (Hons), Ph.D, AcSS, Hon.Doc(Uppsala)
Professor of Sociology of Education
Fellow of the Academy of Social Sciences
Professorial Fellow, Jesus College.



Cornell University

N'Dri T. Assié-Lumumba, Ph.D.

Professor, Africana Studies and Research Center
President, World Council of Comparative Education Societies -WCCES
Fellow, the World Academy of Art and Science



310 Triphammer Road, Ithaca, New York 14850, U.S.A.

Tel. (607) 255-7839 **Fax** (607) 255-0784 **Email:** N.Assie-Lumumba@cornell.edu

Webpage: www.asrc.cornell.edu/people/ndri-assie-lumumba.cfm
cies2015.org and wcces-online.org

August 24, 2017

Brock International Prize in Education
 2221 S. Lewis, Suite 415
 Tulsa, Oklahoma

Re: Recommendation of Professor Carlos Alberto Torres

Dear Madam/Sir:

I am writing in support of the nomination of Professor Carlos Alberto Torres for the 2017 Brock International Prize in Education. As President of the World Council of Comparative Education Societies (WCCES), succeeding Professor Torres in this position and having had the privilege of following his influential career over a period of three decades, it is my utmost pleasure to write this letter in strong and enthusiastic support of this nomination. Based on his truly impressive accomplishments, Professor Torres belongs to the very top rank of education scholars with an immense innovative capacity with a local, national and global impact.

Professor Torres is a modern Renaissance Scholar, who has made masterful interventions in many disciplines through powerful theoretical work paired with an impressive endeavor on the front of praxis. Indeed, he has established himself as a prolific scholar with formidable innovative impulses leading to significant planned change and transformation in education. The theoretical work contributed by Professor Torres has constituted major shifts and transformations in the different fields at the institutional, national and international levels. I would like to highlight a few of such significant innovations and then focus on one of them for its ongoing national and international acclaim.

In the field of comparative education, Professor Torres has authored numerous publications that partially culminated into a book that he co-edited with Robert Arnone –*Comparative Education: The Dialectics of the Global and the Local*. This volume has influenced the field as evidenced by the fact that it is in its fourth edition given the high demand as the textbook of choice in more than fifty Comparative Education programs in the English-speaking world globally.

Professor Torres is considered one of the world's leading authorities on Latin American Studies and is the principal biographer of Paulo Freire, the Brazilian philosopher and critical social theorist. He has provided a unique insight into the intellectual impact of the historical icon Freire, who

personified critical thinking and social transformation through education. Professor Torres' work on Freire is the most insightful and comprehensive study of its kind worldwide, including an international bibliography about Paulo Freire and more than one hundred short analytical contributions discussing the work of Freire and his influence in contemporary pedagogy. Among numerous undertakings, Professor Torres is the Founding Director of the Paulo Freire Institute in São Paulo, Brazil and Buenos Aires, Argentina. Currently, he is the Founding Director of the Paulo Freire Institute at the Graduate School of Education and Information Studies (GSEIS-UCLA).

Another important area where Professor Torres has made a breakthrough is his theoretical and empirical research leading to the development of a political sociology of education, that he articulates in many publications including his acclaimed book with Raymond Morrow, entitled *Social Theory and Education*.

For the last decade, the question of educating the global citizen has been at the top of his research agenda in which innovation is linked to the transformative capacity of education, especially higher education, as powerful triggers of globalization. One among several books, *Education, Democracy and Multiculturalism: Dilemmas of Citizenship in a Global World*, translated in several languages, has provided new research trails and agendas for both multiculturalism and its interface with global citizenship education.

Indeed, already a world-renowned scholar, Professor Torres is now considered the ultimate authority on Global Citizenship Education nationally and internationally. Some countries have been implementing the transformative impact of Global Citizenship Education and Sustainable Development.

One of his intellectual and practical contributions in the area of global citizenship education is captured in his book *Global Citizenship Education: Theoretical and Empirical Foundations* which is in press. This book is published in the new series of Routledge/Taylor and Francis New York, entitled Critical Global Citizenship Education of which Professor Torres is the Series Editor.

The impact of his citizenship education globally can be illustrated by the case of Vietnam where he has travelled extensively and with the support and collaboration of the authorities there, he has successfully designed a project of global citizenship education and its relevance for Vietnam. To reach the entire citizenry, the program has used various educational intervention tools ranging from conventional face-to-face method to television and radio. Thus, the entire population of Vietnam has been reached and has well received the program.

Professor has received the full governmental support of Vietnam for the implementation of a program of global citizenship education program for the entire country. He met with Mr. Phung Xuan Nha, Minister Education and Training, who agreed that the program he has been proposing would be incorporated into the educational curriculum of Vietnam during the ongoing reorganization. Dr. Torres met also with Mr. Nguyen Ngoc Thien, Minister of Culture, Sport and Tourism to engage in a dialogue toward implementation plans of the innovations of educating, among others, Vietnamese artists to become Global Citizens while incorporating the rich traditional

Vietnamese culture into the Global Citizenship Education Network. Thus, with his engagement, the authorities of Vietnam committed themselves to play a pioneering role in global citizenship education. __

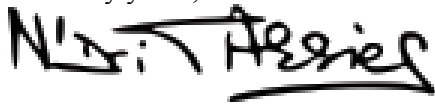
As UCLA UNESCO Chair, Professor Torres has been promoting the sustainable development goals of UNESCO to address challenges of the global common good, especially peace and sustainable development. It is worth mentioning that one of his projects, jointly advanced in the Boston Global Forum, aims to implement a National Day of War Reconciliation on September 9, bringing together artists, intellectuals, and communities, from various sites in the world.

The Brock International Prize in Education recognizes an individual who has made a specific innovation or contributions to the science and art of education, resulting in a significant impact on the practice or understanding of the field of education. As an innovator, Professor Torres has made contributions on the theories and applications that meet the key requirements of the Prize, in particular his concept of global citizenship education

Professor Torres has received numerous distinctions and awards from the institutions he has been affiliated with all the way to the global stage. I strongly recommend him in the highest possible terms. He is a sharp intellectual with a consistent commitment as a visionary leader and an exemplary agent of innovation and social and educational transformation. His versatility, as well as the theoretical and practical value of his scholarship is exemplary. His selection for the Brock International Prize in Education would be a justifiable recognition of the most deserving scholar in this time who is still influencing change on the global stage with global citizenship education and is well positioned to play an even greater role in the continuing globalizing world.

I thank you in advance for your consideration.

Sincerely yours,

A handwritten signature in black ink, appearing to read "N'Dri T. Assié-Lumumba". The signature is stylized with a large, sweeping initial "N" and a long, horizontal flourish at the end.

N'Dri T. Assié-Lumumba

Letters from Paulo Freire

- 1) Invitation to Dr. Carlos Alberto Torres to serve as personal secretary to then Secretary of Education, Paulo Freire (1989)
- 2) Promotion and Tenure letter for Dr. Carlos Alberto Torres from Paulo Freire (1991)



GABINETE DO SECRETÁRIO

São Paulo, February 1st, 1989

Professor Carlos Alberto Torres
5-109 Education North,
The University of Alberta,
Edmonton, Alberta, Canada T6G 2G5

My dear Carlos:

I wish that this letter finds you and your family very well. As you already know, I have been appointed the Secretary of Education of the city of São Paulo, Brazil, for the period 1989-1993. Since I am currently designing the new educational policy for the city, I would like to count on your advice and technical help. Would you be able to obtain consent and support from your University to spend a term working with us every year between April and June or September and December for the full period of my mandate?

If you agree with this invitation I would like that you collaborate as my personal adviser and conduct on-site staff seminars on teachers training and educational reform in comparative perspective. Occasionally your duties will include to conduct short-term research on the educational needs of the municipality or on the very many issues which may arise in the process of educational reform.

We will be able to cover partially your living expenses while in São Paulo but, unfortunately, due to hard currency restrictions, the municipality is unable to pay for your

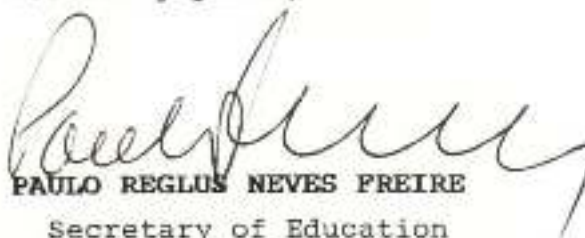


GABINETE DO SECRETARIO

return airfare. I also hope that you will be able to secure finan_
cial support in Canada that will cover your airfare.

I will be very pleased if you are able to
accept this invitation and join us in our dream of changing the
municipal educational systems towards a new emancipatory education.

Cordially yours,



PAULO REGLUS NEVES FREIRE
Secretary of Education

/sa.

São Paulo, Brasil, September 29, 1991.

Professor Marvin Alkin
Chair
Department of Education
Graduate School of Education
University of California-Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Fax: (213) 206-6293

Dear Professor Alkin:

I have been asked to comment on Dr. Carlos Alberto Torres academic work, in regard to his application for promotion to Associate Professor with tenure. I am very happy to do so.

I have known Dr. Torres since we started exchanging letters and research papers in 1975. I was then working for the World Congress of Churches in Geneva, and he was doing research on my Pedagogy of the Oppressed, in his native country, Argentina. I had the opportunity to meet him personally in Brazil, 1980. Since then, I have had the opportunity to participate with him in many educational activities, and I know him and his family very well.

From the out set, let me say that I am exceptionally impressed with his commitment to scholarship, the depth and originality of his analysis, and his sound character. An exceptionally productive scholar, he has written and/or edited four books about my own pedagogy and philosophy of education. I consider this work as a serious contribution to the understanding of my thought. Three of his books in Spanish have also been translated and published in Brazil.

I find Dr. Torres writings very systematic, rigorously organized, and imaginative. The exegesis and criticisms of my work is helping him to draw his own innovative and analytical approach to pedagogy and politics in Latin America. Although he is not a philosopher by training, he has been able to discuss critically my epistemological and philosophical perspective, drawing on his own clearly formulated analytical model which is rooted in Critical Theory.

A political sociologist by training, Dr. Torres has addressed correctly the key sociological issues I have discussed in my own work.

Dr. Torres is fairly unique also in the sense that he combines the Latin American intellectual tradition - with his training in analytical-empirical sciences in a leading

American University. At Stanford University, Dr. Torres learned methodological techniques and social theories which allow him to link quantitative and qualitative analyses. The combination of these two intellectual traditions, enhances the depth of his analysis and the richness of his work.

A researcher by training and vocation, Dr. Torres has published numerous research articles in refereed journals, and many books. I have read some of his most recent work including *The Politics of Nonformal education in Latin America* and *The State, Corporatist Politics and Education* contributions to scholarship.

Dr. Torres' research on political sociology of education has becoming influential in Latin America, and three of his books are currently being translated by prestigious publishers in Brazil. In fact, I have such a high regard for his work, that I have accepted to engage with him in many hours of conversations about my life, work and ideas, for a forthcoming book that Dr. Torres is writing on my educational perspective. Judging for the first four chapters I have seen, I believe this book will be landmark in studies in critical pedagogy.

Dr. Torres' ability as a researcher does not preclude him to be a very effective teacher. He has strong communication skills, and a extraordinary ability to work with other colleagues and students. I think he has a strong commitment to teaching. Many of his former students have told me that they were very fortunate having Dr. Torres as their teacher or adviser.

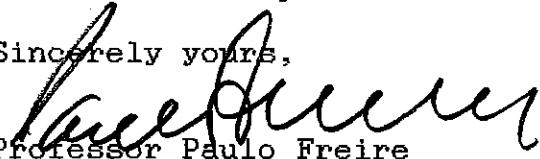
In addition to be an excellent scholar, researcher and teacher, Dr. Torres is a forceful organizer. He has immense energy, great discipline, and good administrative and planning skills. These skills and his intellectual capacity have helped him to organize a number of excellent academic meetings. For instance, I still remember very well the meeting he almost single-handedly organized while still being a doctoral student at Stanford University in 1983. The meeting was co-chaired by Carlos Torres and Professor Martin Carnoy. The idea of this meeting was to discuss my work. Thanks to Carlos' dynamic leadership, the meeting evolved onto a major dialogue about pedagogy and politics. Dr. Torres, Jointly with Professor Arturo Pacheco, an excellent Chicano Philosopher, and Professor Carnoy, have organized prior to my arrival, a two-weeks seminar to discuss at length with the participants, the historical, political, epistemological and educational aspects of my work. When I encountered the group, I felt that such a meeting was one of the best I have ever participated. During the next two weeks, I had a fantastic time, with challenging questions and comments from participants and organizers.

I experienced a similar feeling of satisfaction with Dr. Torres organization of a series of symposiums at the American Educational Research Association (AERA) meeting in Chicago, last April. I was invited by Dr. Torres to participate in the AERA meeting, and afterwards to deliver the Charlie Chang Lecture at the Graduate School of Education at UCLA. The intellectual minds of graduate students and faculty at UCLA- Graduate School of Education. But, I insist, it also should be credited to Dr. Torres tremendous organizational skills, research agenda and intellectual vision.

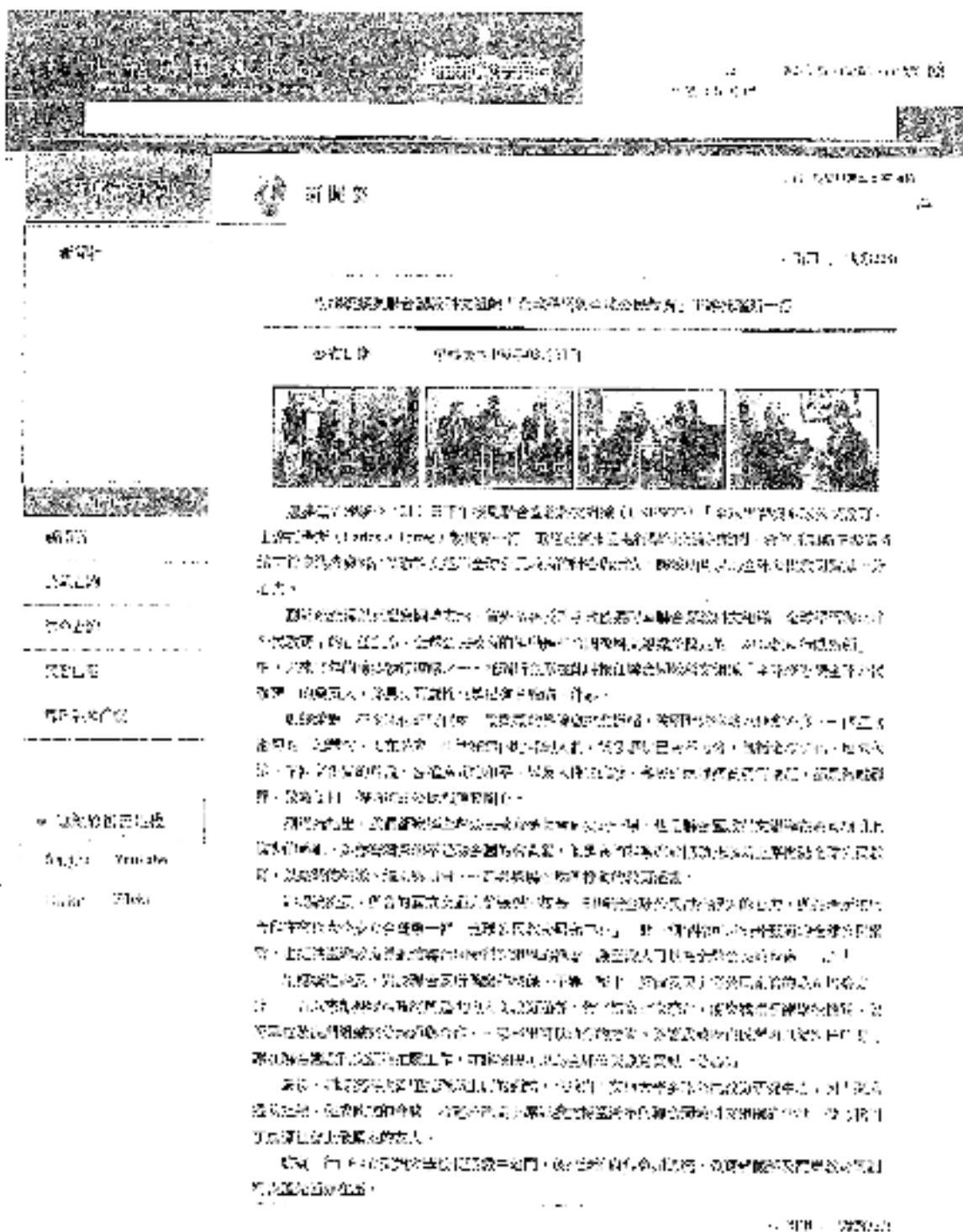
In brief, I consider Dr. Carlos A. Torres a distinguished scholar who, very early in his academic career, has already established himself as one of the best experts in the field of education in Latin America. He is highly regarded in comparative education, and UCLA is very fortunate to have him on the faculty.

In closing, let me emphasize that at my university, the Catholic University of São Paulo, Dr. Torres ~~would~~ be placed very high in the academic rank, as a full professor. I will strongly support his promotion with tenure, most enthusiastically and without qualification.

Sincerely yours,



Professor Paulo Freire
Rua Valença, 170
São Paulo, (01.254), Brazil.



Translation of the Chinese news article.

Vice President Chen Jianren met with Prof. Carlos A. Torres, UNESCO Chair in Global Learning and Global Citizenship Education, in the afternoon of today (March 21). He welcomed Prof Torres to Taiwan for academic exchanges and visits, and expressed his hope that the Chair would continuously support Taiwan's participation in the UNESCO Global Citizen Education Program and activities, so that our country could make her contribution to the global citizenship education.

Vice-President delivered his full speech in English. He congratulated Prof Torres on his appointment as the first UNESCO Chair in Global Learning and Global Citizen Education. The promotion of Global Citizenship Education is one of the important implementation strategies for the next 15 years in UNESCO's 2030 Education Agenda. Prof Torres's UNESCO Chairmanship in Global Learning and Global Citizenship Education at this time is therefore groundbreaking and meaningful.

Vice President said that in the era of globalization, the boundaries between countries are becoming more and more blurred, and cross-border affairs are gradually increasing, leading to an interactive "global village" that is taking shape. For the people living in this earth, many things are inseparable, including global warming, environmental sustainability, respect for different cultures, peace among races, and safeguard of human rights, and dealing with refugees and poverty, all these go beyond borders. Citizens of any countries should be concerned.

Vice-President pointed out that we all understand that Global Citizenship Education is a very important part, which is also a priority in UNESCO's education programme. Although Taiwan is not currently a Member State of the United Nations, we are very happy to help Chair Torres to promote Global Citizenship Education, and to participate in UN-supported educational activities with Taiwan's knowledge, experience and strength.

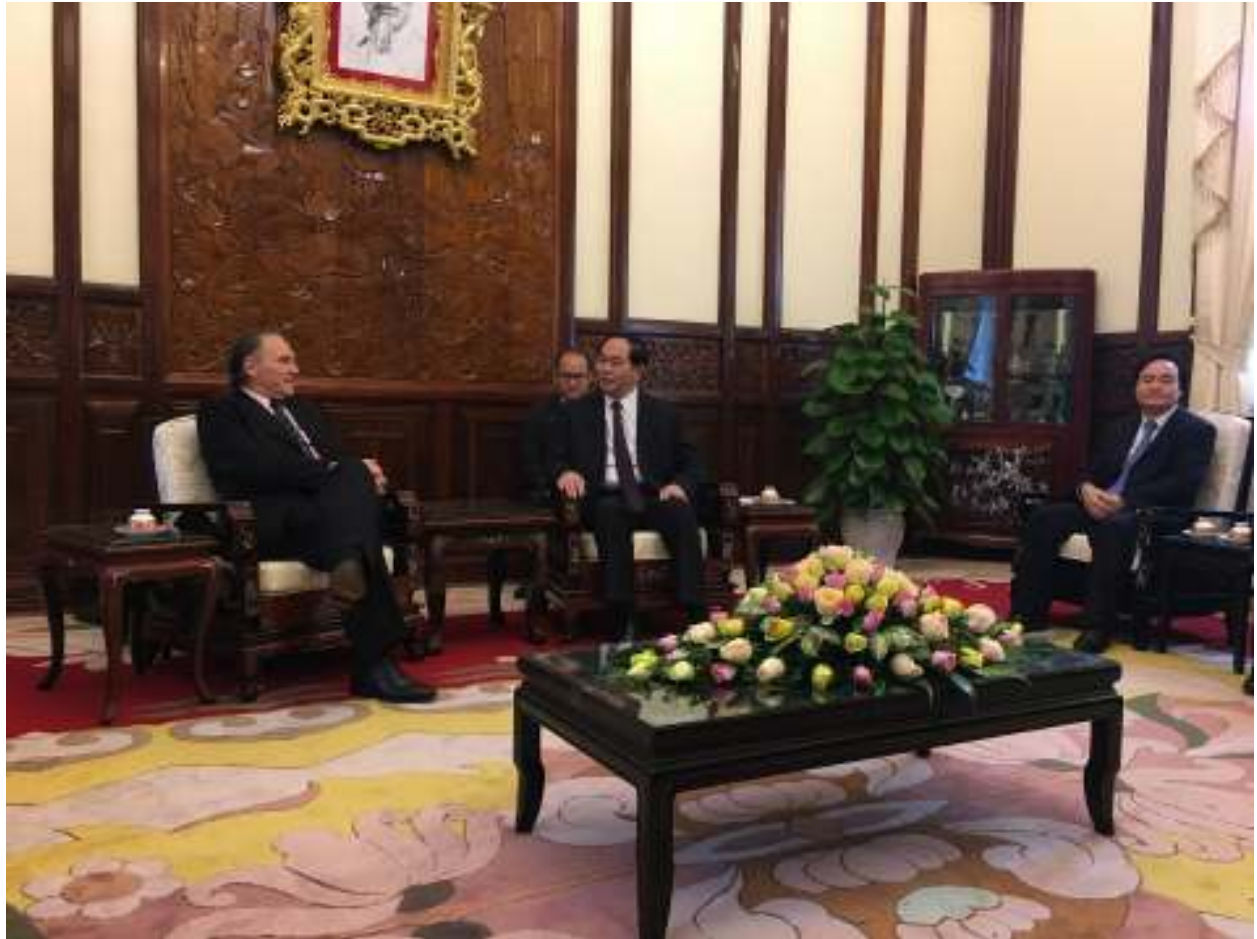
Vice-President mentioned that the President of the National Chiao Tung University, Mr. Zhang Maozhong, had made great efforts to cultivate global citizens and established the first "Global Citizenship Education Research Center" at the University in cooperation with the Chair Prof Torres. This initiative can enhance Taiwan's global citizenship, and provide opportunities for the Education Sector in Taiwan to link with UNESCO, so that Taiwan people can make their contributions to global citizenship education.

The Vice-President also talked about what the civic education and training in the areas that the United Nations advocates, such as environmental protection, equality, peace, anti-corruption and democracy, has always been the areas that are valued by our government in humanity education. He expressed the hope that Torres will take advantage of his visit to fully discuss and work with relevant schools, government agencies and non-government organizations, to produce a feasible plan that allow our government and civil society to support Prof Torres's work in UNESCO, as well as allowing our country to contribute to global citizenship education.

Finally, the Vice-President once again welcomed the visit of Chair Torres, and thanked the "Global Citizenship Education Research Centre at Chiao Tung University" and "Transparency Taiwan" for having facilitated this meeting. It is hoped that Chair Torres will continuously support Taiwan's participation in UNESCO's activities as our most firm friend in the international community.

The visitors was accompanied by Zhang Maozhong, President of the National Chiao Tung University, to pay the visit to the Vice President. Present was also Lan Xianqian, Deputy Director General of the Department for International and Cross-strait Education.

Dr. Carlos Alberto Torres meeting with the President of Vietnam to discuss a nationwide global citizenship education program



Dr. Carlos Alberto Torres participating in the ribbon cutting at the inauguration of the Global Citizenship Education Center (GCEC) at the National Chiao Tung University in Taiwan



Dr. Carlos Alberto Torres being bestowed the title of Chair Professor at National Chiao Tung University (NCTU) in Taiwan while participating in the inauguration of the Global Citizenship Education Center (GCEC)

