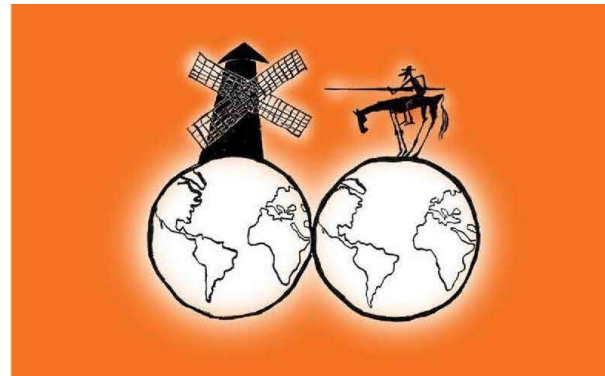
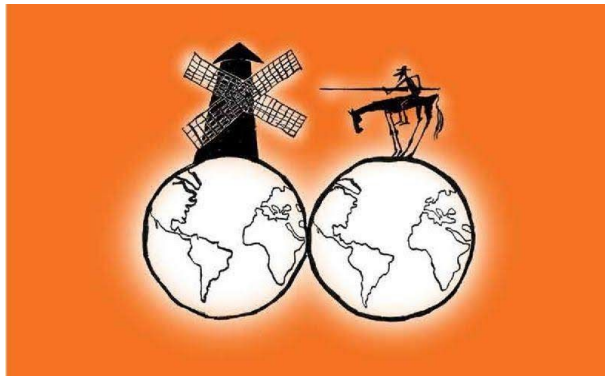


**UNIVERSITY of the BUEN VIVIR *in* WE ACCEPT THE CHALLENGE  
WSFTE**

On September 3rd, the Campaign for a Global Curriculum of Solidary Social Economy, has presented the project of UNIVERSITY of the BUEN VIVIR (UBV) at the organizing meeting for the second part of World Social Forum of Transformative Economies (WSFTE)

Initiative for UNIVERSITY of the BUEN VIVIR was born when the celebration of Campaign during the WSFTE took place in Barcelona during June 2020, and will be present at *We accept the challenge*, last stage of WSFTE, which will be performed in virtual format from October 23rd to November 22nd, within the Catalonia Fair of Solidarity Economy (CFSE).

Good Living (El Buen Vivir) constitutes the epistemic paradigm that operates as a platform for the Campaign for a Global Curriculum of Solidary Social Economy, stated in its Charter of Principles, which



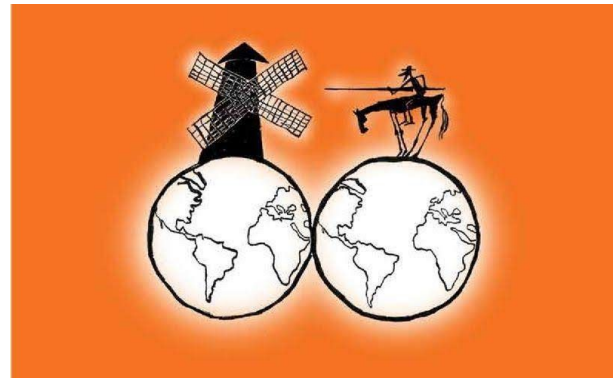
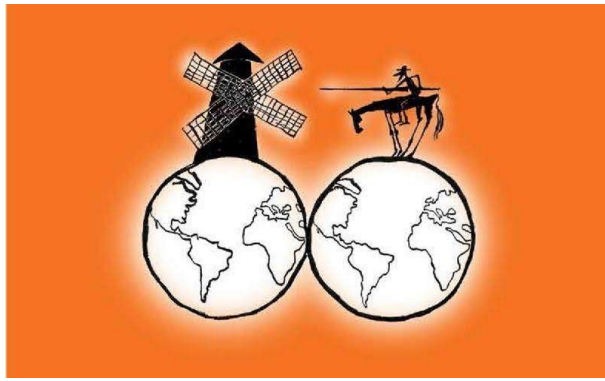
as a previous process was shaped in the activity called “*Didactics for Goog Living: Conversations from the Classroom.*”

The accumulated experience effected by movements, networks and social organizations which constitute the Project of University of the Buen Vivir has been defining itself through fóruns, towards other economies, ethical finance forums, networks for solidarity social Economy, feminist economies, struggles for climate justice and pedagogies for the construction of cultures of peace.

They are also part of this Project the economical-political perspective which introduces the concept of global citizenship within *The Earth Care Framework*<sup>1</sup>, multicultural meetings and the spaces peasant- original peoples which establish the clear principle that education is de-colonial, because it challenges the matrix that commercialized the spheres of land, bodies, work , money, and thought form , in the terms of Polanyi .

---

1 (\*) Ese innovador cuadro de referencia de la Educación para la Ciudadanía Global en la perspectiva del Sur Global ha sido creado por el Colectivo Futuros Decoloniales, <http://decolonialfutures.net> impulsado por personas de Brasil como Vanessa Andreotti, Davi Kopenawa y Ailton Krenak. Muy resumidamente consiste en la propuesta de recalibrar las relaciones de los seres humanos con el conocimiento, con los traumas sociales y medos, con el Yo, en cuanto parte de la Tierra y con el Otro. Ese "mycellium" puede generar Justicia cognitiva, afectiva y relacional, o que torna posible que broten y crezcan juntas la Justicia Ecológica y Económica. (Vea "La casa de la modernidad construida - Vanessa Andreotti)

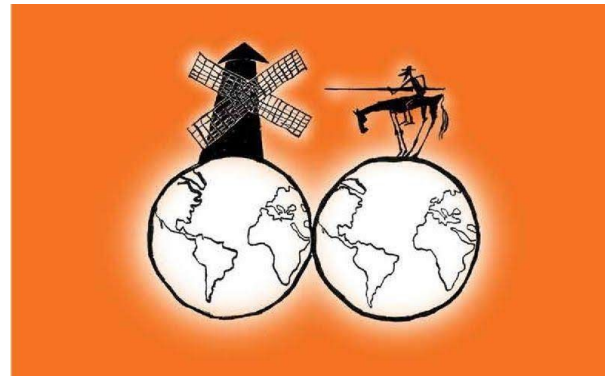
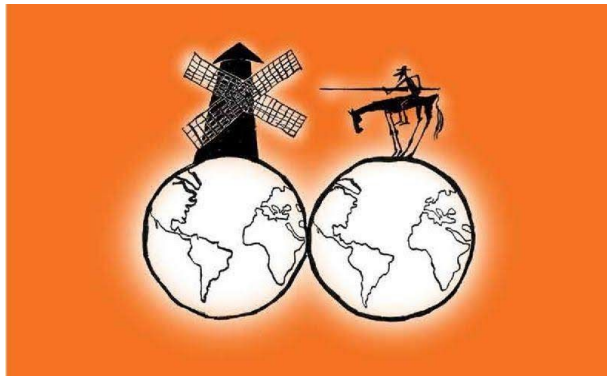


The pedagogical proposal of Universidad del Buen Vivir is based upon epistemic disobedience. It's an education that criticizes eurocentrism , capitalism , epistemic and patriarchal racism. De-colonial education starts from apprenticeships of communal character, non-capitalist, and from non-colonial ways of reproduction of life.

The training processes come from the projects of territories and their original peoples, with real proposals made in order to solve material, legal, spiritual and cultural needs prevailing in the world. Perspective called nowadays *epistemological territories of the South*.

In short, pedagogical practices that inquire, interrogate, and deepen contents about problems and events which violate the rights and threaten the dignity of the peoples and communities, shall have their space in University of the Buen Vivir.

Educational political design is structured with movements, social organizations, campaigns and de-colonial non-capitalist networks, anti-racist ones, articulating with groups of diverse origin and university spaces related to our objectives, even considering experiences of Mayan peoples of Guatemala and other training spaces that have ventured into these paths which allow reconstitution of those philosophies cultivated by original peoples

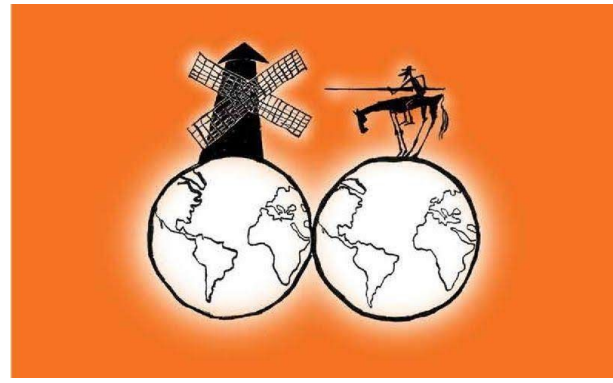
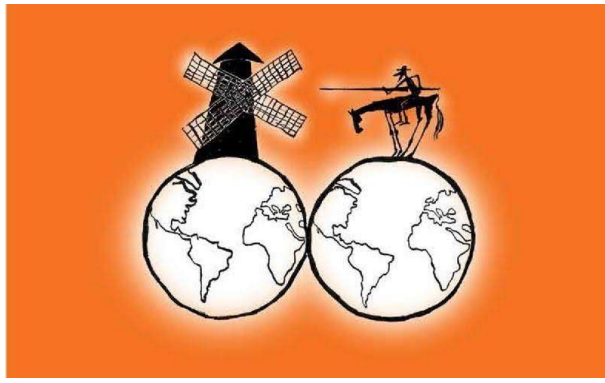


concerning life.

The new context to bring to light requires recognition of limits and contradictions of conventional and mainstream sciences in modern western civilizational matrix, foundational basis for conventional universities. Also the emergence of other paradigmatic models with brand new perspectives and new senses which attempt to answer questions that old paradigms did not, filling gaps that conventional modern western science could not or did not want to cover, and revaluing what science discarded.

To make contributions to University of the Buen Vivir, Campaign for a Global Curriculum of Solidary Social Economy hopes to develop international meetings in several languages: Spanish, Portuguese, English, French, Japanese, Korean, among other languages that are agreed and according to our purposes.

We do invite colleagues to active participation in this cooperative and solidarity Project by contributing with your ideas, wishes, and new looks concerning old and new subjects, especially what delights us , what concerns us, what worries us in order to collectively build knowledges, proposals and solutions that allow us look back at our world – which is now burdened by environmental, political,



economical, ethical and social crisis, among other, with more opportunities to fully develop ourselves as human beings sensitive to our reality.

May our children and grandchildren know and recognize the responsibility of living in territories which have been cared for by their original peoples. An opening to epistemological reflection, where thought and dialogical action appear as the interface to achieve co creation of scientific pluralism that contributes humanity in either material, social, spiritual life as a part of everyday life.

Sitio: <http://curriculumglobaleconomiasolidaria.com>  
E-mail: [curriculumglobaleconomiasocial@gmail.com](mailto:curriculumglobaleconomiasocial@gmail.com)  
Facebook: <http://facebook.com/curriculumglobalecosocial>  
<https://www.facebook.com/groups/1687115988285374/>  
Twitter: @CampaignSolidar