

# DCMÉT

## UNESCO CHAIR IN DEMOCRACY, GLOBAL CITIZENSHIP AND TRANSFORMATIVE EDUCATION



Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture  
United Nations  
Educational, Scientific and  
Cultural Organization



Chaire UNESCO en démocratie,  
citoyenneté mondiale et  
éducation transformative,  
Université du Québec en Outaouais  
UNESCO Chair in Democracy,  
Global Citizenship and Transformative Education,  
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# PROBLEMATIZE, CONCEPTUALIZE, CULTIVATE AND SUPPORT A TRANSFORMATIVE EDUCATION FOR DEMOCRACY AND GLOBAL CITIZENSHIP

This very first UNESCO Chair at the Université du Québec en Outaouais (UQO) aims to be a dynamic hub of activities, research and interaction. It will promote dialogue among a variety of social actors from the formal, non-formal and informal educational and civil society contexts in relation to the socio-educational challenges facing contemporary societies. By doing so, it seeks to contribute to the collective efforts to build, through educational engagement, societies of peace, social justice, openness, inclusion and sustainable development. The Chair also aims to consolidate networks of local, national and international actors working for democracy, global citizenship and transformative education. To this end, it will create partnerships and collaborative projects involved in research, training, civil society engagement and knowledge dissemination. By working in French, English and Spanish, the UNESCO Chair DCMÉT strives to transcend hegemonic, uni-disciplinary and fixed conceptualizations, opening itself up to a great diversity of partners while striving to facilitate their inclusion and active participation.

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## OBJECTIVES

- To develop international research and educational partnerships and collaborations connecting countries in the South and the North
- To facilitate a program of activities that stimulates social dialogue and knowledge-sharing among a variety of social actors
- To elaborate a transdisciplinary research program within the framework of the three central themes associated with the Chair
- To develop an international graduate studies program
- To disseminate theoretical and practical knowledge, in relation to research and education, through multiple modalities and communication platforms

## GUIDING PRINCIPLES

- Focus on processes as well as on the end-points and results
- Salience of socio-political contexts
- Necessity for open, deliberative dialogue
- Engagement with meaning of lived experience
- Centrality of inclusion, diversity, equality and equity
- Acceptance of multi-, inter- and trans-disciplinarity
- Cultivation of diverse partnerships and collaborations
- Dynamic engagement with macro-political, micro-political and meta-political machinations
- Linguistic and cultural pluralism
- Contextual need to engage with power and knowledge relations
- Emphasis on social justice and critical engagement

## VISIONS, VALUES AND APPROACHES

- To promote UNESCO's vision for which education is defined as "a fundamental right for all human beings, a process that continues throughout life, and is the most powerful tool for transforming social realities and people's development".
- To infuse the perspective of critical humanism, which promotes the values of peace, social justice, human dignity, pluralism, solidarity, inclusion (diversity, equality, equity), social engagement and critical consciousness.
- To promote the pursuit of three ideals through the three inter-related themes of democracy, global citizenship and transformational education: an ideal of living well together (*bien vivre-ensemble*) within a democratic framework; an ideal of citizenship around the world that is open and pluralistic; and an ideal of emancipatory education.
- To employ conceptual and applied models that are based on transdisciplinary, transgenerational, cross-cultural, transnational, trans-ethnic and plurilingual perspectives.

# Projects

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- International collaborations (Australia, Argentina, Cameroon, Haiti, Mexico, Mongolia, Norway, others)
- Partnerships with UNESCO Chairs in Canada and at the international level
- Partnerships with UNESCO Associated Schools
- International training and education
- Engagement with civil society (organizations, schools, associations, etc.)
- Knowledge-sharing through multiple modalities of communication
- Research program on education in line with the themes of the UNESCO Chair

## Interrelated themes

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### DEMOCRACY

Democracy refers to the collective level aimed at the well-being for all living together. It relates to the pursuit of democratic values through an inclusive, dynamic, critical, and continuously-evolving process that involves all spheres of society. Unlike the traditional, unidimensional, and partisan approach (the election-centered approach), the notion of broad democracy (thick or dense) reclaims the affairs of the City (in Greek Polis) and appeals to: engagement and learning, vigilance, active participation, and social dialogue and deliberation as well as consensus and joint decision-making in the interest of political literacy. Thick or dense democracy relies, among other things, on the use of contemporary communication media that can open up spaces that can foster social dialogue and citizen participation.

### GLOBAL CITIZENSHIP

Global Citizenship refers to the individual level underpinning the resistance-resilience of the people and citizens, who have been adversely affected by sexism, racism, colonialism, exacerbated nationalism, extremism or other kinds of structural violence. It is a socially-supported therapeutic treatment for the various citizenships that have been wounded: in their bodies (due to physical and/or phenotypical aspects); in their hearts (due to emotional and relational aspects); their spirits (due to intellectual aspects); and in their soul (due to spiritual aspects). In a clear cognitive and epistemological rupture concerning the notion of citizenship presented through neo-liberal globalization (and its defense of uniformity, unicity and anti-diversity) and within a confined and self-contained citizenship, global citizenship is fundamentally rooted in an identity-based soil, which is richly imbued in its multiple affiliations as well as within a social context that values diversity. It also unfolds its branches in a form of 'glo-

bality,' which fully connects with its relations to Oneself and to the Other. Global citizenship can be seen as a permanently-renewed quest for the presence of Oneself, of the Other, and of the world as well as a pursuit that is, simultaneously, both personal and contextual.

### TRANSFORMATIVE EDUCATION

Transformative Education concerns the necessary intersection of the collective level (democracy) and the individual level (global citizenship) in formal, non-formal or informal contexts. It echoes the emancipatory nature of all veritable education from a holistic perspective that takes into account its physical, cognitive, metacognitive, affective, social, emotional and spiritual dimensions. An education that oppresses, alienates, and is complicit in the dispossession of the being from Oneself constitutes a miseducation. Transformative education is a process of critical awareness of issues and challenges related to fundamental social realities. In formal contexts, transformative education presupposes pedagogies, epistemologies and didactics that are also transformative. Transformative education is linked to democracy and global citizenship in four dimensions:

1. Transformative Education about Democracy and about Global Citizenship (ontological dimension)
2. Transformative Education through Democracy and through Global Citizenship (praxiological dimension)
3. Transformative Education related to Democracy and to Global Citizenship (epistemological dimension)
4. Transformative Education for Democracy and for Global Citizenship (axiological dimension)

## MEMBERS

- The Chair's members, mainly scholars and researchers and civil society representatives, are from more than 20 countries spread over 6 continents
- The Executive Committee is composed by 12 members in addition to a small group of senior advisors
- The National Advisory Committee is composed of 25 members spread across the country
- The International Advisory Committee also has some 25 members from over 15 countries
- 6 UNESCO Chairs are engaged with the UNESCO Chair DCMÉT

## CHAIR-HOLDER

Paul R. Carr | UQO | paul.carr@uqo.ca

Paul R. Carr is Full Professor in the Département des sciences de l'éducation at UQO. A sociologist specialized in the field of the sociology of education, his research is engaged with social Justice, with specific threads related to education for democracy, media literacy, peace studies, intercultural relations and political sociology. He has edited more than 15 books, and is author of the award-winning book *Does your vote count? Critical Pedagogy and Democracy* (Peter Lang, 2011). Paul R. Carr is also the principal researcher of the research project *Democracy, Political Literacy and Transformative Education*, financed by the Social Sciences and Humanities Research Council of Canada (SSHRC). In partnership with Gina Thésée, he has published a number of book chapters and scientific articles in specialized journals. In 2014-2015, he undertook several projects with the UNESCO International Teachers Task Force for Education 2030. Before entering academia, he was a Senior Policy Advisor in the Ontario Ministry of Education, working on equity and social justice policies, programs and initiatives. He has received numerous awards that have highlighted his contribution to research.

## CO-CHAIR

Gina Thésée | UQAM | thesee.gina@uqam.ca

Gina Thésée is Full Professor in the Département de didactique at l'UQAM. Her research interests focus on the socio-educational contexts of social and environmental vulnerability, which have been shaped by sexism, racism and colonialism. She is Co-Investigator in the researcher project *Democracy, Political Literacy and Transformative Education*, financed by the Social Sciences and Humanities Research Council of Canada (SSHRC). In partnership with Paul R. Carr, she has published a number of book chapters and scientific articles in specialized journals. Since 2012, she has collaborated with the UNESCO International Teachers Task Force for Education 2030. She has been appointed for a second term as a member of the Teacher-Education Program Accreditation Committee (CAPFE), an advisory committee to the Quebec Ministry of Education, which reviews all teacher-education programs in the twelve universities of the province. Before becoming a university professor, Gina Thésée worked as a secondary science teacher in Montreal for 13 years. Due to her engagement with, and contribution to, the Haitian community in Montréal, she was a laureate of the Montreal Black History Month in 2006.