



## Making 'Good' or 'Critical' Citizens: From Social Justice to Financial Literacy in the Québec Education Program

**David Lefrançois**

Université du Québec en Outaouais

**Marc-André Ethier**

Université de Montréal

**Amélie Cambron-Prémont**

DOI: <https://doi.org/10.4119/jsse-854>

### Abstract

**Purpose:** The Québec Ministry of Education has introduced – as of September 2017 – a new mandatory course focusing on financial literacy and addressing such issues as credit scores, loans, taxes and budgets. This announcement has created intense educational debate on the *raison d'être* and content of the course. This article will summarise the heated debate and will examine content knowledge and the type of 'good' citizens that the course seeks to create.

**Method:** We use thematic content analysis to identify textual patterns and themes in the Québec Education Program (QEP) pertaining to financial literacy.

**Findings:** Our assumption is that the QEP reproduces and shapes a personally responsible citizen at the expense of systemic criticism and justice-oriented citizenship education, according to Westheimer and Kahne (2004)'s typology.

### Author Biographies

David Lefrançois, Université du Québec en Outaouais

Professeur régulier

Département des sciences de l'éducation<sup>a</sup>

UQO

Marc-André Ethier, Université de Montréal

# JSSE

# Journal of Social Science Education

Volume 16

Number 4

Winter 2017

Constructing the  
Legitimate  
Knowledge

edited by  
*Reinhold Hedtke*  
*Claude Proeschel*  
*Andrea Szukala*

published by:  
sowi-online e.V.



ISSN 1618-5293

Finance-Informed Citizens, Citizen-Informed Finance: An Essay Occasioned by the International Handbook of Financial Literacy  
*Lauren E. Willis*

Making 'Good' or 'Critical' Citizens: From Social Justice to Financial Literacy in the Québec Education Program  
*David Lefancois, Marc-Andre Ethier*

Political Science and the Good Citizen: The Genealogy of Traditionalist Paradigm of Citizenship Education in the American School Curriculum  
*Iftikhar Ahmad*

Cosmopolitan Citizenship Education: Realistic Political Program or Program to Disillusioned Powerlessness? A Plea for a Critical Power Perspective within Global Citizenship Education  
*Andreas Eis, Claire Moulin-Doos*

Justification and Critique of Educational Reforms in Austria: How Teachers and Headteachers (Re-)Frame New Governance  
*Doris Graß*

Inspecting School Social Quality: Assessing and Improving School Effectiveness in the Social Domain  
*Anne Bert Dijkstra, Remmert Daas*

The Rise and Fall of Citizenship and Human Rights Education in Turkey  
*Abdulkerim Sen, Hugh Starkey*

Changing Attitudes, Changing Behaviors. Conceptual Change as a Model for Teaching Freedom of Religion or Belief  
*Mary Anne Rea Ramirez, Tina Marie Ramirez*

'Places of Remembrance': Spaces for Historical and Political Literacy. A Lesson Report  
*Susanne Offen*

Views/Downloads (since December 2018 at most)

 Abstract

606

 PDF

490

[Further information](#)

Published

2018-01-09

How to Cite

Lefrançois, D., Ethier, M.-A., & Cambron-Prémont, A. (2018). Making 'Good' or 'Critical' Citizens: From Social Justice to Financial Literacy in the Québec Education Program. *JSSE - Journal of Social Science Education*, 16(4), 28–37. <https://doi.org/10.4119/jsse-854>

More Citation Formats 

Issue

[4-2017 Constructing the Legitimate Knowledge](#)

Section

Featured Topic

License

Copyright (c) 2018 JSSE - Journal of Social Science Education



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).

[Make a Submission](#)



JSSE - Journal of Social Science Education – ISSN: 1618-5293

Bielefeld University  
Faculty of Sociology  
Postbox 100 131

[Editorial Team](#)

[Contact us](#)

[Terms and  
Conditions](#)

33501 Bielefeld  
Germany