



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

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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.

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