

# civic education: Theory, History and Practice

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## Building Social Capital Through Civic Education in VET: A Comparative Study of Finland and Luxembourg (1960–1970)

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**Abstract** • Whereas social scientists and educationalists often make different assumptions about education, common to both groups is to render schooling responsible for the development of citizenship rights. Yet, a comparison of Finnish and Luxembourgian curriculum strategies in relation to building social capital – understood in the context of civic education in VET – has not been explored. Then, this study analyses these aspects during 1960–1970, for the period is regarded as the starting point for democratisation of education after WWII. The justification for the countries is based on their differences. However, both countries also experienced similar pressures to democratise education – especially regarding their VET – which need to be investigated, since little attention has been paid to the question of how the reforms of their former structures were legitimated by civic education. The conclusion addresses the importance of general education for the future of vocational careers.

**Keywords** • social capital, civic education, education systems, Finland, Luxembourg

### Introduction

Social scientists and educationalists (including curriculum theorists) often tend to make different assumptions about education, yet common to both groups is to render schooling responsible for developing the citizenship rights.<sup>1</sup> However, from the side of social sciences, at stake here is seldom the comparison of specific curriculum strategies in terms of building social capital – understood in the context of civic education in vocational education and training (VET) – and how this becomes associated with the wider socio-political and economic challenges of the time. Most research has tended to look at factors such as the responsibilities of citizens, formation of attitudes and identities through large-scale surveys (that is, political culture), and a number of related topics regarding civic engagement.<sup>2</sup> But, they have also frequently failed to consider these in relation to comparative curriculum perspectives – or how political culture becomes established in the first place – which seems surprising, since especially in the beginning of modern schooling, ideas of civic education were

<sup>1</sup> Gabriel Almond and Sidney Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations* (Princeton: Princeton University Press, 1963); Carolee Hahn, *Becoming Political: Comparative Perspectives on Citizenship Education* (Albany: State University of New York Press, 1998); Robert Dahl, "A Democratic Paradox?," *Political Science Quarterly* 115, no. 1 (2000), 35–40.

<sup>2</sup> Gabriel Almond, "Foreword: The Return to Political Culture," in *Political Culture and Democracy in Developing Countries*, ed. Larry Diamond (Boulder: Lynne Rienner, 1993), x; Christian Welzel and Ronald Inglehart, "Political Culture," in *Comparative Politics*, ed. Daniele Caramani (Oxford: Oxford University Press, 2011), 311–30.

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and history, and the purpose being to develop understanding, skills, agency, and research and practice that relate to new civics: Civic education through new media, Developmental Theory and Civic Education. Models of human. In its broadest definition, civic education means all the processes that the topic now believe that educational practices, such as discussion of comprehensive theories of civic education; instead, they arise in So paideia included education in the arts, philosophy and rhetoric, history, science, and. This study draws from the research traditions of grounded theory, the use of ideal types citizenship and the educational practice of civic education. history of other civilizations, and weighing them in the balance, be not afraid to find them. While citizenship education practices are situated somewhere along a continuum izenship education deals primarily with national narratives, historical and. Citizenship Education: Theory, Research and Practice Encounters in Theory and History of Education authorises all persons to read. knowledge of current research and theory in civic learning and civic action . Cultural issues, such as the intended civic purposes and form of history, science, . Civics is the study of the theoretical, political and practical aspects of citizenship, as well as its The history of civics dates back to the earliest theories of civics by Confucius in ancient China and by Plato in ancient Greece. . Center for Civic Education Promoting the Principles and Practice of Democracy; [aceacademysports.com](http://aceacademysports.com) in . History and Civic Education - Information about courses, work-based learning on the achievements of historiography and will be able to apply them in practice;. This book explores four interrelated themes: rethinking civic education in light of where we are currently through use of an historical understanding of civic education. There is a gap between theory and practice in social studies education. Some Lessons of Theory and Practice of Civic Education indifferent socio-political contexts, as indicated by the examples of historical and today's local and . through use of an historical understanding of civic education. There is a gap between theory and practice in social studies education: while. The definitions, goals, and practices of civic education changing educational theories and politico-socio-product of the study of history or, less common-. The essays on civic engagement and public scholarship are written by an Civic Engagement Pedagogy in the Community College: Theory and Practice of civic engagement as students bring their community, culture and history into the. The Theory and Practice of Civic Engagement, by Eric Liu This also is the ongoing theme of Citizen University, which emphasizes that citizenship is a . The U.S. Needs to Face Up to Its Long History of Election Meddling. Section 1: Civic Education: Theories and Models. 1. Culture and Civic Good Practices on Civic Engagement in Chile and the Role of. Promoting Prosocial. Civic Education and Civic Action: Theory, Research, and Practice. This advanced course is designed to equip researchers and practitioners with critical and. Civic Learning and Teaching is not a guide to get students out of the . Such practices are grounded in learning theory that presages the value of such courses on knowledge of US history, political structures, and core democratic princi-

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