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Effective civic and citizenship education

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Propositions pertaining to the dissertation

Effective Civic and Citizenship Education
A Cross-Cultural Perspective

by Maria Magdalena Isac

1. Young peoples' civic knowledge, civic attitudes and intended civic behaviour are only loosely related to each other and therefore difficult to develop simultaneously (This dissertation).
2. The influence of schools on developing students' civic attitudes and intended behaviour is rather limited (this dissertation).
3. Stimulating a democratic classroom climate in which free dialogue and critical debate on controversial political and social issues are encouraged is highly important in promoting civic competences (this dissertation).
4. Students' civic attitudes and behaviour are more influenced by family and peers than by schooling (this dissertation).
5. Educational effectiveness theory and multilevel modeling contributes importantly to the knowledge base on civic and citizenship education (this dissertation).
6. In order to better investigate the contribution of schools to the acquisition of civic and citizenship competences across countries, more specific, comparative information is needed about the implementation of civic and citizenship education curricula (this dissertation).
7. The purpose of education is not only to develop knowledge and skills needed in the labor market but also to help youth become active, responsible and open-minded members of society. Educational policy and practice should have a coherent and consistent focus on such goals.