

DENMARK

Danish ICCS 2009 findings – a case of deliberative education

Theories of education in (and for) deliberative democracy often view deliberative processes in schools and classrooms as having important implications for the development of deliberative society and democracy. Such theories tend to view and define deliberative democracy in two distinct ways, either as a political decision-making process, or as a generalized moral idea focused on deliberative processes as 'a way of life' based on social cohesion. This chapter presents and discusses findings from Denmark's participation in the 2009 International Civic & Citizenship Education Study in the context of such theories and perceptions of deliberative democracy. Based on study findings about Danish students' perceptions of the openness of the classroom to political discussions, the chapter investigates how the students perceive different aspects of deliberative democracy outside the classroom. The Danish study findings suggest that deliberative processes mainly serve as a pedagogical construct within the classroom.