



School, Freedom, Society: An Educational Claim of Independence

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INDEPENDENCY/FREEDOM

1. An educational issue
2. An organisational issue
3. A quasi-educational issue
4. A conflictual issue
5. An educational claim of independency
6. Discussion questions

overview

Case: Belgium

New Constitution (1831)

ART. 17. – Education is free: every preventive measure is forbidden; punishment of crimes is only regulated by law.

Public education, organised by state funding, is also regulated by law.

(Belgian Constitution, 1831)

Freedom claimed by both Catholic & Liberal Party!

Why?

An Educational Issue

Child rearing:

Individual

Particular

Family

Church freedom for: personal development
 freedom from: 'state-pedagogy'

Education:

Collective

General

Society

State freedom for: citizenship education
 freedom from: indoctrination

Two rationales

An Educational Issue

Not just a political & juridical issue

Als an **educational** discussion:

What role has the state in terms of education, ... if freedom is the aim of education?

Freedom as autonomy:

Submitting oneself to reason, laws, moral/religious norms, science, in order to be free

An Educational Issue

Today: complex issue

- Independency/freedom from what?
or: **who is responsible?**
- Independency/freedom for what?
or: **responsible for what?**

An Organisational Issue

	STATE	MARKET	COMMUNITY	HOUSEHOLD
OWNERSHIP	State schools Provinces/ municipalities	Free subsidized education Private schools	Free subsidized education	Home schooling
PROVISION				
FUNDING				
REGULATION				

(R. Dale & S. Robertson)

An Organisational Issue

new perspectives on education

‘education is for too important to leave it in
the hands of educationalists’ (Drucker)

new arguments for independency/freedom

A Quasi-Educational issue

Economic
perspective

Ethical
perspective

Political

Freedom as
educational
issue

Juridical

Governmental




Developm.
biological
perspective

Social-
cultural
perspective

SOCIAL-CULTURAL	ECONOMICAL	ETHICAL-MORAL	DEVELOPMENT/ BIOLOGICAL
Sociology			
Socialisation as individual Reproduction of society			
Dominant values and norms, citizenship			
+: emancipation, social equality/ mobility, ... -: hegemony, functional freedom			

SOCIAL-CULTURAL	ECONOMICAL	ETHICAL-MORAL	DEVELOPMENT/ BIOLOGICAL
Sociology	Economy Human Capital		
Socialisation as individual	Investment in human capital		
Reproduction of society	Growth, competitiveness, innovation, social		
Dominant values and norms, citizenship	Employable competencies, entrepreneurship		
+: emancipation, social equality/ mobility, ... -: hegemony, functional freedom	+: qualifications, employability, competition -: monopoly, regulation		

SOCIAL-CULTURAL	ECONOMICAL	ETHICAL-MORAL	DEVELOPMENT/ BIOLOGICAL
Sociology	Economy Human Capital	Ethics Morals, Religion	
Socialisation as individual	Investment in human capital	Moral development	
Reproduction of society	Growth, competitiveness, innovation, social	Moralisation of society/community	
Dominant values and norms, citizenship	Employable competencies, entrepreneurship	Moral contents/principles (particular values and norms)	
+: emancipation, social equality/mobility, ... -: hegemony, functional freedom	+: qualifications, employability, competition -: monopoly, regulation	+: personal development, traditions - : state-pedagogy, determinism	

SOCIAL-CULTURAL	ECONOMICAL	ETHICAL-MORAL	DEVELOPMENT/ BIOLOGICAL
Sociology	Economy Human Capital	Ethics Morals, Religion	Neuro- Biology/genetics
Socialisation as individual	Investment in human capital 	Moral development	Development/ growth of individual
Reproduction of society	Growth, competitiveness, innovation, social	Moralisation of society/community	Normalisation of society
Dominant values and norms, citizenship	Employable competencies, entrepreneurship	Moral contents/ principles (particular values and norms)	Life-phases, developmental stages, special needs
+ : emancipation, social equality/ mobility, ... 	+ : qualifications, employability, competition	+ : personal development, traditions 	+ : adapted, personalised approach
- : hegemony, functional freedom	- : monopoly, regulation	- : state-pedagogy, determinism	- : standardized interventions

Evidence-based: freedom vs. 'it works'

Quality Control: freedom vs. decentralisation & control

Professionalisation: freedom vs. standardisation

Qualification: freedom vs qualification-function

Consumerism: freedom vs. choice

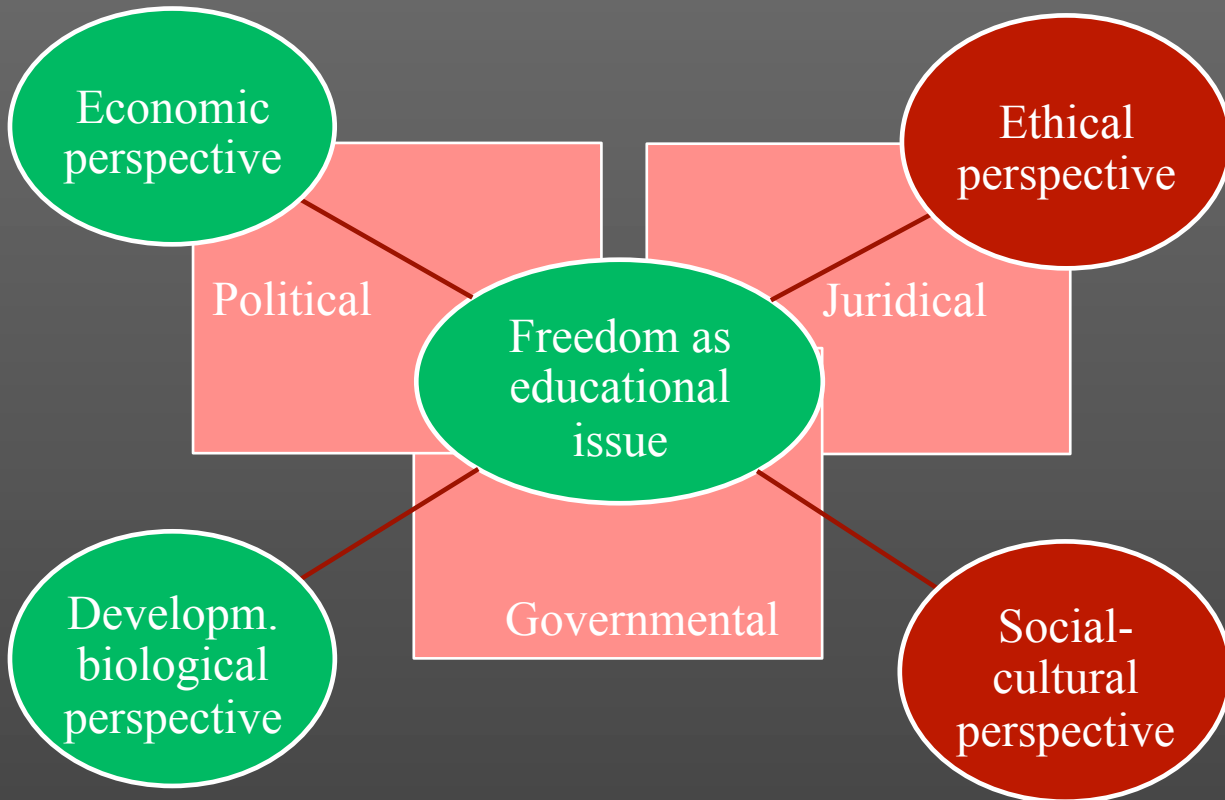
Juridification: freedom vs. duties

Equality: freedom vs social equality

Personalisation: freedom vs. talent-development

A Conflictual Issue



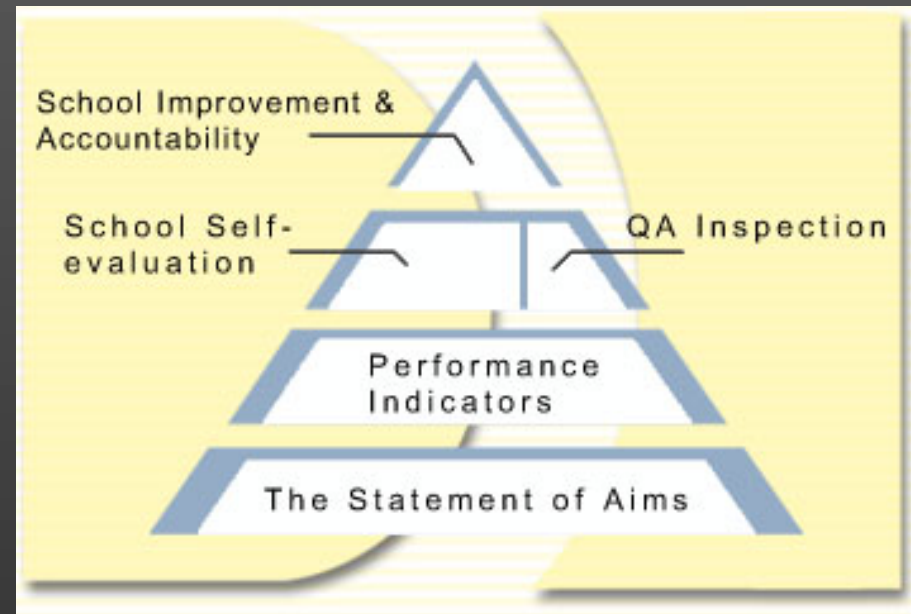


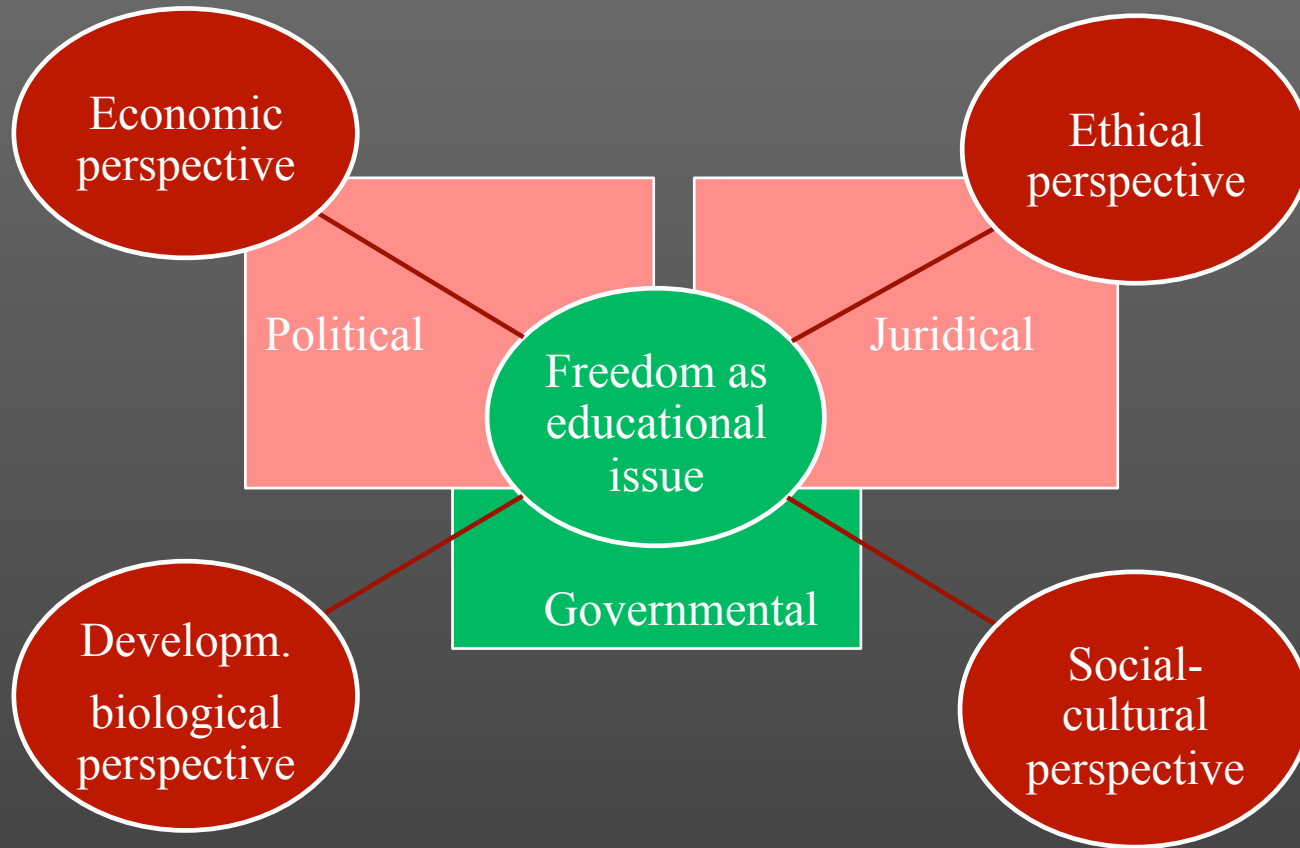
‘it works’
(more efficient,
effective,
natural, ...)

versus

freedom

Evidence-based



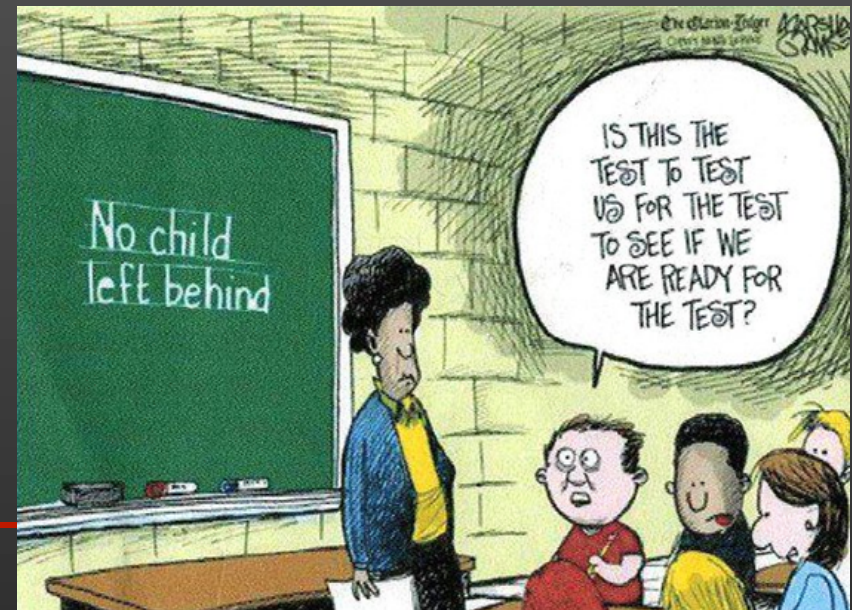
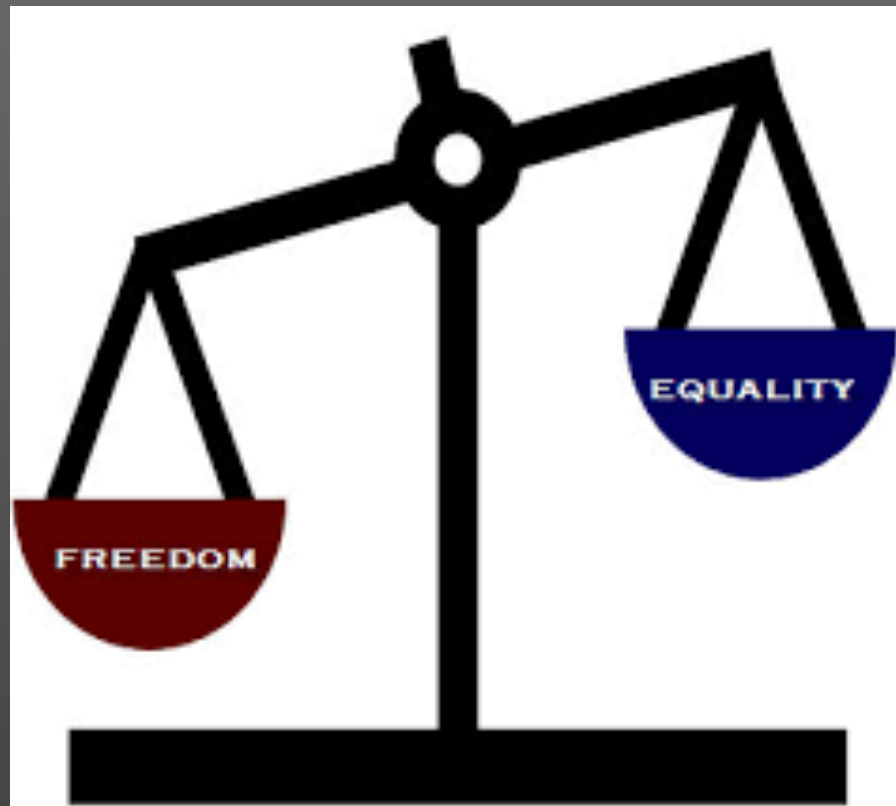


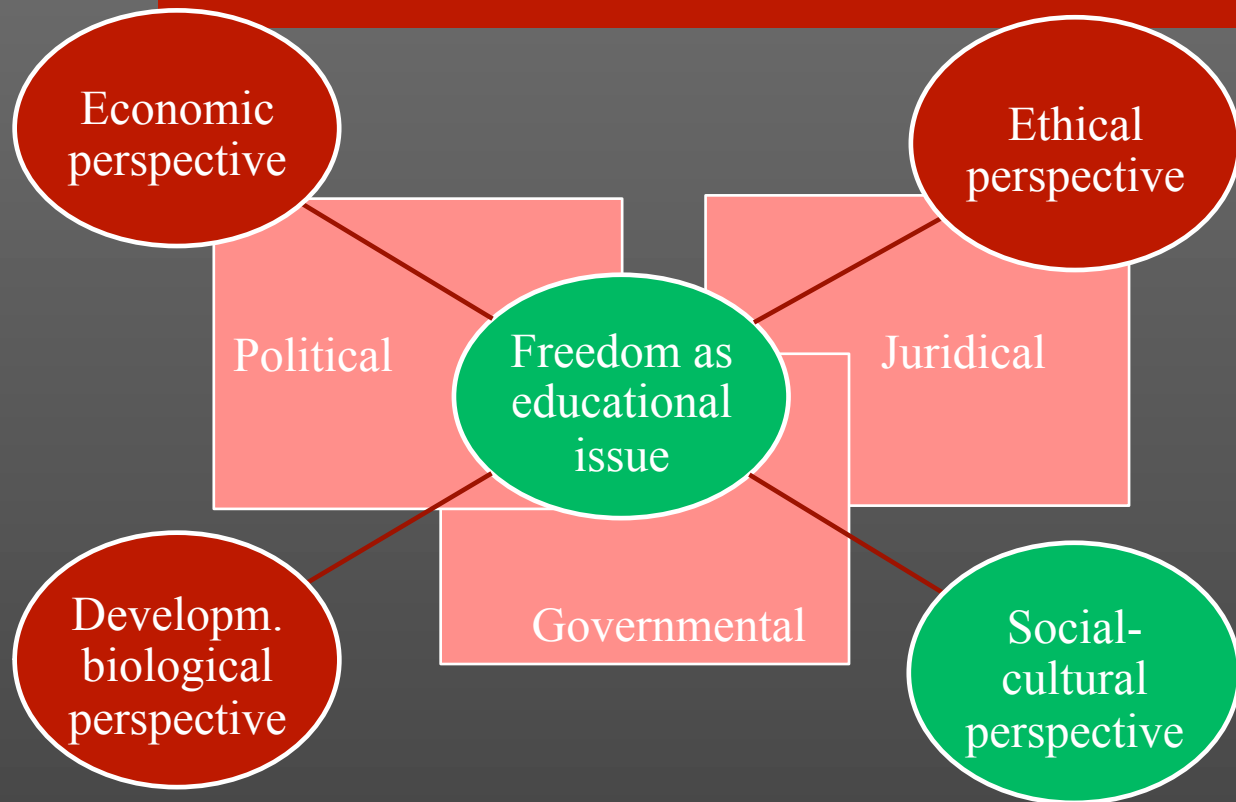
**Quality-assurance/
control**

‘standardized
autonomy’

versus

freedom





social inequality

versus

freedom

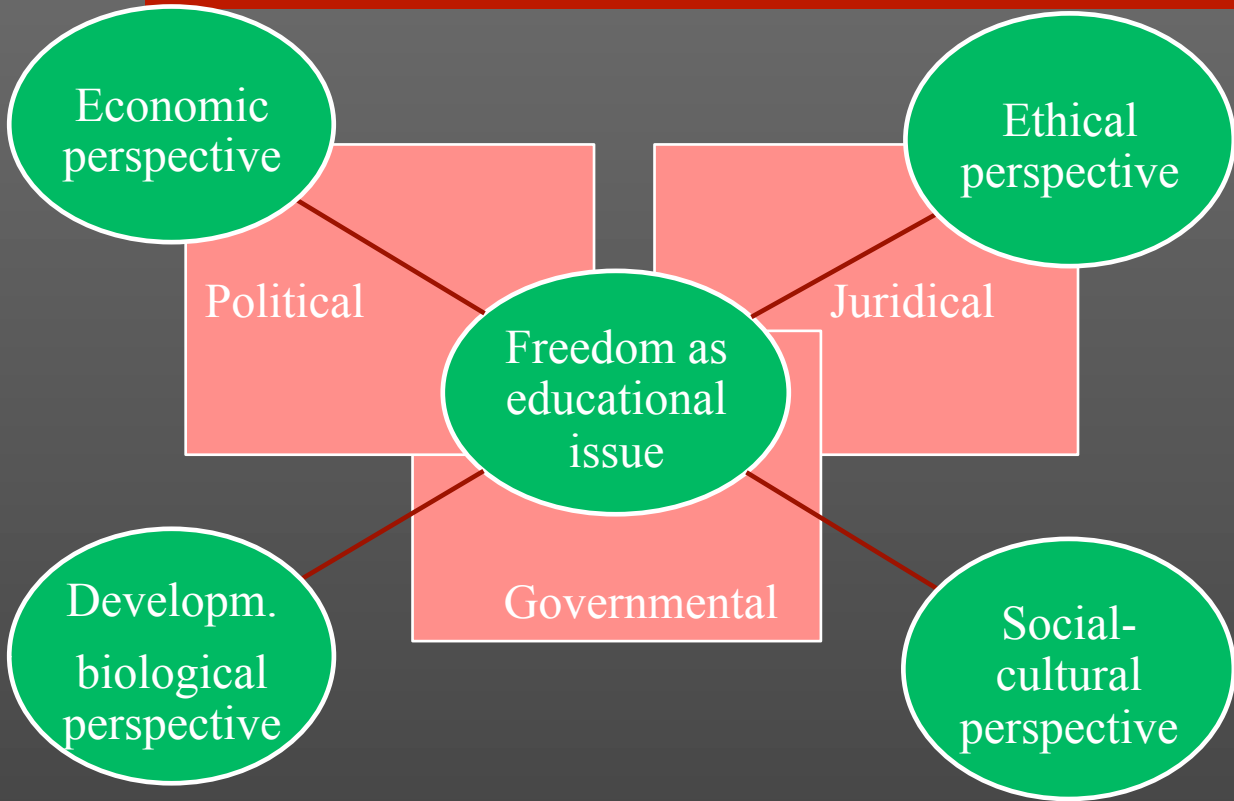
Social Equality

IT'S ALL
ABOUT YOU



One size
doesn't fit all.





talent-
development

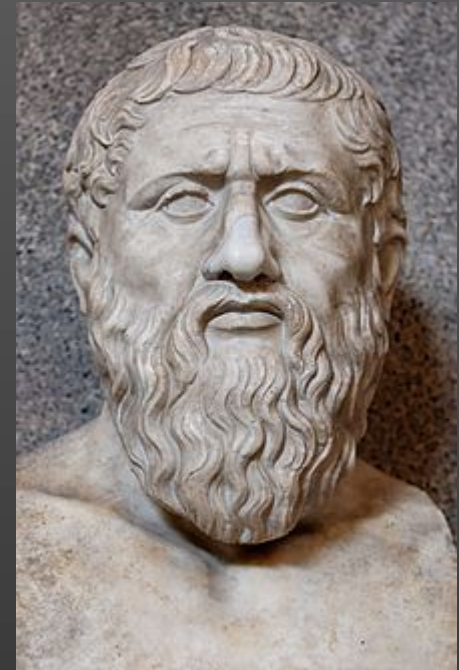
versus

freedom

Personalisation

Plato

- Education is the responsibility of the state
- Everyone his/her own place
- No freedom (except for...)



**An Educational Claim of
Independency**

What is typical to an educational perspective?
Is there such a thing as ‘educational freedom/
independency’?

(which is not applied economy, ethics, psychology,
sociology, ...)

An Educational Claim of Independency

Greek Antiquity

invention of

DEMOCRACY

but also

SCHOOL/SCHOLÉ

both where disqualified as 'A SCANDAL'

**An Educational Claim of
Independency**

< scholé, free time

Human beings: no predefined destination (by nature, culture, society, ...)

We have to study/exercise to 'give (a) shape' to ourselves
(homo educandus)

Equality/freedom is the basic assumption of school

An Educational Claim of Independency



An Educational Claim of Independency

school is a historical invention, can disappear, can be re-invented

family → SCHOOL ← society



unique setting:

time and space that society offers to the new generation in order to renew itself



potentially dangerous, revolutionary:

taming & neutralizing the school & teacher

An Educational Claim of Independency

implications:

society (family, state, ...) can NOT offer the new generation 'school':

school is function of family (pedagogisation)

school is function of society (politicization/socialisation)

school is natural selection (with other means) (naturalisation)

An Educational Claim of Independency

implications:

schoolorganisation/method does NOT offer the coming generation the chance to become a new generation:

conservative or progressive pedagogy
(*using* young people to conserve or change society)

predefining the educated person, fixed learning outcomes
(performance instead of preparation)

**An Educational Claim of
Independency**

What if it makes sense to approach freedom from an educational perspective?

school=a particular kind of learning, marked by freedom/equality
(other types of learning are possible, e.g. socialisation, initiation,
work-place learning, ...)

Not independency needs to be explained but claims for dependencies

Are dependencies not often the consequence of 'taming' the school and the coming generation?

By way of conclusion (1)

The existence of school imposes a responsibility on society: to think about itself, about its commons, in order for the new generations 'to shape' themselves

Distinguish change (empowerment) through school education from social-political change

“a society made for school”
(instead of a school made for society)
(Gaston Bachelard, 1934/1967)

By way of conclusion (2)

What would be your main argument(s) for ‘school independency’ from an **educational** point of view?

Discussion questions

What would be your **ideal** division of responsibilities in terms of organizing education based on your **educational** point of view?

	STATE	MARKET	COMMUNITY	HOUSEHOLD
OWNERSHIP				
PROVISION				
FUNDING				
REGULATION -Curriculum -Quality Control -Teachers				

Discussion questions
