

The Dangers of Paradigms in Education

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In free and advanced societies, the education system faces formidable tensions and paradoxes. On the one hand, it has the responsibility to teach the advantages of the democratic system. On the other, it is an accomplice in the inherent hypocrisy of contemporary democracies, in which, democracy is understood as a system of elite decision and public ratification. Unfortunately, this means that the political decisions are only tolerable as long as social, ideological institutions are in the hands of groups that act in general accord with the needs of those who manage the economic power.

Far from favoring independent thinking, throughout history schools and universities have always played an important institutional role within a system of control and coercion. Although we claim to have a democratic education, the truth is rather different: we have a very elaborated colonial educational model designed primarily to train teachers with methods that devalue the intellectual dimension of education. Accordingly, since teachers are educated within this system, they are also committed to help a world order designed to intimidate and indoctrinate. With this in mind, rethinking the whole epistemological bases of modern education is important.