

**The Conflict of
Educational Ideologies in Israel**

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Yoram Harpaz

yorhar@netvision.net.il

Educational Theories are Ideologies

The structure of Ideology

***Utopia*: an imaginative picture of ideal society**

***Diagnosis*: a description of the actual society**

***Strategy*: a plan to change the actual society into the ideal one**

***Collective*: a social group that will carry out the change**

The Essence of Ideology

Ideology *fuses* the four ingredients

**The *fusion distorts* the ingredients
(e.g. diagnosis is biased by the utopia;
strategy turns into a dogma)**

**Since the ideological ingredients are distorted
and the utopia has no empirical basis,
ideology is *irrational***

A Rational Attitude to our Ideology

The Ideological Catch: ideology is irrational and essential

Out of the Catch: to be aware that my ideology is irrational and essential

Political and Educational Ideologies have the same Structure

Ideologies Ingredients	Political Ideology	Educational Ideology	The ideology of teaching thinking (for example)
Utopia	Image of the ideal society	Image of ideal graduate (The Educated Man) and the ideal educational system	Image of The Good Thinker
Diagnosis	Description of the actual society	Description of the actual educational system	Description of the actual thinkers
Strategy	Means to turn the actual society into the ideal one	the structure of educational system and schools	Methods of teaching thinking, etc.
Collective	The social group that will drive the change	The educational community	The educational community

The Three Meta-Ideologies of Education

Education serves three masters

Socialization (the tools approach): to adapt the child to the society; to impart useful behaviors

Acculturation (the values approach): to convey the essence of culture; to mold the character in light of the values and truth of the preferred culture

Individuation (the individuals approach): to foster autonomy and authenticity of each child; to develop the child's unique personality

The “Tragic” Choice

The tempting conclusion: let’s teach for socialization, acculturation and individuation.

The “tragic” conclusion: there is a conflict between the educational means that emerge from each aim; thereby we must stick to one ideology.

How we choose

**The three aims of education are reasonable.
We choose among them through our
pedagogical sentiment:**

***The practical* (socialization)**

***The intellectual-ethical-aesthetics*
(acculturation)**

***The humane* (individuation)**

Educational Ideologies in Israeli Arena

A great confusion

**The Israeli education system
does socialization, *talks* acculturation, and
thinks individuation**

Educational Sectors in Israel

Students Number

State general: 670.000

State Religious: 220.000

Independent Religious: 240.000

**State Palestinians and other Non-Jews:
430.000**

Ideologies in the Educational Sectors

State general

***Dominant* ideology: socialization**

(Regular schools)

(background: capitalism, globalization, international tests, post-Zionism, survival)

***Marginal Ideology* (for the elite): Acculturation**

(Independent schools)

***Marginal Ideology* (for the elite): Individuation**

(Democratic schools)

Ideologies in the Educational Sectors

State Religious

***Dominant* ideology in schools: socialization** (with strong acculturistic rhetoric)

***Dominant* ideology in the Yeshivas: acculturation**
(a national-religious education)

Ideologies in the Educational Sectors

Independent Religious

***Dominant* ideology in elementary schools (Talmud Torah): Socialization**

***Dominant* ideology in Yeshivas: Acculturation**

Ideologies in the Educational Sectors

State Palestinians

***Dominant* ideology: Socialization**

(background: a deprived minority; authoritative tradition)

Utopia

(based on the ideologies and matched mentality)

Schools Aimed at Socialization (based on instrumental mentality)

Schools Aimed at Acculturation (based on intellectual mentality)

Schools Aimed at Individuation (based on autonomous mentality)

Thank you!

Questions, comments?

yorhar@netvision.net.il