

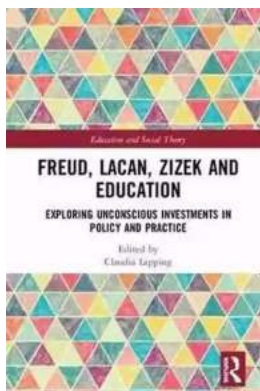
Unveiling the Hidden Forces: Exploring Unconscious Investments in Policy and Practice in Education and Social Sectors

Have you ever wondered why certain policies and practices persist despite their shortcomings? Why do educational systems and social programs sometimes fail to address the underlying issues they were designed to solve? The answer might lie in the realm of unconscious investments.

In today's article, we delve into the deep-rooted aspects shaping policy and practice in education and social sectors. These unconscious investments, often unnoticed, play a significant role in how decisions are made and actions are taken.

Understanding Unconscious Investments

Unconscious investments refer to the unrecognized beliefs, biases, and interests that influence decision-making processes. They can arise from personal experiences, social conditioning, cultural factors, and institutional norms. While conscious investments are based on well-thought-out reasoning, unconscious investments are often driven by ingrained assumptions and habits.



Freud, Lacan, Zizek and Education: Exploring Unconscious Investments in Policy and Practice (Education and Social Theory)

by Claudia Lapping(1st Edition, Kindle Edition)

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In policy and practice, unconscious investments can manifest in various forms. For instance, in education, it might be the belief that standardized tests are the most accurate measure of a student's ability, overlooking their limitations and potential biases. In the social sector, it could be the assumption that implementing one-size-fits-all programs will lead to positive outcomes for diverse communities without considering individual needs.

Identifying Unconscious Investments

Recognizing unconscious investments can be challenging due to their hidden nature. They are often deeply embedded in our values, ideologies, and experiences. However, certain indicators can help bring them to light. By asking critical questions, we can uncover the underlying investments that shape policies and practices:

- What motivated the creation of this policy or program?
- What assumptions are being made about the target audience?
- Who benefits the most from these policies or practices, and who might be left behind?
- Are there alternative approaches that could address the same issues?

By analyzing the motivations, assumptions, and impacts of policies and practices, we can begin to unveil the unconscious investments that may be influencing

them.

The Impact on Education

Unconscious investments in education can have profound effects on students, teachers, and the overall educational system. They can perpetuate inequalities, reinforce stereotypes, and limit opportunities for growth and development.

For example, when standardized tests become the sole determinant of a student's academic success, other valuable skills and qualities may be overlooked. This narrow focus not only fails to capture the true potential of students but also creates undue pressure and stress.

Similarly, unconscious investments can lead to biased disciplinary practices. Students from minority backgrounds may be disproportionately subjected to harsher punishments, perpetuating the school-to-prison pipeline and hindering their chances of success.

The Influence in the Social Sector

The social sector is not immune to the effects of unconscious investments either. One-size-fits-all approaches to social programs can inadvertently neglect the unique needs and challenges of individuals and communities.

For instance, a program aimed at reducing poverty might provide financial aid without considering the underlying causes of poverty. This approach ignores the systemic issues that contribute to poverty and fails to address the root causes effectively, leading to limited long-term impact.

Furthermore, unconscious investments can reinforce stereotypes and stigmatization. When assumptions about specific communities or marginalized

groups drive social interventions, they can perpetuate harmful narratives and undermine empowerment and inclusivity efforts.

Moving Towards Conscious Engagement

Recognizing and addressing unconscious investments is crucial for creating meaningful change in policy and practice within the education and social sectors. By examining the implicit biases and assumptions embedded in our decision-making processes, we can work towards more equitable and effective solutions.

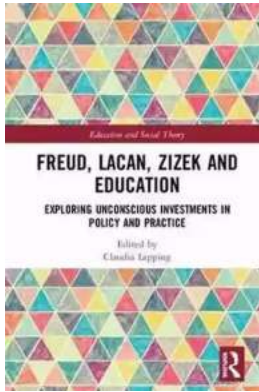
Creating space for diverse perspectives, amplifying marginalized voices, and fostering inclusive dialogue are essential steps towards dismantling and transforming unconscious investments. Collaboration between policymakers, educators, social workers, community members, and researchers can help challenge existing paradigms and bring about positive shifts.

The Power of Conscious Decision-Making

By shedding light on unconscious investments and actively engaging in conscious decision-making, we can pave the way for more inclusive and responsive policies and practices. Education and social sectors can become spaces that nurture the growth, potential, and well-being of all individuals.

So let us embark on this journey of exploration, uncovering the hidden forces that shape our policies and practices. By recognizing the unconscious investments and actively working towards their transformation, we can create a future where equity, justice, and empowerment are at the heart of education and social sectors.

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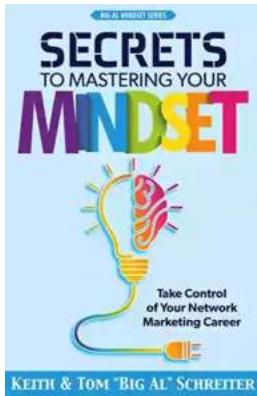


All areas of education policy and practice are driven by unconscious investments in ignorance, or idealised images of transformation of the individual, society and economy. The promise of fulfilment and associated threats of disappointment or destruction tend to dominate conscious accounts of education. Other more vulnerable or unspeakable aspects of our engagements with education are covered over when we account for learning, and justify teaching as professionals, policy makers and researchers; but they leak out in slips, lapses, emphasis, paradox and contradiction.

Freud's account of resistance and repetition; Lacan's theorisation of the role of language and desire; and Zizek's elaboration of these ideas in a theory of ideology and enjoyment – all provide tools for exploring the vulnerable, uncomfortable and often surprising other side of education: the hidden, unconscious and unspoken desires that we invest in educational institutions and practices. This collection offers glimpses of this other side of education produced in empirical studies using a variety of methodological approaches: practice-based theoretical speculation, policy analysis, ethnography, interviews and free associative methods, as well as ideological critique of the field of critical

educational practice and research. The book foregrounds political and unconscious aspects of investments in the fields of education and educational research.

The chapters in this book were originally published as articles in Taylor and Francis journals.



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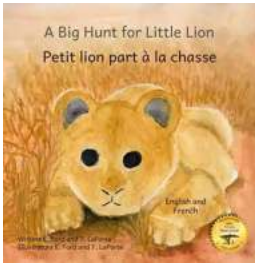
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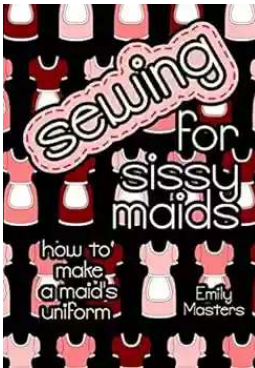
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