

# SCIENCE, EDUCATION AND DEMOCRACY

Within the knowledge society framework, and in the context of the current Venezuelan crisis, also assumed for similar cases in Latin America, the thesis that proposes a direct scientific support for the structuring and functioning of a democratic State has been examined (Picón Medina, 2021). The emergence and development of the scientific method and democracy as cultural entities has been described, and the above named thesis has been contrasted with philosophical theoretical, doctrinal and empirical references, for which the postulates and principles of the Grounded Theory are followed in general lines.

Among the most relevant results of this research, the following can be mentioned: science-political relationship models, the role of the University, educating the democratic citizen, democracy models, corruption, "full democracies". Only the first three will be commented here.

Upon analysis of the relationship between science and politics, three models can be distinguished: the *decisionist*, in which scientists work following politicians' instructions; the *technocratic*, in which the politician becomes a mere executor of what an *intelligentsia* decides; and the *pragmatist*, in which practical issues are translated into scientific problems, to later be transformed into practical solutions; an interaction that also includes citizen participation, which demands careful management of the limits between scientific expertise, public discussion and political decisions.

The pragmatist model allows to propose a critical interaction between the Autonomous University and the Constitutional State: the University would provide the necessary scientific knowledge to rationalize the State; while the situations and problems would be proposed from the State as they are perceived by the rulers. This exchange would help prevent two possible perversions: the fanatical scientism that disregards other forms of knowledge and ignores society's needs on the one hand; and the authoritarian, absolutist tendencies, denials of freedoms and fundamental human rights on the other.

The Latin American University must assume a leading role in the task of bringing in directionality to the nation and providing it with coherent and successful forms of organization. In Venezuela, the University is an autonomous

entity as defined by its Constitution, and has the designing of futures for society within its Mission.

On the other hand, democracy is based on a dialogue as symmetrical as possible between the State and the citizens. In a State supported on scientific knowledge, such a dialogue will only be possible if citizens have received an education that enables them to consciously participate in the political processes of a *deliberative democracy*.

The literature review and the experiences analyzed make it possible to propose an educational model consisting of learning situations where the learners do things that are interesting to them, which induce them to seek knowledge to satisfy their interests and then continue towards reflections that generate meta-learning. In these situations, the student exercises democratic strategies on a daily basis and is evaluated within the framework of the common values of science and democracy. It is assumed that when the learners live these experiences throughout their schooling, they will acquire citizenship skills and a moral and ethical backbone consistent with those common values.

Stated briefly, the research leads to a thesis that advocates a synergistic interaction between at least three social systems: scientific, educational, and political. It is argued that a State structured according to the logic and ethics of the scientific method requires an educated citizenry to consciously participate in the corresponding politics, and contribute to the production of the necessary goods and services for an integral human development. It also requires rulers with the capacity to understand the underlying epistemology of the State and the position of the country in the context of the knowledge society; and to act accordingly.

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## Reference

Picón Medina G (2021) *CIENCIA, EDUCACIÓN Y DEMOCRACIA. Una relación sinérgica para su continuo mejoramiento*. Caracas, Venezuela. 236 pp.