

Education of Society

The sociological notion of »risk society« is very much marked and »contextualised« by developments in the framework of recent history of the industrialised world. This sociological concept, which was most notably elaborated by Ulrich Beck, became nowadays almost a rather common notion of the ordinary language. Such a fact points towards a certain comprehension of the contemporary reality in the (post)industrialised part of the world. The reality of today is supposed to be a realm of a deep and decisive economic, technological as well as social change. As Anthony Giddens raises (in 1994) a question on what type of social order this is, or might it become, he gives a rather vague answer, saying that it is »a global society, not in the sense of a world society but as one of 'indefinite space'«. Giddens' further elaboration of the answer touches upon the perception of the future, which inevitably includes a positioning of youth. In his words the society (the social order) in question is »one where social bonds have effectively to be made, rather than inherited from the past.« Such a hypotheses of course involves a redefinition of the very understanding of youth (and the elderly people not much less) as the institutions of welfare state are supposedly »transformed«, which doesn't only mean that they are running out of funding. But there is at least one institution of the industrialised period, which is gaining the importance (in spite of its being in a permanent crisis) and it is being intensely dealt with since it is widely believed that it brings solutions for the problems of youth. This institution is school, which stands for education as a supposedly universal answer for the »uncertain future.« Why is the future seen as »uncertain« (more than it used to be?), considering the level of wealth and above all, considering the potentials of the global economy? Some relevant conse-