**Education and Freedom speech: from a right from autonomy to a**

**capability of autonomy**

משמעות הכותרת הזו לחלוטין לא ברורה; וחייבת לבוא אות גדולה בראש מילה בכותרת. בג

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The Freedom of Speech (FS) is an uncontestable liberal principle, at least theoretically. In the educational sphere, however, it creates public disputes about the limitations of this freedom that are more heated than others. I argue that this phenomenon reflects a kind of theoretical confusion: In the educational field, FS is viewed as a political **principle** with almost no limits (as in the public sphere), but while intending to better protect students from its potential effects, some wish to restrict it. The crux of my thesis is that it should be regarded as mainly an educational **practice**. Regarding it as a principle extends key liberal concepts such as 'negative freedom', ‘neutrality’, ‘equal respect’ and 'autonomy'; but in the educational sphere, continued reliance on this metaphor is problematic and damaging. What explains this functional gap is the pragmatic insight that defies the concept of principle, and its total and semantic meanings, as terms are to be understood only relatively and holistically. Thus we should test the usefulness of this metaphor with respect to the educational sphere. That is, when it comes to the educational sphere, a whole range of other terms (paternalism, lack of autonomy, perfectionism) - which are excluded or at east limited within the public sphere - come to life, what binds different meaning to discourse and demands, respectively, different metaphor: 'practice '. Thus, if in public discourse it is agreed prima facie that using FS is considered an action thatcomes **out of the existing right of autonomy,** within the educational sphere there is a right **for having autonomy.** That is, within the educational sphere there exists, toward the pupil, an obligation for creating this capability and not just a right, and any use of FS is justified as long it serves this development of autonomy. Within this pedagogic frame FS is not only a fulfilment of FS, but mainly a way of practicing and improving FS and autonomy. This practicing features like dialogism, experimentalism and resistance. Thus, freedom of speech becomes epistemological and procedural practice other than a political principle.

**ממליץ לשכתב את התקציר לעיל - או לתרגמו מחדש**