

The Philosophy of Ivan Illich

Ivan Illich¹⁾ was a philosopher and social critic who is known for his critiques of modern institutions, particularly in the areas of education, healthcare, and development. Illich was born in Vienna, Austria in 1926 and was educated in both Europe and the United States. He spent much of his life traveling and living in Latin America, where he became involved in the Catholic social justice movement and developed many of his ideas about the negative effects of modern institutions on society.

One of Illich's main philosophical ideas was the concept of “deschooling”²⁾, which refers to the belief that traditional schools and universities are harmful to individuals and society. Illich argued that formal education often serves to stratify society and perpetuate inequality, rather than providing genuine learning and personal growth. He believed that education should be a lifelong process that is based on self-directed learning and the exchange of knowledge between people, rather than being controlled by institutions.

Illich also critiqued the modern healthcare system, arguing that it often does more harm than good by over-medicalizing everyday problems and promoting a dependency on professionals rather than empowering individuals to take care of their own health. He believed that healthcare should be based on prevention and community-based care, rather than the profit-driven model of modern medicine.

Another area of critique for Illich was the concept of development, which he saw as a form of imperialism that often led to the exploitation of poorer countries by wealthier ones. He argued that the focus on economic growth and material wealth was misguided and that a more sustainable approach to development was needed that took into account the needs and values of local communities.

Deschooling Society



“School is the advertising agency which makes you believe that you need the society as it is.” **Ivan Illich**

Ivan Illich's book “Deschooling Society”³⁾ (Ivan Illich, 1971) is a critical analysis of modern education and its role in society. Illich argues that schools, as they are currently structured, are not effective at educating people and may even be harmful. He calls for a radical reimagining of education, one that is more decentralized and individualized.

Illich begins by questioning the assumptions that underlie modern education. He argues that schools are designed to meet the needs of industrial society, rather than the needs of individual learners. Schools are based on the idea that education can be mass-produced and standardized, and that this is the most efficient way to prepare people for the workforce.

However, Illich challenges this notion, arguing that mass-produced education is actually inefficient and fails to meet the needs of most students. He points out that schools are based on a one-size-fits-all model, which means that they are not able to accommodate the diverse learning styles and needs of individual students. As a result, many students are left behind or become disengaged.

Illich also argues that schools contribute to social inequality. He points out that schools are not neutral institutions, but rather are shaped by the values and interests of the dominant culture. This means that schools often reproduce and reinforce existing power dynamics, rather than challenging them.

In contrast to traditional schools, Illich proposes a model of education that is more decentralized and individualized. He calls for a shift away from mass-produced education and towards a system that is more flexible and responsive to the needs of individual learners. This might involve a greater emphasis on self-directed learning, peer-to-peer education, and experiential learning.

Illich's ideas have had a significant impact on education theory and practice. While some of his proposals may seem radical, his call for a more flexible and personalized approach to education has resonated with many educators and learners. His book remains an important contribution to the ongoing debate about the role of education in society.

Medical Nemesis



*"Modern medicine is a negation of health. It isn't organised to serve human health, but only itself, as an institution. It makes more people sick than it heals." **Ivan Illich***

In his book "Medical Nemesis," Illich argued that the medical profession had become overly focused on the treatment of disease rather than the promotion of health and well-being. He believed that this focus had led to the over-medicalization of society, with doctors diagnosing and treating conditions that were not truly diseases, but rather normal variations in human biology. He also argued that the medical profession had become too reliant on technology and pharmaceuticals, which often caused more harm than good through side effects and long-term complications.

Illich's views on iatrogenic disease were particularly influential. Iatrogenic disease refers to harm caused by medical treatment or intervention, and Illich argued that this type of harm was a significant and often overlooked problem in modern medicine. He pointed to examples such as hospital-acquired infections, adverse drug reactions, and unnecessary surgery as examples of iatrogenic disease, and argued that these types of harm were often the result of a healthcare system that was more concerned with profit and technological advancement than with the well-being of patients.

The Medicalisation of Death

In Illich's view, the medicalization of death is a process in which death is viewed and treated as a medical problem rather than a natural part of life.

According to Illich, the medicalization of death has had several negative consequences. One of the main criticisms he raised was that the medicalization of death takes away an individual's autonomy and dignity. When death is viewed as a medical problem, individuals are often treated as passive recipients of medical care rather than active participants in their own end-of-life decisions. This can lead to a loss of control over one's own death and a sense of powerlessness.

Illich also argued that the medicalization of death has led to the overuse of medical interventions at

the end of life, which can be costly and may not always be necessary or beneficial. He pointed out that the focus on medical interventions can distract from other important aspects of end-of-life care, such as emotional and spiritual support.

In Illich's view, the medicalization of death is a product of modern society's focus on scientific and technological progress, which has led to a belief that death can be controlled and conquered through medical intervention. However, Illich argued that this belief is misguided and that death is an inevitable and natural part of life that cannot be fully controlled or conquered.

To counter the medicalization of death, Illich argued for a shift towards a more holistic approach to end-of-life care that takes into account not only the medical needs of the individual but also their emotional, spiritual, and social needs. He argued for the importance of providing individuals with the support and resources they need to make their own end-of-life decisions and to die with dignity and autonomy.

¹⁾ Ivan Illich [Wikipedia](#)

²⁾ Deschooling Society [Wikipedia](#)

³⁾ Deschooling Society full text [Archive.org](#)

1. ^ Ivan Illich, 1971. *Deschooling Society*. Edinburgh University Press, ISBN 978-0-06-012139-6.

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