

How do we Judge the Expansion of Higher Education? A Marxist Analysis beyond 'Against Privatization of Education' and towards 'Against Educational Exploitation'

Por-Yee Lin

There are two crucial changes of higher education simultaneously from 1980s. One is the global tendencies of expansion of higher education—more and more people enroll in university for their undergraduate and graduate degree— accompanied with the tendencies of so called 'knowledge economy', 'learning society' and 'life-long learning'; the other one is the global tendencies of privatization of higher education—marketization and commodification of higher education, the increasing tuition fees, the international competition between universities— as results of the limited public educational resources and the ideology of Neoliberal education reform.

However, majority of educational movements only struggle against the privatization of education, but did not deal with the problem caused by the expansion of higher education. Though there may be some fundamental exploitative mechanisms of the expansion of higher education, and be serious than privatization of education. As left-wings students, how should we judge the expansion of higher education?

In this presentation, I would like to initiate a theoretical discussion about the relationship between the logics of capitalism and the tendencies of higher education. Instead of criticizing the privatization of education alone, I found it's important to understand the impact of the logics of capitalism—especially the commodification and competition of labour— on the higher education, towards its expansion, privatization and vocationalization.

Student's Activity in Bulgaria During The Last Year – Work Of "Priziv" And Other Student's Groups

Alexander Nikolov

Brief historic review of Priziv's beginning – aims, course of action. The commotion of students in winter 2008 - an attempt to take back the dormitory area "Studentski grad" to the students themselves.

Summer 2009 - strike spirits arose against the state policy education's financial cuts. Student's campaign confronts the installation of video surveillance system at Sofia's University. The creation of the group "Initiative Against Budget Cuts in Education".

Spring 2010 - scientists protest the reforms in their sector. In May drastic budget cuts on high education continue – student's protests and demands

Classism and Social Justice – Also for Education!

Adeline Duvivier

You already know racism? Probably sexism as well? Classism is prejudice or discrimination on the basis of social class. Some studies show us that children of lower social class don't have the same chances at school. A lot of theories speak of institutional discrimination. But what about individual behaviour?

We'll have a short introduction in classism and will train on the basis of personal experiences of (conscious or not) discrimination. This is a practical workshop and intends to focus on our own behaviour, with the aim to change it.

Sciences, Academy and Education

Nida Kamil Ozbolak

During the 2000s, after the Bologna Declaration (1999) permeated to political agenda, the systematic (de)regulation towards a liberal/commercial education accelerated all over Europe. Several changes took place like increasing student costs, (re)regulation the durations of education, unsecured employment, commercial and industrial links between market and universities etc. At sum; the liberalisation of the education

system primarily aimed to reduce the role of the public institutions within the educational areas.

While the debate on the universities has exclusively focused on the education, the regulations in scientific characteristics of the universities have been ignored relatively. Not only the public education but also research attributes are crucial for the societies. Moreover, it should be underlined that the scientific researches based on public interest are traditionally made by the public universities. The Bologna process has been deregulating the scientific/research areas.

Defining specific struggle tools

Nida Kamil Ozbolak

The scientific and educational dimensions of the universities are under attack, which affect all the components of the universities (students, lecturers, researchers, professors and other employees). However, there is almost no total resistance against these large-framed attacks. In other words; except the student-struggle against the Bologna process, the tools for defending '*public education as a whole*' could not be constituted yet. This proposed workshop is departed from the question if a struggle as a whole is necessary and (if yes) which instruments could be used in order to build up this type of struggle.

The access to post-graduated studies in the peripheral countries

Juliana Tomé

When we discuss the democratization of superior education, the tendency is to include in the agenda some issues such as funding for universities and how to conciliate the studies and employment, both very related with the access of all to a fundamental right such as education. However, we have a tendency to put aside the post-graduated studies, understood not as a right but as an individual choice, where the access to scholarships are supposed to solve any problems related with the student's economical origin. At this point, it is important to de-construct this idea, once the problems that are easily identified in the access and conclusion of a first academic title are reinforced in the post-graduated studies: the "meritocratic" system, which is the criteria for attribution of scholarships, is usually unreachabeable for those who worked and studied at the same time; also the criteria of "excellence", imposed by research centers worldwide, who facilitate the access of an elite.

This question brings us to the second point of our debate, that deals with the analysis of different educational systems, whose curricula create, or not, the necessary conditions for the access of their students to high-quality research centers.

Don't panic, organize

Mo Gas

State Policy In Education Sector Of Bulgaria – The Further Development of Privatization's Tendencies And Greater Restrictions

Alexander Nikolov

The abolishment of public and stimulation of private schools. The point of high education's reforms and the way in which society is manipulated. Laws are passed in secrecy – financial cuts are made obviously. Reforms + cuts = that's an order!

Some typical political and economic processes that hit education. Privatization, restitution, liquidation – or how Sofia's dormitory area "Student's Town" was taken away from students and given to profit the business.

Science makes machines: the role of science in education

Mickaël Crampon

I'd like to discuss the role of science, when opposed to humanities, in the educational process.

"Science makes machines" would be one point of departure :

- from one side, science and technology allow to develop new machines, objects, means of production... that interact and may have a great influence on our life and society ;

- from another side, science is actually able to turn people themselves into machines, that would fit perfectly inside our current society... but it can also be a powerful instrument of personal development.

The big questions would thus be :

- what kind of science is currently taught and what are the consequences (on people, on society) ?

- how science would be part of an emancipating and free education ?

It would be great, if not essential for the debate, to have scientific and non scientific participants.

How we learn. How we fight.

Denis Rancourt

I argue that we are all oppressed by hierarchy and that learning under hierarchical oppression is best achieved by fighting one's oppression. Following Paulo Freire I argue that the key is to discover authentic rebellion and to practice rebellion as a praxis. I give examples of this from my physics classes, from introductory physics to graduate level courses. I give examples from my experience of how students and professors can work together, fight together and fight each other to make this happen in the classroom of a modern First World university. These methods lead to authentic learning and liberation and are therefore violently suppressed by the institution. The methods are applicable to all disciplines and the institutional backlash is the same.

Using the cyberspace

-Open space for developing informatic tools -

Interested people will gather to develop new informatic tools and change ideas, experience and knowledge about the existing ones.

From student as nigger to classroom hijacking

Denis Rancourt

I propose that the solution to the oppression of students is for the students to take the classroom. I describe the nature of student oppression, of the obedience training followed by professional indoctrination, and describe strategies for change using several examples from my university. The strategies are based on the praxis of Paulo Freire applied in the modern First World university. I describe how the most formidable barrier preventing liberation is self-image steeped in progressive intellectualization and its false model of the mechanism for change, otherwise known as the "pathology of pacifism".

Public Education in Nepal

Yadav Prasad

What is free and emancipatory education

Mo Gas

Theory and practice of Educational Counselling in Europe

Maxime Legrand

With the 2007 promulgation of the law relative to the process for autonomy and independence in higher education, French universities must now be evaluated on their ability to adequately prepare students for the labor market. With this law, the systems currently in place for orientation, professional integration and academic success are thus being re-evaluated.

France is well behind its European and trans-Atlantic partners when it comes to the mechanisms in place for orientation and professional integration, and would do well to take inspiration from the models used in those countries where investment in education contributes to economic development.

Strangely enough, France and most of its European neighbors seemingly shun the tools provided by educational Counselling despite their effectiveness having been proved in many countries. Similarly, educational innovation in France is slow, in spite of the considerable needs, most notably in relation to the student drop-out rate.

This paper aims to address two issues. Firstly, to present the various major models of Educational Counselling used across the world, and secondly to establish a statistical correlation between mechanisms of orientation and academic success. The paper will also address the examples of French and European attempts to apply these models of Educational Counselling.

Branding the student movement

Daniel Lommes

The German educational protest have a common brand, used by activists all over the country: "Bildungsstreik" (education strike). A similar situation exists in Austria where "Uni brennt" is the common slogan of the protest movement. This has a number of advantages, not the least being the ability to address media in a quite different way. But at least in Germany the common label has also created lots of problems. The perceived homogeneity is an illusion, and groups sometimes feel they are associated with projects they would rather wish to distance themselves from. In this discussion, which hopefully will feature participants from a number of different countries, we'll try to find out whether this idea of branding the student movement is a good one, and a model to follow for other countries.

Discussion: What Kind Of A New International Student's Organization Should We Build?

Alexander Nikolov

Brief historic review of International Union of Students (IUS) – some conditions of its statutes, activities and end. Following up some of the activities of ESIB – the student's organization of the European Union. Expose for the International Student's Movement – an independent student's platform. Short comparative summary between each organizations.

What necessity for a new international student's unity exists now a days, what should it deal with? The building of this new unity – how, on what principles, when and where this is possible?

Palestine: Education in the epicenter of a conflict.

Bakria Mawasi and Yara Sa'di

Education is a fundamental human right and an essential mean in a functioning society. To Palestinians, education is a treasure. It's the most effective way in which they seek to bring back their stolen country, survive the occupation in its different shapes, and fight for their right to exist.

Starting from the ethnic cleansing of Palestine in 1948, the Palestinian people (including historical Palestine, West Bank & Gaza, and refugee camps) have been forced to face a systematic obstruction and destruction of their education in various

tools and plans which aims to scatter their identity and distort its continuity for next generations. From a systematic bigoted educational curriculum for Palestinian citizens in Israel, to checkpoints on the way to schools in the West Bank, or lack of pencils and notebooks in the besieged Gaza strip, these are examples of how education is being interrupted in Palestine.

About the student movement in Morocco

Faical Marzak

We will introduce the history of the student movement, the current state of the movement, Moroccan political education

Anti-Cuts & Anti-Fees Movements - The British Example

Joana Oliveira Pinto

Cuts, like fees, are an issue affecting all students and education workers within the UK – currently 6,000 jobs are at risk at over 45 campuses, with more on the way. After the forthcoming election it is highly likely that the cap will come off tuition fees. There are a lot of anti-cuts and anti-fees campaigns happening on individual campuses; but they need to come together, to support each other, share information and experience, and form a national voice for students and education workers, to deal with these national problems. That's what the National Campaign Against Fees and Cuts is for. Co-ordinate with other student campaigns, share news and information. Build a stronger, more cohesive front. The idea is to, not only share examples of the British experience (which diverges from the Continental European Higher Education struggle in several points), but also put across the arguments against fees, privatization, funding cuts, etc).

The Elitism of the Left

Daniel Lommes

Whereas conservatives are often accused of being elitist, the left seems immune against that charge. After all, the left wants better living conditions for all people, not just for a select few. In this workshop, we will explore elitism and the avant-garde, take a look at historic and current leftist movements and will (unsurprisingly if you read the title) find elitism deeply ingrained. This should be a first try at a self-critical, reflexive look on leftist ideas and practices, trying to understand what kind of an elite the left is - especially in contrast to a conservative elite - and how this self-realisation can help or hurt the left. Open question will most probably remain open: Do leftists want to be an elite? Do they have a choice?

Tuition fees, student debt and struggles

Uniriot Network

In the deep financial crisis of the university, its new face is arising: everywhere the increase of the tuition fees and the decline of welfare state are processes in parallel with the several ways through which students get in debt. From a free university we are going towards a model where the access to university is even more expensive and, at the same time, services and the quality of students' life are always worse. So, the rising of tuition fees is the first instrument to narrow the access, but at the same time it is the rhetoric of better services and meritocracy.

Student loan is the strategy to obtain docile work force, obliged to work, by high interest rates and instalments: it is a disciplinary process of contemporary workforce starting from college access and continuing through the employed time of working. Within control society, the university functions as a dispersive and modulating system within a large network of control: we're no longer dealing with a duality of mass and individual. Individuals become *dividuals*, and masses become samples, data, markets

or bank.

We will describe and compare different ways thorough which the rising of tuition fees is used as an instrumental and rhetoric way by the university government to select students and produce new hierarchies. Then we would like to analyse how students get into debt from Europe to USA, from India to China, from Japan to England.

The Crucial Role of Unequal Tuition Fees of Non-EU Students in EU: Origin of Profit or Solidarity?

Por-Yee Lin

The unequal treatments of 'Non-EU international students' in the UK not only increased the tendencies of privatization of higher education, but also caused discrimination and oppression towards Non-EU students, especially the students from the Third World. However, there are only few movements' agendas including the equal rights of Non-EU students together now, as a result of separation, we may not fight back the tendencies successfully and collectively.

I am willing to discuss with every EU students or Non-EU students about these topics: Are there any unequal tuition fees or discriminative treatments of Non-EU international students in your country? How do you think about the situation of Non-EU students in your country? How do you think about the mainstream discourses, eg: 'education resources are limited' or 'they don't pay the taxes' ...as reasons of 'unequal treatment between Non-EU and EU students'? Moreover, practically, how do you think about 'what is to be done' for further solidarity with Non-EU students?

Make our university: device of organization and connection of struggles

Uniriot

During the last years we have witnessed several struggles inside and outside the university that reclaimed free education, better conditions in the university, critical and qualified knowledge, against the dismantling of the university and Bologna Process.

Inside this framework, sharing all together common practices of fighting, we should discuss and work together to create a new way to organize ourselves all together and to connect in a continuously way. What do we create to keep in touch and share analyses and practices and common goal?

There are several differences inside the same countries, among the european states, related to our work inside the university. Students, faculties, researchers, PhD students, staff have not the same problems. We need to build up alliances among all these figures involved in knowledge production considering the differences: despite them, how do we create a device of organization able to give continuity to our struggle beyond the different temporalities of conflicts?

We would like to involve all the students that animated struggles against in the last year who want to connect and organize a common space of action and discussion, in Europe as well as at the global level.

The Zumbi Project: Cooperation between Catalonia and Brasil

Albert Ruiz/Nexes

The Zumbi project focuses on cooperation for development, in order to promote solidarity, culture of peace, human rights, and specially, to create a felling of commitment among young people in such a way that they can participate actively in the creation a society based in justice and solidarity.

During the different phases of this project, people from Catalonia travelled to Brasil, to learn from the experience of the MST (Landless people's movement) in the area of education, exploring different methods used to empower people, such as the

"opressed people's theater". In a posterior phase, people from MST visited Catalonia to keep on with the cultural interchanges.
During this workshop this project will be presented and discussed.

United statement

Mo Gas

Myth about Quality in American Universities

Stanislas Tomas

One of the main arguments for the introduction of payed higher education in Europe is that American Universities are the best in the World, and that they take annual tuition fees of about \$ 50 000.

I would like to take to throw some stones into the myth that US Universities are the best in the world. Let's take for instance Harvard - 43 over 93 professors of the Harvard Law School do not have even a Master degree (their top of studies is a bachelor degree). Only 6 over 93 law professors have what is considered in Germany and France as a "PhD in law" degree. While in Germany, it is often required from a professor to have two PhD degrees. Prof. Derek Bok, former President of the Harvard University, also does not have a PhD degree.

According to the data of the US National Institute for Literacy, 41 million of Americans are functionally illiterate, and 63 millions have only a basic level of literacy.

This findings are sufficient for concluding that the free European education model is much more advanced.

Disparagement and stunning: the "superior" education

Fernando Gonzalez Placer

To the neoliberal way of thinking human beings are a resource, another commodity to the production and privatization of wealth. And, recently, the neoliberal strategies have occupied the heart of universities, eroding it's role as a public service that, in a recent past, had at least something to do with the formation of people and until a certain extent, the satisfaction of their right to culture. Universities are being institutionalized as a device for the "training of human resources", "forming" citizens that not only "civic" but also "european" and "flexible". From that comes the relegation, in the new university curricula, of some knowledges that are now classified as "excessively theoretical", of some languages (poetry, art, essays...), of some political forms (freedom, democracy...), some ways of critical thinking. Eroding and relegating education itself, that maybe is linked precisely with these kind of knowledges, languages, forms and attitudes.

Evolution of the Higher Education System in Greece

Yannis Missirlis

A brief history of the higher educational system in Greece to the present days will be given, in the context of the social evolution of the greek society, emphasising the role of the student movement during key-turning points of both educational as well as political events of the recent greek history. Then the current debates related to the implementation of european directives by greek universities, to the direct or indirect privatization of education, and certain peculiarities of greek universities will also be addressed.

Which alternatives for an amelioration of the student situation in Africa:Case of Togo

Koffi Dogbevi

I would like by this presentation(display) to make the inventory of fixtures of the

education in Africa particularly in Togo and to begin some tracks(runways) of solutions susceptible to change the done and improve the educational situation.

Beyond the limits of universities' economical sciences: learning from worker's and union's self management

Endika Alabort (Institute of Self-Management and Economical Sciences)

The Institute of Self-Management and Economical Sciences (ICEA) intends to collaborate in the transformation of capitalist society in a society without exploitation, by deepening the study of alternatives based on worker's and union's self management, with the theoretical input of both libertarian socialism and communism, analyzing theory and history but also promoting alternatives. The institute works to offer a broad formation (as an alternative to the university curricula) specifically on economy, but also in the social sciences in general.

Gender and Education

Adeline Duvivier

Girls ... Boys ... What's the difference in the classroom? What's the difference in the curriculum? What's the difference for the teacher? And why don't they have the same chances at school? Just some of the questions we should ask on this subject.

Women still are discriminated in the society and still have a lot of problems to get paid the same as their male colleagues. A few decades ago, girls were underrepresented at school and it's already a great success that girls can have the same possibilities to go to school and to study. But do they really have the same possibilities? Teachers teach about great men in history, speak about male politicians, about male scientists. In the maths book, little girls wish to be a nurse, and brave boys become politicians..Who ever heard of sex and gender at school? Why are only male and female represented? (and not transgender)

We would like to look at the underrepresentation of Gender in school and education. We won't focus only on the structure but also on the educational discourse. Come with your ideas and experiences, we'll discuss about the possibilities to change it.

Acting on a Global level

Mo Gas

The UniverCITYfication of Bochum Querenburg

Phillip Unger

The non-profit organization "University meets Querenburg" (UmQ e.V. - association for encounter- and street culture) invites you to hike from the Congress Center through Querenburg to the Technology Quarter (TQ) (approx. 3 km walk). On our journey we will talk to you about the UniverCITYfication of Bochum, meaning we will take a look at the economical development and the architectural renewal of the district under the perspective of the Agenda 21 (<http://www.un.org/esa/dsd/agenda21/>).

The hike finally leads to the Leonardo da Vinci place (TQ) where UmQ organizes several "Schachtzeichen"-events. They take place from May 22nd to May 30th as part of the official ruhr.2010 – european capital of culture - events. Here you can visit an exhibition on Bochum-Querenburg's history, present and future and relax at our BBQ.

For more information see: <http://www.quernetz.de>