



Congress Programme

Your Contribution

ROOM

Your Name

anytime you want

The EEC is not about listening to the wise words of a select few more knowledgeable than you. Instead you are asked to give input yourself, by taking part in the discussions, workshops and other contributions. But in addition to this, you are encouraged to offer some kind of contribution yourself. We have spare rooms reserved for exactly that purpose, and we can provide all the materials you might need. Just think of a topic you know something about or even that you know very little about, but just are very interested in. We will arrange everything else, provide a room for your contribution at a time convenient to you and announce your new contribution. Go to the infopoint to register your contribution now!

Anti-Cuts & Anti-Fees Movements The British Example

S16

Joana Pinto

Thu, 27th - 15:00

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, not only to share examples of the British experience (which diverges from the Continental European Higher Education struggle in several points), but also to put across the arguments against fees, privatization, funding cuts, etc.

Using the Cyberspace

S6

Mo Marburg/Debora de Pina Castiglione

Wed, 26th - 15:00

Interested activists will get together to explore ways of using existing tools and platforms on cyberspace and to develop new ones.

E2 Theory and practice of Educational Counselling in Europe

Thu, 27th - 12:00

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 neighbours 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.

S16 Don't Panic - Organize!

Wed, 26th - 10:00

Mo Marburg

This space will be used to reflect on the current situation of networking on an international and global level. What networks already exist? What is the „International Student Movement“? How can the platform(s) and the co-ordination between them be improved in the future?

Beyond the limits of universities' economical sciences: Learning from Self-management

S3

Endika Alabort

Sat, 29th - 15:00

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 comunism, analysing 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.

Tuition fees, student debt and struggles

E2

Uniriot Network

Fri, 28th - 12:00

Will be held again on Sat, 29th - 10:00 in room W2

In the deep financial crisis of the university, it's new face is arising: Everywhere the increase of tuition fees and the decline of the welfare state are processes happening in parallel with 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 bad. So, rising tuition fees are the first instrument to narrow public access, but at the same time a rhetoric of better services and meritocracy is used.

Student loan are a strategy to obtain a docile work force, forced to work by high interest rates and installments: It is a disciplinary processing of the workforce starting from college access and continuing through the working life. As a part of a 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 banks.

We will describe and compare different ways through 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. Furthermore we would like to analyse how students get into debt from Europe to USA, from India to China, from Japan to England.

E2 Defining specific struggle tools

Wed, 26th - 15:00

Nida Kamil Ozbolak

The scientific and educational dimensions of the universities are under attack, which affects all the components of the universities (students, lecturers, researchers, professors and other employees). However, there is almost no common 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 workshop is based on the question whether a struggle as a whole is necessary and, if so, which instruments could be used in order to build up this type of struggle.

S16 Classism and Social Justice Also for Education!

Tu, 25th - 15:00

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.

W3 Evolution of the Higher Education System in Greece

Sat, 29th - 12:00

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 in recent Greek history. Current debates related to the implementation of EU directives by Greek universities, to the direct or indirect privatization of education will also be addressed.

How we learn. How we fight. Anti-Authoritarian Pedagogies

S3

Denis Rancourt

Wed, 26th - 15:00

Will be held again on Fri, 28th - 12:00 in room S16

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 practise 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.

The Crucial Role of Unequal Tuition Fees of Non-EU Students in the EU

S3

Por-Yee Lin

Fri, 28th - 12:00

Will be held again on Sat, 29th - 12:00 in room W2

Many people have observed that higher tuition fees for Non-EU international students has been the test case for introducing (higher) tuition fees in general. In the UK — where the Conservatives introduced tuition fees for international students in the 1980s, which Labour in 1997 broadened to all students, Non-EU international students have to pay thrice the amount of EU students. As a result, the government could raise fees easily to every students every year according to the giant gap between Non-EU and EU or UK students.

In addition to increasing the tendencies of privatization of higher education, this also caused discrimination and oppression towards Non-EU students, especially students from the Third World. However, only a few movements include the rights of Non-EU students in their agenda. In this workshop, I will introduce the situation in the UK and analyze the possible negative effects of unequal tuition fees for Non-EU students locally and globally; others are invited to share their experiences. One goal of the workshop is to come to a better understanding why unequal tuition fees are so widely accepted and how to work against the logic of taking 'the other' as an origin of profits.

S3 Science makes machines

The role of science in education

Wed, 26th - 12:00

Mickael Crampon

I would 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 would science 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.

W3 The Elitism of the left

Fri, 28th - 10:00

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 attempt 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 questions will most probably remain open: Do leftists want to be an elite? Do they have a choice?

TUESDAY

10h

Welcoming
Brunch

12h

14h

15h

Expansion of Higher Education (W3)

Students Activity in Bulgaria (S3)

Classism & Social Justice (S16)

17h

Opening
Session

20h

WEDNESDAY THURSDAY

Science, Academy & Education (E2)

Post-Graduate Studies (W3)

Don't Panic - Organise! (S16)

S,A&E - Discussion (E2)

Bulgarian Education(W3)

Science makes machines (S3)

Indonesian situation (S16)

Student as a 'nigger' to classroom hijacking (W3)

Public Education in Nepal (S3)

Free and Emancipatory Education (S16)

Educ. Counselling (E2)

Branding the student movement (W3)

Student Movement in Morocco (S3)

Int. Students Org. (S16)

Defining specific struggle tools (E2)

Anti-authoritarian Pedagogies (S3)

Using the Cyberspace (S6)

Education in Palestine (E2)

Gender and Education (E2)

Anti-Cuts & Anti-Fees Movements (S16)

Ope

Cultural Program

FRIDAY

SATURDAY

SUNDAY

Elitism of the Left (W3)

Education in Palestine (S3)

Tuition fees, student debt and struggles (W2)

Quality in American Universities (W3)

Superior Education (S3)

Closing Session

Tuition fees, student debt and struggles (E2)

Unequal tuition fees (S3)

Anti-authoritarian Pedagogies (S16)

Unequal tuition fees (W2)

Education System in Greece (W3)

Case of Togo (S16)

Break

(W3)

Make our university (E2)

(S3)

Zumbi Project: Catalunya/Brazil (W3)

Working on a "united statement" (S3)

Learning from Self-Management (S3)

What are the next steps? (S16)

Open Space

Closing Party

Sciences, Academy and Education Talk & Presentation

E2

Sciences, Academy and Education Discussion

E2

Nida Kamil Ozbolak

Wed, 26th - 10:00 and 12:00

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 is 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.

What is free and emancipatory education?

S16

Mo Marburg

Thu, 27th - 10:00

First we will explore what problems we see within education systems at this stage. Afterwards we brainstorm for alternatives and attempt to define free and emancipatory education. Such a definition can be very useful for future collaborations, especially on a transnational level.

Public Education in Nepal

S3

Yadar

Thu, 27th - 10:00

We, activists from Nepal, will present the current situation of the public education system in Nepal, as well as recent student and teacher movements in the country.

W3 Branding the student movement

Thu, 27th - 12:00

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 “#unibrennt” (uni burns) is the common slogan of the protest movement. This has a number of advantages, not the least being the ability to adress 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.

S3 Gender and education

Thu, 27th - 15:00

Adeline

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? Teacher 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 policemen... 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 will discuss about possibilities of change it.

How do we judge the Expansion of Higher Education? A Marxist Analysis...

W3
Por-Yee Lin
Tu, 25th - 15:00

There are two crucial changes of higher education simultaneously from the 1980s. One is the global tendencies of expansion of higher education and the so called 'knowledge economy'; the other one is the global tendency of privatization of higher education.

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. 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. Although this critique and implication 'expansion of higher education is exploitative' may be unusual and be different from the movement 'widening participation of higher education' or 'higher education is human rights', by anyway, for its important influence globally, we should examine and judge the expansion of education seriously together.

The Myth of Quality in American Universities

W3
Stanislas Tomas
Sat, 29th - 10:00

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 \$50000.

But 43 of 93 professors of Harvard Law School do not even have a Master degree (their top of studies is a bachelor degree). Only 6 of 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, does not have a single one. On the other side 41 million of Americans are functionally illiterate, and 63 millions have only a basic level of literacy. The findings presented are sufficient for concluding that the free European education model is much more advanced.

E2 “Make our university”: device of organization and connection of struggles

Fri, 28th - 15:00

Uniriot Network

We are facing a European movement that is not representable, it means that we cannot articulate a coordination that reproduces a small and unproductive parliament. We must be autonomous and self-organized, without any representation or delegates. We must decide collectively in a common space starting from what we are and we do in our universities. We need to build up alliances among all 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?

S16 What Kind of a New International Student's Organisation Should We Build?

Thu, 26th - 12:00

Alexander Nikolov

Brief historic review of International Union of Students (IUS) – some conditions of it's 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 is there for a new international student's unity nowadays, and what should it deal with? The building of this new unity – how, on what principles, when and where is this possible?

S3 Working on a “united statement”

Fri, 28th - 15:00

Mo Marburg

Let's get together and attempt to agree on some basic points to draft a suggestion for a “united statement”. The feedback to the international “discussion paper” (initiated by activists involved in education movements in Austria, Germany and Spain in Dec. 2009) and everyones input in the round will be used as a basis.

The results will be open for discussion to activists and groups worldwide for the near future and the outcome can be used as a basis for the next globally united protests.

From student as a “Nigger” to classroom hijacking...

W3
Denis Rancourt
Thu, 27th - 10:00

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”.

Disparagement and stunning: The “superior” education

S3
Fernando Gonzalez Placer
Sat, 30th - 10:00

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 institutionalised as a device for the “training of human resources”, “forming” citizens that are not only “civic” but also “european” and “flexible”. From that follows 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.

About the student movement in Morocco

S3
Faicyl Marzaq
Thu, 27th - 12:00

We will talk about and discuss the history of the student movement in Morocco, the current state of the movement and also about Moroccan political education.

S16 Acting together on a global level - what are the next steps?

Sat, 29th - 15:00

Mo Marburg

We will work on an agenda for the next few months together. How can we continue? The “Global Wave of Action for Education” will be introduced and the next concrete steps discussed and coordinated.

S3 Students Activity in Bulgaria During the Last Year - Work of “Priziv” and other groups

Tu, 25th - 15:00

Alexander Nikolov

This will be a 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.

W3 State Policy in the Education Sector of Bulgaria - Development of Privatization

Wed, 26th - 12:00

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.

The Current Situation in Indonesia

S16

Sistha and Surya

Wed, 26th - 12:00

We are education activists coming from Yogyakarta presenting the current state of the education system in Indonesia. We will focus especially on the implications of the latest neoliberal efforts to re-structure universities and education in general. We also want to share our knowledge on education activist movements in Indonesia and internationally.

The access to post-graduate studies in the peripheral countries

W3

Juliana Tome

Wed, 26th - 10:00

When we discuss the democratization of higher education, there is a tendency to put aside the post-graduate studies, which are understood not as a right, but as an individual choice, where the access to scholarships is supposed to solve any problems related to the student's economic background. It is important to de-construct this idea, as the problems that are easily identifiable for a first academic title are reinforced in the post-graduate studies: the "meritocratic" system, which is the criteria for attribution of scholarships, is usually unreachable 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.

Which alternatives for an amelioration of the students situation in Afrique: Case of Togo

S16

Koff Dogbevi

Sat, 29th - 12:00

I would, by way of this presentation, like to create an inventory of education in Africa, particularly in Togo, and begin to develop ways able too change what has been done and improve the educational situation.

French

W3 Palestine: Education in the epicenter of a conflict

Thu, 27th - 15:00

Bakria Mawasi and Yara Sa'di

Will be held again on Fri, 28th - 10:00 in room S3

This contribution is currently
being evaluated by the
content group.

W3 The Zumbi Project: Between Catalunya and Brazil

Fr, 28th - 15:00

Albert/Nexes

Spanish
Catalan

The Zumbi project focuses on cooperation for development, in order to promote solidarity, culture of peace, human rights, and specially, to create a feeling 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.

LEAVE

YO**UR**

MARK

PLEASE DOCUMENT RESULTS

**YOUR MEMORY MIGHT BE GOOD,
IT CERTAINLY IS NOT PERFECT...
YOU CAN TELL QUITE A NUMBER OF PEOPLE,
THE VAST MAJORITY WILL NEVER HEAR...**

**IF YOU WRITE PROTOCOLS OR OTHERWISE
SUMMARISE THE CONTRIBUTIONS YOU TOOK
PART IN, CONSIDER SHARING.**

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