

AGAINST AND INSIDE BOLOGNA PROCESS:



RUINS AND EXODUS

The Bologna Process was first intended to be a process leading to the construction of a European space of higher education and aimed at homogenizing education reforms in the different countries involved in this process. At first, these organizational shifts were principally based on changing the curricula structure (strictness of curricula and introduction of multiple choice tests); the introduction of three degree levels (Bachelor + Master + PhD) that leads to a mechanism of selection through access filters; the institution of the European Credit Transfer and Accumulation System (ECTS) that pretends to measure knowledge and student time; the diversification of what educational paths are offered.

We are now seeing that Bologna Process has completely failed its goals: in Italy, the only country that immediately introduced the project's organizational lines acting as a sort of laboratory (Ita-Lab), both academic circles as well as government think tanks are talking about a clear failure of the reform. Bachelor and Master degrees did not allow more students entering the labor market, nor there is a correspondence of the salary to their skill in a future work. After the beginning of Bologna Process the Ita-Lab has been overwhelmed by several reforms all addressed to the destruction of education system.

Behind the rhetoric of competitiveness, «efficiency», «merit», «student mobility» and «euro-compatibility», the purpose of Bologna Process is to create a unified continental education-labor market capable of producing a large intellectual workforce able to make Europe competitive in the knowledge global economy. Disqualification of knowledge, fragmentation of the course of studies and hinging the access and mobility, cutbacks in public funding and raising tuition fees, gradual divestiture of the rights and welfare structures, unpaid and obligatory internships, the introduction of student debt, the capture of our capacity of innovation and control of our education training: these are the effects of the application of Bologna Process that transform universities into places of intensive exploitation, so that the recognition of the centrality of students in the production process coincides with a more and more violent precarization and falling into financial debt.

Since the very beginning, the project has been opposed everywhere and this opposition is at the root of its contemporary crisis. The transformative resistance embodied in a new students and precarious researchers movement that has created and practiced cooperative forms of knowledge production and alternative education models. Resistance doesn't mean the nostalgia for the old university model that was embedded in state power and supported by an idealistic and ideological conception of the university as an «ivory tower» of national and cultural pride. The resistance against the Bologna Process, in fact, produces living knowledge, new subjectivity processes and experiments to build another university. Our university will be autonomous and without borders, or it will not be.