

WHAT IS UNIRIOT NETWORK?

Uniriot Network was born in 2006 as a wide connection among student collectives from different universities that fight against privatization and deskilling of knowledge. It is not a political subject, so that we are not a group structured on identity and homogeneity managed by a coordination of representative persons. We cannot be ruled by parties or delegation system. Not at all!

We decided to build up a network to improve struggles and to give continuity to the organization of conflict inside and against the education system, that's why Uniriot is the network of rebel universities and it is made up by different nodes that get together on a common project. It is the sharing of living knowledge and it is built up on specific common analyses, its mainly dispositif of organization is the self-education seminars: free education, transversal sharing of knowledge, free research, self-management of space inside and outside the university. Our network is based on self-organization and sharing of knowledge, it is the struggles of the living knowledge against the university reform process and it aims to unhinge the hindered access to the different cycles of education.

Uniriot is a website where you can find information, articles and essays about struggles and transformations in the university, you can freely download videos, interviews and self-education courses that take place in all the knots of the network: copyleft is reappropriation and free access to knowledge as a subversive practice.

Our network is also the struggle of precarious researchers and PhD students against the baronial and corporative power of the academy and against the process of privatization of the university, so that we claim public funding for university and research, indirect income (such as services, free access to theatre and cinemas, houses etc.) and basic income for everyone.

Uniriot Network is the organized form of social cooperation's autonomy!



WHAT IS SELF-EDUCATION?

Our self-education courses are not simply a way to spread out antagonistic messages. Self-education is not a counter-course, nor an alternative seminar available only for very few people: self-education is not a ghetto. Not at all!

Self-education is a fight line and a form of exodus from the crisis of academy, in its state and corporate forms, it is an attempt to organize an oppositional university not in the far future but in the present. We want to re-appropriate for ourselves autonomous time in production and life forms. This kind of self-education overthrows and refuses the institutional academic model with regard to both the contents and the methods of institutional knowledge transmission. The seminars attempt to break with the classical division between the professor on one side and the users/clients on the other.

The self-education groups consists in building up courses that are self-managed by the students. The topics of the course are collectively chosen and then developed by experimental hybrid groups, which are composed of precarious researchers and students. They follow more the circle models than the frontal lecture, favoring the moment of discussion and collective study. From this point of view, the seminars attempt to establish a new relationship between study and research, assuming these two aspects as interdependent, choosing a topic to better understand transformations of contemporary world and the new possible fields of conflict.

In a framework in which the multiplication of university courses means first of all the specialization of curriculum and the fragmentation of knowledge, self-education tries to knock down the rigid perimeters of the disciplines: so, concepts to be analyzed and understood through schemes of knowledge. At the contrary, self-education seminars cross all the borders that divide disciplines opening a new space of research.

What makes this self-education a conflictual device is the invention of educational credits. In fact, the ECTS system introduced a subdivision of curricula in modules attributing a numerical value to every module: this is just an artificial measure to calculate rightly learning and studying process. So, we reclaim the credits in recognition of our participation in the self-education seminars to deconstruct this measurement system from within. In this framework the self-education is a political device against the measure and evaluation of knowledge, where quality refers to the cooperative way to produce it in an organizational level of university's struggle.

Most important, putting self-education in practice, students create new practices of knowledge production with the cooperation of professors and researchers: a new form of political organization, a collective gear in which theory lives in practice.

In fact, self-education is not a model that we want to export, not at all!

Self-education is primarily a device of organization to give continuity to struggles, it is the occupation of space inside university to create a new common language and new analyses, it is the challenge of quality against the dequalification of knowledge, it is a strategy of fight.

Every specific context could find its own new device to struggle in the university, considering that giving continuity to the movement is the great challenge we are facing now.