

FREE EDUCATION (11)

~~This Is Not A School.~~

*

Deadline for Proposals:
Saturday 1 October 2011

Programme/ Sessions:
15 October - 30 October 2011
12 - 6 pm Saturday - Sunday
Final programme may vary.

Contact/ Send Proposals to
edward-dorrian@fiveyears.org.uk
Download Proposal Proforma at
www.fiveyears.org.uk/thisisnotaschool

Five Years
Unit 66 Regent Studios
8 Andrews Road
London
E8 4QN

Five Years is unfunded. ~~This Is Not a School~~ is an unfunded project.

Call to Participate. Invitation to Participate.
ALL PROPOSALS WILL BE ACCEPTED.

~~This Is Not A School~~ is a free and open invitation for anyone to propose a participatory activity questioning the idea of 'School' - 'Free' or otherwise. Submitted proposals will form a programme of one-hour sessions staged at Five Years between

15 October and 30 October 2011*

All Power to the Free Universities. All Power to the Free Schools. Free. Imaginary. Faith. Radical. Academy. Real. Invisible. Communist. Autonomous. Business. Kilquhanity. Copenhagen. Liverpool. Etc. Etc. Etc. We call for everybody to establish their own free universities. We invite you... Not just art practitioners. Call upon you to participate. Plagiarize. Perhaps you'll see this as an opportunity to make up for past failures. Emancipate research and learning from the economization of all knowledge production in society. Unrestricted by the pragmatism of the university or academy structure. Perhaps the refusal of any kind of mediation. Not to write alone. Not to... Work? Alone. The diversity and internal oppositions, not to mention conflicts, may well define its... our existence. This must be recognised. Critique the unprecedented number of self-organised forums outside institutions. Critique the self-empowered departures inside institutions. To constitute a collective or plural speech: a communism of... What? Writing? A radical education forum. A curdled idealism. THEY. The people. A front line no longer cutting through the middle of society; now runs through the middle of us. Insert alterations and re-arrangements within existing institutional frameworks. Subtract. The opportunity to remove failure(s). Fragmentary. Precisely to make plurality possible, to open a place for it and at the same time never to arrest the process itself... Always already ruptured... Meaning not in themselves but in their conjunction-disjunction, their being placed together and in common [mise en commun], their relations of difference. The fragmentary or, more simply, fragments, sentences, paragraphs, which when put into relation with others... Taking on new meaning... Furthers

our research. Abandon any preconceived idea of originality or the privilege of being previously unpublished. Information collected as is... In its brute force and without commentary, sparsely... Or densely punctuating the discontinuous... Series of... This will also belong to our research. Everyone is welcome. You are one of us. Thus... Those who are without words, who are not writers... artists? The very people whom the discourse does not reach - even though it is in this discourse that they believe they can best make themselves heard - must have a place in which to express themselves or to find themselves expressed, whether directly or indirectly. In short, language is given not in the content of the... programme? This Is Not a Programme... nor in their form but through their relations, the necessarily disharmonious ensemble that they constitute. With this discontinuity that they preserve through this non closure, there will be a search for a more radical language that is situated outside discourse, outside of culture, and that while being declarative, should continue to maintain the incessant work of questioning. ~~WE-HAVE-WON~~. We are essentially irregular... Weak. Weak. Weak. Resistance. You with your new Uni pals... standing bragging... An Educational Complex. Bound to a temporal irregularity... Just as much as an irregularity of format and formulation... Perpetually decentred centres... Everything belongs to us... We belong to everything... And to nothing.... Perhaps not. I love Free School, and Free School loves me. Free School demands that there should be no distinction between Teacher and Taught. Actually we demand nothing, there is nothing that we want from you that we cannot take for ourselves. Really...Really Free...

(11) ~~This Is Not a School.~~

Five Years is looking for a wide range of proposals to form a programme of events that respond to the phenomenon of the 'alternative education project.' This is an open invitation to propose a one-hour 'participatory activity' that questions the 'Free School' structure and its wide ranging history and ethos: An ethos currently appropriated by the Neo-Liberal Right as much as the Radical Left. It remains a contentious term.

What constitutes 'participatory activity', 'alternative education project', 'School' ('Free' or otherwise) or indeed 'programme', may be interpreted and defined freely by participants.

Participation is free and open to anyone. The programme will be drawn from ALL of the submitted proposals. Future publication of proposals and delivered sessions (all right reserved) will be considered with full participation of contributors.

This is the eleventh project organized through Five Years since 2000, that specifically looks at the idea/ problem of how an open invitation/ participation/ DIY/ free-for-all may constitute some kind of extra-institutional social space:

Democracy in Actionⁱ or Ignominious Wankⁱⁱ or?

(1) Self-Service (2) Self-Service Painting (3) Drop Out (4) Peer Esteem (5) Free Show (6) Yes. Yes. I Know. Free School. I Know. (7) Interrupted Correspondence/ Vice Versa: Five Years Fragments (8) Field Recordings (9) Lecture Hall: Free School. (10) So Much For Free School, Etc. A Draft Publication.

- i Self-Service Painting: Democracy in action, ALL paintings submitted will be shown. Independent on Sunday 11 March 2001
- ii Renée O'Drobinak and Ana Čavić: The Failed Student and the Heterotopian School So Much For Free School, Etc. A Draft Publication. 2010

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Terms and Conditions.

- Proposals should be submitted using the downloaded proforma (www.fiveyears.org.uk/thisisnotaschool), and sent to edward-dorrian@fiveyears.org.uk
- ALL PROPOSALS WILL BE ACCEPTED.
- The Session proposal however must operate within the one-hour time frame and must not interfere with the participation of others without their consent.
- Proposals should be no longer than 500 words and will be made available (printed and online) throughout the programme unedited.
- Each session lasts one hour. Each participant is responsible for organizing their activity to operate within that hour. Set up and any clearing up must be contained within the time frame to minimise disruption to others.
- Each session will be recorded for documentation and future publication (all rights reserved).
- While every effort will be made to accommodate your proposal within your stated preferred dates and times (proforma), Five Years reserves final right to timetable.
- All queries should be e-mailed to edward-dorrian@fiveyears.org.uk (subject labelled This Is Not a School) and may be recorded and presented (eg. e-mail correspondence) as part of the programme.
- Five Years cannot guarantee to provide materials, equipment or internet access for proposed ideas.
- Proposed sessions must not breach Regent Studios health and safety measures.

Proforma.

Proposals for ~~This Is Not a School~~. should be submitted using the downloaded proforma (www.fiveyears.org.uk/thisisnotaschool) and sent to edward-dorrian@fiveyears.org.uk

Name:

e-mail address:

Proposal (no longer than 500 words):

Please indicate from the Timetable which Session (1-39) you would prefer (It will be helpful to give alternative dates). Additional sessions may be added depending on demand. First choice will be given where possible. Final confirmation will be made as soon as possible after the deadline. (Sat 1 October)

Programme.

Initial timetable 15 October - 30 October 2011

14 October 2011

| | | |
|---|--------|--------|
| 1 | Friday | 6-7 pm |
| 2 | Friday | 7-8 pm |
| 3 | Friday | 8-9 pm |

15 October 2011

| | | |
|---|----------|---------|
| 4 | Saturday | 12-1 pm |
| 5 | Saturday | 1-2 pm |
| 6 | Saturday | 2-3 pm |
| 7 | Saturday | 3-4 pm |
| 8 | Saturday | 4-5 pm |
| 9 | Saturday | 5-6 pm |

16 October 2011

| | | |
|----|--------|---------|
| 10 | Sunday | 12-1 pm |
| 11 | Sunday | 1-2 pm |
| 12 | Sunday | 2-3 pm |
| 13 | Sunday | 3-4 pm |
| 14 | Sunday | 4-5 pm |
| 15 | Sunday | 5-6 pm |

22 October 2011

| | | |
|----|----------|---------|
| 16 | Saturday | 12-1 pm |
| 17 | Saturday | 1-2 pm |
| 18 | Saturday | 2-3 pm |
| 19 | Saturday | 3-4 pm |
| 20 | Saturday | 4-5 pm |
| 21 | Saturday | 5-6 pm |

X Denotes session taken

23 October 2011

| | | |
|----|--------|---------|
| 22 | Sunday | 12-1 pm |
| 23 | Sunday | 1-2 pm |
| 24 | Sunday | 2-3 pm |
| 25 | Sunday | 3-4 pm |
| 26 | Sunday | 4-5 pm |
| 27 | Sunday | 5-6 pm |

29 October 2011

| | | |
|----|----------|---------|
| 28 | Saturday | 12-1 pm |
| 29 | Saturday | 1-2 pm |
| 30 | Saturday | 2-3 pm |
| 31 | Saturday | 3-4 pm |
| 32 | Saturday | 4-5 pm |
| 33 | Saturday | 5-6 pm |

30 October 2011

| | | |
|----|--------|---------|
| 34 | Sunday | 12-1 pm |
| 35 | Sunday | 1-2 pm |
| 36 | Sunday | 2-3 pm |
| 37 | Sunday | 3-4 pm |
| 38 | Sunday | 4-5 pm |
| 39 | Sunday | 5-6 pm |