

## **Appendix \_OS 5 Govan Reshuffle**

Title: Govan Reshuffle  
Category: Open Discussion/ Proposition  
Event: Reshuffle event in Govan at the Pearce Institute  
Format: Transcript excerpt  
Date: 20 March 2011  
Time: 3.30-5pm  
Contributors: A1-3 Community Artists & Activists, Gov 1-2 Residents, \_OS1-2  
Audio File: Reshuffle \_OS\_ Govan.wavE

**Email: Notice**  
**Fwd: Reshuffle**

1 message

LC@gmail.com>

18 March 2011 at 01:56

To [50 recipients]

Hi Guys,

was talking to bob who is putting on the Glasgow Reshuffle event in Govan at the Pearce Institute on Saturday. I thought it would be great to get people from the hetherington, right to the city forum, centre for human ecology and glasgow open school down to join in this open discussion at 3.30 till 5pm on saturday.

We are having a peoples assemblies meeting at the free hetherington tomorrow (6.30pm - 8pm) to draw up a few questions for it. What do you reckon? Just a couple of hours without much preparation

It would be awesome to get people in on this

L.x x

-----  
<http://www.inthecommongood.org/>

Education, movement building and the creation of a news network for the city: Open discussion Reshuffle?

We have a situation. What caused it? How do we use it to change the situation to something we want?

At present when there is a healthy and active interest in alternative education practices, or some would say real education, (why should "we" always be the "alternative"?) From the new "Free Hetherington" squataversity to the "Independent Resource Centre" in Clydebank whose history goes back to the 70s and an interesting selection of projects in between. All are part of the "rich tapestry" of self education ideas that anyone can tune into.

You can attend workshops in Communications and Marketing for activists, at the Hetherington, and a workshop in Popular Education methods, from "So we Stand" at the Pearce Institute. In places all over there are different initiatives popping up, some more structured than others. In Govan, for instance, Folk Education, LEGUP, The Forum, are all based on Common Good principals and concerned with what we want as well as what we don't want.

The Free University in the 80s which brought Chomsky to the Pearce Institute for a two day "Self-Determination and Power" event is reawakening interest in younger activists and educators, such as, "Open School" "Peoples Assembly" In Edinburgh the "Adult Learning Project" uses the work of Paulo Freire in self programming groups. The important thing is some of these groups are starting to speak to and recognise each other, which is encouraging, not just in terms of education but also in terms of movement building.

So the questions could be: In the present education crisis, as crisis is also about opportunity and change, how can we use education, formal or otherwise, to encourage movement building, networking towards a common goal such as "community over profit". And to help encourage in the young activist some overarching aims that will converge our efforts towards winning things we "all" need, such as - affordable housing, health care - things that can mobilise people, create solidarity and have a resonance with ordinary people?

Another question we could ask, is. In such tech driven cities why do we not have our own news network - Our own news gathering team who can articulate such ideas to people? Could this not be a way of drawing all of this stuff together?

Bring your ideas to the discussion 3:30 - 5:00

A1: Community Artist 1

A2: Activist 2

A3: Activist 3

\_OS1 \_OS co-ordinator

\_OS2 \_OS member

GOV 1: Local Govan resident

GOV 2: Local Govan resident

### ***Transcript begins***

\_OS1: Education movement building a creation of a news network for the community.

A1: Development and community education

\_OS1: I guess I was going to point out, the last discussion had a lot of educational aspects to them, the first thing to get to discussion about education outside the university is that education does exist outside universities, at the moment with the education movement the struggles in the universities is being really really fore fronted, but we all have experience with education and the cuts in a way are a form of education but a disciplinary form of education kind of like imposed on us by state and capitalism. The Debt teaches you to submit. It is also starts to build a narrative of the idea of education nowadays is to tool yourself to generate more capital. (Uhhum A1 in agreement) But uhm in his email Bob mentioned the occupation at Glasgow university using popular education methods, with groups like So We Stand, and he spoke about groups in Govan, that I've not been aware of, so I was hoping...

A1: Which groups does he mean?

\_OS1: He talks about Folk education, (hesitant) Lyggit and Forum?

A1: Yep. There is also plantation productions they do community education workshops on art, acting, artwork, animation and filmmaking things like that. They play some stuff here. Certainly everyone's struggling under the cuts here as well.

\_OS1: Are they a funded group then?

20 A1: They've got various pots of funding from Glasgow Charity, it's charity based but that's I think, supported largely because, as a requirement with the BBC moving in here, there had to be some kind of local, local filmmaking or media education so I think that was kind of quota for the BBC as well if you fund this... so they funded it for a certain length of time, with quite amazing results with what they have produced.  
25 A lot of it is education point, allowing people to be active on a personal level, that kind of level.

\_OS2: They are called Plantation?

A1: Plantation productions they're called.

\_OS1: A large group of people are about to descend on us.

30 Doors open, Gov shuffles in.

GOV1: I got held up. Sorry

A2: You're always late.

GOV1: I remember you boys but I kinney remember...

A2: I work at the Y.

35 GOV1: Then why don't I see you? Aww that's right I remember. What's your name?

A2: R.

GOV1: R. Nice to meet you. I remember I met you at the bus stop one day.

A1: So it's us ( chairs move to expand circle)

Gov (murmurs to R.)

40 \_OS1: So we are talking about other types of education happening in Glasgow, maybe talking about different groups trying to make education happen in the community.

GOV1: Say that last part again?

45 L : [speaks up] talking about different groups trying to make education happen in the community? [Gov enthusiastic O Yea Yea: have you got a lot there? ] Yea this guy. What's your name sorry?

A1: Eh...M.

\_OS1: M. was just telling us about some based in Govan.

A1: Uh..Plantation productions.

GOV1: What's that?

50 A1: I don't know if you know Jamie .. my brother?

GOV1: Is that your brother? Young J?

A1: Aye.

GOV1: I know your ma as well. (Deep Chortle)

A1: Aye. (All join in)

55 GOV1: I think I met her once years ago at YWCA.

A1: Aye.

GOV1: Through the education programmes there.

A1: That's where you know R.?

GOV1: Aye I remember R.

:

60 A1: J. worked til the funding run out and now he is freelance.

GOV1: Ay but you're talking about what yous doing, it about education c'mon.

A1: (Laughs.) there you go.

GOV1: I am not being disrespectful or nothing, it's how your involved.

65 A1: I guess that's why I was talking about J.'s he was working there most of the time, working in arts based in the community. So there's no specific political education or anything like that. It's more about teaching people and there are loads of projects in the east end that partner projects with us and it's ah allowing people to learn self-assertion and stuff like that, to speak up and represent themselves, tell their own

70 stories.(GOV1: Yea) It is kind of facilitating people to educate themselves. Rather than...

GOV1: You talking about plantation productions or the one in East end?

A1: Aeh.. Well both of them come into it.

GOV1: East end Arts that's been going for a 30 year.

A1: 30 years is it.

75 GOV1: A'most sure of it because I was looking at volunteering at one time. I remember applying for it, at that time, actually, it was accompanying people to take them places and it involved the arts.

A1: Ay

\_OS1: What was the name of that one?

80 GOV1: That was East end arts, that was years ago. I didn't have transport or anything like that for taking people to get them involved.

\_OS1: Does it still exist?

GOV1: Yea it still exists.

A1: I think it still does.

85 GOV1: Check it anyway. Is this for your PhD?

L : (Nervous laughter all round). Not at all.

GOV1: You can laugh I don't mind. (All laugh) I'll have fun as well.

\_OS1: I'm not doing a PhD.

GOV1: (to Gov2)You're very cold

90 Gov 2: I'll warm up in a bit, I got to use this duct tape ?

\_OS2: So if it is no longer being funded by the government

GOV1: Wot?

\_OS2: If it is no longer being funded by the government or being threatened is it being pressured to become a social enterprise?

95 A1: I think, I don't even think, I think it is just being threatened (nervous laugh) to disappear. We were talking earlier on where all these community groups, community education projects, arts projects, whatever you want to call them are built up and go on, as soon as the funding gets cut, the actual people that are involved in it their knowledge just disperses once the funding is gone.

100 GOV1: Ay cos there's education involved in different ways isn't it.

A1: Ay.

GOV1: Is no all government funding you get, you get lottery funding.

Gov2: What sort of sector do you work in?

105 A1: Ah me just now I am writing up a PhD. But I have been involved in the arts, at various points, arts museums, stuff like that community projects, running stuff from museums.

Gov 2: Uh huh.

GOV1: It's involving the community it's gonna be ... because there was a group a couple of years ago, it was encouraging older adults into the arts. A wee taster, drama, going to the galleries, everything. It was really good. Education applies to everybody.

110 Gov2: Is that what your PhD is on?

A1: No..

GOV1: (giggle)

A1: No it's hem the psychology of I guess music.

115 GOV1: That's a cracker. Who invented that one.

(General giggles)

Gov2: Music therapy?

A1: I shouldn't even have disclosed that.

GOV1: He reminds me of somebody.

120 \_OS1: Actually I think I have been at East End Arts before.

GOV1: I think I have. (To L) Are you an actor?

\_OS1: Uh... on the telly? (Laughs)

GOV1: No no no, to me Govan's full of actors.

\_OS1: I'm not an actor no, unless it is someone pretending to be me.

125 (Suppressed laughter)

GOV1: Hum?

\_OS1: Unless it is someone pretending to be me.

Gov2: Can I say to you about that subject, my partner has recently done his

130 PhD. He's a poet. He had to basically, he'd been shifted from the Scottish department to the English department because of his working classness, to be honest with you. He didn't quite fit into the mould of what a PhD student should be.

GOV1: He pushed back.

135 Gov2: I know. Basically, he was at one of the functions and someone turned to him and said can you afford this? He said I was invited you know, to which they brought him food. That's why he has had to fight for this PhD for the past 3 yrs, I think that's one of the reasons why they didn't want him to get it, not only is he's a working class poet, but he wanted to take that forward into community projects to work with older people, younger people.

GOV1: He still with it?

140 Gov2: Yea he got it, he won, he took it to the senate and won.

A1: At Glasgow uni?

Gov2: It was at Glasgow Uni.

A2: They are talking about the class a lot?

Gov 2: It is hard for people to get into the education system as well, at any level.

145 GOV1: But do you think that education is there for everyone?

Gov2: Nooo.

GOV1: It is well it should be.

Gov2: Yea I know what you're saying.



150 GOV1: See I'm gonna say something. See people doing their genealogy, or family history, or  
genealogy, your parents, grandparents all the rest of it. I know for a fact I don't know  
how many generations back for your family, but when they went to register the death  
of their husbands, they couldnae sign their name and it's an exit surname. (Gov2 and  
A1 : murmur) And the talk of de dae, was poverty. And the genealogy of families of  
how many died in the poor house.

155 :

\_OS1: What you were saying about the history and education and poverty made me think  
about.. after the 60s and late 80s and 90s, they started to grow more universities. If  
they educated the people, the working classes as well, (gov2: They don't want to be  
educated now. GOV1: (surprised)) then they would start to generate more growth.  
160 But now they seem to have changed their mind, they have decided actually they don't  
need all these educated people. We don't need all these people to have the same ease  
of access to education, we can just let people who can afford it come.

GOV1: (Murmur of approval)

A2: Ay it's like closing shop.

165 \_OS1: now it is starting to see it doesn't feel like it is for anyone anymore.

Gov : It doesnae what?

\_OS1: it doesn't feel like it is for anyone anymore.

\_OS2: It's not ... demo-cratic (Whisper)

GOV1: No, no, no they can go to government according to their human rights.

170 A2: Yes

GOV1: Absolutely I would do it and the students are within their rights as well.

Gov 2: They would have to fight hard to challenge it.

A2: They've fought for it and they've lost, they're not lost?

GOV1: Eh? No no.

175 A2: Is it not going through in England just now? That they have to pay. They did fight  
and they lost.

A1: Yea.

GOV1: They fought and they lost.

A2: Did you see all the news about the protests? Massive massive protests.

180 GOV1: Aye but.. I never heard anything of it.

A1: What happened was ...One of the biggest protests in London where some of them kept off and started fighting , that was the same day as the vote.

GOV1: I see I see.

185 A1: And the vote went through, it was just before the weather got really bad and they cancelled the protests after that.

GOV1: So the vote went through. So...

A1: Vote on fees, that went through.

GOV1: Vote on the free? On the fees?

A1: fees.

190 GOV1: So that was a Government decision, and was it all government discussion?

A1: Well there was very little discussion in parliament.

GOV1: Right so just a case of it's going...

A1: It was just they had enough people the tories and libdems to push it through.

195 Gov2: I remember listening, years and years ago, just one reason I remembered .... Nothing is as it seems. I'll always remember that.

A1: Aye. (Smiling laugh)

\_OS2: I'm really really surprised that a PhD in Scottish lit treated him like that. Because Scot's Lit is all about the post colonial or trying to redress lost power.

200 Gov2: I know that is what he was trying to do, basically his PhD was about the Paisley poet, Robert Tanhelm, an anti-war PhD. Obviously he didn't like where he was coming from. You need to fight for your right to your education, regardless of where you come from. That lady is right when she mentioned about the poor laws and that. It reminded me of saying that in relation to the poor, how do you define poverty? Who

205 is the deserving poor and the undeserving poor? And that's what they are doing today, they are stipulating who deserves this or who deserves what...

GOV1: It's up that amongst everything else, the government tells you, how its, there a line of poverty - LINE - and you either live above it or below the poverty line, when it comes to the economics. That's was how it was some years ago, I don't know what it is now, you should go checking it out.

210 Gov2: The dole is the new poor house. The dole.

A2: Massive stigma, I had to sign on for 3 weeks, when I went in, a guy asked if I was there to sign on, I said yea and he actually laughed at me.

GOV1: Say the last part again.

A2: I went in to sign on...

215 GOV1: After having worked?

A2: *I've been working since I was 16. I was doing my honours degree so for the last year I had money I saved from working and I didn't have a job. I signed on, I only needed it for a month and a half, first time I went in the guy laughed at me.*

GOV1: Why?

220 A2: *I don't know. They're really really...*

GOV1: *Just go query them, did you not query them.*

A2: *(resigned)*

Gov 2: *Well obviously it is to put you in your place.*

225 A2: *It's about who you give power to. If you make education for the Elite, then does that make people who are educated the powerful ones again? Like it doesn't feel like ...but it doesn't seem to get you anywhere now as much? In education we're geared towards uhm getting job...*

Gov2: *We were told to get off our arse and get an education and that's what we done. (Cynical laugh from A1 and Gov Gov2)*

230 A2: *But I mean I did arts course, anthropology stuff like that, I felt aw it's not necessary, its useless but ... (impassioned) we need to know this stuff. Anthropology is really really important. If we look at how people live, that's how we learn like. If your*

*economy is in crisis look at how other people who have nothing manage their economy and get by.*

235 *GOV1: After what I heard it was so depressing, I never heard...*

*\_OS1: So you are saying that education seems to be... like with your partner with the PhD, they only want to give you education if you use it for certain means? So they seem to be unhappy with ...*

*\_OS2: It's like a club?*

240 *Gov2: It is. It is a very elite club. I always think that our youngest son is 15 with no education, cos he has seen a lot of older people he knew who come out of university with degrees and such like but have nae job. So he left school at 14, went straight into a job in the black economy, worked night shifts in a dairy and refused point blank to ever sign on and he's still doing that. And he's one of the lucky ones who got a job in*  
245 *the black economy! (Train rumbles past) And he's been stigmatised for that, Oh you're working and your no paying taxes. Then again you're no signing on the dole. So where does he fit in? He's basically disappeared, You cannae pin him down because he is no in the education system and he's no in the workforce system, he's in the black economy.*

250 *GOV1: What's he gonae do then on the 27th March with the census form?*

*Gov2: That's a good question.*

*\_OS1: It's compulsory.*

*A1: Last year there were only 2 people who were convicted for not returning it. Though there is this mandatory £1000 fine if you don't return it.*

255 *\_OS1: In these different institutions there are different modes of education but they have similar aspects. At Uni it is harder to do a PhD if it is not geared towards certain outcomes. Like if your PhD isn't...*

*\_OS2: They call it knowledge transfer,*

*GOV1: KNOWLEDGE TRANSFER! What. (Chuckles)*

260 *\_OS2: they have industry partners in place, they set up the research project and they only give you funding if you fulfil the research. So research is no longer for the researcher to decide, the research has to be market driven.*

GOV1: *You have to fit into a category.*

265 \_OS2: Yea. I'm interested cos you mentioned Illich, and I'm also concerned that you said we need anthropology but I feel Illich's deschooling really needs to happen, because it is precisely the black economy where the guy feels he is more useful and then in community development all the people are doing useful work but they are still marginalised, the anthropology that has become too academic doesn't make sense any more. We do need anthropology but not a degree in anthropology.

270 A2: Yea

\_OS2: We need confidence and courage in the anthropology that we can access.

GOV1: Absolutely.

275 \_OS2: You said 60s and 70s was when they started to push university education, but I did some research in Aberdeen, in the 1890s they were trying very hard for the universities to open up. But Universities would only take money and not give back to the town. So when the townsmen started to say we want teachers, we'll send them to university we'll give you the money if you open a teaching school. The University took the money and didn't open a teaching school. So there is a lot of that, if you think about arts and humanities, they only came about, when the UK was colonial, and they sent the colonial (train rumbles past) service to India or South East Asia, to be a civil servant of the Queen, you had to pass certain subjects Art History, Literature to show that you were polished and respected as a queen's envoy. These subjects became important to the university and would get a lot of funding because you could rank the number of people who became civil servants. So if the university 285 couldn't produce people who could serve the colonial cause, you were not a university.

The problem with the colonial cause was that it only made the rich in the UK rich and it all the others were slaves on boats, ships, it was a white slave trade, that's never been redressed. So every time you go to an anticuts to save the university, you kind of say what are you saving? 290

A3: It's true we need a big fight is the gist of it. The university is corrupt in a sense, the university as an institution, I know my ideals for education and what education is and what it's for. I don't believe in hierarchical education, I don't really believe you walk in the door, and you come out with a gown on and you are suddenly different and better. This goes back to what we were discussing earlier, the reform in institution, 295

education, the grab on money and resources and the tools around us.. so the university exists as different things, actual material buildings, that place in the city, so does occupying it and taking it and saying no this is going to still be a place for a centre for learning, it's a contradiction do you know what I mean, I don't want to support their agenda to help them keep funding, I don't want to defend or help the principal of Glasgow uni keep his £250k salary. I don't think the courses are right or methods are right, the teachers and pupils, big separation between them, the pay issues, on the other hand it is difficult because the times and the moment determine, Marx says you make your own history but no one does of his own choosing kind of thing. It is a difficult problem, I mean all the cuts are the same for me, local government apart from the fact that I work in it, is totally imperfect, social services and social care services. Probably the way that they run community is probably not the way that I would run community but on the other hand if someone was going to take the resources that allows it to happen it's difficult isn't it. Is it on your terms or my terms.

300

305

310 \_OS1: seems like you get asked to fight in the short term for the opposite of you want to have in the long term.

A1: Universities are becoming less and less about actual education. In Scotland there is no requirement for you to actually learn how to teach people, there used to be, but at university level, you can go degrees, phd research and then professor, and you have not once been required to learn how to teach people. All of a sudden you've got a class for a semester...

315

\_OS2: But having gone through teacher training though, I mean we always see the bad stuff, as soon people leave teacher training and they go to school situations, everything they learn they have to throw out.

320 GOV1: Laughs

A3: What do you mean. What have you thrown out.

\_OS2: For example constructivism is quite a big thing in teacher training college and it is about: the learner already knows something, draw it out of them and build on that, but because you have schedules, deadlines, competition, Other teachers not willing to spend time on that activity, you cannot practice what you learn in teacher training, that divide is so frustrating for me you know...

325

A1: Yea there is a lot to be said about the practicalities of it. But as the universities are now selling degrees largely, people are teaching them so many degrees are just absolutely...

330 \_OS2: But what is worse I find, that they do go for some training, and they start treating you like kids. Infantilises.

32:00mins

**End transcription, notes made for the rest to be transcribed in future if pertinent.**

Issue of over qualified, specialists

A1: Museum experience, volunteered for 5 yrs but in 3 yr hiatus needed a postgrad to work there. Big Society critique.

Remark: To raise money they invent a course.

—

WEA / Friends society Paisley worker education set up by late 1700s weavers

Discuss theology, politics etc.

Informal spaces for education

Chats like these.

VS

Higher education - not open to critical or questioning. Dumbing down. Let the right people who let the right people through with the real skills approach clients, policing them.

Education is the possibility of developing your humanity.

***Academic vs real knowledge. {embedded local knowledge}***

—

Poverty

Social work drugs - education reinforce status quo and keeps them poor.

Two way process.

We've institutionalised or specialised jobs, aspirational education distorts the reality of world the community needs done. False sense of expectations, entitlement.

Strata of managers.

Mistrust of authority in the modern working life.

100 yrs since education became available to the masses.

What is education?

How did we do before.

Father's trade,

Church education - basic literacy, scholarship, management, leadership.

Social control

Absolutely.

---

[Testimonies]

Work in the Y - case studies of success stories.

Creche asian taxi driver.

Pins on the map.

Cuts - lose education and community for strangers.

Safety of the Y.

Care as industry vs genuine care

Danger of institutionalisation

**46min.**

\_OS1: If learning information is outwith dislocated from community it is using a toolset dictated to you. Dehumanising instead of humanising, become a tool, a function, programmed, instrumentalised.

## **Notes ct'd**

Class society we are the masses .

---

Corruption

Lack of governance

Money unevenly distributed

VAT

---

Protested out (tired) but will join.

School doesn't teach you to speak out it teaches you to shut up.

---

Community network of these schools? \_OS as facilitator

---

Warmed up, but nothing came from it, difficult to sustain, busy lives, did it make a dent?

Warmth and genuine spirits, I don't remember what they looked like but I could hear they were pretty beautiful.