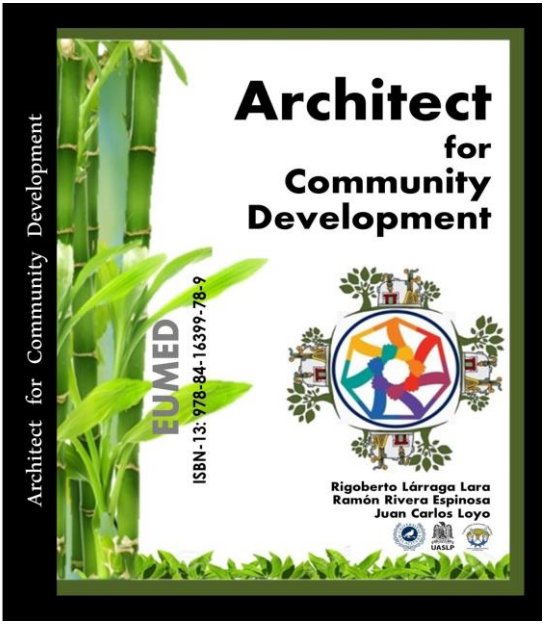
Architect

for

Community Development



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Primera Edición en español (2015)
Edición ingles 2019
Libro sometido a proceso de dictaminación por académicos externos de instituciones educativas universitarias Iberoamericanas.
DR. © Instituto de Investigaciones Socioambientales, Educativas y Humanísticas para el Medio Rural y (IISEHMER)- Universidad Autónoma Chapingo
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February 2019. México.
ISBN-
Registration Number:

Edition note
Free dissemination of all or part of this publication is authorized with the sole condition of citing the source.
Universidad Autónoma de San Luis Potosí
Facultad del Hábitat

FOREWORD

The self-development of communities in rural areas has become a universal concern. It is a challenge that deserves the attention and action of all of us. Efforts are being made to promote eco-development on many fronts, but it is still far from being a reality.

It is necessary to start new paths that lead us to become proactive, self-employed and socially responsible agents.

The book "Architect for Community Development" is a valuable effort that directs the steps of a new professional profile, an architect, with bases in design, construction, research, teaching and collaborative work in the transformation of communities towards development local.

The Authors present a coherent set of concepts about how to develop an architect profile aimed at intervening as facilitators of rural development, in their role as habitat designers, through participatory design, acquiring collaborative capacities that allow them to create the democratic space in making decisions about the design of their self-development, empowering communities in their self-management.

This book is the fourth in a series of texts published with the same theme: the first one is "Sustainability components of traditional housing" and contains the state of the art of traditional housing and sustainability; the second text "Transforming communities towards local development" is a

methodology of the participatory design process; The third book is "Philosophy of the science of sustainability in the transformation of communities towards local development", where it delves into the concepts that argue endogenous development and has seven case studies.

This series of texts lands with the present book where a proposal for a new architect profile is made. The data organized by the authors form the basis for the development of a school of thought, which breaks the paradigm of the teaching of architecture in our days, without being the first to use this system of ideas, contribute to conceptualize and implement a new profile of architects.

The scope and clarity of this book make it accessible and informative to stimulate a change of vision, directing our views beyond the disciplinary field. Their concepts should be an essential component of the education of new students of the Habitat discipline. In short, this is a book that provides a clear and understandable relationship of concepts that can be applied to a new generation of participatory designers to pursue the promising and safe future in the rural area that we all aspire to.

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INTRODUCTION

Mexico, like many Latin American countries, has accumulated economic adjustments over the last four decades that have increased the gap between rich and poor. The megacities receive in large quantities the migration from the countryside, a phenomenon that goes beyond the urban infrastructure and originates a myriad of unmet needs, turning the cities into unsustainable settlements. The spirit of the era that saw the city as a model of prosperity and development has left the countryside in neglect, not only due to the absence of inhabitants, but also due to the absence of initiatives that value and project it.

On the other hand, the massification of the architect's profession has caused unemployment, underemployment and low fees, as well as a disadvantageous competition with the large construction companies that meet the demand for housing in series.

The research questions posed in this book are:

 How can the profile of the architect be transformed in the way of finding new niches of opportunity and getting closer to being an agent of socially responsible change in his environment?

 Which authors define the conceptual basis of the profile of the proposed architect?

 What is the concept that structures the knowledge needed for the new profile?

 What teaching-learning method is proposed?

 What is the academic program that will allow the new professional to have sufficient tools for their professional practice?

 How should the resources of this new school be managed? Where do they come from? What is needed to obtain them?

In the first Chapter, we find the "Manifesto", in which the context where the anxieties and reflections that give body to the book originate. In turn, it describes: the problem, a declaration of principles and actions.

Chapter II. Describes seven central concepts that give body to the theoretical framework of a hybrid professional called "Architect for Community Development" ADC. Revised in it: definitions, authors, guiding principles and how the concepts are applied.

Chapter III. It raises the educational concept that sustains and organizes the areas of knowledge that give structure to the academic program, in which there are two columns and two transversal axes. The columns are: design, construction, research, community environment management, project workshop, and community practices. The two transversal axes are: sustainability and collaborative capacities. In addition, in the same chapter the constructivist method is determined and described as the most appropriate to facilitate the teaching-learning process.

Chapter IV. It presents the academic program, the entrance and exit profile, the subjects, credits, hours. Structure in turn, the subjects and their learning objectives to the educational concept in six columns and two transversal axes.

Chapter V describes the management of the educational project. The management of normative, human, physical and economic resources, as well as the management and obtaining of donors.

Finally, Chapter VI. It offers some general recommendations.

CHAPTER I

THE MANIFESTO

ARCHITECTURE FOR COMMUNITY DEVELOPMENT

Towards a social architecture that facilitates community development

THE MANIFESTO

ARCHITECTURE FOR COMMUNITY DEVELOPMENT

Towards a social architecture that facilitates community development

Within the framework of the First International Congress of the Philosophy of the Sustainability of Traditional Housing: transforming communities towards local development, convened by the Inter-Institutional Seminar on the Philosophy of Sustainability Science, participating in the organization: The University of Antioquia Colombia, The University of Chapingo and being the seat of the Autonomous University of San Luis Potosí. Being a few days of the great event in the Faculty of Habitat, we present this manifesto. Considering ideas and principles that make us coincide and highlight the main slogans for a paradigm change in architecture, arising from endless talks in the corridors of our Institution The Autonomous University of San Luis Potosí.

INTRODUCTION

A crisis runs through Mexico. A crisis whose proportions take multiple dimensions, and drag as consequences the worsening of social inequalities, extreme poverty and hunger, the abandonment of the countryside and the deterioration of the environment, in addition to this crisis is added the increase of citizen distrust in the work of government institutions in a gap between government and society that tends to become bigger. When observing the passage of the crisis through the Mexican countryside, natural and social disasters are estimated with a lacerating impact. According to Zamora (2011), extreme poverty is accentuated by 25% of the national population living in areas

with less than 2,500 inhabitants, rural areas where social processes are conceived from daily work with the land, from festivals and traditions that are marked with the calendars, from the indigenous languages of those who inhabit the rural territories.

On the other hand, it has been asserted for some time that the architecture is in crisis. This reveals the rupture that has occurred between certain ideals that architects intend to achieve and the reality of their daily practice, a crisis manifested above all in education. A confusion that privileges the aesthetic aspect of architecture, above its social, utilitarian and technical-constructive characteristics; and that privileges the attention to the formal aspects of the works, neglecting its constructive, environmental aspects and the supervision and control of the construction. This has caused that the teaching does not have an explicit process to prepare the student for the reality of the professional practice and that only the development of projects is privileged, without relating them to environmental, constructive, social and technical aspects.

In this topic Antonio Toca (2013) states that the cause of this crisis is due, among other reasons, to the serious separation between the "aesthetic" ideals that are intended to be achieved and the difficult social reality in which professional practice is carried out. poor countries like ours. A practice that shows a decreasing level in fees, a large number of unemployed, underemployed, a strong competition to offer services, an irrational increase of professionals and students with a profile largely obsolete and worn, and a widespread feeling in the guild of impotence and frustration before the degradation of the profession; which is far from the idealized vision of many of the current schools of architecture.

Before the described crisis, a new wave of architects concerned about the society and the environment in Mexico is emerging, the discourses of sustainability, permaculture, environmental education, community participation, quality of life, community development, are coinciding and interacting through interdisciplinary dynamics, producing new needs and requiring a new Architect profile. An architect with new skills added to existing ones.

Mexico has background in the subject, in the 20s, after the Mexican Revolution and as a result of a "nationalist sentiment" that arose due to this movement, architects such as José Villagrán Garcia, Enrique Yañez, Juan Legarreta, Alvaro Aburto and Juan O'Gorman began to take into account needs of the new middle class (or worker) of the country.

It is then that they begin to be considered social projects that have to do with public buildings, collective housing, cooperatives, schools, hospitals; all of these responding to a need for inclusive architecture, which could offer constructive, aesthetic, functional quality, but above all quality of life.

Currently in most architectural firms there is a similarity to what was lived in the Porfiriato, trying to excel in magazines with buildings that seem impossible, trying to recreate Dubai in Santa Fe, to put the most innovative materials in the renders and virtual tours, leaving the architecture within reach only of a few who can afford it. We leave out millions of Mexicans from Mexico who we do not like to see, rural Mexico, abandoned and marginalized, the Mexico that embarrasses and embarrasses us, accuses us of the collective feeling of guilt that we carry for our passive role in its crisis.

In this context, a door of opportunity opens up for a new profile of architect, an architect, researcher, designer, teacher, builder, and at the same time manager of community development,

facilitator of environmental education and promoter of permaculture and cultural diversity. A transdisciplinary architect, holistic in his knowledge but above all that has tools to learn humbly from empirical knowledge, giving respect and value to ancestral knowledge, recognizing it and using it in a scientific way towards sustainability. Adding to its task other disciplines and addressing environmental issues from its root, collaborating in the understanding of the environment and empowering communities towards their development.

PROBLEM

Currently in Mexico, you can see various problems addressed in this manifesto among them: those attributed to the overcrowding of the architect's profession; those related to the situation of the abandonment of the field and the traditional knowledge of its vernacular constructions; the environmental problems, and others of diverse nature exposed here:

According to the Secretary of Public Education (SEP 2010), the Architecture and Urbanism careers are within the 16 careers with excess of graduates, which causes an oversupply and consequently unemployment, underemployment, low salaries and difficult to obtain.

These careers are saturated and a large number of graduates are registered for each job. The 2011 labor laboratory reports that 8 architects out of 10 are in unemployment or underemployment, and that employees have salaries of between 2,000 and 7,500 per month.

It is also recorded that in the main public and private universities most of the professors are working with semester contracts per subject, competing subjects semester after semester without a full-time position or definitive employment contract.

The graduate profile is insufficient to be inserted in the current work dynamics, since, in the last three decades the number of people of the upper social class of this country, which demand of an architect has decreased from 10% to 1%, and the number of architects has increased in the same period 800%, for the middle class a different phenomenon happens, since their purchasing power allows them to access an average home that is offered by large construction companies who serve 92% of the total the House.

On the other hand, every day increases the number of applicants who are left without access to the Architecture career of the main universities of our country, being a generalized phenomenon that reinforces private institutions.

At the same time, there is a loss in the set of knowledge of the empirical knowledge of vernacular constructions in rural areas. In this sense, the substitution of traditional construction processes by others industrialized in self-construction has diminished the cultural capital of diversity.

At the end of the last century, architects have incorporated environmental discourse into their work, due to the environmental problems and the need to include sustainable alternatives in architecture, desertification, climate change, the appearance of hypertoxics, the loss of biodiversity, the distance between rich and poor, and the high cost of energy are some of the evidences of the civilizatory crisis that afflicts us. Despite these efforts, it is still necessary to land the concepts and apply them in society.

Another problem identified has to do with the teaching of architecture that currently and for various reasons has little contact with the professional practice of construction, despite the laudable efforts in workshops and laboratories the architectural student has little practical experience with the use,

innovation and manipulation of construction materials, with the behavior of these in a physical way and not only mathematically. The common sense and the empirical knowledge transmitted by the experience and contact with the works in construction process are far from the program of academic subjects and are left to post-degree experience.

Another weakness of the architect under the predominant model is the lack of ability to work collaboratively, it is in this area that you need to acquire skills for interdisciplinary, multidisciplinary, metadisciplinary work in addition to those of the discipline, especially in the understanding of the environment environment in its dimensions: cultural, economic, social, institutional and physical, the above would allow it to provide more specific solutions to specific problems.

Finally we agree on the problem of guiding the work of the architect under a vision of a technocratic model that responds to an elite of the status quo purely consumer, neoliberal and urban. Leaving aside the needs of the most unprotected of the dominant economic system. It is therefore necessary to look for an inclusive, affordable, democratic, self-sufficient model that responds to marginalized groups in our country, as well as other groups in our society.

DECLARATION OF CONVICTIONS

During the previous convergences, the aim was to generate a curriculum that would train an architect with greater possibility of inserting himself into the economic dynamic, with more opportunities to exercise a proactive social role and a professional with collaborative skills and capacities to facilitate community development.

That's why we think that an architect for community development should be a professional that expands and

expands its collaborative capacities, carry out in its curriculum transversally the concepts of eco-development, permaculture, environmental education, human security, quality of life, sustainability, management environmental, community participation, governance, livability, know and use from the first semesters the action research, use, innovate and experiment with eco technologies, acquire and perfect skills for the management of resources before institutions, foundations or organizations (national and international) during and after his professional training, in addition to the traditional skills of design and construction, invigorating a new paradigm of an architect with his view beyond his disciplinary field.

Our challenge as Architects for Community Development is to adapt to this reality that emerges exponentially. Generating a movement that multiplies in a large number of communities, to inspire more people to be pillars in their communities, towns and cities. Encouraging us to invite, motivate and spread, local development and decision making, accompany the process and renew enthusiasm, exchange concerns and bring solutions that facilitate a democratic lifestyle, affordable, culturally diverse, where empirical knowledge is transmitted within the communities and used in development projects.

That is why prior to the 1st International Congress of Traditional Housing: transforming communities for local development in the City of San Luis Potosí and during the event, we will dedicate time and technological tools so that the message reaches, not only those who are already convinced , but also beyond. Valuing the small actions that generate the conditions for community development to be replicated continuously.

It is our desire now that the 1st International Housing Congress traditional: transforming communities for local development (December 2015), embrace the ethics and principles that unite

us here, and allow replicate in other forums and events that give maturity to ideas and principles exposed here.

Therefore, the following essential ideas for the integration of architecture and community development are proposed:

CENTRAL PRINCIPLES

The architect in antiquity was an expert in science, this allowed him to visualize and understand the necessary variables to propose a solution to a territory, city or home, as well as being an experienced doer of his constructions knowing the materials and their behavior. At present, the architect has given his field of operation to new disciplines: engineering, interior design, building, industrial and graphic design, urban planning, landscaping; in such a way that today specializes "in few things and in nothing that is the same". In addition to the mass of the profession we have a problem that leads us to propose central principles of a new profile of architect, the complement of the predominant profile of the current schools of architecture, but also a professional self-employed and have a high social responsibility especially in the work towards the rural communities, for the previous thing the following central principles are recognized:

 The profession is in crisis and there is no time for discouragement, we are proactive to change and propose an architect profile according to the specific need and demanding conditions of our country.

 We are not the first, but we must systematize the successful results of good practices throughout the country, which are increasing every day with better results.

We must:

 Insist on the rights of humanity to decent housing, coexisting with nature in healthy, supportive, diverse and sustainable conditions.

 Recognize interdependence. Human design interacts with and depends on the natural world, and has diverse consequences at any scale

 Accept responsibility for the consequences, derived from design decisions, on human welfare; the viability of natural systems and their right to coexist.

 Eliminate the concept of waste. Evaluate and optimize the complete life cycle of products and processes, to address the state of natural systems, in which there is no waste.

 Understand the limitations of the design. No human creation lasts forever and the design does not solve all the problems. Those who design and plan must practice humility in front of nature. Treat nature as a model and mentor, and not as an inconvenience that elude or control.

PRINCIPLES FOR COMMUNITY DEVELOPMENT

 The main causes of poverty and environmental degradation are found in the socio-economic structures that prevail at all levels (local, national and international), in the exploitation of large capitalist companies, and in the use of inappropriate technology. .

 It is necessary to make radical structural changes. These changes can be made through social / environmental activism, horizontal organization (linking the various progressive segments of civil society), and / or processes that foster self-sufficiency and autonomy at the community level.

 The community should be the focus of development. This implies that local institutions have effective control over local natural resources, that production is largely oriented towards satisfying the basic needs of the local population and that the community has a high degree of autonomy.

 The community should be self-reliant. In this context, self-dependence should not be confused with autarchy; advocates of the MCDS recognize that a certain level of exchange brings benefits; The trick is to find a good balance. According to MCDS advocates, self-reliance goes hand in hand with autonomy, and the two attributes allow the community to be able to solve its own problems and control its destiny.

 It is important to preserve and recover the traditional culture. This can "empower" marginalized people, satisfying their need to have an identity. In addition, it fits well with self-reliance and with the use (and improvement) of traditional technology.

 It is preferable to use and develop traditional technology (that is, take advantage of agroecology). Traditional technology has been developed over centuries and has been adapted to local ecosystems. In many cases, this technology is not appropriate for new demographic conditions. However, it can serve as a basis for the development of a technology adapted to local conditions (cultural, social and ecological). A technology as such would be relatively easy to develop locally (with the help of research centers) and its use would lead to self-reliance and the conservation of indigenous culture. It should be noted that the development of traditional technology involves mixing scientific knowledge with traditional knowledge, which is a basic precept of agroecology.

 Diversity (productive, cultural, biological, genetic, etc.) offers certain advantages. In terms of productive diversity, it fits well with self-reliance, which requires the community to satisfy most of its diverse basic needs on its own. And in terms of biological and genetic diversity, it tends to support ecological sustainability, especially in tropical places, where ecosystems have a lot of biodiversity, and where the same ecosystems depend on this biodiversity for their stability.

 Ecological sustainability is essential. According to Toledo (1993; 1996), ecological sustainability is an intrinsic characteristic of peasant rationality; it should be strengthened or recovered where it has been weakened or lost by the forces of modernity.

 Participation must come from below and inside. In this context, participation includes not only participation in the design and implementation of development, but also in the sharing of its benefits.

PRINCIPLES OF DESIGN

 The consideration of climatic conditions, hydrography and ecosystems of the environment in which the buildings are constructed, in order to obtain maximum performance with the least impact.

 The efficiency and moderation in the use of construction materials, with a preference for those with a low energy content compared to those with a high energy content

 The reduction of energy consumption for heating, cooling, lighting and other equipment, covering the rest of the demand with renewable energy sources

 The minimization of the overall energy balance of the building, covering the phases of design, construction, use and end of its useful life.

 Compliance with the requirements of hygrothermal comfort, health, lighting and habitability of buildings

PRINCIPLES OF EDUCATION

 Socio-environmental vision: Incorporates the reflection and discussion of anthropocentric activities into the design and operation of its activities.

 Personal and social ethics: seen from the double dimension; Personal and daily, and social, eliminates the false disjunctive between need and belonging by promoting changes in daily habits and personal habits, and influencing social processes.

 Critical integral education: Educational processes should not be restricted to the transmission of information and to the creation of knowledge, but to the development of technical and reasoning skills; assuming a critical attitude towards personal and collective behaviors and values

PRINCIPLES AND POINT OF ENCOUNTER WITH PERMACULTURE

 Observe and interact: Careful observation of systemic processes and conscious interaction with the elements of the system.

 Capture and store energy: Rediscovery and proper use of energy stores, which in all pre-industrial cultures were essential natural assets for survival: water, soil, seeds and trees. A priority is the progressive local and bioregional autonomy, to become increasingly independent of the globalized systems of high energy consumption

 Get a performance: While it is important to rebuild natural capital for the future, we must also meet our needs now. Performance, profit or income work as a reward that encourages maintenance and / or replication of the system that generated them (positive feedback).

 Apply self-regulation and accept feedback: Discover and use self-regulation processes in the systems. Integrate the development of cultures and behaviors sensitive to the signs of nature to prevent overexploitation (negative feedback).

 Use and value renewable resources and services: Cautious but productive use of renewable resources (sun, wind, water, biomass). Reduce the use of non-renewable resources.

 Do not produce waste: Use "waterfall" to avoid waste: Reject, reduce, reuse, repair, recycle.

 Design from patterns to details: Successful design needs an understanding of the "superior" patterns of nature. The planned and desired details of a permaculture project take these patterns into account and develop accordingly.

 Integrate rather than segregate: The relationships between the elements are as important as the elements themselves. Locate them so that each one serves the needs and accepts the products of other elements. Co-operation of multiple elements instead of eliminating some and competition between them;

 Use slow and small solutions: Small and slow strategies maintain systems on a human scale and are more productive in the long term than large projects that need a lot of time, energy, and resources;

 Use and value diversity: Use, conservation and expansion of the diversity of elements in the systems. This ensures its

stability and resilience, and makes possible its long-term self-organization.

 Use the edges and value the marginal: Discover the richness of the edges / boundaries between the systems and use them productively

 Use and respond creatively to change: Creative use of cycles, pulses and natural succession processes, in order to react appropriately to the challenges of the future.

PRINCIPLES OF ACTION

ACTION 1

Signature of the manifest

ACTION 2

Design a graduate profile according to the principles set

 Build the ideology of the new professional
 Define the philosophy of the architect's science for community development (theoretical framework of the career)
 Design the learning methodology
 Build the academic program
 Manage the curricular project
 Give recommendations

ACTION 3

Form and consolidate an Interinstitutional Academic Body "Architecture, Sustainability and Community Development", where knowledge generation and dissemination spaces are formed, economic and human resources are managed for the implementation of research projects and networks and agreements for transmission are established From the results.

ACTION 4

Edit a specialized journal that allows students, professors, researchers and supporters to publish their findings and strengthen specialized knowledge networks.

ACTION 5

Organize congresses (international, national), forums, seminars, courses, diplomas, which allow to disseminate and exchange ideas on the role of the Architect in community development.

ACTION 6

Link the works of Thesis, with action research projects, manage resources before funding institutions, compete for institutional resources, propose community development projects.

ACTION 7

Form a Foundation for community development A.C., which allows receiving and managing public and private resources, which promotes education, action research and community development.

ACTION 8

This action may have two aspects, one is that of obtaining resources and managing these in favor of the construction of a school that will be an architect for community development and visualized in the future as a Public University for Community Development .

And the second aspect is derived from incorporating, selling, or promoting the project of the new profile of graduates to a public or private University already established.

We recognize that:

Traditional housing is current in the Mexican countryside. Despite its precarious conditions and the lack of government policies that support it. Traditional housing is self-constructed and rescues ancestral knowledge and the relationship with its environment. They produce habitability of the most unprotected sectors of the economy of our country. It protects natural and cultural resources and allows self-sufficiency, independence, autonomy, affordability and equity.

Traditional housing keeps alive the legacy of the ancient inhabitants. This cultural diversity is part of the cultural heritage of Mexico, which subsists thanks to the small communities that continue to perpetuate it, it is threatened by poorly applied development policies and efforts to standardize and urbanize the Mexican countryside.

Traditional housing has remained in force for hundreds of years, due to its high sustainability component, which is knowledge that allows us to build new knowledge and innovate in it.

The cultural diversity of traditional housing is essential for the promotion of cultural sustainability, its main virtue, makes it unique in its context, appropriating its users with architectural products.

The peasant production of traditional housing is the basis of recognition of the architectural landscape as a Cultural Heritage of Humanity. It was recognized by UNESCO in 1999 through ICOMOS for being "The Traditional or Vernacular Heritage built the fundamental expression of the identity of a community, of its relations with the territory and at the same time, the expression of the cultural diversity of the world" .

These data show that traditional housing is an indispensable subject for the development of the field and to guarantee habitability, autonomy, self-sufficiency and independence of the communities' habitat.

However, traditional housing has been neglected in recent decades. Since 1982, when it was abandoned to the small producer, the rural economy has stagnated and does not grow

more than 2% per year, there are no jobs, poverty and migration are triggered. Mexico becomes a country that abandons its field and becomes dependent on food.

Farmers have been created an unjust image as "an expression of the past", "anchor for development" or "poor", "unproductive and inefficient, depredating natural resources, with inefficient procedures, to generate low-income products. quality". The above is reflected in the housing which produces in the new generations a symbol of backwardness and poverty.

For all of the above, it is vital for our country to value and support the communities, their means and ways of life, production and culture, including traditional housing. For this, it is necessary to maintain the social property of land and water as the basis of peasant food production, and as basic goods for social reproduction and the full realization of the rights to decent housing, food, water and lifetime.

Today it is essential to revalue and promote the potential of traditional housing, its techniques and constructive materials, as well as to make fully fair, progressive and efficient programs aimed at this sector, as well as technical and economic support, as to improve their productive conditions It results in benefits for the whole society.

The architecture and the design of the landscape must be conceived as a projection in all the scales of the territory, in the "search of the lost landscape": The landscape as social memory, protection of identity and diversity. That landscape, in each case, is the place defined as the cradle of visions in a language of open codes, where "the place inspires the technique". From the landscape we value the nature and culture of the local, in an appropriate modernity, a new future of modernity.

SIGN

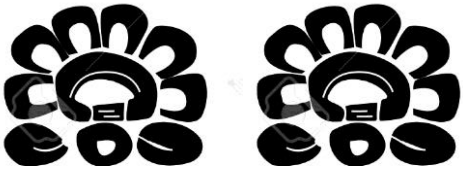
San Luis Potosí, San Luis Potosí, México.
Pasillos de la Facultad del Hábitat de la UASLP
Otoño del 2015

CHAPTER II

DEFINITION AND CONCEPTS THAT CONSTITUTE THE CONCEPTUAL FRAMEWORK

OF A

ARCHITECT FOR COMMUNITY DEVELOPMENT



THE CONCEPTUAL FRAMEWORK

The curriculum for an Architect for Community Development (ADC) is based on a set of principles found in a part of the alternative literature on sustainable development. There is not a single point of reference that exposes all these principles in a comprehensive manner, but there are readings that present the ideology in a more or less coherent way, including Barkin (1998), Leff (1995), Sevilla-Guzmán and Woodgate (1997), Toledo (1996), Tetreautl (2004), Mollison and Holmgren (1978), Caride and Meira (2001), As we will see right away, the concepts, definitions, which constitute the conceptual framework are eclectic, making it difficult trace the genealogy of it. In this regard, suffice it to say that the conceptual theoretical framework exhibits the influence of the following currents of thought: the theory of imperialism and the dependency theory (regarding the explanation of the causes of poverty), the studies on peasants (for example, those of Alexander Chayanov, Boguslaw Galeski, Theodor Shanin and Eric Wolf); postmodernity (with respect to the focus at the local level and the celebration of cultural diversity), and the "other development" (regarding basic needs, self-reliance and appropriate technology, among other things).

In addition, it should be noted that the same framework of ideas overlaps with some more contemporary schools of thought, including eco-Marxism (which finds the roots of environmental problems in capitalist modes of exploitation, holding its argument with a historical analysis), post-structuralist political ecology (which "deconstructs" the discourse of the dominant model of sustainable development, arguing that it proposes "global" solutions that only serve the interests of powerful groups, and that true solutions are found at the local level); and agroecology, which promotes the rescue, development and use of indigenous technologies. These coincidences are obvious

when they coincide with the works of authors such as Tetrautl and Toledo and their theoretical proposals on ecodevelopment and the Sustainable Community Development Model.

Accordingly, it is important to note that the proposed Architect for Community Development profile is not a global model; that is, it does not cover all sectors of society. Rather, it is a profile designed for rural communities in the third world and more specifically for marginalized and traditional communities.

The same Profile is based on the recovery and strengthening of traditional cultures and self-subsistence economies, first to satisfy the basic needs of the same communities (including Habitability), and then to produce a surplus for the market. In this context, he proposes that science - especially agroecology - can play an important role in this process.

The concepts reviewed below are exposed in an enunciative without deepening them, however they give clear idea of the concepts that must review and appropriate the Architects for Community Development as part of their lexicon and methodology for design.

1.1 Concept: Eco development. Definition: The concept of ecodevelopment was used for the first time by Maurice Strong who, inspired by the Founex Report, presented it at the first meeting of the UNEP Consultative Council held in Geneva in June 1973, to graph "a way to economic and social development in whose planning the environmental variable should be considered "(Sánchez et al., 1978: 12). For Strong, development and the environment not only were not opposed, but constituted two different aspects of the same concept. What was really at stake was "the rational management of resources in order to improve the global habitat of man and ensure a better quality of life for all human beings." Once again, it is the concept

of development that, this way it expands and becomes more realistic ... "(Strong, cited in Herzer, 1977: 214).

1.2 Authors: Strong (1983), Sánchez and Sejenovich (1983), Sánchez (2011), Sachs (1974, 1977, 1998), Restrepo (1976), Lefft, (1975, 1977, 1998), Iglesias (1983), El Report by Founex (1983), Víctor Toledo (2000), Tetrautl (2004), Estenssoro (2015).

1.3 Evolution of the concept: Without a doubt, in the early years of the environmental debate on the world political agenda, the concept of eco-development, structured by Ignacy Sachs, was an enormous contribution and influence for the attempts of the AML theorists, who were struggling to make converge the concepts of environment and development. And, likewise, it helped to bring the environmental problem closer to those who participated in the planning of development in this region of the world.

According to Estenssoro (2015), it was a concept that supported the efforts made by ECLAC, UNEP and its regional office ORPALC, to CLACSO, as well as national institutes dedicated to the study of natural resources, such as the Colombian INDERENA. These institutions strived in the 70s and early 80s, to join the global environmental discussion, from a perspective of their own, to collect the ecological, cultural and social realities of the region and reorient development models incorporating the environmental variable in all its complexity.

From then on, we can hypothesize that ecodevelopment was an early idea in the nascent environmental debate that, taking charge of the environmental crisis, came to answer the First World thesis that, absolutizing the physical limits of the earth, blamed the generation of the environmental crisis, demographic growth -especially in the Third World-, as well as considering that industrialization and economic growth -which they were its

main beneficiaries-, should stop. Thesis that, in a world so unequal in terms of wealth, quality of life and opportunities for human development, caused rejection in the Third World.

Therefore, eco-development was a way of expressing an idea that was central to the Third World, as it was to unite development and the environment. In this sense, it was collected and worked by professionals and theoreticians, many of them experts in development issues, who participated in the environmental debate that had arisen within the international society

1.4 Application: ecodevelopment refers to an early idea of sustainable development in a position of poor countries, this can be used with greater analogy to the position of an Architect for Community Development in terms of philosophy of sustainability science for groups marginalized.

2.1 Concept: community development, ethno-development, local development, endogenous development, differences and meeting points. The definitions of each of the concepts are presented in front of isolated and comparative.

2.2 Authors:

Community Development considers Perroux (1967), Gunder, F. (1970), Rothman, J. Erlich, J., & Tropman, J. (2001), Nogueiras, L. (1996), González, et al. . (1993), Marchoni, M. (1989), Rezsohazy, R. (1988), Trigueros I. (1991), Quintana, JMª (1991), Ander.Egg, E. (2005), Gomezjara, F. (1996).), Marchioni, M. (1999), Martínez, J. (2003), Serrano, R. et al (2007). Zarate, M. (2007); who define community development as a derivative of ecodevelopment, starting from the positions of poor countries towards the right to take control of their growth, as well as their environmental responsibility.

Ethnodevelopment with authors such as: Anderson, B. (1983), Bonfil G. (1995), Aguirre, G. (1967), Barabas, A. (2000), Hernández-Díaz, J. (2007), Toledo (1999) , Tetrautl (2004). Bofil defines it as "the exercise of the social capacity of a people to build their future, taking advantage of the lessons of their historical experiences and the real and potential resources of their culture, according to a project that is defined according to their own values. and aspirations, making this a culturally sustainable action ".

Local Development and its predecessors: Carvajal, A. (2011), Afuah, A. (1999). Mcintyre, G. et al. 1993. Alburquerque, F. (2002), Vázquez, A. (1993). Who define it as: The local productive system, which includes among other elements, the set of relationships and productive and commercial linkages relevant to explain the productive efficiency and competitiveness of the economic base of a given territory, does not have to coincide with the borders or administrative boundaries of a municipality or province. Geoeconomic borders do not always coincide with geopolitical borders

Endogenous development and its authors: the theory of "endogenous development" appears in the early eighties. This interpretation arises from the confluence of two lines of research: one, which arises as a result of the attempt to find a notion of development that would allow action to achieve the development of delayed localities and territories (Friedmann and Douglas, 1978, Stöhr, 1981); and another, which appears as a consequence of the analysis of endogenous industrial development processes in localities and regions of southern Europe (Becattini, 1979, Brusco, 1982, Fua, 1983, Garofoli, 1983, Vázquez Barquero, 1983). This interpretation is strengthened by the "discovery" of more flexible forms in the territorial organization of production (Piore and Sabel, 1984, Scott, 1988), the incorporation of business networks and

networks of actors in the economic analysis of the territories (Johannisson, 1995; Hakansson and Johanson, 1993), the understanding that innovation obeys an evolutionary process (Dosi, 1988; Maillat, 1995), and the recognition that the sociocultural and institutional components have a strategic value in the processes of development (Fua, 1983, North, 1981 and 1986)

The endogenous development, facilitates the definition of strategies and policies, that the actors of a territory can execute taking advantage of the opportunities presented by globalization. The endogenous development policy maintains that development initiatives differ from one territory to another, from one locality to another.

2.3 Evolution of the concept: In short, it is an interpretation that emerges in the current phase of the economic integration process and that allows analyzing the development processes of cities, regions and countries, and proposing viable solutions to the challenges posed by the transformations economic and social Today, the new generation of researchers concerned with finding effective responses to the challenges of poverty eradication, job creation and structural change, have the support of countries and international organizations such as UNDP and the UNDP. ILO, committed to sustainable development.

2.4 Application: the Architect for Community Development requires understanding and managing development concepts in their different aspects and positions in such a way that they handle them with the utmost expertise and can defend a postulation or one or several at the same time.

3.1 Concept: Environmental Education. it is an educational response for a sustainable future, open to the need to "find new articulations to build cognitive alternatives that give us

possibilities to know the complexity of the environment"; and, consequently, also to educate being more consistent with what that complexity requires in the epistemological, methodological and pedagogical planes.

3.2 Authors: González Gaudiano, (2000), Caride and Meira (2000), Leff (1998), Sauvé (1999: 8), Tábara, (1999).

3.3 Evolution of the concept: Environmental Education, is an occasion -among others- to make it more feasible to settle education and society on new philosophical, epistemological and anthropological foundations: creator and promoter of new approaches and strategies in the dialogue education-environment , inspiring new contents and pedagogical methods, generator of solidarity initiatives and shared responsibilities, promoter of social cohesion and integration, guarantor of civic rights and freedoms, enabling a biocentric ecological ethic, etc. An education in positive, directed to action, of holistic and ideological composure, since as expressed in the "Treaty on Environmental Education for sustainable societies and global responsibility" (Global Forum, held in Rio de Janeiro in 1992), is a political act based on values for social transformation: "we the undersigned, people from all over the world, committed to the protection of life on Earth, we recognize the central role of education in the formation of values and in action We are committed to the transformative educational process to create sustainable and equitable societies, with which we try to bring new hope and life to our small, problematic but still beautiful planet. "

3.4 Application: Environmental education is a methodology that allows the ADC to approach the communities and connect with the needs of the community, and in this way facilitate development through the understanding of the multidimensional

environment systematized in a community diagnosis and developing the organizational capital of the community for decision making.

4.1 Concept: Community Environment Management

4.2 Authors: Thorp, R. (1998), Bulmer V. (1998), Toraine, A. (1989), Development and Freedom, (2000), ANAND (1994), Stiglitz, J, (1998). The concept is eclectic and is defined by the basic concepts of management, environment, and community with the transversal axis of human development.

4.3 Evolution of the concept: The management of the community environment is composed of a series of complex factors. One of its central axes is that communities are capable of managing, operating and maintaining systems with criteria of efficiency, effectiveness and equity, both social and gender. These communal entities, make all decisions, having control of resources (technical, financial, personnel, etc), and establish horizontal relationships with governmental and non-governmental services that support their management. In this vision, community management is consolidated in the constitution of an organization whose members have the legitimate representation of the community and defend their interests, with quality management; effectively and efficiently.

4.4 Application: The acquired capacities of community environment management allow the ADC to facilitate community awareness of the state of affairs and the projection of their autonomy and self-sufficiency by empowering and advancing towards institutional governance and sustainability.

5.1 Concept: Action Research

5.2 Authors: Lewin K. (1946), Corey (1949), Stenhouse (1975), Carr and Kemmis (1986), Habermas (1970), Kember, D., Gow, L. (1992).

5.3 Evolution of the concept: The first is the work of the Prussian social psychologist Kurt Lewin (1946, 1952). In North America, that tries to establish a form of investigation that was not limited, according to its own expression, to produce books, but that integrated the scientific experimentation with the social action.

In his article "Action Research and Minority Problems", published in 1946 he defined the work of investigation - action as a cyclic process of spiral steps composed of planning, action and evaluation of the result of the action. That through multiple experiences tried to apply it to solve problems of a social nature, from the integration of street gangs to the improvement in the formation of leaders or equal opportunities to obtain employment.

There are two fundamental principles that contributed to the action research: The decision in the plan must be of the group.

You have to commit to the improvement. (Escudero, 1986)

Although their ideas had in their time certain influences in the educational field, the certain thing is that they lasted little, since soon they were absorbed by the approaches that returned to separate the investigation of the action,

The second milestone is given at the beginning of the 70s and in Great Britain, by the hand of Lawrence Stenhouse and John

Elliott. For them, Action research does not mean a research technique to bring about changes, but the conviction that educational ideas can only express their true value when they are translated into practice, and this can only be done by the teachers investigating with their practice and with the ideas with which they try to guide themselves. Stenhouse establishes the figure of the teacher-researcher, considering that the process of curriculum development must be linked to the teacher, and defines his role as a researcher in the classroom.

The third milestone appears since the beginning of the 1980s, and an attempt is made to re-conceptualize action research with Stephen Kemmis, Wilfred Carr and the team at Deakin University in Australia. They consider that the Research - Action can not be understood as a process of transformation of the individual practices of the teaching staff, but as a process of social change that is undertaken collectively. To base their emancipatory vision, they take Habermas's critical theory and define action research as "a form of self-reflexive inquiry that participants undertake in social situations in order to improve the rationality and justice of their own practices, their understanding of them and the situations within which they take place "(Carr and Kemmis, 1988: 174)

5.4 Application: The action research is the most used method for the work of the community practices which constitutes one of the learning columns, systematizing the empirical knowledge and theorizing the findings.

6.1 Concept: Components of the sustainability of traditional housing

6.2 Authors: Lárraga R, (2015), Lárraga, R., Aguilar M., Fortanelli, J. (2013).

ICOMOS of UNESCO in "The Charter of Vernacular Architecture" (1984), and then in "The Vernacular Heritage Charter" (1999), as well as notes on "The Declaration of Xalapa" (1985) and the "1st Seminar International of Vernacular Architecture "(1993). Rapoport, (1972); Rudofsky, (1977); Oliver, (1978); and in Mexico Moya, (1984); López, (1987); González J. (1999); Torres, (2000); Boils, (2003); Echeverría, (2008); Maldonado, (2009), who speak both of vernacular architecture, as of housing in rural areas, as indigenous dwelling and approach or mention components of traditional housing. Among the case studies that refer to the conservation and sustainability of traditional housing are the research papers in progress from Tostado, (2010); Ettinger, (2010); González, (2010); Belbda et al., (2010); Román, (2010); Torres, (2007); Thumb, (2007); Ortigosa et al., (2002); Chapman, (1996); Mohamed, N. S. & Darus Z., (2011); Nura & Zohairuse, (2011); Gabetta, (2011); Pérez, (2010); Sánchez, (2010).

6.3 Evolution of the concept. PhD thesis UASLP, Multidisciplinary Program in Postgraduate in Environmental Sciences. Defines traditional housing and provides indicators to define the sustainability of its components, establishes the State of the Art.

6.4 Application: The state of the art of the components of sustainability allows the ADC to strengthen the elements that reinforce its permanence and at the same time to build a philosophy of the sustainability science of traditional housing.

7.1 Concept: Participatory design in the Transformation of communities towards local development.

7.2 Authors: Lárraga, R., Benítez, V., Delgadillo, B. (2015).

7.3 Evolution of the Concept: methodology of recent appearance is established based on a state of the art of

participatory design, a design process that allows and feels the foundations of the Architect for Community Development.

7.4 Application. The methodology of participatory design for the transformation of communities towards local development will be the basis for the work of facilitating community development, methodology exposed and reviewed in the field, adapting and updating its process in terms of action research.

COCLUSION OF THE CHAPTER

The philosophy of the science of the Architect for Community Development is subject to the eclectic interaction of seven central concepts: ecodevelopment as a central ideological concept, community development as an intervention scale, environmental education as a methodological instrument to visualize and become aware of the environment community, the management of the community environment as a phase of empowerment of community intervention actions, action research posture methodology for design, sustainability components of traditional housing as a state of the art that links architecture with sustainability in the field rural, and finally, participatory design in the transformation of rural communities for community development as a design process. In a transversal way, the concepts are subject to the discourse of sustainability and collaborative capacities.

CHAPTER III

The concept

The learning method

The concept

An Architect for Community Development must have six columns of knowledge in its formation that allow it to build skills and capacities to cover the expected discharge profile. In this chapter, the six columns will be described and the teaching-learning method used to acquire this knowledge will be considered.

It is important to point out that transversally to the six columns are the principles of sustainability and the formation of collaborative capacities, which allow to incorporate efficiently and effectively over time feasible and viable solutions to the projects generated, making them subject to promotion and management. .

The columns are: design, construction, research, environmental management, project workshop, and community practice. Each and every one of the columns are balanced and have a transcendent role in the development and appropriation of knowledge.

DESIGN

In this area of knowledge the student must develop the skills that allow him / her: first, to communicate efficiently and effectively in front of diverse receptors, be they the community, other colleagues and / or public and private institutions; Second, he must have the capacity to abstract ideas, project symbolisms, translate aesthetic principles and order relations of activities in complex systems. The conceptual map of any project is the basis for resource efficiency, verbal and graphic expression are the elements that facilitate the communication necessary for community development.

Subjects that will allow to assimilate this knowledge are: visual communication (drawings, scale models, mental maps, models)

aesthetics, history and cultural diversity, geometry, architectural composition, habitat functionality.

General principles of design

Going through the design path from ideas to design, from abstract items to concrete architecture. Using scale models, as an instrument for the materialization of ideas, inquiries and designs, in the different stages of the projection process.

Develop the practice of thinking "doing" as a phenomenological experience and research / projection procedure. Developing the necessary variables for the execution of the projects.

Consider the sustainability of the environment as a fundamental component of the design and the architectural object. Propose natural light as one of the variables that plan the life of man, creating adequate spaces for their interaction.

To devise an architecture that sustains in the architectural proposal the cultural, symbolic, spatial, luminous, formal, technological, sustainable, comfort and habitability values.

Considering also the role of the architect as a facilitator of community development.

THE CONSTRUCTION

The second pillar of knowledge will be the construction, in this area, the student must appropriate the necessary knowledge to analyze, understand, innovate, apply the knowledge that allows him to manage, direct and facilitate the execution process in the construction of community projects.

Understanding the behavior of materials and ancestral construction techniques will allow an adequate response to projects that trigger community development.

The traditional construction is a reflection of the environmental, cultural and historical influences of a territory. The basic materials come from the environment, which explains the high degree of environmental and landscape mimicry achieved by these constructions, as well as giving the individuals autonomy, independence and self-sufficiency pillars of sustainability.

The general knowledge area of the construction knowledge area is to know the entire construction process. For this you must get to know: relate basic concepts to each other; know the lexicon and the specific terminology; apply the different acquired knowledge, in the development of practical exercises, giving a satisfactory and reasoned answer of the adopted solutions.

The materials that will allow knowledge of the construction area are: resistance of construction materials, construction procedures, behavior and calculation of structures, administration of work and critical route, foundations, facilities, finishes, budgets and competitions,

COMMUNITY MANAGEMENT OF THE ENVIRONMENT

The third column of knowledge is the area of community management of the environment, in which the Architect for Community Development develops the capacities for efficient, comprehensive and effective management of the community resources it has, with a great emphasis on the sustainability

This area contributes to the profile of the Architect for Community Development, being able to implement environmental management systems in organized communities, as well as in municipalities, companies and private companies, taking into account international and national environmental policies, considering environmental legislation. Attending in an integral way the 5 dimensions of

sustainability: economic, social, institutional, cultural and physical.

The suggested approach for the appropriation of skills in this area is through activities that promote the development of skills for experimentation, such as: identification, management and control of variables and relevant data; hypothesis statement; teamwork; likewise, they propitiate intellectual processes such as induction-deduction and analysis-synthesis with the intention of generating a complex intellectual activity; for this reason, several of the practical activities have been described as activities prior to the theoretical treatment of the topics, so that they are not a mere corroboration of what was previously seen in class.

Relevance and justification of an Architect as a Community Manager. The situation of rural communities remains difficult and in many cases dramatic, despite the progress of international legislation. The loss of their territories, the presence of armed actors, drug trafficking, the extraction of resources in their ejidos and the imposition of development models that are unaware of their cultural particularities, continue to result in the weakening of their culture, the loss of their traditions and the erosion of traditional knowledge systems. Sometimes even the State's development policies attempt for its bad application against the empirical knowledge of its vernacular constructions.

The system for the subsidy to the development of the field becomes an instrument of acculturation, for the packages of industrialized materials with which they apply the justification of the resources of the institutional ones, on the other hand, the ADCs that have capacities in the management of the resources Community organizations must be culturally sensitive and respectful of the environment. In addition, the experience advanced in recent years has made it possible to understand that housing programs can be more effective and more

comprehensive if, on the one hand, the wealth of knowledge and traditional practices of these communities are embraced and, on the other, they are proposed activities that relate to the habitat with culture and nature. The program will allow ADCs with capacities as Community Managers to contribute to rescuing and / or strengthening the traditional knowledge that has guided the care of the habitat and allowed the biological and cultural survival of their communities in environments considered by the West as inhospitable, distant or difficult. To the extent that the ADC Community Managers are empowered as leaders, greater probabilities are guaranteed to mark the commitment of their communities and, therefore, they are pledge of guarantee for the autonomous development of local processes.

The subjects that will form the capacities for environmental management are: Environmental management; rural societies; environmental Issues; ethics for sustainability and eco-development; formulation, management and evaluation of social projects; social policy, investment and cooperation; critical analysis of studies and selected programs on community management in Mexico and other countries.

The above will allow the graduate ADC to develop the following competences:

• Management of basic theoretical and conceptual elements that allow it to analyze, understand and address community dynamics and processes in different contexts.

• Solvency of theoretical-conceptual order, tools of analysis and methodologies, which facilitates the promotion, construction and qualification of leaderships.

• Capabilities to compare, contrast, differentiate, relate and methodological skills and techniques to conduct situational diagnostic investigations.

• Management of theoretical bases and methodological tools to prepare and coordinate Plans for Community Intervention.

• Clear management of the conceptual, social, political and institutional sense of Community Management; as well as methodological strategies to address it.

• Methodological skills, from social education, aimed at stimulating community participation.

• Methodological skills to promote, manage and accompany community projects at the local and regional levels.

These skills are not common in an architect, but there are many isolated cases of Architects that were formed through participatory experiences in communities, empirically acquiring tools and using them in their projects, such as the Architect, Hasshan Fathy, in Mexico Oscar Hagerman, and a handful of young architects who have been trained in the field of action, leading and facilitating the development from their front design and development planning.

THE INVESTIGATION

The fourth column is the area of research, an area of knowledge that is usually reserved for postgraduates, and this time is offered from the first semesters, to the last, as through this tool students will be able to analyze, order, generate and systematize knowledge.

The subjects that allow to reach such objectives are: The scientific method, the state of the art, the multidimensional characterization, the evaluation of research projects, bases for the publication of scientific articles, statistics and analysis of multivariables, analysis of analogous cases, participatory tools , action research, and thesis development.

From the first semester the students are in contact with the research, doing small essays and later guided articles for the dissemination of the results of their projects, in the last semesters the student will have to be very expert to participate in national and international congresses making use of their capacities to express in an orderly and systematized way their knowledge, methodologies, research questions and their results, publishing in specialized indexed journals. It is meritorious that this effort is capitalized in the founding academic body, as well as in new academic bodies generated after this.

WORKSHOP OF PROJECTS

The fifth column is the Project Workshop area, in which the knowledge of the subjects is integrated horizontally and vertically, synthesizing the learning, giving architectonic urban design solutions to the problems observed in study communities. In a transversal way, the development of collaborative capacities is observed, first within the students, later in the intermediate semesters with the communities, making participatory diagnoses, preparing the way for the participatory design of the community development.

Another transverse axis will be the concept of sustainability, which from the first semesters should be used for the products of the Project Workshop, and as it approaches the higher semesters the student will have to master in his speech and in his implementation of his proposals.

In the Projects Workshop, the student will emphasize the following topics per semester: space, habitat and community; concept and mental maps; Foundation structure, facilities and finishes; expression, symbolism and cultural diversity; territory and community development, specification, feasibility and executive project; and finally, participatory design.

The Project Workshop is an ante-room of the Thesis Work, based on the constructivist method of learning, the student is acquiring new knowledge every time he faces a different problem, by going through the second and third time through the same knowledge site The student relates it to a previous experience and enriches it by proposing new ways to solve it.

COMMUNITY PRACTICES

The sixth and last column is the area of knowledge obtained from the Community Practices, unlike the traditional architecture programs where the practices are implemented in the last semesters, in the academic program of the Architect for Community Development are carried throughout their training , from the first semesters to the last, in compact sessions of 120 hours, the practices are implemented in marginalized rural communities, with specific projects, where the student experiences the collaborative work and the manipulation of ancestral materials and techniques, obtaining as experience of life a social, empathic, enriched and transcendent work for both parties involved in community development.

For these practices the methodology of Environmental Education is used (Caride and Meira 2001), the methodology of the Participatory Design Process (Lárraga, R., Benítez, V., Delgadillo, B. 2015), the 80 Participatory Tools (Gelfius 1998), the principles of action research, permaculture, ecodevelopment, concepts and methodologies reviewed in the theoretical framework of this book.

THE LEARNING METHOD

Constructivism, as described by Ragni M. (2008), is associated with several trends that emerged before the year 1800; in art, philosophy, psychology, social sciences and pedagogy. The center of studies in Relational Theory and Systems of

Knowledge, describes and makes understand that the Epistemology, is the Theory of the Scientific Knowledge, it would be the study of "As we know what we know" or "As we know, we think and we say".

In psychology, constructivism is based mainly on the Piaget Theory, reaching the postulates we need, that today students understand, which says; that the development of intelligence is built by the apprentice himself, through the interaction of the same, with the environment that surrounds them.

In general, most texts define Constructivism as an approach that assumes that the individual, both in the cognitive and social aspects of behavior and affective aspects, is not a simple product of the environment, nor a simple result of its internal dispositions, but an own construction, that is produced day by day, as a result of the interaction between those two factors. Knowledge is not a copy of reality, but a construction of the human being, which is carried out with the schemes it already has, with what it has already built in its relationship with the environment that surrounds it.

Arancibia, appoints, Johann Herbart, German philosopher, psychologist and pedagogue, who influenced by Kant, states that learning is enhanced through interest, which arises generated by the student and teacher intervention

According to Mavilo Calero, Peruvian pedagogue, learning has three fundamental elements: 1. A stimulating situation, 2. A person who learns, 3. And an answer. According to the above, the presence of several theories is required to guide us in the knowledge of learning. One of the most important approaches of the modernization of current education is the new pedagogical approach, the way in which one learns, this is where learning is considered a complex process, of a social and socializing nature, an active process, where the student, not

only produces knowledge, but also develops feelings, attitudes and values, which are produced basically by the student's own action, in interaction with the environment.

Pedagogical constructivism was influenced by the main psychological and pedagogical theories. Genetic Psychological Theory of Piaget, Psychological Theory and Bodybuilding by Lev Vygotsky, Theory of Meaningful Learning by David Ausbel.

Talking about constructivism, as an epistemological position, that conceives knowledge, as the constructive process, refers to Piaget, as its maximum exponent. It does not take knowledge, as a state in its higher forms, it accounts for the processes of formation, understanding that less and greater knowledge will always be relative to the point of view of the subject itself. To understand this, it is necessary to establish between the subject that knows and the object to know.

For Piaget, knowledge is a before, which will develop later, provided there are conditions to build such knowledge, which will develop later or not, according to the interactions that the person maintains with the object of knowledge. In short, the world is the product of human interaction with natural and social stimuli that we have managed to process from our mental operations.

For the above Piaget Constructivism, manages to be:

• A pedagogy centered on the student

• The student is the main reference of pedagogical work

• A differentiated pedagogy, since it recognizes that each student has individual and cultural characteristics and a

different life experience that should be considered when learning. We do not learn in the same way, or with the same rhythm.

Guidelines or strategies that will allow you to structure the Teaching-Learning process:

- 1. Make known the objectives of teaching in each class
- 2. Calculate size of groups to work
- 3. Assign students to groups.
- 4. Plan materials to use
- 5. Publicize the role of students to ensure interdependence.
- 6. Make the task clear
- 7. Perform individual assessment and co-evaluate
- 8. Monitor student behavior, always accompany
- 9. Intervene if necessary
- 10. Provide closure to the class, always conclude.
- 11. Evaluate the quality and quantity of learning

According to significant learning, new knowledge is incorporated, substantively in the cognitive structure of the student. Achieving, when the student relates new knowledge with previously acquired knowledge; but it is also necessary that the student is interested in learning what is being shown.

Advantages of Significant Learning.

• Facilitates the
acquire new knowledge related to those previously acquired in a significant way, since being clear in the cognitive structure facilitates the retention of new content • New knowledge acquired, being related to the above, is stored in long-term memory • It is an active process, since it depends on the assimilation of the learning activities by the student • It is personal, since the meaning of learning depends on the cognitive resources of the student.In the meaningful learning of

Ausubel, the pedagogical characteristics that the teacher must show in the teaching process are: - Present the information to the student as it should be learned, prior to the subject and prior to any class. - The information (topics, contents) necessary to the student will be delivered, stimulating this, to discover new knowledge by itself and investigate and provoke new ideas in the student. - The pedagogical material or uccional, has to be sequential, congruent, organized, to avoid distraction and keep active participation. In short, the student: Receives ----- Assimilates ----- Discover ----- Creates ---- OrganizaJerome Bruner , (New York, 1915), American psychologist, summarizes the constructivist learning, in its own term; "categorization", which would occur by simplifying the interaction with reality and facilitating action. Other important implications that Bruner introduces in pedagogy are: Learning by discovery, motivating our students to discover and build themselves, certain concepts. To maintain effective communication with our students. There is something that he names as a spiral curriculum, where the same contents are worked on periodically, with ever greater depth and reinforcing those gaps that have been previously. Martiniano Román, a Spanish educator, maintains that currently teachers are; a mediator of learning, a mediator of social and institutional culture and an architect of knowledge, definitions that encompass the theories of Piaget, Vygotsky and Ausbel. Regarding the teacher as a mediator of learning, he emphasizes that this is possible, only if it is clear. How does the learner learn? For this, it must be identified with what skills, skills and abilities our students learn. Selecting the content and the most appropriate methodology to develop the skills is not an easy task, but the teacher must recognize the necessary activities for this. Mediation between peers and collaborative work, allowing students to think out loud in a spontaneous way, will make it easier to see how the student learns and, on occasion, obstructs this learning. It emphasizes that the basic skills develop slowly, but when it becomes concrete, the cognitive structure is internalized and facilitated, learning before and better.

A Constructivist teacher, then:

• The one that accepts and encourages student autonomy
• Your materials should always be physical, interactive and manipulable
• Recognizes different phases of the taxonomy: classify, analyze, infer, deduce, elaborate
• It is dedicated to recognize the understanding that their students achieve

The teacher must consider that not only, should promote collaboration and group work, to establish better relationships with others, to learn more, have more motivated students, with an increase in their self-esteem and learn more effective social skills such as knowing how to live together, teaching must be individualized, allowing each student to study or work independently and at their own pace.

For a group work to be truly cooperative according to Díaz, there must always be: positive interdependence, individual responsibility, recognition and use of individual skills.

Final considerations

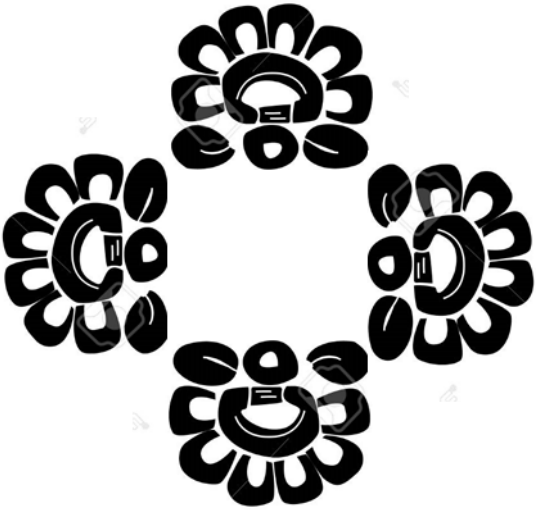
Knowledge is a construction and as such it mainly reflects the problems that human beings face in the course of their experience. It does not originate in the simple activity of the senses, nor does it begin with a simple accumulation of data, but with some problem. Knowledge expresses orientations and therefore has an important use value, since it is in connection with the different ways of acting and of achieving objectives. Moreover, it has powerful implications for social experience, because it determines ways of living, living together, relating and collaborating.

Achieve Constructivist Teachers: "Reflective professional who mediates between the knowledge and learning of their students, sharing experiences and knowledge in a negotiation process, joint construction of school knowledge Promotes meaningful learning and provides an adjusted pedagogical help to the diversity of needs, interests and situations in which students are involved "... Without a doubt it will be an arduous and continuous task.

Taking the main ideas of constructivist learning is generated for the ADC a teaching system focused on the student and its process of acquiring, generating and innovating knowledge,

CHAPTER IV

The academic program



Graduation profile

The exit profile of the Architect for Community development is visualized in a high integration to the environment, social, natural and transformed; providing a true service to society, with values based on a high professional ethic, with a strong awareness and respect for the cultural heritage vernacular and with an assertive capacity to make a critique based on the aspects of architecture.

It will also develop faculties for analysis and research, as well as a creative and proactive spirit to solve the problems inherent to its field of community development and architecture.

The Architect for Community Development is the professional who composes, designs and integrates building spaces for the realization of human activities addressing the socio-cultural problem, for its transformation and adapting to the new realities that we live, trained with theoretical, critical, historical knowledge, technical, collaborative, management of the community environment and humanistic partner.

The ADC has capacities for Design, Construction, Research, Community Environment Management, and Teaching; In addition, it has collaborative skills to facilitate community development; and structure its knowledge under the principles of sustainability. It is proactive and identifies problems through community diagnostics, self-employed and meets specific needs of communities in rural areas.

The ADC has skills to communicate its results in the rural, academic, institutional and private community. It also has the capacity to compete for public resources, obtain donations and manage resources for the communities.

The graduates are able to: Insert new architectural proposals in the areas of projects for community development, consulting and management of architectural projects, as well as advice to government agencies, thus giving a contribution to society in the generation of new jobs, being them the representatives and managers of a social and cultural change in the middle of community development. It is prepared to work by linking the public sector, popular organizations and non-governmental organizations that seek the common good in endogenous development solutions within the framework of sustainability and accessibility.

- The graduates of this career are able to: organize and create community work groups
- Carry out community diagnoses and design development plans using methodologies that can detect and prioritize needs in the economic, social, productive, habitability, cultural, institutional, and environmental aspects of the communities.
- Identify and evaluate the integration of systems that allow the integral and participative development of the community.
- Manage resources through the accompaniment and presentation of projects to different governmental and non-governmental entities.
- Link the contributions of science and technology with the processes of the administration of natural resources and productive activities.

ADMISSION PROFILE

The candidate of the Architecture for Community Development program must have:
Basic knowledge in the areas of:
Physics-Mathematics
History of culture and art
Drawing
computing
Investigation methodology

Abilities:
Observation capacity
Graphic, oral and written communication
Skills for manual work
Capacity for analysis and synthesis

Attitudes and Values:
Vocational interest towards architecture, art and culture
Social and environmental awareness
Aesthetic sense
objective
Critical
Openness to innovation and change
Spirit of exploration
Discipline and perseverance
Sense of order
Openness to the plurality of ideas
Desires of self-improvement

OCCUPATIONAL FIELD

The graduates of the Architecture for Community Development career have the scientific, theoretical and humanistic knowledge, which develop their proactive attitude in the various fields of the architectural discipline in such a way that they can

perform in areas of: the management of community projects, the design, construction, research and teaching.

The ADC can work in:

 Federal and state agencies providing their professional services

 Non-governmental organizations promoting community projects (research, planning, coordination, and evaluation).

 As a promoter, formulator, advisor, manager and developer of community projects.

The contribution of this profession to society will be the possibility of accessing and entering the world of social daily life of the broad sectors of the population and establishing with them a progressive relationship aimed at producing changes in the way people see themselves and want project your life and your future habitat. This level of encounter so significant generates a high level of responsibility in community work.

SYNTHETIC PROGRAM OF SUBJECTS

The design of the synthetic programs is the basis for the development of analytical programs with which the teacher of the University will guide the activity that the student will carry out to achieve the competencies defined in the profile. They are related to management skills and facilitation of the learning process and assessment of their own competences, to which they contribute both conceptual elements and procedures related to the use of innovative and relevant resources to promote learning.

Total subjects: 62 •
Total credits: 420

FIRST SEMESTER			
KEY	**CREDITS**	**SUBJECT**	**Hrs**
D001 D011	04 04	Visual comunication Architectural composition	60 60
C001	04	Construction process	60
IN001	04	The cientific method	60
G001	04	Community management of the environment	60
TP001	10	Habitat and community space	120
PC001	10	Community xn	120
Total	40	Credits	
SECOND SEMESTER			**Hrs**
D002	04	History and cultural diversity	60
C002	04	Resistance of construction materials	60
IN002	04	Multidimensional characterization	60
G002 G021	04 04	Rural societies Poverty in Mexico and the World	60 60
TP002	10	Concept and mental maps	120
PC002	10	Community xn	120
Total	40	Credits	
THIRD SEMESTER			**Hrs**
D003	04	Habitat functionality	60
C003	04	Behavior and calculation of structures	60
IN003	04	Evaluation of research projects	60
G003 G031	04 04	Environmental Issues; Ethics for sustainability and eco-development;	60 60
TP003	10	Foundation structure, facilities and finishes	120
PC003	10	Community xn	120
Total	40	Credits	
FOURTH SEMESTER			**Hrs**

D004 D041	04 04	Geometry Visual comunication	60
C004	04	Foundations, facilities, and finishes,	60
IN004	04	State of the art	60
G004	04	Formulation, management and evaluation of social projects;	60
TP004	10	Expression, symbolism and cultural diversity;	120
PC004	10	Community xn	120
Total	40	Credits	
FIFTH SEMESTER			**Hrs**
D005	04	Sketches and models	60
C005	04	Construction management and critical route	60
IN005	04	Territory and community development	60
G005 G051	04 04	Social policy, investment and cooperation Anchoring institutions	60
TP005	10	Specification, feasibility and executive project	120
PC005	10	Community xn	120
Total	40	Credits	
SIXTH SEMESTER			**Hrs**
D006 D061	04 04	Visual comunication Vernacular architecture	60
C006	04	Budgets and contests	60
IN006 IN061	04 04	Bases for the publication of scientific articles Analysis of analogous cases	60 60
G006	04	Critical analysis of studies and management programs	60
TP006	10	Participatory design	120
PC006	10	Community xn	120
Total	40	Credits	

SEVENTH SEMESTER			Hrs
D007	04	Architecture and environment	60
C007	04	Eco technologies and innovation	60
IN007	04	Participatory tools	60
G007 G071	04 04	The Anchorage Process Administration and monitoring	60
TP007	10	Eco-development and territory	120
PC007	10	Community nx	120
Total	40	Credits	
EIGHTH SEMESTER			**Hrs**
D008 D081	04 04	Esthetic Philosophy of design	60
C008	04	Laboratory of structures and eco technologies	60
IN008	04	Investigation action	60
G008	04	Multidimensional management of the territory	60
TP008	10	Sustainability	120
PC008	10	Community nx	120
Total	40	Credits	
NINTH SEMESTER			**Hrs**
T001	20	Action research thesis	120
SC001	20	Draft	120
SMD	10	Community development	60
Total	50	Credits	
TENTH SEMESTER			**Hrs**
T002	20	Action research thesis	120
SC002	20	Draft	120
SMD	10	Sustainability	60
Total	50	Credits	

TOTAL 420 CREDITS

Guidelines for the provision of social service, in case of technical studies, higher university and undergraduate technician.

The social service is the training activity and application of knowledge that temporarily and compulsory students or interns of the University and institutions that teach educational programs with recognition of official validity of studies, for the benefit of the different sectors of society. .

In the particular case of the School that forms the ADC and later the University for Development, the social service that develops is 1300 hours distributed over 5 years as it constitutes the service to the community one of the columns for the development of knowledge .

The host communities will be different every semester, communities of less than 2500 inhabitants identified as marginalized communities will be proposed.

The social service in the University for development has the following objectives:

I. To extend the benefits of education, science and technology, technology and culture to society, in order to promote socio-cultural development, especially of the most unprotected social groups;

II. Promote in the social service provider an awareness of service, solidarity, commitment and reciprocity to the society to which it belongs;

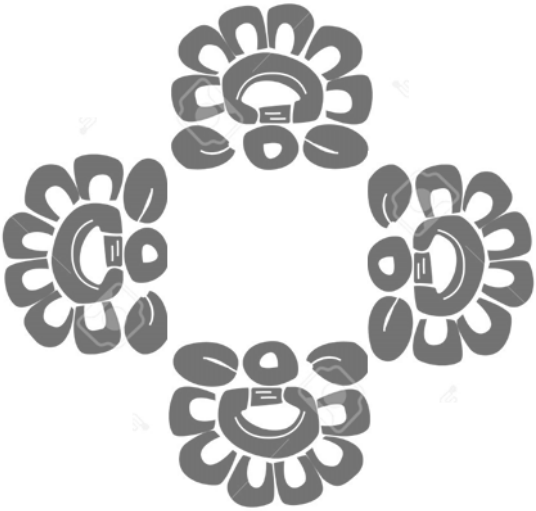
III. Encourage the participation of students or interns in the solution of priority problems of a community, state and national;

IV. Promote in social service providers reflective and critical attitudes towards social problems;

V. Contribute to the academic training of the social service provider;

SAW. Promote and encourage the active participation of social service providers, so that they have the opportunity to apply, verify and evaluate the knowledge, skills, attitudes and values acquired, from their first semesters to the last, and

VII. Strengthen the link between the University and society.



CHAPTER V

The management of the educational project

THE PROJECT MANAGEMENT

The mobilization of resources (people, time, money, materials, etc.), implies the planning of actions, the distribution of tasks and responsibilities, directing, coordinating and evaluating processes and making the results known and, at the same time, includes actions regarding the curriculum, the decision making in the governing bodies, the resolution of conflicts and that, obviously, are aspects that must be contemplated from their conceptual origins.

Therefore, it is inferred that any management action should be oriented to the why and for what of the action, which determines its origin in a specific need, and, once justified, its operative articulation, which requires the determination of suitable persons. for the task and the characterization of areas and modalities of action.

The generic functions of planning, development, execution and control delimit the intervention of the management process, which can be directed to identify needs, determine objectives, set times, assign tasks and responsibilities, and estimate necessary resources and evaluation and monitoring actions.

Considering the foregoing, the notion that school management is not reduced to the role of the director, but that attempts to put this function in relation to the collegial work of the staff and make it a part of the relationships established between the different actors the educational community.

In short, and knowing that education consumes resources, Management is conceptualized as the "set of operations and activities (process) in steps to the acquisition and management of educational resources." This concept interrelates the physical and human situations of the organizations.

This chapter describes the management of the resources that make the proposed school project possible, and is expressed with the following content: first the requirements for the registration of the institution before the corresponding instances, formats and requirements, as well as procedures and licenses for obtaining recognition of official validity before the SEP; the second term, the management of economic resources, which includes the formation of a board, its functions, its requirements within the institution and the possible sources of financing expressed in donations for development; third, the management of human resources; finally, in the fourth term, the physical infrastructure and its economic sources for its construction and strengthening.

Registration of Educational Institution

The educational institutions of the national education system that offer careers at the technical, higher technical university, undergraduate, specialty, masters or doctorate levels are registered and are:

- Federal Government
- Of its decentralized and deconcentrated bodies
- State
- Individuals with studies incorporation
- Individuals with recognition of official validity of studies
- Individuals with studies authorization
- Higher education to which the law grants autonomy

They must apply for registration before the General Directorate of Professions within a period of no more than 180 calendar

days from their recognition of official validity of incorporation studies, creation decree and / or authorization.

Requirements for Initial Registration

The educational institutions must present, in original or certified copy, the following documentation:

1. Constitutive act or decree of creation.

2. Agreement of authorization, incorporation or recognition of official validity of studies.

3. Official document that specifies the authority empowered to issue degrees, diplomas and / or academic degrees.

4. Curricular map of each of the studies they teach, specifying subjects and credits; by school term (with duration of the period), with approval and protected by the seal of the competent educational authority with academic entry requirements.

5. Guidelines for the provision of social service, in the case of technical studies, university higher technical and undergraduate.

6. Titration options.

7. Catalog of signatures and stamps of the authorities that will sign the documents issued by the Institution, in two numbers and validated by the competent authority.

8. Formats canceled with the name of the institution, as well as the stamps that are used in them, in duplicate and validated by the competent authority of:

a) Certificate of studies (technicians, senior university technician, bachelor's degree, specialty, master's degree and / or doctorate, as the case may be).

b) Certificate of professional examination, specialty and / or degree, as the case may be; or equivalent document indicating the option of titling.

c) Proof of release of social service for technical and undergraduate studies.

d) Global Certificate of Studies, where appropriate and

e) Title, diploma and / or degree.

9. Application in official formats.

10. Office informing the authority that will issue the degrees, diplomas or degrees (Government of the State, Secretary of Education or the Holder of the Educational Institution). Validated by competent authority.

11. Receipt of payment of federal rights. This payment must be made in a banking institution.

Costo del servicio:	**$8,006.00 MN**
	Vigencia: del 1 de enero de 2015 hasta nuevo aviso
Tiempo de respuesta:	20 días hábiles.
Área donde se proporciona:	Departamento de Instituciones Educativas. Insurgentes Sur 2387, 1er. Piso, San Ángel, C.P. 01000, México, D.F.
Encargado del área:	Lic. Leticia Miranda Piliado
Teléfono:	Conmutador 3601-6600 Ext. 61059, 61061 y 61055
Horario de atención:	De 8:00 a 15:00 horas de lunes a viernes
Requisitos Especiales:	All curricula of: Training for teachers must be duly authorized by the General Direc Technological universities must be authorized by the Coordination The colleges of scientific and technological studies, as well as

	Technological and technological universities must c Ministry of Public Education with the State Governm well as the regulations derived from it, if applicable. Autonomous bodies must comply with their legisla Directorate of Professions. The disciplines that refer to health education (medicin the Inter-institutional Commission for the training of hu

REGULATORY RESOURCES

Among them are the legal provisions for the formation and operation of the higher education institution, below are those requirements and provisions that make it possible.

AGREEMENT NUMBER 279 ESTABLISHING THE PROCEEDINGS AND PROCEDURES RELATED TO THE RECOGNITION OF OFFICIAL VALIDITY OF STUDIES OF THE SUPERIOR TYPE.

(Published in the Official Gazette of the Federation on July 10, 2000)

On the margin, a seal with the National Coat of Arms, which reads: United States of Mexico. - Ministry of Public Education.

Based on articles 3o. fraction VI of the Political Constitution of the United Mexican States; 38 fractions I, V, VI and XXXI of the Organic Law of the Federal Public Administration; 1o., 10, 11, 14 fraction IV, 16 second paragraph, 54, 55, 58 and fourth transitory of the General Law of Education; 5th, 7th, 8th, 10th, 12th fractions I and III, 13 and 17 of the Law for the Coordination of Higher Education; and 4th. and 5th. sections I and XI of the Internal Regulation of the Ministry of Public Education, and Normative Framework

Relevant standards related to the Recognition of Official Validity of Studies of the Superior Type; revalidation and equivalence,

and professional practice applied by the Public Education Secretariat of the Federal Government.

Contained in the following Link:

http://www.sirvoes.sep.gob.mx/sirvoes/jspMarcoNormativo.jsp

The Recognition of Official Validity of Studies (RVOE) is the act of the educational authority, by virtue of which it is determined to incorporate a plan and program of studies that a particular imparts, or intends to impart, to the National Educational System. It is granted to private secondary and higher secondary education institutions.

RVOE FEDERAL

There are almost four thousand institutions with federal RVOE at the upper middle level and there are more than eleven thousand federal awards at the top level. In the case of the federal RVOE, those in charge of surveillance are the Undersecretariat of Higher Secondary Education (SEMS) and the Subsecretariat of Higher Education (SES).

More information in:
http://www.rvoe.sems.gob.mx
Page of the Undersecretariat of Higher Education
http://www.sirvoes.sep.gob.mx

ECONOMIC RESOURCES

What is the H. Board?

The Board of Trustees is a collegiate body of the university whose main purposes are to promote the permanent communication of the university with the most representative sectors of society, advise and support the Rector and the

university council in their programs and financial development projects; promote and carry out programs aimed at increasing the university's heritage; and manage the increase of its extraordinary income through the activities under its responsibility.

The Board shall consist of a minimum of 3 and a maximum of 6 persons who are distinguished members of the company; It will have a President, a Secretary and the others will act as members, who will be appointed from among its members.

The members of the Board shall hold office for four years and may not be reelected. The position of member of the Board of Trustees will be on an honorary basis and without any right to economic compensation.

For the fulfillment of its purposes and compliance with its powers, the Board, in the person of its President, will have all the powers that correspond to a legal representative for the realization of acts of ownership, administration and lawsuits and collections, in the terms of the civil legislation of the State. The Chairman of the Board shall have the power to delegate the powers referred to in this provision, in the person or persons he or she determines, in each specific case.

Requirements to be a member of the Board of Trustees

I.- Being Mexican, over thirty years

II.- To be of recognized moral solvency, to enjoy general estimation, to have experience in administrative and financial matters, and to have an interest in university activities.

III.- Not occupying any position of authority or being an administrative worker of the University; not having been sanctioned for faults to the University legislation, nor to have been convicted of an intentional crime.

Faculties of the Board of Trustees

I.- Monitor the administration and use of University Heritage; as well as ordinary and extraordinary resources obtained by the University for any degree;

II.- Designate, from among its members, its representative in the University Council;

III.- Appoint the Internal Auditor and the personnel that, according to the budget, require for the fulfillment of their attributions;

IV.- To pronounce and give an opinion to the corresponding university authorities on matters of patrimonial and financial nature of the institution;

V.- To manage the greater increase of the patrimony of the University, as well as the increase of the income of the institution, by means of its financial programs; or, carry out campaigns or inherent activities, by agreement of the University Council or by request of the Rector;

VI.- To approve the draft annual budget of the University, formulated by the Rector, for the approval of the University Council;

VII.- To pronounce on modifications to the approved budget;

VIII.- Submit to the University Council the annual account for the fiscal year of the previous year, within three months after its conclusion, with the opinion of the External Auditor;

IX.- Formulate and order the realization of the program of permanent or specific audits to the different dependencies of the University, reporting their results to the Rector and the University Council;

X.- Formulate, control and update the university heritage registry, through the corresponding inventories;

XI.- Administer the assets and resources of the University assigned to it for the fulfillment of its purposes;

XII.- To submit, in the month of February, a report to the University Council, of the work carried out the previous year;

XIII.- The others indicated in this law and its regulations.

Functions of the H. Board
The board, to carry out the powers entrusted to it in the Organic Law, will carry out the following functions:
I.- To have an opinion before the Rector and before the university council on the accounting systems and procedures; as well as the registry of the financial and budgetary operations of the university, proposing the necessary adjustments and reclassifications to provide information to the authorities of the same;
II.- To comment on the technical and financial aspects of the budget year;
III.- Establish the program of periodic and special audits by the internal auditor, and issue his opinion to the Rector and the university council on the results thereof;
IV.- Monitor compliance with tax regulations that affect the university;
V.- Cooperate with the authorities of the university in all those activities that tend to the conservation and increase of the heritage of the same;
VI.- The others established in the Organic Law, in these General Regulations and in their organization manual
The Board will obtain donations for the infrastructure and equipment of the campus. Below are examples of possible sources of funding:

PROGRAM FOR TEAM DONATION

The Ministry for Economic Cooperation and Development of Germany through this program managed by the DAAD aims to intensify relations abroad at the scientific level and in turn support the development of universities and institutions, especially in countries in the process of development in Latin America. Within the framework of the program, Mexican scientists can request financial support for the acquisition of scientific equipment to carry out a specific project with relevance for the development of Mexico. The acquired equipment must be installed in the respective institution of origin of the applicant and will become property of the same. The institution must guarantee access to the use of the equipment to all its scientists and for no reason should the equipment be considered only for private uses.
Deutscher Akademischer Austauschdienst
Referat 434 "Hochschulkooperationsprojekte"
Sachmittelprogramm, Kennedyallee 50
53175 Bonn, E-Mail: sachmittel@daad.de
DONATION OF THE EMBASSY OF JAPAN
It is a new type of donation that the Government of Japan introduced in fiscal year 2000 to grant aid directly to communities in developing countries, mainly through support to NGOs and regional public bodies.

Beneficiary entities
Regional public bodies; academic or research organizations; cultural organizations and higher education and non-profit organizations such as NGOs.
The origin (national or foreign) of the receiving agency is not taken into account, provided that it carries out its activities in the requesting country.
The assistance does not apply to private individuals.

Funds available

The maximum fund per project is ten million yen, about 92,600 dollars, according to the exchange rate in March 2015

Embassy of Japan, more information and application forms in the link

http://www.uy.emb-japan.go.jp/espanol/Seccion%20Cultural/Donaciones%20para%20Proyectos.htm

DONOR ORGANIZATIONS FOR DEVELOPMENT

Allavida http://www.allavida.org

Allavida brings together non-governmental organizations that provide donations, training and capacity building, research and publication in Southeastern Europe, Central Asia and the new independent states, with expansion to Africa and Asia. It also contains a database with links to other donors and organizations.

America's Development Foundation (ADF)
http://www.adfusa.org

ADF works with civil society organizations in various areas, such as resource mobilization, and in the geographical areas of Eastern and Central Europe, the Middle East, the Caribbean, Central America and Africa.

British Library for Developmental Studies
http://nt1.ids.ac.uk/eldis/

This website provides access to detailed information on national or governmental assistance agencies, regional assistance agencies and development banks, the World Bank Group, United Nations agencies, non-governmental organizations and donors, aid agencies that recruit volunteers and other sources of development assistance.

Bundesverbandes Deutscher Stiftungen
http://www.stiftungen.org/

This is the portal of a network of German foundations, many of which fund projects abroad (website in German).

Charity Village http://www.charityvillage.com

This Canadian website serves as an information point for Canadian and international non-governmental organizations. It contains links to online databases and directories of Canadian funding agencies, many of which fund projects abroad.

Communication Initiative http://www.comminit.com

This website contains links to various multilateral and bilateral donor agencies. It also contains information on strategic thinking, planning models and monographs on a wide range of issues related to development.

Council on Foundations (COF) http://www.cof.org

This site is aimed primarily at trustees and staff of donor institutions based in the United States. It contains information, ideas and comments pertinent to the effective granting of donations.

Deutsches Spendeinstitue Krefeld (German Institute of Philanthropy)

http://www.dsk.de

Website in German and English. It provides information about philanthropy in Germany and about more than 5,200 German non-profit organizations. It also contains links to websites of various German donors who work internationally.

Development Gateway (Development Gateway)
http://www.developmentgateway.com

The World Bank Development Portal has been designed to help communities, organizations and individuals to create partnerships, share ideas and work together in the fight against poverty. Its database contains exhaustive information on various topics related to development. The website also serves as a portal for a large number of resource organizations and specialized technical assistance.

Development Initiative http://www.devinit.org/

This is a portal with links to websites that contain information on bilateral and multilateral assistance agencies. It also contains links to non-governmental organizations around the world.

Directory of development organizations
http://www.devdir.org/right.html

This website provides online guidance to microfinance organizations, small business development organizations, development agencies, private sector organizations, development banks and government ministries.

European Foundation Center's Funders Online (EFC)
http://www.fundersonline.org/

The European Foundation Center has incorporated a useful search mechanism to identify possible foundations and business funding sources active in Europe and the rest of the world.

European Forum on International Cooperation (EUFORIC)
http://www.euforic.org/

The European Forum on International Cooperation contains information on official and non-governmental donor agencies in Germany, Austria, Belgium, Denmark, Spain, France, Ireland, the Netherlands, Portugal, and the United Kingdom.

Eurongos http://www.eurongos.org/

Eurongos has a search mechanism that identifies the places where the 16 European official development assistance agencies are working and to which areas they provide financing.

Fondsen In Nederland (FIN) http://www.verenigingvanfondsen.nl/

The association of foundations of the Netherlands provides information on the foundations of that country. The 'Fondsenboek', directory that the FIN publishes every two years, provides information on approximately 600 Dutch foundations.

Fundsnetservice http://fundsnetservices.com/internat.htm

This website contains links to the websites of numerous foundations based outside the United States.

Global Philanthropy Forum (GPF)
http://www.philanthropyforum.org/roadmap/

The world philanthropy forum brings together leading foundations, non-governmental organizations and individual donors. The forum allows learning more about international philanthropy and contains several databases with links to thematic and regional donor networks and intermediaries that support organizations and projects in other countries.

Grants Development Office
http://www.calpoly.edu/~grants/3_FoundSubj.html#international

The website of the Development Donations Office of the California Polytechnic State University contains numerous links to donors based in the United States who give donations to non-governmental organizations worldwide.

Grantmakers for Effective Organizations http://www.geofunders.org

It is not an organization that grants donations, but a consortium of more than 600 foundations that grant donations to non-governmental organizations in order to strengthen their organizational effectiveness.

Grantmakers Without Borders http://www.gwob.net/

This institution seeks to expand international philanthropy and serves as a center for the exchange of information on the international delivery of donations.

Guidestar http://www.guidestar.org

Guidestar is another portal that has a search engine that allows you to identify donors in the United States with interests in specific countries. The site also contains news from the world of philanthropy. Those looking for donations can post their funding requests.

International Chamber of Commerce (ICC) http://www.iccwbo.org/

This website is ideal to start the search for companies located in any region of the world and that can be approached to request financing and collaboration.

International Youth Foundation (IYF) http://www.iyfnet.org

The website of the International Youth Foundation contains information on its global network of approximately 60 partner countries that provide technical and financial assistance to youth and youth programs.

National Endowment for Democracy (NED) http://www.ned.org

This website is a portal for more than 80 donors from around the world who finance projects related to human rights, strengthening democracy and resolving conflicts.

Organization for Economic Cooperation and Development (OECD)

http://www.oecd.org/dac/

The OECD website contains links to the websites of the member countries of the Development Assistance Committee (DAC) such as Germany, Australia, Belgium, Canada, the European Commission, Denmark, Spain, the United States, Finland, France, Japan, Norway, New Zealand, the Netherlands, the United Kingdom and Sweden.

Swiss Agency for Development and Cooperation

http://www.deza.admin.ch/mainportal.php?userhash=602953&l=e

The website gives an overview of the programmatic and geographical priorities of the Swiss Ministry of Foreign Affairs.

Transatlantic Community Foundation Network (TCFN)

http://www.tcfn.efc.be/

This website contains a section dedicated to community foundations around the world that offers a portal to international community foundations. It contains links to the websites of foundations, support organizations and other institutions that act as resource centers in their national context.

United Nations Development Program (UNDP)

http://www.undp.org

The UNDP website contains detailed information on its geographic and programmatic priorities.

Liaison Service with Non-governmental Organizations (SNGE) of the UN

http://www.un-ngls.org/

Website of the United Nations agency responsible for coordinating dialogue and cooperation between the United Nations system and non-governmental organizations. It also contains a telephone directory of NGO liaison officers from various divisions of the UN headquarters in New York.

United States International Grantmakers (USIG) http://www.usig.org

The purpose of this site is to facilitate international donation by providing access to country reports, regulations that govern non-profit entities and other information materials and resources. The site is aimed at both donors and those seeking funding and supports and facilitates the process of granting donations abroad.

United States Agency for International Development (USAID) http://www.usaid.gov/

The USAID website provides detailed information on the programmatic and geographic priorities of the agency and its application procedures.

Virtual Foundation http://www.virtualfoundation.org/

This virtual foundation is an online philanthropy program that supports community initiatives around the world. The website publishes community improvement projects on environment, health and sustainable economic activities so that they receive funding from donors online

world Bank

http://www.bancomundial.org/sociedadcivil/

http://www.worldbank.org/participation/

Both sites provide a wealth of information on how civil society organizations can work and partner with the World Bank. They also contain links to the topics that are a priority for the Bank, its policies and guidelines for working with the civil society sector and contact information for relevant officials.

Many of the World Bank offices in other countries have specific websites for civil society organizations in the country. For more information, visit the following website.

http://www.worldbank.org/regions/

WINGS

http://www.wingsweb.org/

This is a website of the European Foundation Center and provides various links to national and international associations that provide donations, philanthropic centers, donor consortiums, advisory groups and other

organizations that provide specialized services to donors in specific countries around the world.

HUMAN RESOURCES

The Teaching Management coordinates all the teaching processes, catalog of courses, academic registration, curricular control, application management, academic calendars, among others. This unit reports directly to the School Director.

Management processes such as: induction, promotion, incentive plan, performance evaluation and management of research projects. On the other hand they express themselves with insistence, concerns regarding the conditions of possibility of the teaching work, related to resources in general: human, material, computer, bibliographic, financial, infrastructure; of distribution of functions in the contracted time.

It is the responsibility of its teachers: (i) the systematic and critical incorporation of knowledge, selecting the one that considers pertinent, (ii) its dissemination through publications and teaching, which necessarily implies that teachers are "knowledgeable in the fields of its teaching ", (iii) the production of knowledge through research, which enables the development of the discipline and the construction of alternative solutions to socially relevant problems, and (iv) the validation and legitimization of knowledge, choose institutional criteria for some problems, by defining the issues to be addressed, the authors to analyze and the conceptual approaches to be developed.

From the previous approaches, the commitment of the university teacher is to articulate training (knowledge construction) with research (production of knowledge) and service (understanding and problem solving) and therefore there must be an institutional will that promotes said commitment and make it viable, at the same time that the

teacher conceives as inherent to his educational task both the production and the construction of knowledge. This is not an isolated or solitary activity; since the only way to achieve this is through the consolidation of an academic community that allows public debate, argued discussion and confrontation of experiences. This in turn will result in the academic and pedagogical qualification of the teacher.

THE PHYSICAL INFRASTRUCTURE

The federal contributions or Ramo 33, arise from the integration of programs and resources that prior to its creation were exercised through the budget lines 11 (for Public Education), 12 (for Health), 25 (for Forecasts and Contributions for Systems of Basic, Normal, Technological and Adult Education) and 26 (for Solidarity and Regional Development), which derived from the diverse reforms and actions implemented by the Federal Government in order to decentralize diverse functions.

The original proposal of the executive, only contemplated the creation of three funds: Contribution Fund for Basic Education, Contribution Fund for Health Services and Contribution Fund for Municipal Social Infrastructure, however, during the legislative process were added two funds: Contributions Fund for the Strengthening of Municipalities and the Federal District and the Multiple Contributions Fund; Likewise, the Contribution Fund for Municipal Social Infrastructure was modified by the Contribution Fund for Social Infrastructure, in addition to approving the subdivision of this fund into the Contribution Fund for State Social Infrastructure and Contribution Fund for Municipal Social Infrastructure.

With regard to the FAM, it is subdivided into: Social Assistance and Basic Educational Infrastructure, Upper and Upper Media,

the latter is subdivided into 2 components: Basic educational infrastructure and upper and upper secondary educational infrastructure.

For the creation of the FAM in 1998, 2,013.7 million pesos were reduced from Branch 11 and 1,688.7 million pesos from Branch 12. The objectives pursued by FAM in its social assistance component are providing school breakfast, food support, social assistance to the population in extreme poverty, and support for the destitute population. For its part, the FAM in its educational infrastructure components has the purpose of building, equipping and rehabilitating physical infrastructure of the basic and higher education levels in its university modality.

The FAM program in Upper and Upper Media Educational Infrastructure, is in charge of the General Directorate of Programming and Budget "A", of the Ministry of Finance and Public Credit, as it is a program that belongs to the Branch 33 of Federal Contributions for Federal Entities and Municipalities; Regarding the functional classification of expenditure, this program is located in function 2 (Social Development), with the function of Education and sub-function of Higher and Higher Education.

goals

Based on the Matrix of Indicators of the FAM in its Educational Infrastructure component, the following objectives can be pointed out:

END: Contribute to expand and / or improve educational opportunities through the construction, equipping and / or rehabilitation of basic, upper and upper secondary education infrastructure.

Purpose: The students of upper secondary and superior basic education have adequate and sufficient educational spaces.

Component A: Infrastructure for basic education built.

Component B: Infrastructure for upper secondary education built.

Component C: Infrastructure for higher education built.

Activity A: FAM resources in construction, equipment and / or rehabilitation of infrastructure for basic education.

Activity B: FAM resources in construction, equipment and / or rehabilitation of infrastructure for upper secondary education.

Activity C: FAM resources in construction, equipment and / or rehabilitation of infrastructure for higher education.

According to the Matrix of Indicators of the program, in itself the FAM in Upper and Upper Media Educational Infrastructure is a component of the FAM in Educational Infrastructure as a whole.

Derived from the above, the purpose of said matrix is "To ensure greater coverage, inclusion and educational equity among all groups of the population for the construction of a more just society". Its purpose is "Students of upper secondary and higher education have adequate and sufficient educational spaces". And its components are: "Infrastructure for higher education built", "Infrastructure for basic education built" and "Infrastructure for higher education built".

As can be seen in itself we are not talking about a program but a component of a program, and according to the MIR of the program, the evaluation of the performance of the FAM corresponding to Upper and Upper Average Infrastructure is done according to the percentage ratio of what represent the schools of these levels that have been constructed, enabled or equipped with respect to the total of educational spaces that in each entity have been considered necessary, that is, in function

of what each entity identifies as a need, that both of said needs of infrastructure could be met.

Beneficiaries

The beneficiaries are the new enrollment that can be attended in the new educational centers.

Budget

The resources of the FAM are determined annually in the PEF, in accordance with the provisions of the Fiscal Coordination Law in its article 39, which provides for 0.814 percent of the Participable Federal Revenue.

INTERNATIONAL COOPERATION PROJECT FOR DEVELOPMENT

Traditional triangular cooperation: where the technical and financial contributions of Mexico and Germany are made, on the one hand, by the Mexican Agency for International Development Cooperation (amexcid) and the technical counterparts of Mexican institutions and, on the other, by the programs of the bilateral cooperation of the Giz as part of German development cooperation.

Triangular cooperation through the bmz fund: It is the one where, on the part of Germany, the financial contributions come from the regional fund of triangular cooperation of the Federal Ministry of Economic Cooperation and Development (bmz) and the technical counterpart is provided by the giz as German cooperation development. On behalf of Mexico, the contributions are made technically and financially by Amexcid and the technical counterparts of Mexican institutions.

Both modalities allow for cooperation with a third country, several countries or regional organizations.

Thematic axes of triangular cooperation

1. Sustainable energy

2. Urban and industrial environmental management

3. Mitigation of climate change and adaptation to its impacts

4. Sustainable use and conservation of biodiversity

5. Other successful experiences of bilateral cooperation between Mexico and Germany carried out in the past

Overall objective

Enhance the synergies and experiences of the bilateral cooperation of Mexico and Germany, with the purpose of making significant contributions to the sustainable development of Latin America and the Caribbean.

Areas of triangular cooperation

A. Development of human capabilities

B. Institutional strengthening

C. Management instruments

D. Exchange of knowledge and experiences

Target group

Countries of Latin America and the Caribbean

Regional organizations

Contribution of partners

Mexico and Germany:

Support in the implementation of pilot projects

Advice on planning, implementation, monitoring and evaluation of projects

Technical advice, in the short term, through national or international experts

Costs of management and administration of the institutions involved

Transfer of experts

More information link:

http://www.giz.de/de/downloads/giz2015-sp-cooperacion-triangular-mexico-alemania.pdf

CHAPTER VI

Recomendaciones

The multidimensional and complex nature of poverty, which goes far beyond the lack of income or consumption, was reflected in a Word Bank report (2001) which describes:

the now established view of poverty as encompassing not only low income but also low achievement in education, health, nutrition, and other areas of human development (p.

Taking into account past experiences, as well as new approaches to poverty, the World Bank (2001) recommends combating poverty by carrying out actions in three areas:

a) Promote material opportunities promoting economic growth, the creation of jobs, schools, credit, water services and excreta disposal, health and education

b) Facilitate the empowerment of the poor, strengthening their participation and making state institutions more accessible and accountable to them. Also eliminating social barriers resulting from discrimination by gender, race, religion or social status

c) Improving the security of the poor to reduce their vulnerability to diseases, economic adjustments and natural disasters

For its part, the UNDP (2003) states that in order to escape from poverty, a multifaceted approach is needed that goes beyond the policies required to maintain stability and economic growth, as well as a stable political climate.

From the above, it is recommended for habitat designers, to leave their disciplinary trenches and take social responsibility to the main problem of our country, which is multidimensional poverty, unemployment, lack of social participation and governance. Providing material opportunities, empowering the poor, and improving their security.

Architects today have only two ways to face the crisis facing their profession, one of them a wild and neoliberal race to obtain

the few millionaire contracts that will immortalize it, fighting against large international design corporations and numerous bribes with which many Contests are determined. And the second way is to look towards the neighbor in misfortune, who the conditions of the economic system marginalize him and incapacitates for his development, in this way there is a great terrain to explore and a strong demand of the market, millions of individuals require a suitable habitat, worthy and sustainable, on the other hand, thousands of architects do not have a job.

It is time to change the rules of the game, and a message for those who do not lend the ball and the soccer field, we do not require them, there are many of us who only observe and are not allowed to play, we are willing to play with a boat and paint our own lines and rules of the game, a game where we can all participate and not just a handful of stars.

This book does not answer any question, on the contrary opens new questions that motivate us to reflect on a profile of more human architect, more committed to the environment of man, his habitat, his home, his community, his planet.

The fight against multidimensional poverty is not the isolated struggle of a discipline such as architecture, but each discipline can take its responsibility towards its neighbor and we will form a University of knowledge that works on an end that benefits us all, and leads us towards a sustainable tomorrow.

The school presented here is not a physical space, it is a space of ideas that can be detonated in any physical space, however the world of ideas without its application can not progress in its path, as well as the practical world without its conceptualization and systematized theorization, always start from scratch and move forward at a slow pace.

Singular architects have worked on these issues and have participated in the development of rural communities, however what they learned empirically throughout their lives was with them when they died, the successors had to learn from scratch.

An Architect profile for Community Development will enable an army of architects with knowledge bases necessary for a collaborative work, a comprehensive vision of multidimensional poverty, a philosophy of sustainability science according to the need of a specific community, will have the methodological tools to face the market that demands results, this task is not easy, but the little of many is much more than the many of a few. To those who read this book, I recommend taking an active role, break the pre-established patterns of the neoliberal vision of their profession and look for new alternatives that guide us to a common good.

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RESEÑA DE LOS AUTORES

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Arquitecto y Master en arquitectura por la Facultad del Hábitat de la Universidad Autónoma de San Luis Potosí, Doctorante del Programa Multidisciplinario en Posgrado de Ciencias Ambientales de la UASLP. Ponente en 63 congresos internacionales y nacionales, Articulista en 35 publicaciones en 7 revistas especializadas, 19 capítulos de libro y Autor de 12 libros entre los que se encuentran: Componentes de la sustentabilidad de la vivienda tradicional (2015a); Transformando comunidades hacia el desarrollo local (2015b); Filosofía de la ciencia de la sustentabilidad en la transformación de las comunidades (2015c); Sustentabilidad del medio ambiente urbano (2015d). Arquitecto para el Desarrollo Comunitario (2016), Mapa de Aproximación de Arquitectura Sostenible (2016), Salud Ambiental y Saberes Tradicionales en el Ecoturismo (2016), Metodología del Proceso Creativo del Diseño Participativo para el Desarrollo Comunitario (2017); Turismo Sostenible para el Desarrollo Comunitario (2018); Diseño del Producto Turístico (2018). Gestión Comunitaria para el Entorno Comunitario, (2018), Participo de 1997 al año 2000 en un proyecto multidisciplinario de investigación acción en la Huasteca potosina auspiciado por SIGHO-CONACYT. Profesor investigador de las carreras de Arquitectura, diseño urbano y del paisaje, en los últimos 4 años ha proyectado junto a sus alumnos ejercicios académicos colaborativos, desarrollando y adecuando metodologías para el diseño participativo y la gestión del desarrollo comunitario y ecoturismo. Presidente de la Red de Internacional de Investigadores de la Filosofía de Ciencia de la Sostenibilidad de la Vivienda Tradicional.

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Coautor de los libros: Turismo Sostenible para el Desarrollo Comunitario (EUMED: 2018a); Diseño del Producto Turístico (EUMED: 2018b), Gestión Comunitaria para el Entorno Comunitario, (2018).

JUAN CARLOS LOYO

Juan Carlos Loyo Arquitecto egresado del ITESM Campus Monterrey, utiliza el estudio de la arquitectura vernácula para la creación de proyectos sostenibles. Trabajo en SANGATH bajo Balkrishna Doshi en Ahmedabad, India. Ha realizado varios proyectos para el desarrollo rural en México. En el 2018 funda Juan Carlos Loyo Arquitectura, su trabajo de arquitecto ha sido publicado ampliamente, la casa estudio Sabinos, construida con tierra apisonada, fue nominada dentro de las cinco construcciones habitacionales mas importantes 2012, por Architecture Daily World Wide. En 2011 crea Orso y Mateo, una compañía que utiliza materiales de desperdicio para crear muebles artesanales. Director del proyecto VACA (Verano, Aprende, Construye y Ayuda), platarforma de aprendizaje, compromiso y disfrute entre profesionales y estudiantes de arquitectura, comunidades, patrocinadores e instituciones publicas dentro de un programa universitario. Desde el marco teorico que define la pobreza con un enfoque multidimensional y su superación mediante el enlace de las habilidades básicas, el programa sesustenta en soluciones de auto construcción con técnicas vernáculas y materiales naturales. a traves de la investigación-acción-participación, busca atender el impacto del programa en dos líneas: la valoración de las técnicas constructivas denostadas y como hacer frente a la pobreza, y sus diversas dimensiones, a través de la cooperación.