

First Regional Meeting of UPU
To Set Up the Urban Popular University
In Latin-America

(Buenos Aires-Argentina, May 2-12, 2006)

Overall coordination: Cristina Reynals

An initiative by International Alliance of Inhabitants (**IAI**)
in cooperation with **ISO, FEDEVI and the Faculty of Social Sciences – UBA**

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International Alliance of Inhabitants – I.S.O. – FEDEVI

EDUCATIONAL PROGRAM

May 2006

Urban Popular University (UPU, <http://fr.habitants.org/article/archive/360/>) is an initiative led by International Alliance of Habitants (AIH). It provides program outlines, methodological orientations and specific educational programs that conform to the specific terms approved by the Alliance in Barcelona in 2004. Its goals are to:

- provide participants with key skills for networking, analyzing, researching and taking action.
- reinforce IAI's members ability to take action.
- contribute to IAI's development and international exchanges.
- discuss and define global and local strategies pertaining to housing.

This program represents one of the constituent elements of UPU. Being dedicated specifically to the educational aspect, it includes the objective number one for the year 2005: to carry out local/regional trainings aimed at empowering local associations of inhabitants. In order to achieve this objective, the program relies on making use of on-going experiences in each country, looking to reinforce and to further stimulate them with the help of the Alliance's interactive website (<http://fr.habitants.org/article/frontpage/18/141>).

1. Specific objectives of the Educational Program

- a) Supporting the development of skills for the popular leaders as they are the ones in charge of their own destiny and their territory's development.
- b) Developing leaders' skills in order for them to become the leaders and strength of the proposal.
- c) Animating the discussion over the key themes directly linked to the needs and objectives of IAI and the popular movement.

2. Goals to achieve through teaching process

- a) Developing the ability to make connections between the particular problems and their causes and consequences in order to implement alternative solutions that would be useful from the practical point of view, as well as due to their radical nature of getting to the bottom of the problem.
- b) Managing specific issues related to the city, land and dwellings, participating actively in the debate over these issues, making propositions and negotiating with the authorities the best possible solutions for the population.
- c) Promoting the reinforcement of different local actors in order to create synergies that would improve population's quality of life.
- d) Stimulating self-esteem, cultural identity and moral values of the population within the framework of collective project of change.

3. Necessary elements of the educational project to achieve set goals

- a) Collective organization, systematization and promotion of empiric understanding of reality, as well as experiences drawn from community organizations and citizen initiatives.
- b) Transfer of information, knowledge and adapted techniques to fixed pedagogical objectives, together with promoting local knowledge and experience in order to guarantee feedback and mutual learning.
- c) Elaboration of specific educational propositions to fit each local reality as well as the global development plans.

d) Development of educational processes in order for the teachers to favor "the suitability" of local space (that is to say, that they would see it as one entity and would integrate it into a methodological standpoint of their actions by using cards, land registries, walks in the city, etc.), as well as make use of their historical and socio-cultural identity.

4. Participants

a) Current or potential leaders of poorer neighborhoods, centralization authorities, micro-enterprise associations, community banks, women's organizations, youth groups, congregations, etc.

b) Post-secondary level youth

c) People responsible for the local economical activity

d) We offer equal opportunities regardless of gender, age, or type of organization (economical structures and associations, neighborhood organizations, etc.)

5. Regional Meeting's student/candidate profile

a) General Notions

Since the goals include: favoring the development of skills for the popular leaders as they are the ones in charge of their own destiny and their territory's development; being able to manage and support proposals; and favoring reflection on the key themes directly linked to the needs and objectives of IAI, it is relevant to include variety of active forces in particular location or region.

UPU doesn't just want the mere fulfillment of these goals. By creating and supporting as many alliances and agreements as possible, UPU seeks to further contribute to the efforts that are being made. However, we are fully aware that pedagogical work is not an impartial one and is not disconnected from the regional or national problems. Consequently, our alliances in the pedagogical field have to have precise objectives and a common vision of the change. This is the profiles fundamental element that the educational program wishes to give to its students/candidate.

In trying to achieve common goals, creating new leaders is not the main objective of the pedagogical program. In most cases, these leaders already exist and are actively involved in their communities. We simply seek to contribute to their development and to mould their identity and their interaction with the reality by awakening their sense of solidarity through showing them a clear perspective of social transformation.

b) Defining characteristics of the student/candidate

Skills, motivations and interests

- Particularly interested and motivated by his/her specialty
- Possesses mastered knowledge and skills
- Seeks ways to use his/her knowledge and skills to benefit the society
- Inclined to serve others
- Sets duties ahead of personal feelings
- Gets together with fellow peers in organizations to ensure their personal and professional rights

c) Values

- Professional ethics
- Honesty
- Transparency of actions
- Fairness
- Solidarity

d) Faculties that the students/candidates must be able to further develop

- To elaborate a diagnostic: to collect, analyze and systematize information
- To plan: to evaluate and act accordingly in variety of situations

6. Scope of specific activities by key themes

A. PROBLEMS OF LOCAL DEVELOPMENT

The participants display the similarities and differences of diverse local issues pertaining to their place of origin, and offer possible approaches to these issues.

B. LONG-TERM DEVELOPMENT

To critically plan and make use of various means of promoting, favoring and/or enhancing the long-term development in the economic, social, political and cultural spheres, with a view of being consistent with Gender Equality Social Justice. To plan and make use of various means of promoting, favoring and/or enhancing the improvement of the housing conditions and environmental protection.

- To identify, analyze and study the fundamental factors that interfere with local development, as well as the relations amongst its variables. These studies help to understand the process of development and bring forth the variables that make this process easier or harder.
- To elaborate, to put to use and to evaluate – along with variety of players – the proposals for long-term development plans. To consult public and private institutions in regards to the methodology of local development.

C. PUBLIC AND CITIZEN MANAGEMENT

To identify the main actors and variables in order to guarantee democratic governing, the respect of citizens' rights to actively participate in planning without limits, and the realization and evaluation of local government's decisions.

To elaborate and execute proposed management models that respond to the needs shown in the diagnostic.

- To support the researches with knowledge and expertise of those who exercise a public function and are in charge of citizen rights. To propose and realize the plans that aim to fix the shortcomings by means of communication and diffusion programs.
- To consult and qualify the authorities, the government officials, company directors and managers in regards to understanding the rights citizens have in various spheres of development.

D. ECONOMIC SOLIDARITY

To study and understand the roots and the current potential of economic solidarity, in order to promote the local economical, political and cultural development.

- To elaborate the proposals by setting in place the cooperative system and the economic solidarity in different sectors of the industry, commerce, culture and social organization. To be able to use, evaluate the results, and propose corrections.

7. Selecting participants

Participants are invited through district organizations. There is a set number of openings available.

The selection process will take place in the following manner:

1. The Administration Council of the organization chooses the leaders who are most active and most involved, and having one further prerequisite qualification.
2. OSB sends a recommendation letter for the candidate, accompanied by a file with his/her personal data and coordinates.
3. The comity evaluates the information in the registration file.
4. The comity evaluates the social role of the participant (his relations with the organization and with the population amongst which he lives).
5. Finally, a semiformal interview takes place with the participant to evaluate his/her values and degree of motivation.

**8. Program of the first Regional Meeting of UPU
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Buenos-Aires-Argentina, May 2-12, 2006

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Tuesday 2 nd	Arrival of participants and lodging – ISO Reception
Wednesday 3 rd	Exchange meeting amongst the participants at Inst. Superieur Octubre
Wednesday 3 rd	Singing of the Convention between UPU and the Foundation
Wednesday 3 rd	Committee work pertaining to local issues of ISO
Thursday 4 th	Presentation of UPU Workshop of Co-Production in Research – UBACYT Project Visit to the factory reopened by IMPA workers
Friday 5 th	Social Responsibility – democracy and government – economic solidarity – Juan Escobar Carreras Fondation El Otro – Réseau Puntos – José Luis Di Lorenzo
Friday 5 th	Outing: “Centers for professional training”
Saturday 6 th	Night out: Tango show
Sunday 7 th	Excursion: “Historic Quarter of Buenos Aires”
Monday 8 th	Tour of Segregated Urban Nuclei
Tuesday 9 th	Conference with FEDEVI – Coordinator de Villas (Law 148)
Wednesday 10 th	Signing of the Convention UPU – Research Workshop
Thursday 11 th	Workshop: Environment – long-term development: city, land and housing Pablo Salomón - Ostuni
Friday 12 th	Visit to the Co-production in Research Workshop of Faculty of Social Sciences
Saturday 13 th	Departure of participants

May 2-7: activities carried out by ISO and Faculty of Social Sciences, UBA

May 8-9: activities with FEDEVI

May 10-12: activities with ISO and Faculty of Social Sciences, UBA

International Alliance of Inhabitants – FEDEVI – Research Workshop” Social Exclusion and new forms of suffering

**(Instructor Gino Germani – Faculty of Social Sciences – UBA)
EDUCATIONAL PROGRAM**

Workshop of co-production in research

(May 2006)

1. Being a co-producer is more than just a title:

It's a question of method. The concept of "researcher for" will always be limited to finding a translator that would merely translate the ideas and usually means translating already in advance the words of others. Through this new intimate practice of "researcher with", I had to look further into the concept of co-producer. Respectively, I became aware of the fact that co-producer – as a subject of collective knowledge action – is as important as the researcher himself. The co-researcher modifies by the act of producing different understanding the subjectivity of two communicators and places both of them in the role of exchanging their individual "truths". Because of this, the contribution of the co-production becomes essential for both of them, since the collective action makes it impossible to make a distinction between the two and, therefore, reduces the traditional asymmetry and need for a translator.

Rejected understanding shows:

Final round of exchanges functions like an analytical syntax. Firstly, there is the path to knowledge; secondly, there is the path to understanding the institutional history; and thirdly, there is the autobiographic route. Therefore, this convergence allows the participant to select from the writing the relevant facts and to conceptualize them without being misled or distracted. Finally, the issue that is being debated can be viewed from a greater variety of viewpoints due to collective work.

Co-producer and knowledge as a crossed product:

Neo-liberalism is greatly a positivist-individualist method. The co-producer throws aside the outline of chain of thoughts imposed by the productive chain. Collective criticism as an instrument of knowledge that has been distanced from the hierarchy imposed by technique makes it possible to speak up. The silence is broken and everyone shares one voice and one face (Alberto Bialacovsky, research of "palabrazo-pal-abrazo" of Gallery II, dic 05).

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3. Goals to achieve through teaching process:

- Co-producing by using knowledge from actors' practices and problems
- Co-producing tools for intervention in order to fill institutional gaps

- Developing the ability to make connections between the particular problems and their causes and consequences in order to implement alternative solutions that would be useful from the practical point of view, as well as due to their radical nature of getting to the bottom of the problem.
- Managing specific issues related to the city, land and dwellings, participating actively in the debate over these issues, making propositions and negotiating with the authorities the best possible solutions for the population.
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7. Faculties that the students/candidates must be able to further develop

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8. Scope of specific activities by key themes

Themes:

- Co-production of research
- Paradigm of the complexity
- Use of dialogue and knowledge
- Method and contra-method
- Subjectivity and construction of social subject
- Continuum of social exclusion