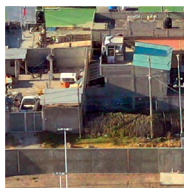
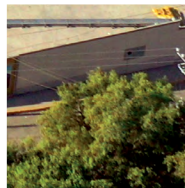
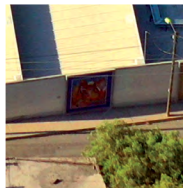
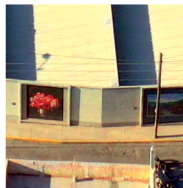
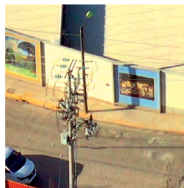
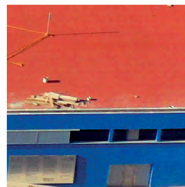
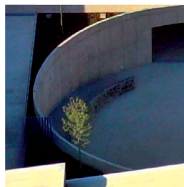
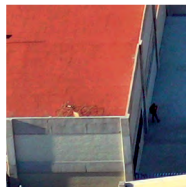
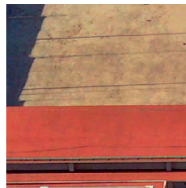




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The  
**Alberto Baillères  
Foundation**  
Social Model  
A Proposal for Strengthening  
Education Communities





“ Education is a powerful instrument that offers children and young people the possibility to increase their opportunities for subjective well-being and collective development. This can translate into greater prosperity and better conditions of equity and justice that help to strengthen the social fabric and reinforce ties of trust and a sense of community in learning environments.”

**Mr. Alberto Baillères**







“ Mr. Alberto Baillères, my father, created the Foundation that bears his name to work for public education in Mexico. Today, it falls to me to continue his valuable legacy and strongly embrace this project so dear to my father, this initiative that builds collaborative bridges between different social actors to offer our children and youth better educational options. Experience has shown us that we always come out stronger by working together. ”

**Mr. Alejandro Baillères**



# OBJECTIVE

The Alberto Baillères Foundation proposes to **accompany** education communities in the **collaborative creation** of **educational habitats**, conceived of as **sustainable spaces of well-being and human development** for all community members.

**Educational habitats** allow communities to:

- **strengthen** their social ties through cooperation, participatory action, and collective learning;
- **promote** improvements to school infrastructure in a creative and co-responsible manner; and
- **appropriate** spaces and turn them into places that promote the development of all community members.

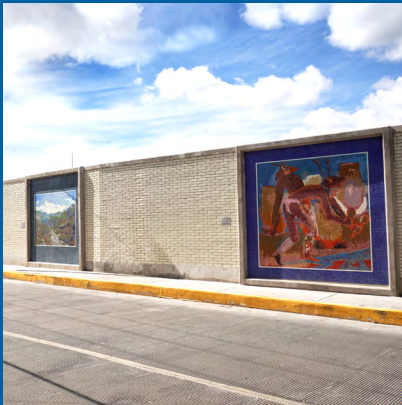
In this way, the Foundation seeks to contribute to the 2030 Agenda for Sustainable Development, particularly its goals regarding education and the creation of social partnerships that pursue global objectives.







The educational  
habitat is  
a space that  
promotes  
learning,  
the creation of  
partnerships,  
and sustainable  
development.







An  
education  
community  
is defined  
not only  
by what it is,  
but by what it  
can become.



# PRINCIPLES

## 1 Right to education and human development

Human development-focused education

- is **integral**,
- fosters individual and collective **well-being**,
- promotes **inclusion** and **diversity**,
- favors **justice** and **equality** of opportunity, and
- protects people's **dignity**.



## 2 Community participation

Every community possesses a unique potential to manage its own development, which stems from

- its **will**,
- its collective **vision**,
- its **capabilities**,
- its own **resources**, and
- its level of **autonomy**.

Community participation drives this potential and is the engine of transformation.

## 3 Systemic approach

Any given education community is constituted as a system of networks in which every member participates individually or collectively. These networks are relevant because they

- function as channels for transferring **information**,
- contribute to solving problems and achieving **shared objectives**,
- instill a sense of **belonging**, and
- promote **learning**.



## 4 Social innovation and sustainability

Social innovation seeks to fulfill unmet **needs** and empower education communities—with certain vulnerabilities—to **participate** and consolidate their efforts in society in a **sustainable** manner.



# COMPONENTS



The **socio-community component** consists of walking hand in hand with education communities so that they can

- strengthen their capability for autonomy and self-management,
- develop their community ties,
- transform their social and collective learning practices, and
- improve their quality of life.



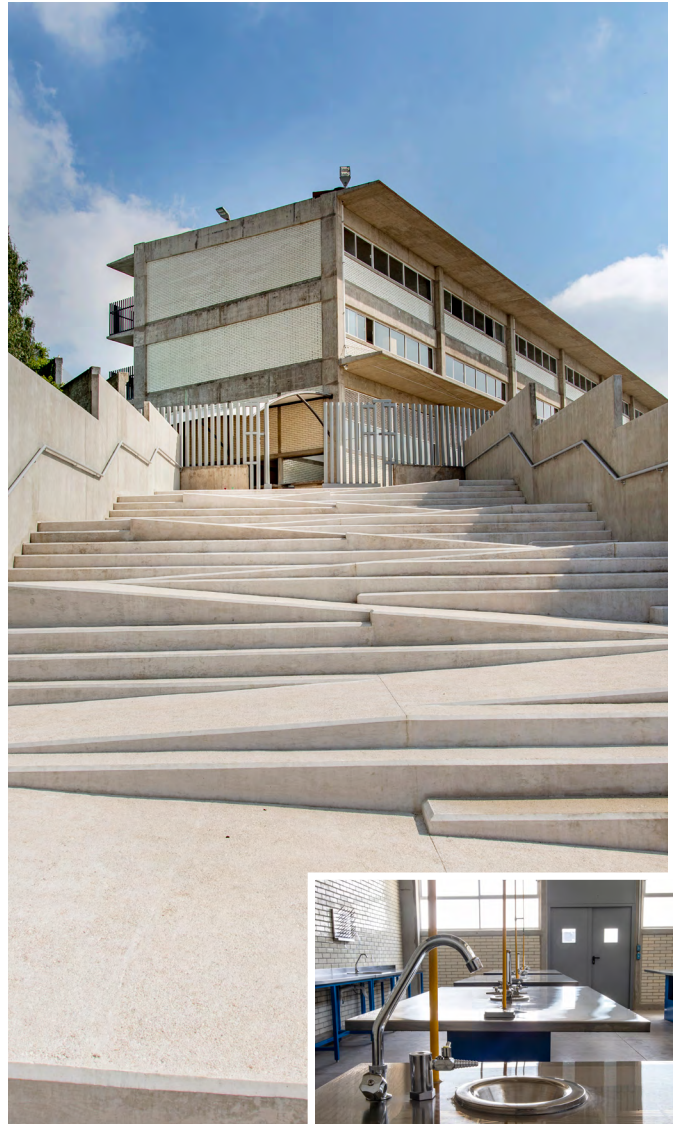
When everyone participates, it inspires



The **infrastructure component** promotes improvements in school infrastructure for the collaborative creation of spaces that are

- sustainable,
- dignified,
- safe,
- inclusive, and
- conducive to healthy coexistence.

These components are **inseparable**: community work affects the design, use, care, maintenance, and appropriate management of infrastructure, which becomes a vehicle for social transformation.



**a common feeling of belonging and ownership.**

# STRATEGIC GUIDELINES



# 1

## Agency capacity for linking efforts

As a liaison, the Foundation promotes **partnerships** and **networks of collaboration** and promotes the search for **agreements** that contribute to strengthening education communities.

# 2

## Quality improvement of school infrastructure

Through improvements in infrastructure, schools become spaces that promote **study, learning, dialogue, coexistence,** and **collaboration.**



# 3

## Accompaniment for the transformation of education communities

Accompaniment is a practice of **mediation** and of building spaces for **horizontal dialogue** between the different actors of the education community and the Foundation's accompaniment teams.

The operational chain defines the roadmap of actions in every case: from education



# 4

## Assimilation of learning experiences

**Reflection, analysis**, and critical **interpretation** of the Foundation's work with education communities allow us to assimilate learning experiences, produce knowledge, and promote social **innovation** and the **empowerment** of education communities.



# 5

## Transfer and exchange of knowledge

Through the transfer and exchange of knowledge, the Foundation intends for its Social Model to **extend** to and be **replicable and adaptable** to various national and international contexts.

Accompaniment takes place in schools, but outside the classroom.

The Social Model implements five strategic guidelines through an **operational chain** that establishes an ordered process of linking, management, and participatory action with education communities.

communities selection to the consolidation and completion of each process.

# EDUCATION COMMUNITIES

The **accompaniment** and **training** that the Alberto Baillères Foundation undertakes with **education communities** promote the development of individual and collective **capabilities** for

- **improving** the physical, emotional, and social well-being of education community members,
- **granting** tools that promote autonomous learning and self-management of transformational projects,
- **promoting** healthy and peaceful coexistence, and
- **educating** conscious citizens committed to their community and their environment.

Through the **“Descubrimiento y movimiento”**® methodology, the Foundation accompanies education communities in building the following capabilities:

- Personal, collective, and environmental **care**
- Empathetic and effective **communication**
- Collaborative **work**
- **Management** of transformational projects
- Learning to **learn**

The capabilities built through the “Descubrimiento y movimiento”® methodology correspond to the objective of **creating sustainable educational habitats.**





A gradual and progressive  
transformation occurs  
within education communities  
in which each individual,  
community, institution, and  
organization plays a key role.



# SPACES AND FURNITURE

The **infrastructure** component encompasses two dimensions:

- the **improvement** and **collaborative design** of sustainable, inclusive, and safe educational **spaces** and
- the **development** of a proposal for **co-designing classroom furniture** that is flexible, versatile, and appropriate to the **pedagogical requirements** of students and educators.

In this way, in line with the Education 2030 Agenda —which encourages the creation of educational infrastructure appropriate for learning— each educational space is designed as

- **a sustainable school** that incorporates bioclimatic criteria and uses ecotechnologies to guarantee
  - sustainability,
  - efficient use of spaces and natural resources, and
  - balance between indoor and outdoor spaces;
- **a school for all**, with technical standards and designs that guarantee
  - inclusion,
  - accessibility, and
  - diversity;
- **a safe and resilient school** that
  - protects the safety of people, buildings, and facilities, and
  - guarantees that all necessary conditions are met to safeguard personal integrity.

Through a **participatory process**, each actor within the education community expresses their needs in terms of school spaces and equipment, as well as their vision and expectations. This entails new responsibilities in which all members of the community directly take on the **care** and **maintenance** of infrastructure.



**The combination of spaces and furniture optimizes physical education infrastructure and reinforces its characteristics of habitability, quality, dignity, and safety.**







We educate for reflective, conscious,  
and transformative action, considering a complex context:  
the community of students, educators, school authorities,  
and families as agents of change.



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**Content:** Ma. Isabel López Santibáñez

**Design:** Rodrigo Morlesin

To know more, go to:

[www.fundacionalbertobailleres.org](http://www.fundacionalbertobailleres.org)