# MONITOR

# TOGETHER BELIZE

How can the process of building empower repressed young adults in Belize?

engagement // education // ownership

"[Programs are usually] for a short period of time and don't get people to buy into it. It always seems as though there is an agenda. There are very little local benefits. There should be a transferal of control to local."

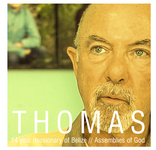
"The south side of Belize City are where the most Gangs are"

"That is a great need [for security] in Belize. We don't have good security for buildings. Only big companies have a secure business."

"Soil conditions are very poor in Belize. There needs to be some kind of foundation or else the buildings will sink"

"A lot of these guys have the skill, but they don't have the paper. Or they have the paper but don't have the tools."

"Larger, column free space that people can gather around in a circle [would be an ideal teaching space]."




"It's not about just teaching new building techniques, it will be implementing those techniques when you're not there."

"Culture is how you reason problems"

"[It's] difficult to find qualified teachers. Many temporary teachers only have a high school

design
education
culture
business
case study

"Quotes"

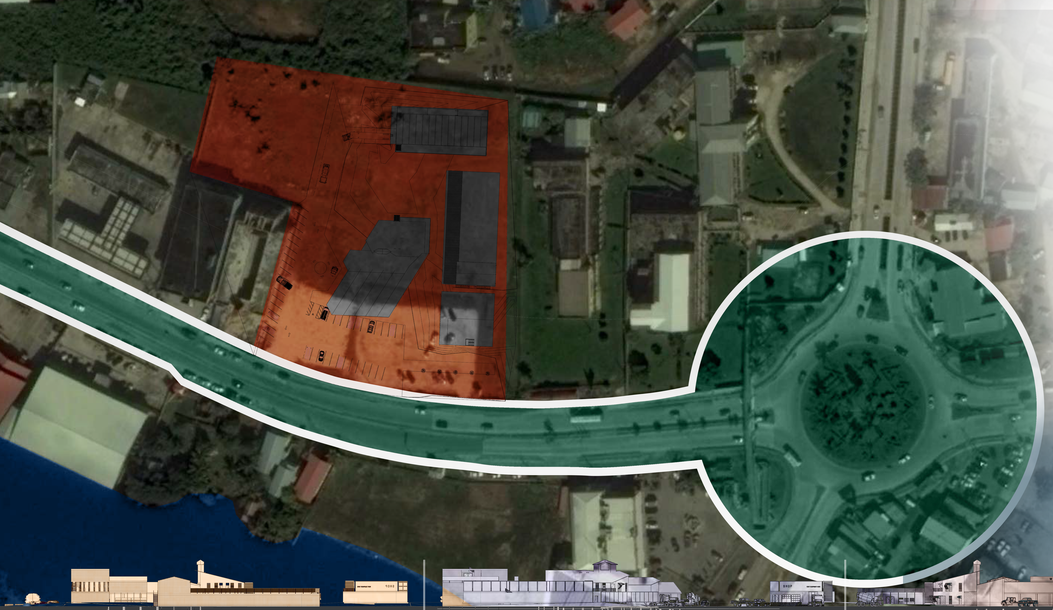
HOW IT APPLIED IN THE DESIGN

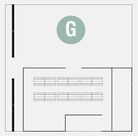
"In addition, legitimate local businesses can be undermined when outsiders bring in such things as free clothes or building supplies , undercutting the price that these local businesses need to survive."

"Design for the poor must also leave them options for the future. They should be space for expansion; invariably, the poor build incrementally, and it is necessary to allow for the densificaiton."

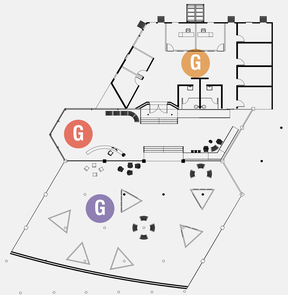
BUILT IN PHASES

"[T]he college was designed and built by the very same rural villagers, many of the memiliterate, that it was intended to train." -Barefoot College





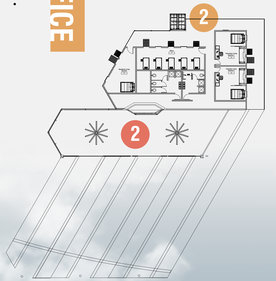
CENTRAL HUB




LIVING & OFFICE

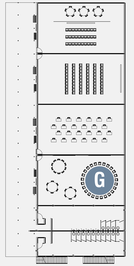
LOBBY

GALLERY




WORKSHOP & STORAGE

CLASSROOMS



PLANS // SCALE: 1" = 20'

E elevation

N elevation

W elevation

S elevation

ELEVATIONS // SCALE: 1" = 40'