

The need to incorporate the architecture right into academia

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There is a plan to be able to opt for a better future, and this is the well-known 2030 Agenda. An opportunity for us to promote prosperity while protecting the planet.

The seventeen sustainable development goals and the targets linked to them contained in the 2030 agenda seek, among other objectives, the elimination of poverty, the universalization of quality education, achieve equal rights between genders, the defence of the environment, the construction of a decent and safe human habitat or lay the foundations to build equitable and inclusive development. It does not aspire to provide material goods but to ensure human rights.

It is not easy to find a single objective or goal of the global agenda, as well as the associated rights, in which architecture is not present in one way or another.

That is why an emergent stream of thought interprets that architecture, as a facilitator of other rights, should be included in the set of fundamental rights built by the global agenda and guaranteed by the States.

Beyond the academy's walls, numerous formal social and political spaces have recognized the architecture right.

In this context, updating the relationship between education, architecture theory, and its social function is crucial for the academy. The academy needs a renewed construct adapted to the global agenda to survive the trivialization of its formal methods. It would be about revising our traditional positions before the world, from "the will to learn following the people" or "the necessity to teach the people" to a third way. As announced by Siza in the seventies: to direct all efforts towards the main objective, sharing with the general public the will to create a physical world to serve society.

That is, to assume architecture as a right of the people executed by professionals.

