



IBERO AMERICAN DESIGN BIENNIAL



BID MEETING OF DESIGN TRAINING CENTRES

**Relationship with public administrations and private enterprises
Innovation patterns and experiences facing the 21st century**



**Madrid, Central de Diseño – Matadero Madrid
23rd, 24th and 25th of November 2009**

ORGANIZA

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FUNDACION

 Banco Santander

Organised by:

DIMAD, Madrid Designers' Association

Supported by:

State Secretariat for Ibero America (SEI)

Ibero American States Organisation for Education, Science and Culture (OEI)

The BID MEETING OF DESIGN TRAINING CENTRES is a meeting that will happen in Madrid, from 23rd to 25th November with the aim to exchange ideas and discuss design training centres' models and experiences (in their various fields) and their relationship with public administrations, institutions, associations and private enterprises.

The schedule has been organised around a set of reflecting and disseminating activities, spread over three days, fostering debate, presentation and exchange of ideas and proposals on design as a subject and its connection with training and the labour market within the Ibero-American framework.

This work proposal will call, among other practitioners, for the Ibero-American Design Biennial chair to set up strategies for the next edition around the topic of training and design as a profession in times of crisis. Their participation in the seminar training activities will, at the same time, contribute towards the development of that area of active reflection.

Target participants

Design practitioners, academics, pedagogues, post graduate design students, business people, design promotion centres, design managers, representatives of public institutions and the general public interested in this subject.

Aims

- Foster reflection around design as a cultural and creative sector in which aesthetics and the economy converge.
- Promote non-technological innovation as a means of sustainable development.
- Generate cross-generation meetings
- Strengthen pedagogical approaches to achieve quality design training as a social value.
- Set up joint-action networks between practitioners and institutions.
- Consolidate an Ibero American design community.
- Consolidate the BID's university projection Increase connections with the training institutions, teachers and students' network.
- Disseminate the BID's moto and its projects.
- Set up strategies for the 2nd BID (November 2010)

GENERAL FRAMEWORK

Meeting - Madrid - November 2009.

Training patterns in design. Reflecting on education approaches

Schedule for activities with closed work tables to professionals and open talks to the public.

Duration: three days in morning and afternoon sessions

Dates: From 23rd to 25th November

Venue: Madrid- Central de Diseño-Matadero Madrid

Proposal

BID MEETING OF DESIGN TRAINING CENTRES

Relationship with public administrations and private enterprises Innovation patterns and experiences facing the 21st century

Design has turned into a tool to innovate, differentiate and communicate both the tangible and intangible qualities and attributes of products and services. Design plays a new social role and as such it requires a new body of –flexible, cross-cutting and open- knowledge and attitudes that are in greater agreement with social demands and it must take imperatively and particularly into account the reformulation of the whole curricula, but above all design curriculum.

The aim is to analyse Ibero American education policies in the field of design and to foster debates that link education concerns to social problems.

The starting point is a debate arising from the situation: Finding out what the foundations are for design training in Ibero America so as to set forth the bases for a design which is linked to social and cultural needs and to the economy.

General Contents

Exchanging ideas and discussing design training centres' models and experiences (in their various fields) and their relationship with public administrations, institutions, associations and private enterprises.

Models and experiences pertaining to:

- The Training Centres' Philosophy, theory and general practice,
- The ways in which it affects students at the different training stages, particularly
- Technological and non-technological research and innovation (inclusion of ICTs into the training processes as an instrumental value and as content in the changes at work in the conception and development of design itself).

We aim to discuss, beyond the mere pulling out of resources, how to manage and generate processes that incorporate enterprises, institutions and administrations into the Training Centres' dynamics within the framework of the needs arising at the beginning of the 21st century, bearing in mind that the new technical means and the Internet allow for self-training

processes in design that require the training centres to adapt to the new realities of computers and the Internet.

The institutions, private enterprises and training centres all have a cooperation framework of shared interest to generate research and innovation projects; however, there may arise problems, among others, of unfair competition with the practitioners, or constant adaptations to new possibilities and needs on the teachers' part and the setting up of students' levels of competence for their incorporation into research and innovation projects, etc.

Framework topics:

- Design in times of crisis: New systems of generating knowledge.
- Exchange of education models: Training processes(approaches, strategies, paradigms,...)
- Education experiences, policies, protocols and their implementation.
- Identification of models for good training practice
- Education and development design as an agent for social change and development. Commitment with education
- Quality Education – Training for innovation
- Academic scope and labour market reality: Relationship between profession and professional practice.
- Inclusion of real society into the training processes.
- New technologies as a means and tool in the education process. Technologies and tools requiring to be made democratic and used according to social development.
- Education and innovation: Education- learning- On line processes – Virtual classrooms.
- Valuing the social function of design.
- The role of design as a cultural industry.
- The new social role of design and the setting up of training networks.

General Outline for development

1. Opening
2. Between 4 and 6 working sessions (morning and afternoon) with three papers lasting between 15 and 20 minutes each, each session lasting two and a half hours.
3. Between 4 and 6 45-60-minute talks given by one of the participants in the working sessions and including the presentation of the conclusions reached at each working session.
4. General conclusions- Closing of the event.

Participants

The following guests have been invited to take part in the meeting **Enric Satué** (Barcelona, España), **Alex Beitia Nafarrate** (University of Mondragón, Guipúzcoa, España), **Manuel Lecuona** (Polytechnic University of Valencia, España), **Oscar Salinas** (Autonomous Metropolitan University of México), **Giovanni Vannucchi** (Istituto Europeo di Design of São Paulo, Brasil), **Ruth Klotzel** (Arnando Álvarez Penteado Foundation and Faculty of Communication and Arts of Sao Paulo, Brasil), **Hugo Kogan** (University of Buenos Aires, Argentina), **Oscar Pamio** (Veritas Institute of Technology and University, Costa Rica), **José Cuendias** (National Office of Industrial Design (ONDI) and Institute of Industrial Design (ISDI) of La Habana, Cuba), **Andrés Villela** (DuocUC Design School, Chile), **Félix Beltrán** (Autonomous Metropolitan University of México and Altos del Chavón University, República Dominicana), **Tomás Dorta** (Design School and University of Montreal, Canadá), **José Luis Ortíz** (School of Visual Arts, Nueva York, USA), **Maggy Cuesta** (New World School for the Arts Miami, USA), **Carmelo di Bártolo** (Design Innovation, Italia), **Lily Díaz** (University of Art and Design UIAH (TAIK), Helsinki, Finlandia), **Pekka Kumpula** (Alvar Aalto University, Aalto Design Factory, Finlandia), among other practitioners linked to design.

Schools and training centres will be represented by academics, design practitioners, design managers, sociologists, economists, etc.

Publication

All the talks, activities carried out and conclusions to the debates will be recorded in the minutes to be published digitally on DIMAD's and BID's web-pages and, if funding is available, on paper.

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