

**ICSID SECOND LATINAMERICAN REGIONAL MEETING
DESIGN IN LATINAMERICA: CHALLENGES FOR THE PROFESSIONALS,
EDUCATORS AND PROMOTORS**

Santiago, Chile
March 9-10, 2001

CONCLUSIONS – FINAL COMMENTS

In the first meeting, examples were reviewed, and actions and initiatives toward improving quality, competitiveness, and the Design capacity of micro-, small-, and medium-sized companies were discussed, with different approaches from the standpoints of education, design-promotion, and professional practice. In this meeting, topics were presented and addressed, and experiences related to the challenges and possibilities in Design Education, Professional Practice, and Promotion were reviewed from a regional perspective

The above is particularly meaningful if we consider that when systematic Design education started in Latin America –between the late fifties and the early sixties- its formative approach was rather experimental, a kind of “academic curio” separated from economic, production, and entrepreneurial actuality. Through a process that has taken more than forty years, Design has gradually become a strategic tool for company competitiveness which, according to international experience –it would be expected for the region – that its potential effects or projections contribute to the development of countries, and improves citizens’ quality of life and well-being.

In the above context, Design is, undoubtedly, one of the disciplines that have achieved their heyday in the past decades, as a result of the integration of our region to international markets, the impact of digital economics on all spheres, and because of the availability of access to new information, communications, and Internet technologies.

Notwithstanding the foregoing, it is important to note that Latin America is not a uniform region, and there are gaps between countries, and in such a scenario, the following quandaries or questions were made, with regard to actions or initiatives intended to resolve new demands for:

- diversification of academic supply, considering the massification of Design education;
- changes as a consequence of a knowledge-based society and the impact of the new information and communications technologies;
- changes from an economy dominated by supply to an economy based on demand;
- changes in the occupational field based on new requirements or market needs;
- changes in the technological and production scenarios, and
- changes in the cultural and social contexts.

From my perspective, the above left tasks for us to address and initiatives to undertake, and I hope new meetings will allow us to review and deal with these issues.

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