Regulation is an invisible structure that makes everything possible. Policy makers will take a new, more supportive role. They will adjust laws and rules to keep everything in perfect flow. Educators will also be the new regulators and help shape the next generation’s future.
I cannot think of a better time to be a politician. Thanks to information technology, we are now able to put people at the steering wheel of their own lives. At last the pillars of the post-war modernistic age that were essentially based on the division of labour and the concept of the factory and, as a result, reduced us all to objects, are tumbling down. Not only in factories as such, but also in care, in education, in politics itself. No longer are the experts telling us top-down what should be done to make the system work. Thanks to the amount of information that we have at our disposal, everything can be made to measure. We, the end-users, are ourselves part of generating solutions in a process of co-creation in which all parties are involved. But this can only work if that process is based on design thinking. By putting various types of relevant information, or in other words, perspectives, on the table and creating a form in which all comes together. That actually means that organisations have to stop behaving as an end in themselves and become part of a solution created in synergy with others. In education, this means going much further than to enable students to follow lectures all over the world. We can and should shape education to fit the individualist user. Making use of interactivity, the knowledge and skills of pupils themselves, of other people, of organisations outside the educational system, of companies. And although education will be individualised, it will at the same time teach co-creation, because things are too complicated to do it by yourself. And to top it off, what people learn and want to learn is what really matters. We are living in wonderful times.
Strategic Design Promotion in Bavaria

What opportunities for product design do new environmental technologies and materials offer? What creative scenarios promote a culture of innovation in companies? How can the performance of the design sector be imparted to organizations in a targeted manner? How can talent be fostered? Design competence is an issue that affects numerous sectors; it can help foster innovation relevant to society and establish new future-oriented business segments. Social, technological and cultural change requires designers and marketers alike to rethink the structures of work and cooperation among disciplines to bring about new solutions. The targeted promotion of design in Bavaria has been a key element in the strengthening of design competence within organizations. Design promotion is built on three pillars: bayern design GmbH as its operational arm, the Bavarian State Prize for Young Designers, and annually allocated funds to foster design projects developed by partners in Bavaria.

bayern design GmbH is engaged in triggering professional discourse at many levels in order to sensitize people to current trends in design and to raise awareness of quality. Good design is relevant and sustainable, has functional uses and meets users’ needs.

bayern design GmbH is a platform that connects design with the economy to bring market participants together. To increasingly anchor users’ awareness of the benefits of design, to illustrate new perspectives and to pave the way for the successful integration of design into corporate strategies, bayern design GmbH has created networks of organizations, designers, chambers of commerce, associations, schools, vocational training institutions, academies and colleges. Its main partners in these networks include Die Neue Sammlung – The International Design Museum Munich, Coburger Designforum Oberfranken and Typographische Gesellschaft München.

Since 1987, the highly respected Bavarian State Prize for Young Designers has been presented biannually to outstanding, creative young German professionals for their works in the industrial, communication, interior, fashion and textile design and applied crafts categories.
Bavaria – a modern, cosmopolitan region offering opportunities, sustainability and solidarity. Bavaria’s long-term value-oriented future and its strength lie in the collaboration of the economic and the science sectors, the interconnectedness of urban and rural areas and the intelligent use of energy and resources while preserving the existing structures of settlements, the high quality design of its cities, and the beauty of its nature and landscapes. Networks must be used to strengthen cooperation among Bavarian companies, scientists and the state’s cultural sector because with its solidarity, strong values, deep roots and unique identity, Bavaria is a role model for premium-quality cultural diversity. Its cosmopolitan attitude and patriotism, its tolerance and the responsibility it takes for its communities are intertwined. The task at hand is for all political powers to build on this cultural foundation and attractive, positive way of life together. To use the existing cultural potential to the benefit of a materially and ideally viable State of Bavaria is where the BDA, Bavaria’s most prominent player and leading proponent for furthering its architectural culture, sees its responsibility.
How to create the perfect school day? A day in which students and teachers can learn and work in ways that fit them, in environments that support them, using tools that empower and inspire them. Education is very much 'about people'. Focusing on people’s needs helps to offer a good experience for both teachers and students, now and in the years to come.

In the Perfect School Day projects, we involve students and teachers in co-creating the perfect school day. Design research helps them to reflect on their own situation and think along with us. Creating an understanding of what is happening, how people experience this and what is influencing this experience. The translation of insights into ideas and experience goals helps to explore the best ways to enhance the experience. You can read all about our approach and findings in the booklet *The Perfect Schoolday*. 

Photo: Students help us understand their experience of a typical school day
Snowden came to Hong Kong to inform the world about the CIA. All of a sudden not the USA, but China is the environment to enjoy the benefits of freedom of speech. Huawei, offering high-end communication technologies, is blacklisted in the USA and Canada. Ordinary citizens realise that companies and governmental institutions know more about our behaviour than our closest friends do. With the further development of Information and Communication Technologies and with new tools and methods to exploit Big Data, we will observe many disputes between countries, institutions and individuals. Conflicting views on privacy, differences in access to technologies and different trade-offs between security and privacy will hinder convergence in regulation. Moreover, policy makers, politicians and the general public will not be able to grasp the technological, commercial and social implications of the new realities that we are confronted with. The absence of appropriate regulation is a formula for opportunistic chaos.
Designing the city of Sydney: leading by example

There are always problems in Kings Cross, Sydney’s entertainment district: late at night, there is violence and people do get hurt. Designers from the Designing Out Crime centre quickly reframed the issues, comparing the area to a music festival. A well-run music festival would provide many facilities that are not available in the entertainment district, but can easily be created. The emergence of this ‘path to action’ in dealing with Kings Cross has led to the creation of a confident new strategy for nighttime economy across the whole city (OPEN Sydney – Future Directions for Sydney at Night). The City of Sydney has not just reframed a problem but it has reinvented itself as a new actor within the city. From being an infrastructure provider and sponsor of events, it has become an active force as a curator, or perhaps even conductor of life in the city.
The voice of progress: educating the designer of the future

How to support a whole new generation of design students in finding their way in life and becoming excellent designers that help co-shape tomorrow’s world in the transformation economy? I see the answer in constructivism where the learner creates meaning, affected by and reflecting on his or her socio-cultural environment. Consequently, we’ve implemented an educational model at Industrial Design, TU/e, where students learn how to learn (what, how and why) and we facilitate their learning. So, how do we regulate our life-long, competency-centred learning model? We enable our students to create their own individual curriculum, to learn from experience, learn with others, trust intuition and dare to make mistakes, to reflect, and to take responsibility for their own development. I believe that educating the designer of the future means that you change from control and a knowledge push to nurturing and trusting students to find their own way to flourish.
VDID Focal Theme No. 7: Act cosmopolitan. Strengthen cultures.

"In the process of globalization, design is one of the elements that link peoples. However, industrial design has been coined by western cultures – companies from other cultural regions have adjusted to it. (…) Tensions between cultures often are based on the fear of losing one's cultural home." Industrial designers and their works can bring people, groups and cultures together, make them aware of their origins and encourage them to appropriate new perspectives.

As industrial designers, are we aware of this power and the resulting responsibility? Are our working methods not characterized by economic success and short-lived media attention?

We must deal with these considerations to be able to use industrial design in an even more sensible way and tap its potential to an even greater extent in the future – and with a view to our global society. Industrial design has significantly more to offer than most people may realize.
Society is changing at an ever-increasing speed, causing changes in the labour market and requiring new competencies and more flexibility. At the same time people are becoming more socially and ethically aware, and wish to provide a meaningful contribution to the grand challenges. This implies that learning does not stop with a diploma somewhere around your 20th birthday; but people will embark on all sorts of learning during their lives to keep on providing a meaningful contribution. The boundaries of educational institutions are blurring. Learning is not something that happens in classrooms only. Moreover the grand challenges require collaboration between people of different disciplines, different backgrounds and with different talents. These co-creative learning teams provide learning experiences for pupils alongside experienced professionals. Every individual will be able to develop unique talents by selecting his own learning path in various co-creative learning teams. Eindhoven is developing a roadmap to make this dream a reality.
We interpret creativity as going beyond mere design or the search for ideas to use in advertising. We see ourselves as a source of inspiration for the communication of societal, economic and technological processes of change. Many of our communication projects are based on ideas developed from our analyses of trends conducted jointly with discussion partners from the business, science and political sectors, for example, Coaching4Future. This program was launched in the State of Baden-Württemberg to combat the lack of qualified personnel in professions in the MINT sector (mathematics, engineering sciences, natural sciences and technology). Coaching teams made up of young academics introduce the sector and its professions at schools in a manner that appeals to the students. Each presentation is complemented by live experiments and exhibits, and the portal www.coaching4future.de facilitates linking students, teachers, companies and universities. Our Germany-wide Science Roadshows were also developed on this basis. They link experience-oriented information and education campaigns with internships supervised by scientists.
Ways to design - freedom through scholastic exercise?

Design means vision and applied creativity and of course requires some freedom. Freedom and wide open fields for action are indispensable for developing personalities of university students. Bachelor and master studies as closed systems lead to academization of education. Virtualization and theory-heavy school-like university systems with less practical field experience will result in straight-line, uniform designer résumés. The necessary self-discovery process at university will be limited. Future of design depends on future designers who are creative free-thinkers and able to create practical, sensitive and lasting solutions beside of theoretical knowledge. Here the program “Wege zum Design – Ausbildung in Bayern (Ways to design – Vocational training in Bavaria) by CDO comes into place. It informs young adults about the opportunities for academic training in design. Industrial businesses are joined by young people who discovered their passion for design during their practical work. They will talk about it and are even able to materialize work processes by themselves.
The fact that regulations are as necessary as education also holds true for smoking cigarettes, for environmental pollution and, in general, for all activities that damage people or the environment. All too often, the discipline of design is involved in the creation of goods, services or communications that cause damage rather than those that solve problems. Graduates of design studies are unable to find solutions to support the more than nine billion people on earth given the planet’s limited resources and space. Subjects such as resource- and energy-efficient design, design for social and environmental sustainability, industrial ecology, distributed and cyclic economies, social innovation, biomimicry and socio-preneurism need to be taught and practiced.

Several regulations already are headed in the right direction, and more and more companies are looking for appropriately qualified graduates. Exciting opportunities are provided by research projects such as Sustainability Maker (www.sustainabilitymaker.org), part of which has been the establishment of an online platform for open-innovation (www.innonatives.com) aimed at creating sustainable solutions collaboratively and implementing them through crowdfunding.
What do these things have in common: design evolving from the power of creativity, and tests executed by TÜV Rheinland strictly in line with given norms? Probably nothing, you would think. In fact, however, the opposite is true. Individualized or functional design makes a product unique, distinctive and special. Design contributes to the creation of value and is integrated into the product’s functions and safe deployment. For this reason, these values are scrutinized by the TÜV Rheinland laboratories along with safety and quality. Today, the results of our work and the value of a product are documented with an entirely new test mark that has a form and function unique throughout the sector. The connection of distinct design, a unique identification number, and a QR code give a product its individuality and the buyer the security of a neutral test. TÜV Rheinland’s test mark offers special protection against plagiarism, for both the product and the mark itself.
Thomas: Pablo, in your graduation project you went to the streets of Eindhoven to discuss topics like ‘money’ and ‘property’ with people, using a market as a medium. Let’s talk about ‘leaders of change’.

Pablo: ‘Leaders of change’ brings to my mind the image of a person full of certainties, who carries the promise of steering the collective away from chaos.

Thomas: As in the mass demonstrations worldwide calling for change?

Pablo: Yes, and it is typical that they seem without leaders.

Thomas: Are the mass demonstrations relevant for a design trend book? Are they relevant for our academy?

Pablo: We have design students here who take active part in these demonstrations.

Thomas: Are you thinking of Silvia?

Pablo: Yes, Silvia Dini Modigliani studied demonstrations as a mass medium. Her project is called ‘The power of doubt’. She took a step away from the romanticization of collectiveness, giving special attention to the particular opinions of the individuals that it comprises. She researched the doubts of the individual. And it is maybe the power of these individual doubts that drives change, rather than the certainties of a leader.

Thomas: It is brilliant that she focuses on individual doubt in the frenzy of a mass demonstration. To lose yourself in the collective, to find yourself in doubt. Self unself. The ‘power of doubt’ can bridge these two concepts.

Dialogue between Pablo Calderón, master graduate, and Thomas Widdershoven, creative director at the Design Academy Eindhoven, over lunch on July 2nd 2013.