"THE IMPLEMENTATION OF A NATIONAL OBSERVATORY IN INCLUSIVE DESIGN IN PORTUGAL"

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Abstract
The Faculty of Architecture (FA) is partner of the Portuguese Design Centre (CPD) in an Inclusive Design project, along with Lisbon Municipality and the Portuguese Association for Visual Impairment People (ACAPO), mainly supported by EQUAL, an European research programme. In this project, which began in September 2002, FA is responsible for the creation of the National Observatory in Inclusive Design, which will be maintained at FA in the future. After September 2004 we are implementing the dissemination of the project issues and results by: workshops at the Universities and with the professionals involved in the built or natural environment from the point of view of its design, management or function; seminars covering all the Municipalities.

Introduction
Having as main objective to benefit people who are victims of discrimination (connected with sex, race, ethnic origin, religion and convictions, inabilities, age, sexual orientation) and inequality, EQUAL program acts on these public targets and also, on the development of the agents and enterprises/organizations, because there is no sustainable integration of the fragile groups without solid and competitive organizations which may assume their social responsibility.

The Inclusive Design Observatory is a Research Project which objectives the systematization and cross information about the reality of the Inclusive design in Portugal, comparing with the realities of other countries, namely in the European Union.

Project Development
As a frame to the different activities of the project, a data collection and organization of the existent information at national and international level as been made: Bibliography, legislation, web sites, institutional contacts and relevant case studies. The Observatory also developed an evaluation study about the existent competences in the country in the Inclusive design area, by an inquiry at national level, about the ResAP (2001)1 of the European Council, concerning:

- the curricula of the graduation courses in the areas of Urban Planning, Urban Design, Architecture, Landscape Architecture, Engineering, Ergonomy and Design;
the accessibilities inside the campus of the different public and private universities in Portugal.
During this project, the Observatory has been able to verify that the concept of Inclusive Design is unknown for a great number of people working directly with the graduation and post-graduation courses in architecture, landscape architecture, engineering, design, urban design, planning, survey, facilities management etc, or those who work at the municipalities all over the country. Even those courses contents don't have specific subjects in Design for All – there are however professors that aboard the concept during their classes.

**Project dissemination**
The direct feedback of the work done till the moment, allowed us to design the implementation of a great number of actions.

A Web Site, for which production CPD (Portuguese Centre for Design) is responsible, will have a strong component of diffusion of the activities, as well as in the dissemination of information in the Inclusive Design area, with different products:
- Presentation of the Inclusive design Project, its program and timetable of the activities to be developed;
  - An agenda of events relates with the theme;
  - Debate forums;
  - Edition of information to be available on-line;
  - Bibliography

We want the Site to be exemplar in the application of the Inclusive design principles, proposing correct solutions to a large range of the population where one can find, necessarily, people normally in a disadvantage perceptive situation.
Another objective is to create a post-graduation course in Inclusive Design, which project is being designed with the University of Salford (UK).
With the dissemination of the Observatory and its politics, we also will try that every graduation course may have this subject area in its curriculum. So, we intend to promote workshops at the Universities and also with the professionals involved in the built or natural environment from the point of view of its design, management or function and for those involved in health care or support for disabled people in aspects of their daily life.
We also want to implement regular work along with the members of the Disability Rights Committees.
The municipalities are also a very important target for the product dissemination. So, the Inclusive Design Observatory intends to promote seminars covering the Municipalities all over the country, alerting for the importance of the subject area and its dissemination.
In all these actions, we want to give a special emphasis to some important content, such as:
- Equal opportunities for All;
- Disability and legislation (national and european);
- International recommendations;
- The nature of disabilities (physical and mobility difficulties; sensory impairment; cognitive difficulties; older people);
- Urban environment/transport: comfort, health and safety;
- Professional responsibility.

The intention is to demonstrate how design practice across a large range of disciplines can routinely adopt an inclusive approach if such factors are considered at the very beginning of the process.
Conclusions
For the prosecution of the Observatory objectives, a net of national and international contacts will be established, which will be the origin of a future Resource Centre in this area.
The Observatory and the team working in the Universal Design area at FA (NID – Inclusive Design Nucleus) want to conduct more research, education and design projects on Inclusive Design and environmental access, as well as to become the nation's leader in developing, testing and propagating ideas and standards for Inclusive Design.

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O ensino do design na Faculdade de Arquitectura de Lisboa: uma formação que visa os actuais desafios profissionais

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A actividade ordenadora projectual do Design serve-se das diferentes áreas científicas e disciplinares de modo a consolidar a informação necessária tendente à solução dos problemas, articulando interdisciplinaridade entre teoria, processos metodológicos e técnicas específicas, de modo a encontrar soluções articuladas entre os recursos técnico-económicos disponíveis e o contexto sócio-cultural de cada problema: o processo de Design como veículo racional de transformação da realidade no sentido da modernização e do controlo do ambiente.

O ensino do Design no âmbito da Faculdade de Arquitectura da UTL, que teve o seu início no ano lectivo de 1992/93, traz ao ensino do Projecto uma necessidade intrínseca de participar no Espaço Arquitectónico, através da concepção de produtos a montante da construção, produtos de grande expansão e grande complexidade funcional, onde predomina a função mediana. Articula-se Arte e Técnica, assimilando-se a produção artesanal, de modo a consolidar a transposição do produto mental para o objecto real. Assim, o Designer assume o aspecto intrínseco de um Ofício da sua profissão, visto a sua actividade possuir um sistema de regras sedimentadas na tradição.

Ao longo dos quatro primeiros anos, os alunos adquirem, tratam e aplicam nos seus exercícios uma informação de complexidade crescente, num esforço permanente de atingir, em cada nível, a síntese disciplinar do processo do Projecto em Design, tendo em vista a perspetiva de um Design Crítico, e de que a formação global dos alunos deverá possibilitar-lhes, num futuro próximo, uma actuação profissional em diferentes escalas, desde o Ambiente Urbano e Arquitectónico, à Produção e Distribuição de Bens de Equipamentos, ou aos Meios de Comunicação de Massa.

Procura-se que o futuro designer tenha um conhecimento seguro e articulado do fenómeno da comunicação nas suas formas e tendências actuais, assim como nas suas perspectivas e enquadramento sócio-económico no mundo contemporâneo. Esse conhecimento é hoje essencial a este profissional para o
habilitar a transcrever as intenções contidas na mensagem a comunicar, para "objectos de comunicação".
Mas para o fazer eficazmente, também deverá ter um domínio do complexo de recursos técnicos disponíveis e em constante evolução, de modo a poder usar e coordenar com eficiência as tecnologias e os especialistas envolvidos.
O panorama geral do enquadramento físico, urbano ou metropolitano, e dos seus sistemas de suporte, carregado como está de sentidos, motivações, símbolos e mensagens exige, cada vez mais, intervençores capazes de dar forma e articular expressões de valores colectivos para lá das intervenções sectoriais e técnicas.
Assim, procura-se que os futuros profissionais estejam aptos a desempenhar papéis de concepção, coordenação e execução de acções que englobem variadas técnicas, estimulando as capacidades dos alunos para a procura e aplicação dos conhecimentos, necessariamente úteis, num tempo em que cada vez mais a integração dos saberes é sinal de eficácia e de contemporaneidade.