

# Sustainability and Design Education

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Policy decisions until now have been driven primarily by technology and commerce.

Designers should be included as major drivers in bringing a human-centered approach.

**Seamless  
Integration**

**Stakeholders**

**Attitudes and  
Influences**

**Sustainability  
Framework**

**Linking  
Industry and  
Schools**

# Seamless Integration in education



# Seamless Integration

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- **Sustainability** should be implicit and incubated in the system starting with bringing explicit 'focus' on sustainability.
- **Early exposure** of sustainability and various professions.
- Sustainability should be **attractive**, aesthetic and affordable
- **Emotionally sustainable** and glamorous at the same time.



# Stakeholders




# Stakeholders

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Design Faculty



Students

- Schooled and Unschooled



Design Industry



Policy Makers



Civil Society /  
Consumers





# Attitude and Influences





# Attitudes and Influences

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## A. Design Faculty

- **Teachers as role models** should practice sustainable design.
- They should have a **common agenda** and must be trained in sustainability.
- **All design disciplines** should teach sustainability. Currently, it's perceived to be limited to industrial design and materials.
- Sustainable design is equivalent to **ethical design**.
- Teach to **focus on outcome** and not only output.



# Attitudes and Influences

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## B. Students

- **Images of the developed world** influences the ambitions and goals of youth of developing countries. Hence, affecting their choices and decision making.
- Not get overwhelmed rather build on **self-image and confidence**.
- Learn to face barriers, failures and **learn from mistakes**.
- Should be **sensitized towards difficulties**.
- **Best** is the enemy of **good**.



# Sustainability Framework and Toolkit



# Sustainability framework and toolkit

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- **Context** defines framework and frameworks should be contextualized.
- Informed choice of **design problems**
  - Focus on problem definition and problem identification.
  - Training to engage with wicked problems.
  - Breaking down bigger problems into do-able actions.
  - Redesign assignments.
- Teaching **analysis** and inter-connectedness.



# Sustainability framework and toolkit

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- Train schools to be driven by **sustainability principles**.
- **Case-study** documentation.
- **Skill Development:** Skilling, Re-Skilling and De-Skilling.
- Designers should be trained and **encouraged to write**, critique and analyse.
- Inviting **sustainability experts** and professionals to schools and offer internships.
- **Entrepreneurship** courses.



# Linking Design Industry and Design Schools



# Bridging the gap: Design Industry and Design Schools

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- There is a **disconnection** between design industry and design training.
- Trained designers are few in number but are **generalists**. This should be used as an advantage to bridge the gap between industry requirements and training.
- Dedicated **sustainability** incubation centers, research areas and mentorship.
- Progressing towards **sustainable business models** especially for small and medium scale industries.





## Keywords:

Inclusiveness, Early exposure, Experiential Learning, Economic development, Schooled and Unschooled, Skilling, Aesthetic and Emotional sustainability



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in a planet of our own

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