

POLITECNICO DI TORINO  
FIRST SCHOOL OF ARCHITECTURE  
Master of Science in Eco-efficient Product Design  
**Honors theses**

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**Learning for sustainable development.**

**Analysis of primary, secondary and high school student's perception and proposal of actions for the development of an educational course on the topic**

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This work is related to the exhibition "Innovation & Design - Product - Man", an educational project on issues of sustainable development that has involved some schools of Piemonte during the school year 2007/2008.

The aim of the exhibition, created and organized by DIPARDI of the First School of Architecture at the Polytechnic of Turin, was to stimulate students to a cultural debate on the issues of environmental sustainability and investigate their awareness.

The aim of my work, therefore, was to exploit the great quantity of material produced by students of primary, secondary and high school taking part in the activities promoted by the exhibition.

For me exploit, in this case, he wanted to say:

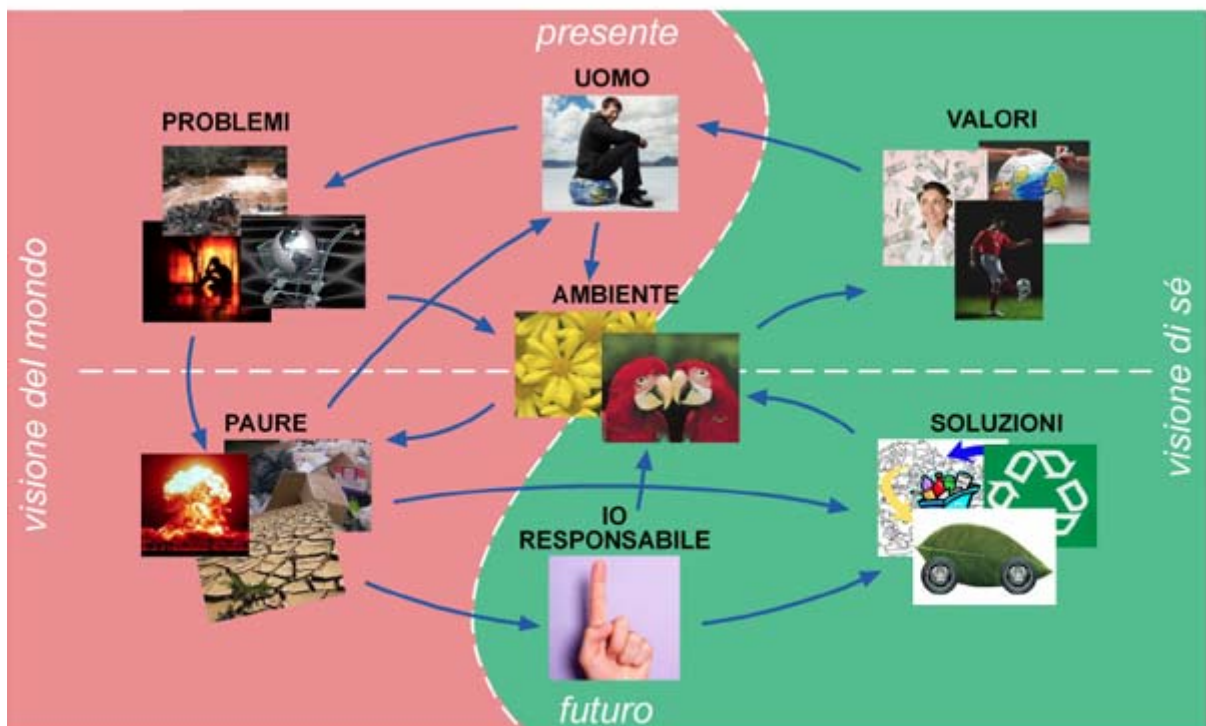
- analyze the responses given by students on the contents of the exhibition;
- bring out their vision of environmental sustainability;
- highlight the critical issues and propose new actions to overcome them.

The intent was to look in the mirror through the eyes of guys, be aware of attitudes, ways of thinking, values characterize our present and challenge to try to define together the growing process and life more sustainable.

The results show that children still find it difficult to disengage from the ecologist stereotypes and to address the systemic perspective of sustainable development topics.

In summary shows that:

- Students attach value to the environment especially for its naturalistic aspects.
- They believe that man is the cause of all the evils of the world: pollution, consumerism, social problems.
- The problems of the world generate a catastrophic visions of the future.
- Waste collection, recycling and environmentally friendly cars are considered the most effective ways to solve problems.
- They believe that to follow the rules already laid down to reduce pollution is enough to assume responsibility for a more sustainable future.

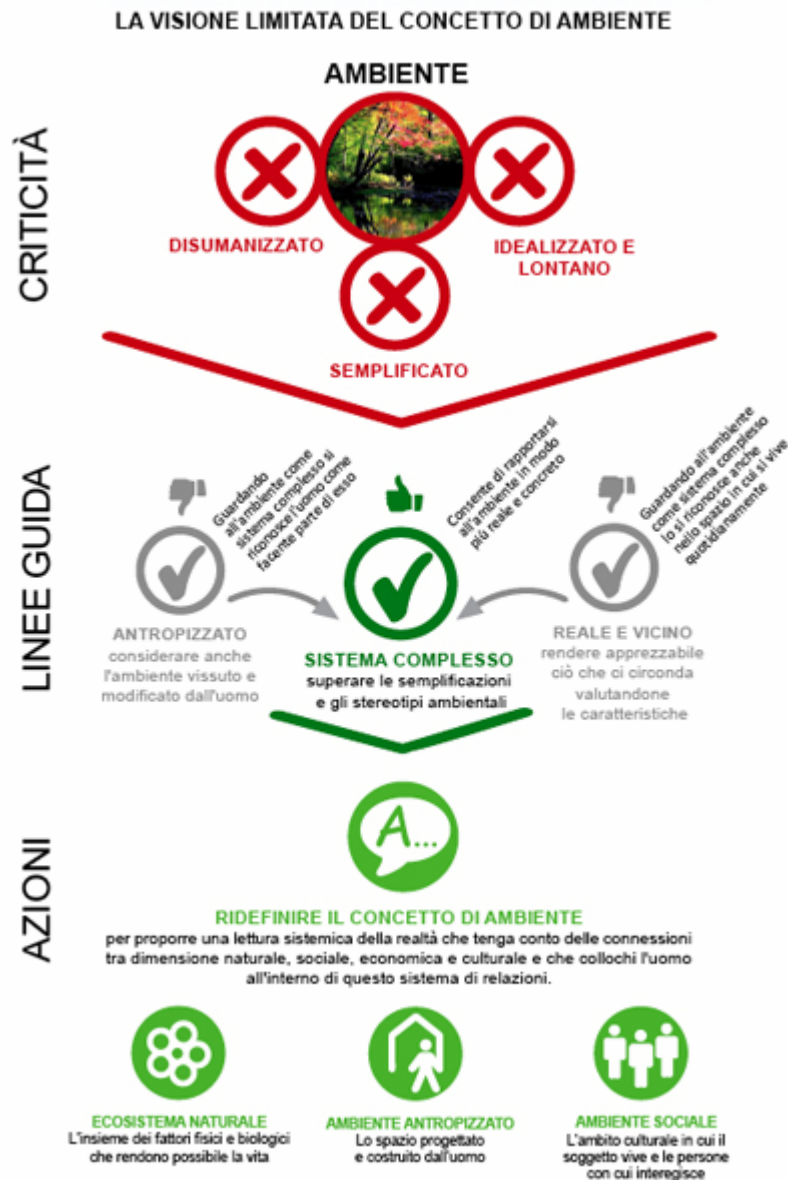


*Pattern of thought of the students emerged from the analysis of materials produced*

Besides this, also reveal the limitations of environmental education that in the Italian school, is too often seen as an isolated teaching, in fact, should be able to relate to other disciplines to provide a cultural education as complete as possible. This objective can not be achieved through greater provision of training in quantitative terms, but looking for tools that allow students to understand the relationships that bind us to the world and to other men, to think and act independently, conscious and cooperative.

With the intention of providing a useful instrument for education for sustainable development, I decided to leave the critical points found to build the most appropriate guidelines to elicit a change of this vision.

The idea is to provide a track to develop a useful educational course on sustainable development.

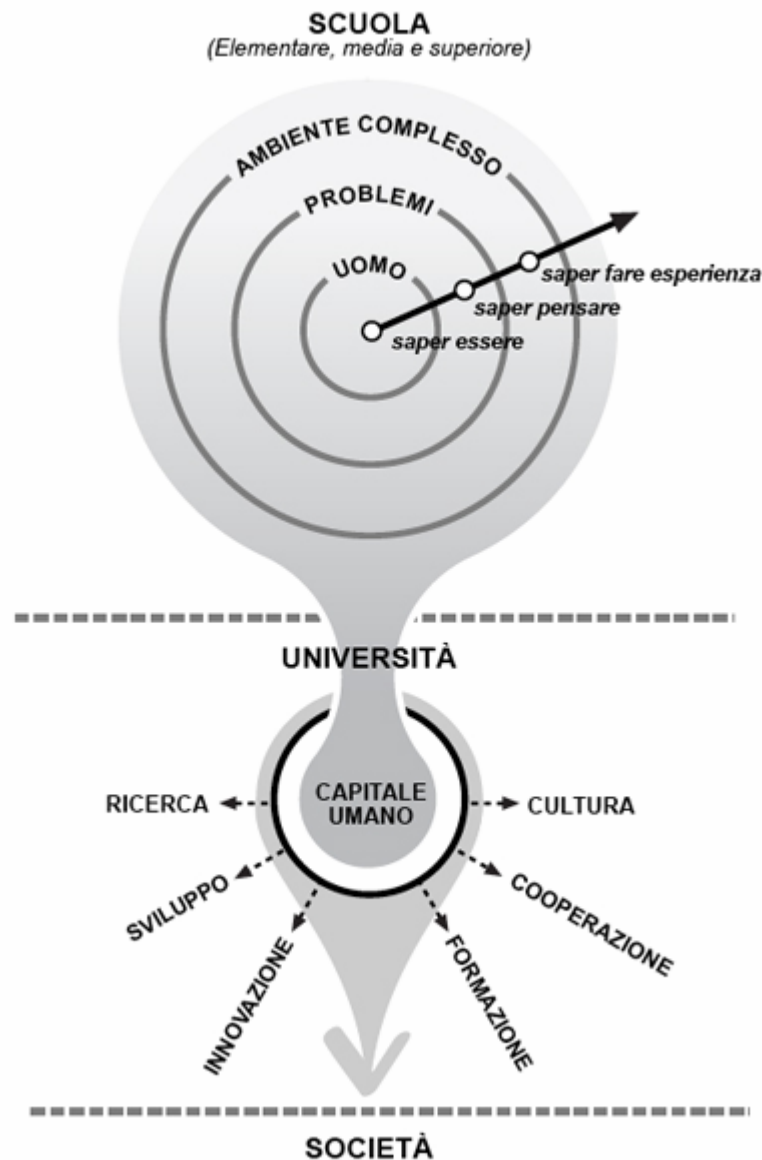


### *Criticality, guidelines, actions*

But education for sustainability should be a path that involves the entire space of human life and that affects all of society. That's why it becomes essential to exploit the potential and active contribution of each social actor to move young people with the guidelines identified.

Among all the social actors, school is and should remain a point of reference. Indeed, it is socially recognized as a place of education, training, sharing and growth for students and, consequently, for the entire community.

Learning for sustainable development since the first cycle of studies is important. The school could be train people more aware of themselves and the world, able to deal critically and creatively with the challenges of our time.



*Education for sustainable development. School, university and society*

People trained to self-awareness, the most authentic human values, the sense of belonging to a complex world and the human community, will be more likely to engage in research and knowledge of good common, with a view to its concrete realization.

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