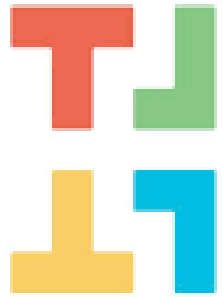
ARTFORWARD

Data analysis

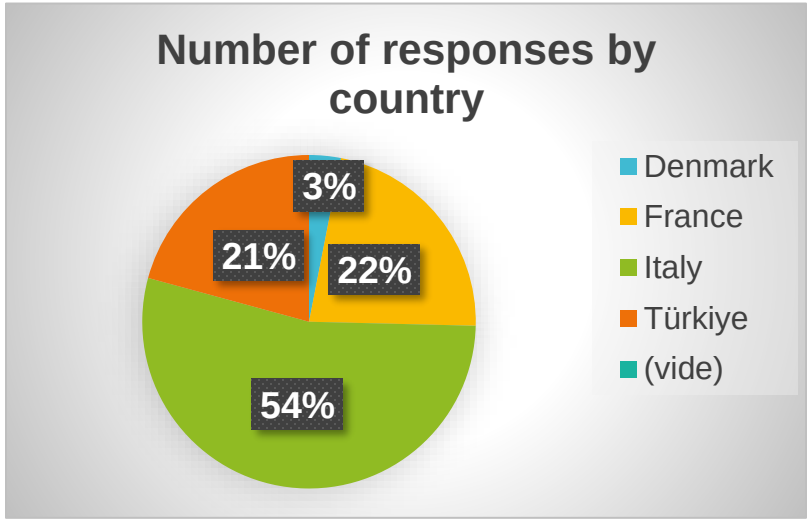


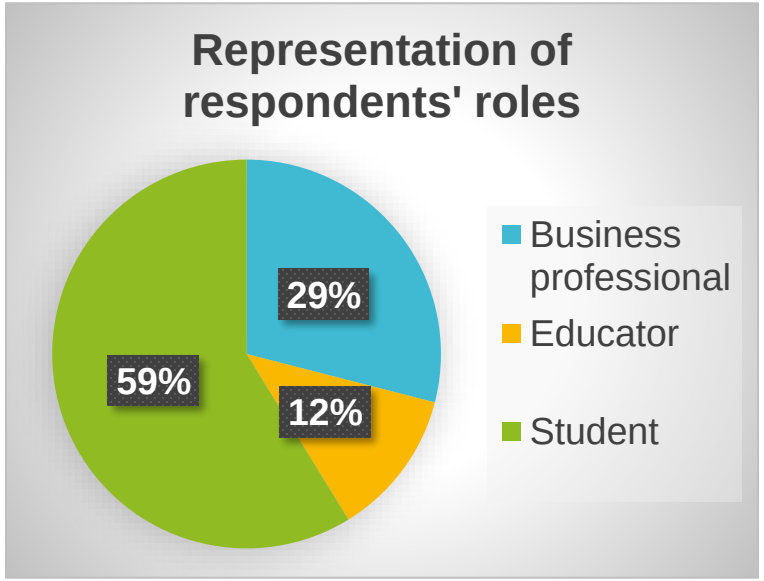
TOULOUSE-LAUTREC
LYCÉE DES
MÉTIERS D'ART

Type of respondent

Country of résidence	Number of respondent
Denmark	4
France	29
Italy	70
Türkiye	27
Total	**130**

Roles	Number of respondent
Business professional	38
Educator	16
Student	77
Total	**131**





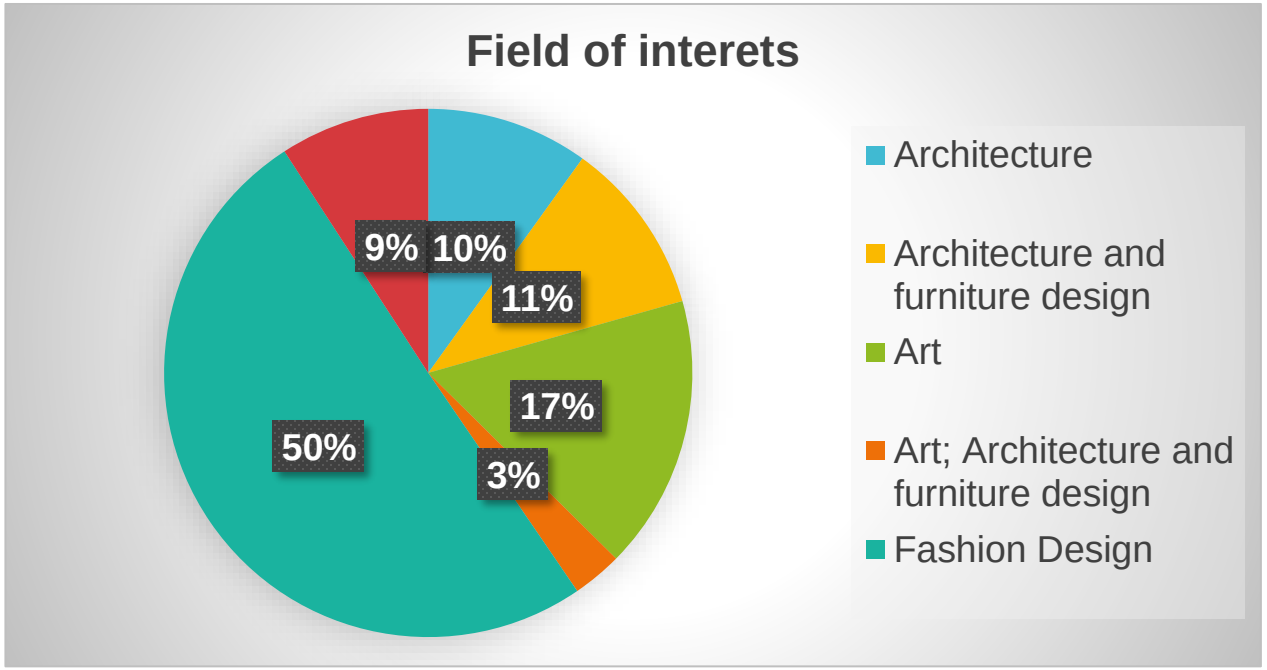
Country of residence	Roles			
	Business professional	Educator	Student	Total
Denmark	3	1		4
France	23	5	1	29
Italy	2	1	67	70
Türkiye	9	9	9	27
(vide)	1			1
Total général	**38**	**16**	**77**	**131**

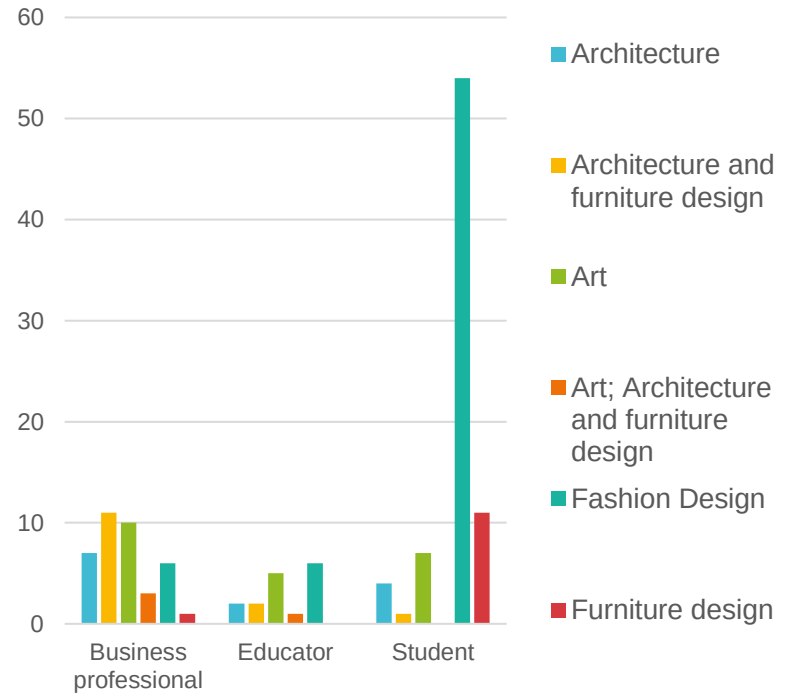
More than half of the respondents are students. There is a significant share of professionals who also responded (29%).

FIELD OF INTEREST

Field of interest	Number of respondent
Architecture	13
Architecture and furniture design	14
Art	22
Art; Architecture and furniture design	4
Fashion Design	66
Furniture design	12
Total général	**131**

Half of those surveyed are interested in fashion design



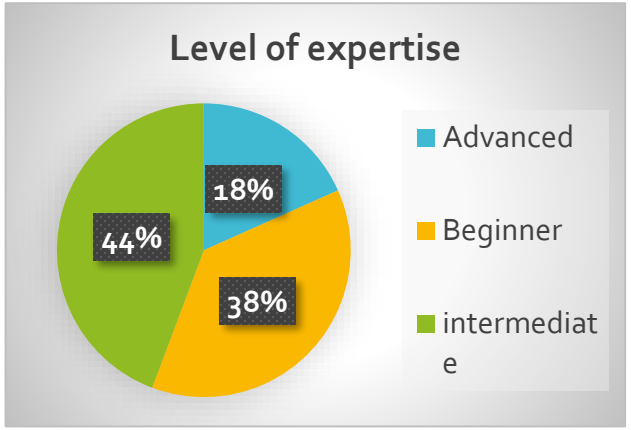


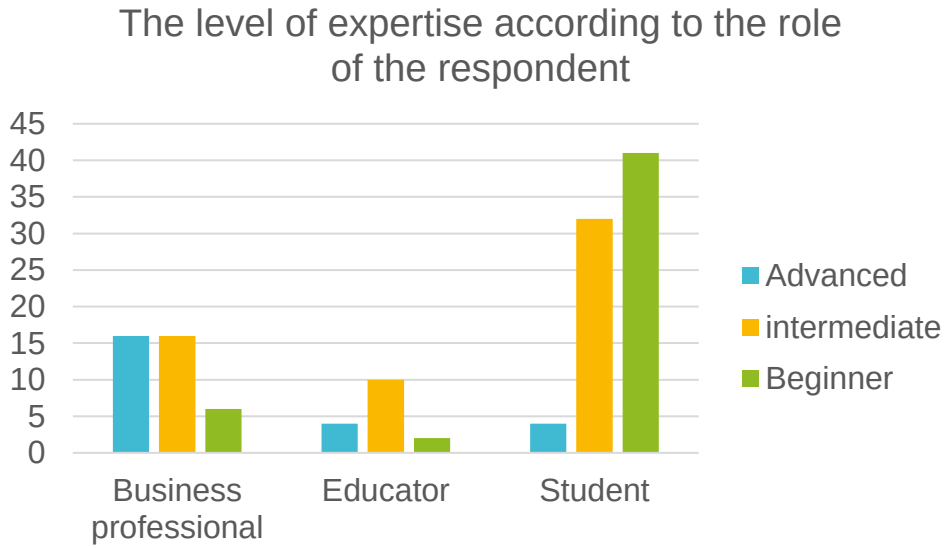
Role	Field of interest						
	Architecture	Architecture and furniture design	Art	Art; Architecture and furniture design	Fashion Design	Furniture design	Total
Business professional	7	11	10	3	6	1	38
Educator	2	2	5	1	6		16
Student	4	1	7		54	11	77
Total général	**13**	**14**	**22**	**4**	**66**	**12**	**131**

Most people interested in fashion design are students. This is in connection with the large number of people interviewed from fashion studies, mostly in Italy.

LEVEL OF EXPERTISE IN SUSTAINABILITY

Level of Expertise	
Advanced	24
Beginner	49
intermediate	58
Total général	**131**





It is interesting to see that among the respondents who indicate that they integrate these practices into their work or study, there are as many experienced professionals in the field as there are beginner students.

Experience and knowledge do not necessarily reflect the ability to integrate sustainable development into one's practices,

currently integrated & Level of expertise	Role			
	Business professional	Educator	Student	Total
No			8	8
somewhat	22	11	53	86
Yes; extensively	**16**	**5**	**16**	**37**
Advanced	**11**	2	1	14
Beginner	1		**10**	11
intermediate	4	3	5	12
Total	**38**	**16**	**77**	**131**

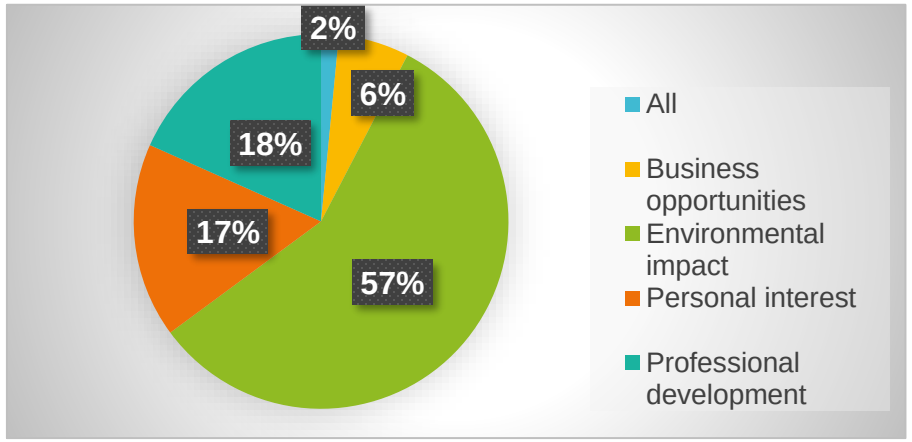
SUSTAINABILITY CHALLENGES

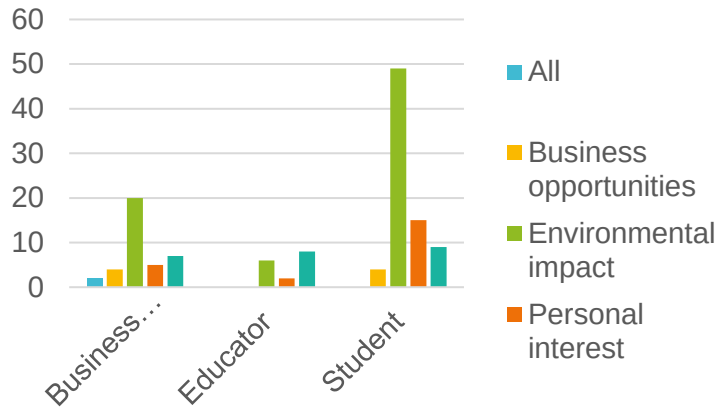
The answers that come up most often are: problems of high costs, lack of knowledge (especially among students), lack of resources or equipment, problems of storage and change management (noted by professionals).

sustainability challenges	role			
	Business professional	Educator	Student	Total général
High costs;	7		12	19
High costs;Lack of resources or materials;	1	1		2
High costs;Resistance to change;	8	1	2	11
Insufficient knowledge;	4	2	10	16
Insufficient knowledge; High costs; Resistance to change			1	1
Insufficient knowledge;High costs;	1		7	8
Insufficient knowledge;Lack of resources or materials;	1	3	2	6
Insufficient knowledge;Resistance to change;			2	2
Lack of resources or materials;	8		8	16
Lack of resources or materials; High costs; Resistance to change			2	2
Lack of resources or materials; Insufficient knowledge; High costs			2	2
Lack of resources or materials; Insufficient knowledge; High costs; Resistance to change			2	2
Lack of resources or materials;High costs;	1	2	9	12
Lack of resources or materials;Insufficient knowledge;		1	6	7
Lack of resources or materials;Resistance to change;		2	5	7
Our school teaches us how to value sustainability but only from a theoretical point of view; we aren't provided with the opportunities to intact practically such matters in our school work.			1	1
Resistance to change	1		6	7
Resistance to change;Insufficient knowledge;	2			2
Storage problem	4	4		8
Total général	**38**	**16**	**77**	**131**

MOTIVATION FOR SUTAINABILITY TOPICS

Motivation	
All	2
Business opportunities	8
Environmental impact	**75**
Personal interest	22
Professional development	24
Total général	**131**

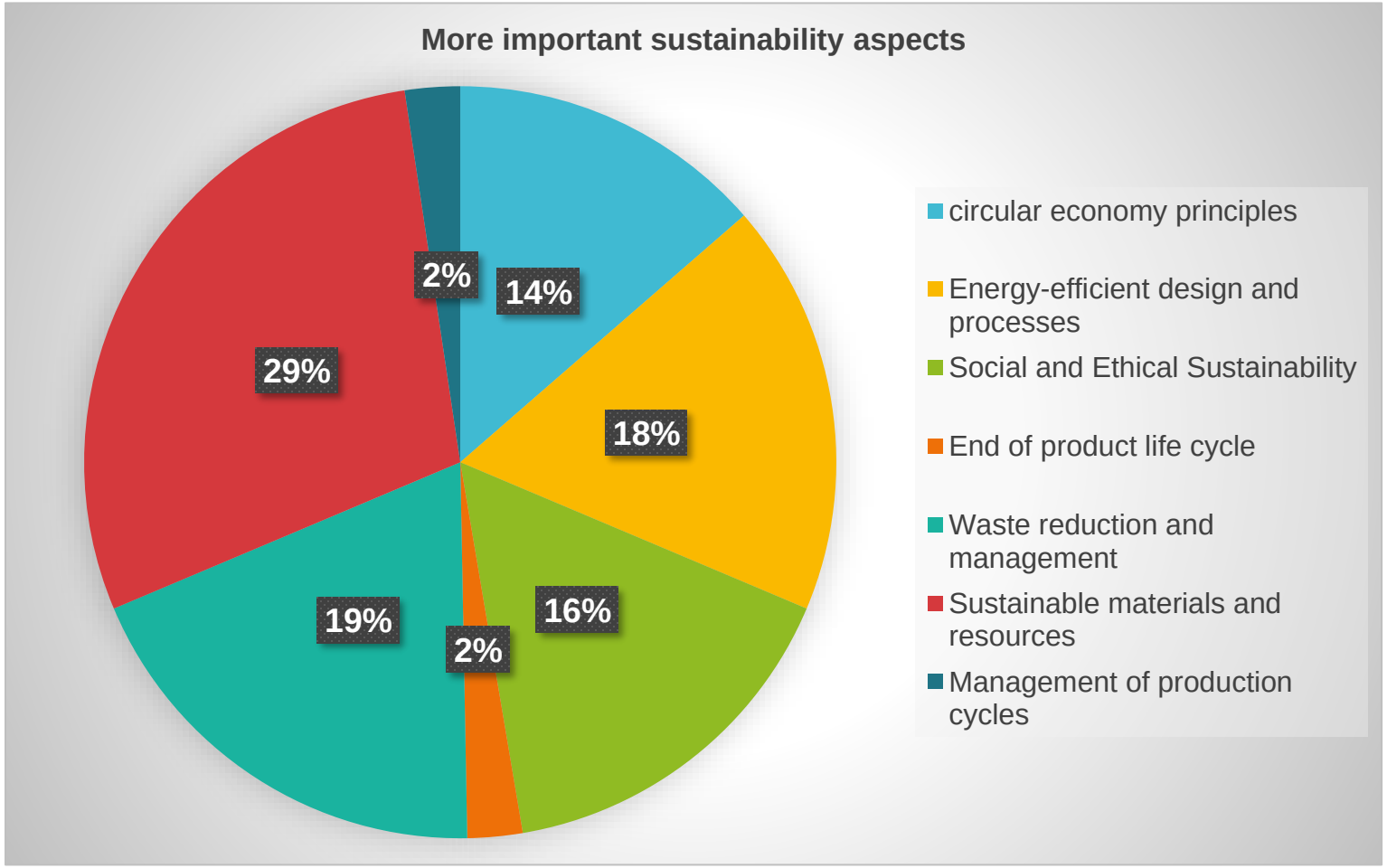




Role	Motivation					
	All	Business opportunities	Environmental impact	Personal interest	Professional development	Total
Business professional	2	4	20	5	7	38
Educator			6	2	8	16
Student		4	49	15	9	77
Total général	**2**	**8**	**75**	**22**	**24**	**131**

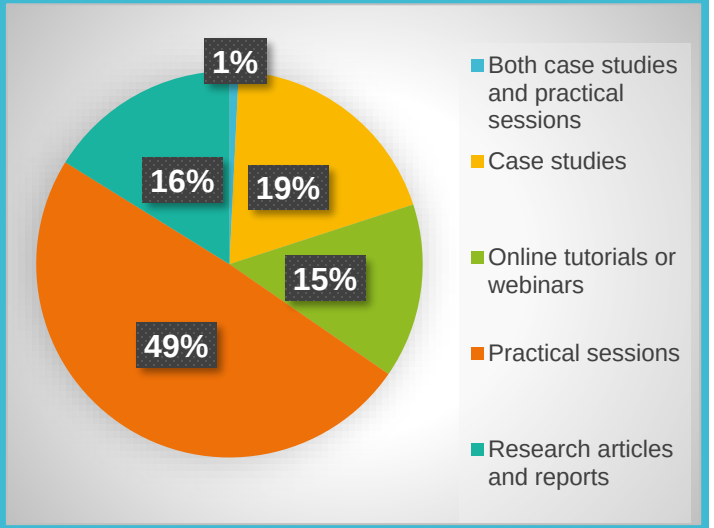
MORE IMPORTANT SUSTAINABILITY ASPECTS

Occurrence of the most important aspects of sustainable development	
circular economy principles	23
Energy-efficient design and processes	30
Social and Ethical Sustainability	27
End of product life cycle	4
Waste reduction and management	32
Sustainable materials and resources	49
Management of production cycles	4

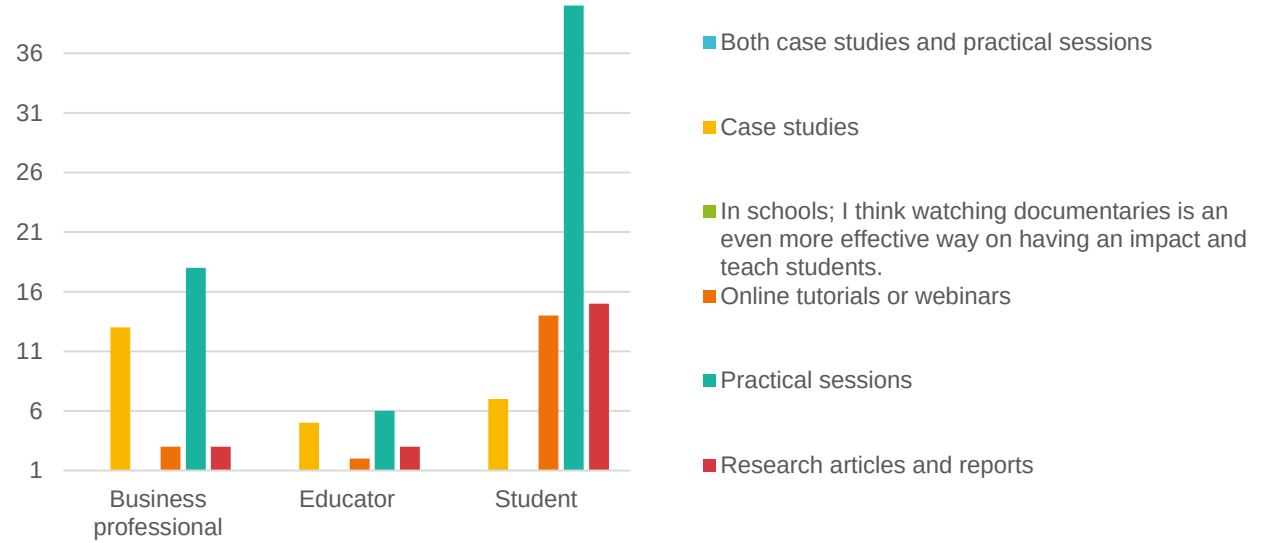


TYPES OF LEARNING

Types of learning	
Both case studies and practical sessions	1
Case studies	25
Online tutorials or webinars	19
Practical sessions	64
Research articles and reports	21
Total général	**130**



Role	Types of learning					
	Both case studies and practical sessions	Case studies	Online tutorials or webinars	Practical sessions	Research articles and reports	Total
Business professional	1	13	3	18	3	38
Educator		5	2	6	3	16
Student		7	14	40	15	77
Total général	**1**	**25**	**19**	**64**	**21**	**131**



It is clear that students and professionals both value pratical sessions. The students also highlight research and articles to build on existing things.
They also promote new technologies and educational approaches such as online tutorials and webinars, MOOCs, etc.