Why do schools across Europe outsource art and design education to external artist led «culture and creativity programs»? This outsourcing is shown to erode the national repertoire of values, evaluation criteria and collective considerations (Lamont and Thévenot 2000) attained through knowledge, skills and attitudes formed in teacher led workshop practice in design (Enger, Berdahl et al. 2013). In education and education policy the concept of culture is more often than not connected to the understanding of "being cultural" in the sense of appreciation of fine art. Rather than understanding culture as a wider societal platform consisting of values, attitudes and choices as well as designed artifacts and solutions, culture becomes limited to something of the few for the many. Programs where pupils form the audience might lead to an understanding of culture in compulsory education as appreciation of fine art rather than basic values relating to citizenship (Digranes 2009). Through studies of European culture education policy documents (European Commission: Education 2009), this new development is traced and questioned. A national curriculum represents a vision of the future society. In this sense it is important to deliberate on how the culture of the many, strengthened through compulsory education based on values and ethics, can be a step towards a sustainable future. I ask the question: Do we have a culture for and in sustainability in design education? In this paper, I wish to outline the two different approaches to culture in education, and deliberate on the possibility to reintroduce the wider concept of culture in relation to sustainable design education.

Keywords: "citizenship and culture education", "sustainability and ethics in compulsory school", "design education"