The late-1980s UN report entitled Our Common Future (World Commission on Environment and Development, 1987) addressed sustainability from a broad perspective. The report called for a new global agenda toward sustainability and encouraged the international community to take responsibility for this issue. The 2008 Kyoto Design Declaration underlined the roles design, design education and design research play in building sustainable, human centred and creative societies. This goal demands reflective, critical and creative approaches to sustainability and a joint effort by researchers, policy makers and laymen. In the last decades, strong international research environments have developed, encapsulating the practice of the architect, the designer and the educator, and the shifting landscape of research has called for new modes of knowledge production (Gibbons et al., 1994). Nowotny, Scott and Gibbons (2001) argue that the strict line between science and society is being crossed. These new modes of knowledge production open the way for collaboration between professionals, laymen and researchers and have the potential to influence and reform the practice of the designer, teacher and policy makers. The UN report from 1987 called for a broad international engagement and a wide spectrum of actions toward sustainability. Cultural education as part of general education is uniquely positioned to foster sustainability and citizenship. A growing Nordic trend emphasises knowledge about architecture as an important element in cultural education. Practical work with architecture can be a starting point for societal engagement and reflection among children. With a Norwegian case (Fauske, 2010) as the point of departure, this presentation responds to the call of Our Common Future. The intention is to explore architecture as an educational approach to sustainability and to discuss the role cultural education can play in future knowledge production.

Keywords: sustainability, knowledge production, cultural education, architecture

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