Sustainability in build environment

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Sustainability in the built environment

Quality in craftsmanship in the built environment will increase its longevity, lower maintenance costs, lead to better materials use, bolster the economy with regard to energy use, and improve the aesthetic quality of our built environments.

Generally speaking, quality in craftsmanship has decreased in the industrialized world (Tesfaye, 2013; Sennett, 2009). It is necessary to reverse the trend of reduced quality in craftsmanship, and re-establish the recognition of good craftsmanship. To achieve this, the quality of education in practical subjects, at all levels of the education system, needs to be increased. Is it necessary for more young people to choose craft as their line of education? Do clients need to ask for higher quality in the houses that are built?

One of the preconditions for success in craft education and for clients who demand quality is that students during their primary education need to acquire practical skills. It is essential that schools emphasize practical work, and that practical skills are positioned as being as important as theoretical skills. Starting in primary school, practical work must be as highly valued as theory. As many subjects as possible should feature practical elements, but the practical subjects namely, arts and craftsmanship must be prioritized. Teachers trained in arts and crafts should be those who teach the subjects in primary and secondary school. These are preconditions, if society is to respect practical skills as real knowledge that is equal to theoretical knowledge. They are also preconditions to recognizing and demanding quality in craftsmanship and products.

By allowing or condoning lower quality in craftsmanship and products, we give craftsmanship a bad reputation and young people today are unlikely to take interest in education in a field with a poor reputation.

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