

Abstract

Building the Future -
Architecture Education in
Sweden

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BUILDING THE FUTURE - ARCHITECTURE EDUCATION IN SWEDEN

Architecture education comes in many different shapes and forms in Sweden. I will talk about some examples both from ArkDes, The Swedish Centre for Architecture and Design, and examples from other institutions and schools around Sweden. I will talk about the framework as well as giving concrete examples.

ArkDes, The Swedish Centre for Architecture and Design, formally known as The Swedish Museum of Architecture, has been a national authority for more than fifty years. Since 1998 the authority also have had an educational program for children and youth. We believe in meeting the children on their level of knowledge and build from that, a way/process that demands responsiveness and flexibility. ArkDes work with different methods but always include as many learning styles as we can in one program.

ArkDes do provide a wide range of programmes for pre-school, compulsory and upper-secondary school, families, both on their own as well as teacher lead actives, we make pupil and teacher materials, international projects and workshops, teacher training and adult education. We work with education about architecture interpreted in a broad sense that includes the elements of architecture, design, city development and sustainability as well as architectural history.

In Sweden architecture is linked to different subjects in the compulsory school (art, civics, geography, technology, history and craft) but only teachers in art and some of the crafts have a small part of their education in architecture. The upper secondary school has two voluntary courses in Architecture – House and Interior, which the students at the Science, Civic and Construction programmes can chose. Architecture is also integrated in the Construction programme and in the subjects Art and Culture, Building a Society, Art and Geography. So a student at any programme, but Construction, can go through their programme with hardly any architecture. For both the compulsory and upper secondary school it is very much up to the individual teacher to decide. I will present how ArkDes has been working with a couple of schools as well as showing some international workshops that we have held the latest years.

Outside the school system there are some other institutions that also work with architectural education. We have the County Museums, and

the Cultural and Science Schools that are spread all over the country. In one region, Västra Götaland, and in one municipality, Gothenburg, there are posts as architectural consultants that work with promoting architecture education and architecture in schools. Within the Chambers of Architects there is a group, ARKiS, that also is working for promoting architectural education in different ways.

There are many different initiatives to work with architecture for children and youth but I can conclude that there is room for many more and that it is very much needed for continuing building a democratic and open society.