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Technical Note / Technical Report

Global Survey, Schools of Architecture – Trends and Patterns (2025)

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Abstract

This report presents the most comprehensive global assessment of architectural education undertaken to date, analysing 345 accredited architecture programmes across 159 countries and all five UIA regions. Commissioned by the International Union of Architects and the UIA Architectural Education Commission (EDUCOM) and conducted between February and June 2025, the survey employs a nine-dimensional analytical framework, spanning curriculum structure, accreditation, faculty profiles, student outcomes, facilities, pedagogy, engagement, sustainability, and internationalisation, complemented by ten cross-cutting thematic lenses derived from the Commission's webinar series. Findings reveal a discipline at a contradiction point: allied-discipline integration is near-universal (99%), SDG alignment substantial (88%), and sustainability embedded in over 90% of curricula, yet health-centred design (22%), decolonised pedagogy (29%), and the architect's evolving professional identity (38%) remain marginal. The analysis reveals four systemic challenges: weak accountability and transparency, a widening digital infrastructure divide, the unfinished agenda of culturally plural and health-oriented curricula, and the gap between proclaimed professional values and curricular practice. The report concludes with a vision for architectural education that is empirically accountable, technologically equitable, culturally plural, and civic in orientation, providing an evidence base to inform curriculum reform, accreditation policy, and international collaboration worldwide.

Keywords: Architectural education; Global survey; Curriculum reform; Accreditation and quality assurance; Sustainability; Pedagogy; Decolonisation; International Union of Architects (UIA)

Highlights

- The largest global assessment of architectural education to date, covering 345 schools across 159 countries and all five UIA regions.
- Allied disciplines (99%), SDGs (88%), and sustainability (90%+) are widely embedded, while health-centred design (22%) and decolonised pedagogy (29%) remain marginal.
- Four systemic gaps, including accountability, digital equity, cultural plurality, and professional identity, define the agenda for the next phase of curriculum reform.

GLOBAL SURVEY, SCHOOLS OF ARCHITECTURE TRENDS & PATTERNS 2023 - 2026

5 UIA Regions - 159 Countries - 345 Schools

This survey constitutes the most comprehensive global assessment of architectural education undertaken to date. Commissioned and funded by the UIA Architecture Education Commission (EDUCOM) in June 2025, it analyses 345 accredited architecture programmes across 159 countries and all five UIA regions. Drawing on a nine-dimensional analytical framework and ten cross-cutting thematic lenses, the survey maps how schools are responding to the converging priorities of climate change, technological transformation, social equity, and the evolving role of the architect in the 21st Century. Its findings are intended to inform curriculum reform, accreditation policy, international collaboration, and the strategic priorities of the UIA and its member organisations worldwide.



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GLOBAL SURVEY, SCHOOLS OF ARCHITECTURE TRENDS & PATTERNS 2025

5 UIA Regions - 159 Countries - 345 Schools

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› 1 INTRODUCTION: ARCHITECTURAL EDUCATION AT THE CROSSROADS OF GLOBAL CHANGE

Architectural education stands at the crossroads of rapid global transformation. As climate breakdown, social inequality, rapid urbanisation, and technological disruption reshape our cities and environments, architects must now operate as civic leaders, interdisciplinary collaborators, and cultural mediators, not merely as designers of buildings. This global survey responds to the critical need to reimagine architectural pedagogy for the 21st century. Drawing on insights from over 345 architecture schools across 159 countries, it offers a data-rich, globally representative portrait of how architecture is taught, researched, and enacted today.

At the heart of this transformation are four converging forces that are radically reshaping the discipline. The environmental crisis compels architects to embed climate resilience, sustainability, and ecological consciousness at the core of design education. Simultaneously, digital transformation is redefining both the methods and possibilities of practice, demanding literacy and fluency in AI, data analytics, and computational design. Cultural decolonisation is shifting the ethical compass of architectural learning, requiring schools to centre local knowledge systems, indigenous traditions, and social justice. Ultimately, the role of the architect is evolving to encompass policymaking, systems thinking, community engagement, and entrepreneurial leadership. These four forces collectively demand an urgent shift toward pedagogies that are more adaptive, inclusive, and action-oriented.

To investigate how schools are responding to these pressures, the survey is structured around a strategic nine-dimensional framework, encompassing curriculum structure, accreditation systems, faculty profiles, student outcomes, facilities and infrastructure, pedagogy and assessment, industry and community engagement, sustainability and social responsibility, and internationalisation. This framework enables a multi-scalar analysis connecting institutional priorities to broader regional and global trends, offering an integrated view of how architecture programmes are structured, resourced, and aligned with evolving challenges.

Complementing this, a thematic analysis explores ten cross-cutting areas shaping global architectural education, including health and well-being in design, transdisciplinary collaboration, decolonial and culturally grounded curricula, integration of SDGs, AI-driven transformation, alliances with allied disciplines, practice-informed pedagogy, policy literacy, and the evolving identity of the architect. This global survey acts as both a compass and a catalyst for the future of architectural education, capturing the diversity of 345 programmes worldwide and providing a data-driven foundation for curriculum reform.

› 2 SURVEY OBJECTIVES AND METHODOLOGY

The objectives of this survey are threefold: (1) To synthesise global trends and current practices in architectural education by analysing comprehensive databases and integrating insights from the UIA Education Commission webinars and pilot survey. (2) To diagnose the existing state of architectural education formats worldwide. (3) To identify and disseminate the most effective approaches, varied educational practices, and emerging trends in pedagogy, policy, and practice within architectural education.

Conducted between February and June 2025, this survey represents the most comprehensive global assessment of architectural education undertaken to date, capturing a critical moment of transformation in the discipline as schools worldwide respond to urgent environmental, social, and technological imperatives.

› 2.1 School Selection Strategy

The selection of 345 architecture schools from 159 countries followed a rigorous two-step process designed to ensure global representation, academic credibility, and data accessibility (see Figure 1).

Step 1: QS/THE-Ranked Schools

From an initial list of 997 schools across 99 countries, we systematically narrowed the pool to 270 schools ensuring proportional representation across ranking tiers (top 50, 51–200, and 201–1000). A minimum of two schools per country and a maximum of five were selected, with exceptions for the United States and United Kingdom due to their institutional density.

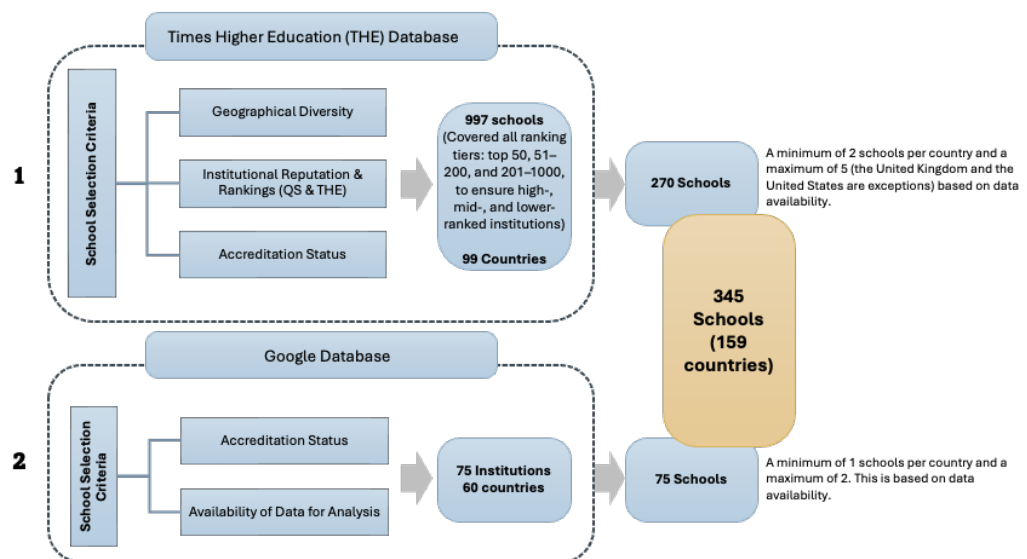


Figure 1. School selection and sampling process for the global survey on architectural education.

Step 2: Additional Accredited Schools from Open Databases

To ensure broader inclusion of underrepresented regions, an additional 75 schools were selected from a global database of accredited schools across 60 countries. Each country contributed a minimum of one and a maximum of two schools, producing a globally inclusive and analytically robust dataset of 345 schools.

› 2.2 Nine-Dimensional Framework

Nine key dimensions were developed to structure the analytical framework, ranging from curriculum structure and faculty expertise to sustainability and international engagement. Data was sourced primarily from official university websites, THE rankings, QS World University Rankings, and other public portals. The nine dimensions are:

- › Program and Curriculum Structure – degree types, duration, admission criteria, and balance between studio, lecture, and elective content
- › Accreditation and Quality Assurance – compliance with standards, transparency in reporting, and institutional capacity
- › Faculty Information – staffing profiles, faculty-student ratios, research productivity, and doctoral qualifications correlation
- › Student Profile and Outcomes – enrolment diversity, retention rates, graduate employability, and career trajectories
- › Facilities and Resources – studios, digital labs, fabrication tools, libraries, and research infrastructure
- › Pedagogical Approach and Assessment – teaching methods from studio-based to hybrid models, and assessment through critiques, portfolios, and juries
- › Industry and Community Engagement – depth of professional partnerships, internship requirements, and community-focused design
- › Sustainability and Social Responsibility – climate literacy, circular design, social equity, and participatory processes
- › Internationalisation and Global Perspective – student mobility, language support, multicultural curricula, and cross-border research

› 2.3 Thematic Analysis

Drawing on the first two UIA Education Commission webinars, ten thematic lenses were developed to examine contemporary architectural education. A structured keyword analysis was employed to quantify regional engagement across themes, complemented by content analysis to identify pathways of integration. The ten thematic lenses are:

- › Health and Well-Being – biophilic design, indoor environmental quality, and occupant-centred design
- › Transdisciplinary Curriculum – collaboration with engineering, public health, data science, and social sciences
- › Decolonising Pedagogy – indigenous knowledge systems, Global South perspectives, and critical approaches to Western-centric discourse
- › Sustainable Development Goals – alignment with the UN 2030 Agenda through life-cycle design, climate resilience, and social equity

- › AI-Driven Transformation – artificial intelligence, machine learning, computational design, and ethical considerations
- › Allied Disciplines – integration with urban planning, landscape architecture, sociology, and materials science
- › Bridging Discourse and Practice – live projects, design-build studios, and community partnerships
- › Emerging Pedagogies – research-by-design, flipped classrooms, participatory action research, and hybrid learning
- › Policy Literacy – urban governance, regulatory frameworks, zoning laws, and advocacy work
- › The Evolving Architect – innovation, entrepreneurship, cultural leadership, and civic advocacy

› 3 SUMMARIES OF THE FINDINGS ACROSS THE ENTIRE SAMPLE

The summary of findings is presented in two parts. First, insights from the nine-dimensional analytical framework used to evaluate 345 architecture programs. Second, key pedagogical trends from ten thematic lenses identified through the UIA Education Commission webinars. Together they provide a high-level understanding of both institutional practices and educational trajectories across all five UIA regions: Western Europe (Region I), Central and Eastern Europe (Region II), The Americas (Region III), Asia and Oceania (Region IV), and Africa (Region V).

› 3.1 Summary of Findings: Nine-Dimensional Framework

› Admission Criteria, Program and Curriculum Structure (Dimension 1)

Academic transcripts are universally required (100%). Standardised tests feature in 79% of admissions (272 schools). Language proficiency exams are mandated by 19% (65 schools). Portfolios are requested by 18% (62 schools), interviews by 8% (29 schools), minimum GPA by 8% (29 schools), and work experience by only 3% (9 schools).

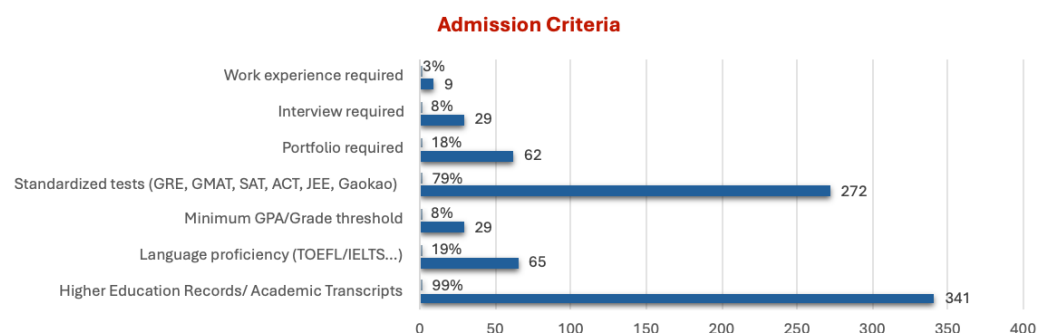


Figure 2. Overview of admission criteria across 345 architecture schools.

Four- to five-year professional paths dominate globally (62%, 215 schools). Three-year pre-professional degrees comprise 27% (93 schools). Six-year integrated cycles remain rare at 4% (13 schools). Non-standard integrated structures account for 7% (23 schools).

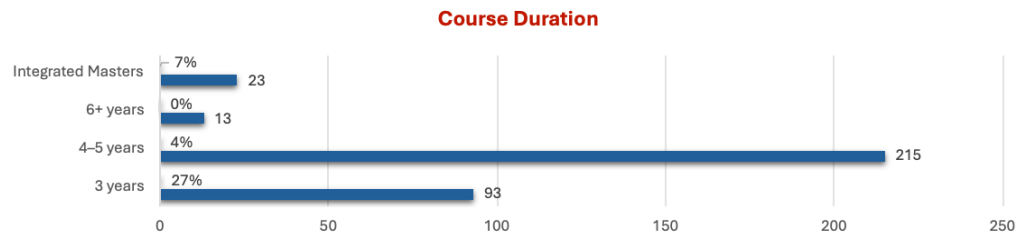


Figure 3. Overview of course durations across 345 architecture schools.

› Accreditation and Quality Assurance (Dimension 2)

92% of schools hold national accreditation; 58% also have professional body validation (RIBA, NAAB). However, only 31% publish quality assurance metrics. Resource constraints affect 37% of schools, particularly satellite campuses. Clustered accreditation cycles create operational strain for 40% of programs.

› Faculty Profiles and Expertise (Dimension 3)

Approximately 50% maintain ideal faculty–student ratios (11–15:1), 15% operate at ≤10:1, 25% fall in the 16–20 range, and 10% exceed 20:1. Schools with higher PhD-qualified staff demonstrate stronger research output and institutional collaborations.

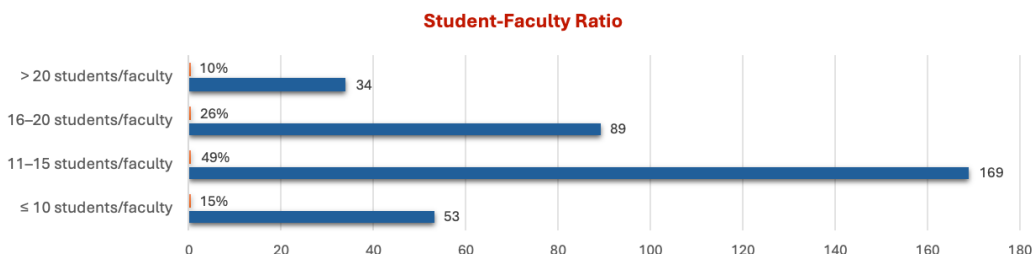


Figure 4. Overview of student-faculty ratio across 345 architecture schools.

› Student Profile and Graduate Outcomes (Dimension 4)

International enrolment varies widely, with Asia–Oceania leading (20%–45%). On-time completion rates generally exceed 85%, though specific data is inconsistently published. Graduate employment within six months ranges from 85% to 98% globally.

› Facilities and Resources (Dimension 5)

Over 90% of programs feature dedicated studios and workshops with basic digital-fabrication tools. European schools lead in research infrastructure (78–87%), while fewer than half in the Americas and Asia-Pacific cite libraries and research centres. African programs match global peers in maker spaces (98%) but lag in scholarly facilities (56%).

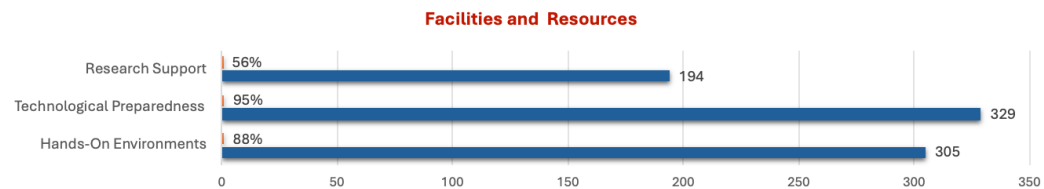


Figure 5. Overview of facilities and resources across 345 architecture schools.

› Pedagogical Approaches and Assessment (Dimension 6)

Studio-based learning dominates (78%), supported by lectures (30%). Digital/hybrid studios remain underutilised (11%). Interdisciplinary learning appears in 31%, and community-engaged design in 53% of schools.

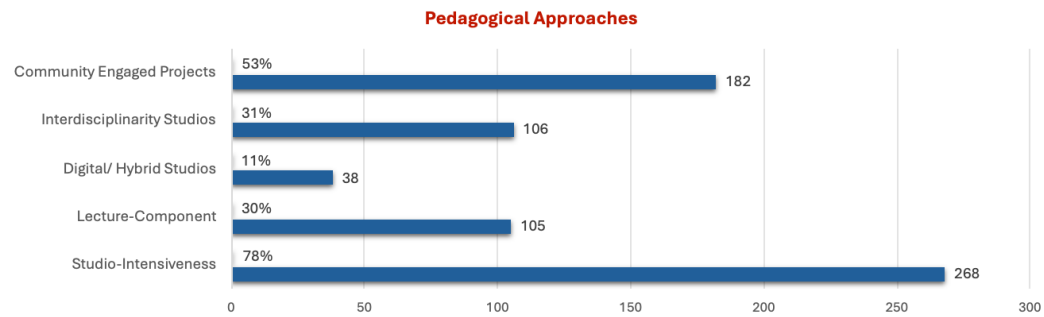


Figure 6. Overview of pedagogical approaches across 345 architecture schools.

Assessment relies heavily on studio reviews (79%), portfolios (76%), and juries (78%). Written exams (19%) and group grading (20%) remain marginal.

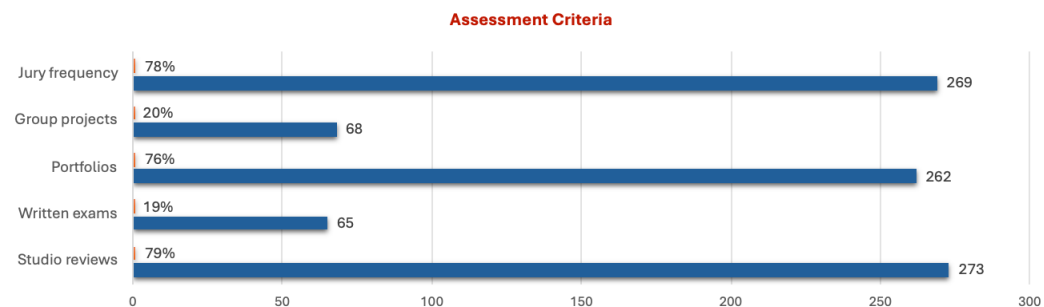


Figure 7. Overview of assessment criteria across 345 architecture schools.

› Industry and Community Engagement (Dimension 7)

Western Europe leads with 85% formal partnerships and 61% substantial internships. Asia-Pacific shows 57% partnerships and 45% internships. Africa and MENA maintain 40% partnerships and 44% internships through government ministries and professional councils.

› Sustainability and Social Responsibility (Dimension 8)

Sustainability is embedded in over 90% of curricula globally. Dedicated postgraduate programs exist in 60% of schools. Community engagement through living labs is active in two-thirds of schools. Formal sustainability certifications (LEED, STARS) are reported by one-third. Inclusivity practices are institutionalised in 38% of schools.

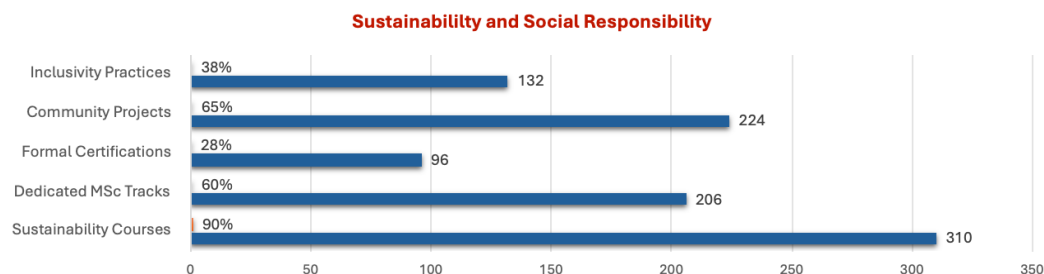


Figure 8. Overview of the adoption of sustainability and social responsibility courses across 345 architecture schools.

› Internationalisation and Global Perspective (Dimension 9)

Exchange programs or study-abroad opportunities are offered by 37% of schools, with stronger frameworks in Europe, Americas, and Oceania. Language support exists in 29% of schools. Multicultural curricula are integrated in only 25% of schools, often as electives rather than core content.

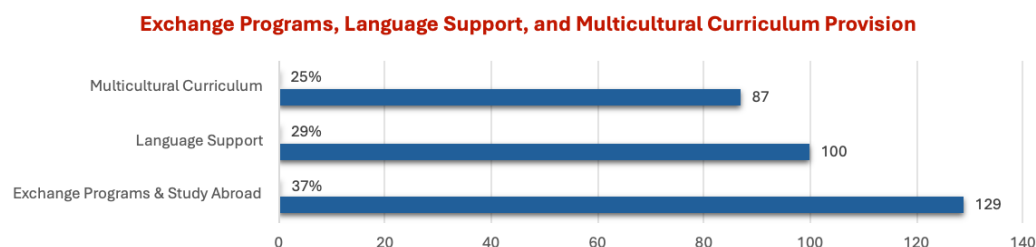


Figure 9. Overview of the internationalisation and global perspective across 345 architecture schools.

› 3.2 Thematic Analysis

Allied Disciplines integration is nearly universal (99%, 343 schools). SDG integration is substantial (88%, 304 schools). Policy-driven curricula appear in 48% (165 schools). Transdisciplinary approaches are found in 45% (156 schools). AI integration exists in 44% (152 schools). Practice-integrated studios are adopted by 57% (195 schools). The evolving architect role is addressed by 38% (132 schools). Decolonised pedagogies and emerging pedagogical models each appear in 29%. Health-focused design remains limited at 22% (77 schools).

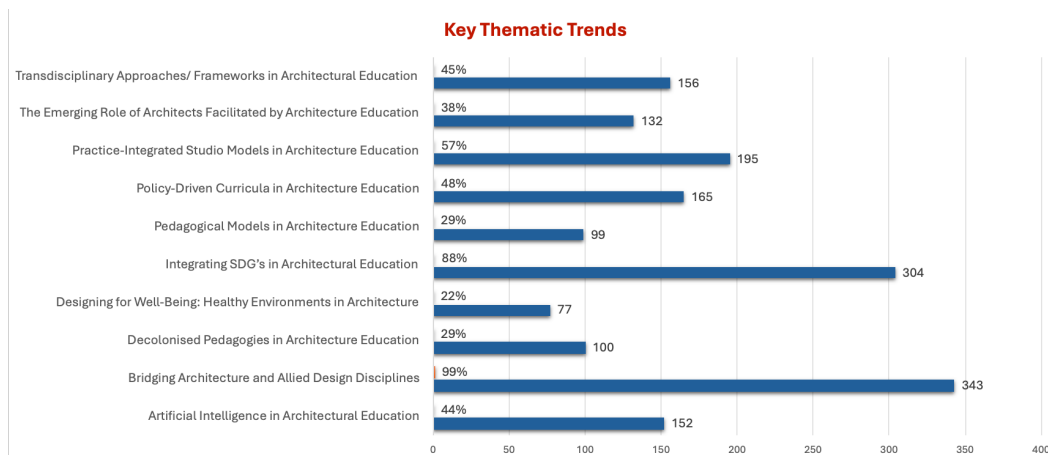


Figure 10. Schools engaging in key thematic areas of architectural education.

› 4 INSIGHTS FROM THE NINE-DIMENSIONAL FRAMEWORK

This section presents detailed findings from the nine-dimensional analysis, examining how 345 architecture schools' structure and deliver their programs. Each dimension reveals distinct regional patterns, shared global priorities, and persistent challenges that shape the quality and equity of architectural education worldwide.

› 4.1 Admission Criteria, Program & Curriculum Structure

Key Trends: Academic transcripts are required by 100% of schools. Standardised tests (GRE, GMAT, SAT/ACT, JEE, Gaokao) are the most common requirement (79%). Language proficiency exams feature in approximately 19% of criteria. Portfolios are requested by about 18%. Interviews are required in roughly 8% of programs. Minimum GPA is stipulated by about 8%. Work experience is mandatory in just 3% of requirements.

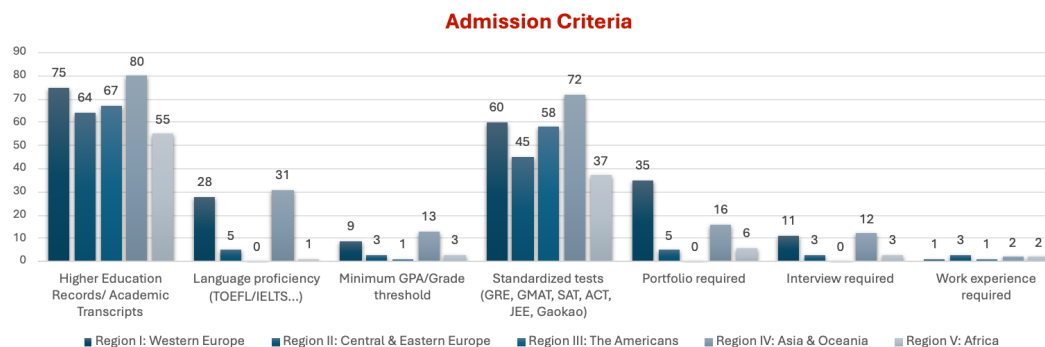


Figure 11. Regional trends in undergraduate architecture admissions criteria.

Regional Highlights: Western Europe uses a 3+2 program structure with selective portfolio use. Central and Eastern Europe relies on standardised academic and language requirements with growing portfolio adoption. The Americas emphasise standardised tests in

North America, while Latin America focuses on transcripts. Asia & Oceania is dominated by national entrance exams, with Australia and New Zealand requiring portfolios and interviews. Africa typically uses portfolios and interviews for design programs.

Reflections: Admission criteria reveal global convergence toward merit-based selection, with academic transcripts and standardised testing forming the foundation across 79% of programs. Regional variations persist: portfolio-based admissions dominate design-focused European and North American schools, while competitive national examinations prevail in Asia. The rarity of work experience requirements (3%) reflects architecture's positioning of practical experience as post-admission rather than pre-entry.

› Program Duration

Key Trends: Four- to five-year degrees dominate globally: 75% in Asia & Oceania, 81% in Central & Eastern Europe, 78% in the Americas, 64% in Africa, and 28% in Western Europe. Three-year programs account for 64% in Western Europe, 25% in Africa, 20% in Asia & Oceania. Six-plus-year integrated cycles remain niche (2–7% across regions).

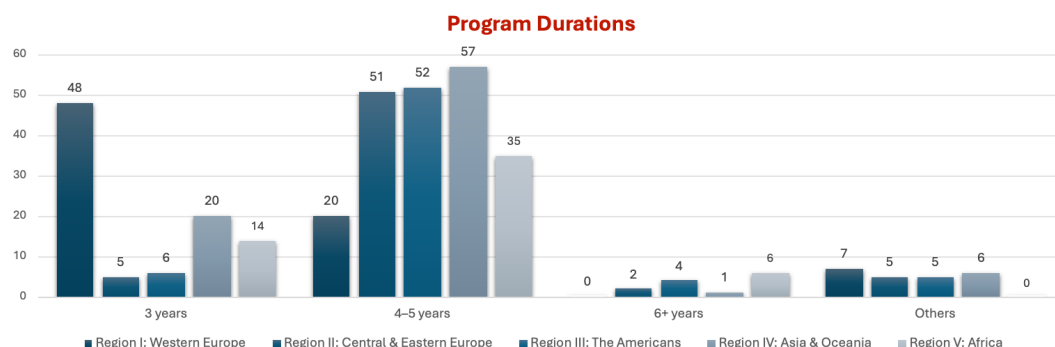


Figure 12. Regional patterns of architecture program lengths across 345 schools.

Regional Highlights: Western Europe predominantly follows the 3+2 Bologna model. Central/Eastern Europe (81%), the Americas (78%), and Asia & Oceania (75%) strongly favour four- to five-year professional degrees aligning with licensure requirements. Africa shows mixed adoption (64% four- to five-year, 25% three-year). Six-year cycles persist in Southern Europe and Latin America.

Reflections: The four- to five-year model has emerged as the global standard, balancing comprehensive training with professional recognition. Western Europe's 3+2 structure offers flexibility and international mobility. Non-standard durations reflect innovation, including part-time, split honours, and dual-institution tracks.

› 4.2 Accreditation Frameworks and Quality Assurance

Key Trends: 91% (315) of programs hold full accreditation; 9% (30) operate under provisional status. 59% (204) are endorsed by professional bodies (RIBA, NAAB, SACAP). 22% (75) manage dual or triple accreditations. Only 31% (107) publicly disclose QA indicators. 39% (135) face clustered review windows. 37% (128) report inadequate facilities at satellite campuses.

Regional Highlights: Western Europe has highly structured systems with ARB, RIBA, and EU Qualification Directive frameworks, but limited public benchmarking. Central and Eastern Europe aligns with EU standards but shows transparency gaps. The Americas has well-defined systems in Canada, US, and Brazil. Africa shows growing national frameworks through NAQAAE, SACAP, and CAMES.

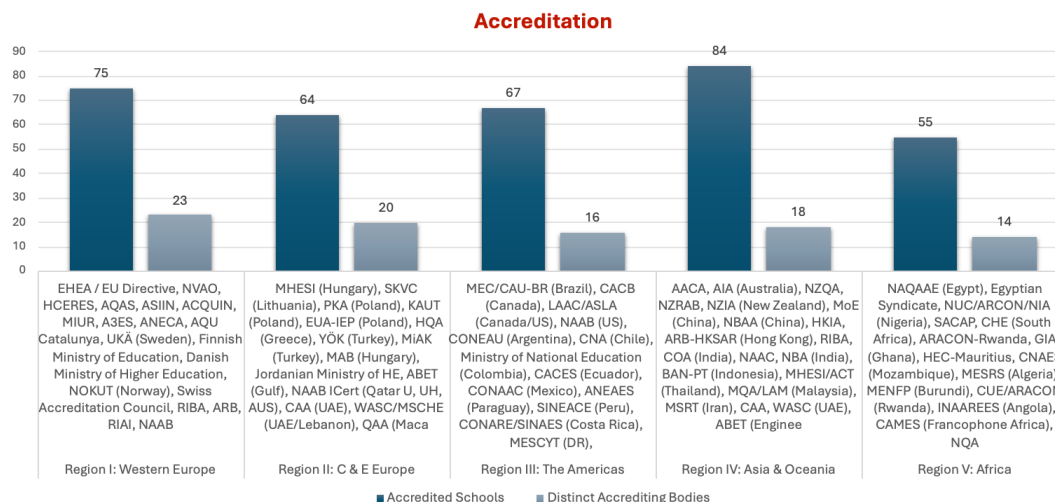


Figure 13. Regional distribution of accredited architecture schools and distinct accrediting bodies.

Reflections: Global trends include alignment with supranational frameworks (Bologna, EU, Canberra Accord), robust professional-body validation in key countries, lack of quantitative benchmarking, clustered accreditation cycles, resource disparities between flagship and satellite campuses, and advocacy for coordinated reforms including shared dashboards and standardised templates.

4.3 Faculty Information

Key Trends: Approximately 50% of architecture schools maintain the ideal faculty–student ratio (11–15:1). 15% operate with lower ratios ($\leq 10:1$), typically in research-intensive schools. However, 35% of schools exceed ideal thresholds, with 25% falling in the 16–20 range and 10% exceeding 20:1. Schools with higher PhD-qualified staff demonstrate stronger research output and institutional collaborations.

Regional Highlights: Western Europe leads in research-intensive specialisations (sustainability, digital design, heritage), with 55% maintaining 11–15 ratios. Central and Eastern Europe shows strong technical expertise (45% at 11–15). The Americas feature computational design specialists in North America (51% at 11–15). Asia & Oceania demonstrates rapid growth in AI and digital innovation (45% at 11–15). Africa focuses on climate-resilient design and informal urbanism (49% at 11–15).

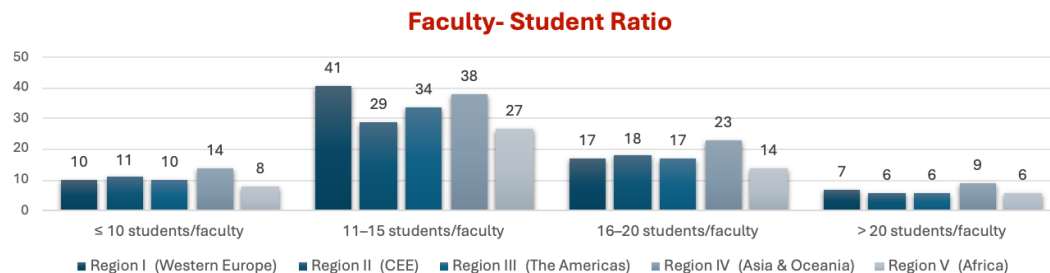


Figure 14. Faculty–student ratio across five regions.

Reflections: Faculty–student ratios reveal marked regional disparities, with leading schools maintaining 8:1–12:1 while under-resourced institutions exceed 25:1. Mid-career faculty dominate 54% of programs. Only 36% of schools publish research performance data. Schools with over 60% PhD-qualified staff show significantly stronger research performance and international collaboration.

› 4.4 Student Profile and Outcomes

Key Trends: International student enrolment varies widely, with the highest shares in Asia–Oceania (20%–45%). On-time completion rates are generally high, typically above 85%. Graduate employment outcomes are strong globally, with most regions reporting employment within six months ranging from 85% to 98%.

Regional Highlights: Asia–Oceania leads international enrolment (20%–45%) driven by globally ranked schools and English-medium programs. Central/Eastern Europe and the Americas follow with moderate rates (12%–36%). Gender parity is strong in Central/Eastern Europe and the Americas, while Asia–Oceania shows male-dominated undergraduate programs with a postgraduate balance.

Reflections: Selective admissions correlate with stronger academic performance, higher completion, and improved employability. Programme-level retention data remains sparse. Graduate employability validates programme quality, with over 85% employed within six months globally, with leading schools reporting 90%–98%.

› 4.5 Facilities & Resources

Key Trends: Over 90% of architecture programmes feature dedicated studios and workshops alongside basic digital-fabrication tools. European schools lead in research infrastructure, with 78–87% citing libraries and specialised centres. African programmes match global peers in maker spaces and digital labs but lag in scholarly facilities (56%).

Regional Highlights: Western Europe leads with world-class studios, robotics labs, and environmental testing facilities. North America offers exceptional resources including robotic arms and immersive labs. Asia-Pacific features advanced fabrication labs and integrated smart campuses. African schools demonstrate strong commitment to regionally relevant design; flagships like AUC and UM6P invest in advanced labs.



Figure 15. Region-wise analysis of comparative strengths in facilities, digital capabilities, research outcomes, student engagement and global reach.

Reflections: A clear stratification emerges between well-funded schools with robotics labs, VR studios, and high-performance computing versus under-resourced programmes relying on basic CAD labs. Schools with advanced resources show higher research output, better employability, and improved rankings. Environmental testing labs signal a shift toward climate-responsive, performance-driven design education as a global priority.

4.6 Pedagogical Approaches and Assessment

Key Trends: Studio-based learning dominates (78%), reflecting its enduring value for hands-on, iterative design development. Lecture-based instruction remains prevalent (30%). Digital or hybrid studios remain underutilised (11%), revealing a lag in virtual pedagogy integration. Interdisciplinary learning appears in 31% of schools, and 53% feature community-engaged design.

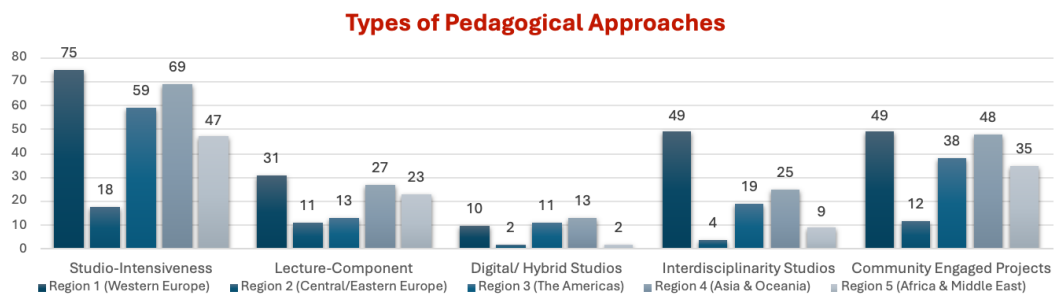


Figure 16. Number of schools in each region employing key pedagogical approaches.

Regional Highlights: Assessment relies heavily on studio reviews (79%), portfolios (76%), and juries (78%), while written exams (19%) and group grading (20%) remain marginal. Western Europe emphasises in-person studio-intensive teaching with interdisciplinary learning and portfolio-based assessment. Central/Eastern Europe adopts blended models with moderate digital literacy and Problem-Based Learning. The Americas integrates academic research, co-operative education, and community partnerships.

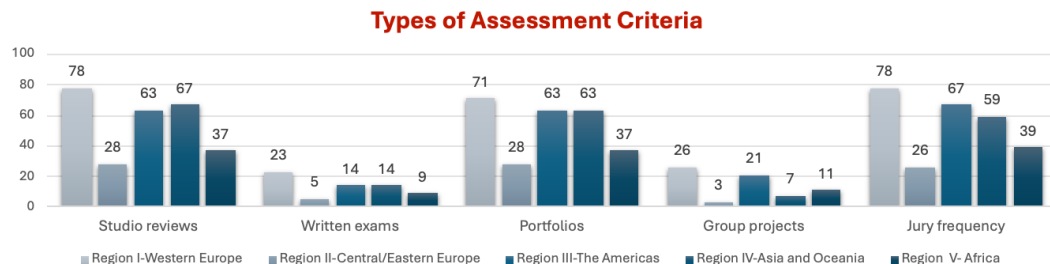


Figure 17. Number of schools in each region adopting key assessment criteria across the 345-school sample.

Reflections: Studios are transforming into living laboratories where students tackle real-world problems through experimental design. Hybrid models blend theoretical instruction with hands-on work. While fully virtual studios remain rare, selective digital experimentation includes VR critiques and asynchronous feedback. Work-integrated learning gains prominence in North America and Asia-Pacific through co-op terms and internships.

4.7 Industry & Community Engagement

Key Trends: Industry and community engagement are widespread globally, though depth varies notably. Across regions, 40%–85% of schools forge formal partnerships, and 44%–61% embed substantial internships. Western Europe leads with 85% partnerships and 61% internships. Central/Eastern Europe shows 67% partnerships and 59% internships. Asia-Pacific demonstrates 57% partnerships and 45% internships.

Regional Highlights: Western Europe exemplifies global best practice with extensive Erasmus+ exchanges, participation in Horizon Europe research consortia, and 6–12 month internship requirements. The Americas features Canada's two-year co-op programs, U.S. design-build studios, and Latin American development-agency funding for urban studies. Asia-Pacific embeds living labs and national-vision placements with major grants from Australia's ARC, Japan's JSPS, and Korea's NRF.

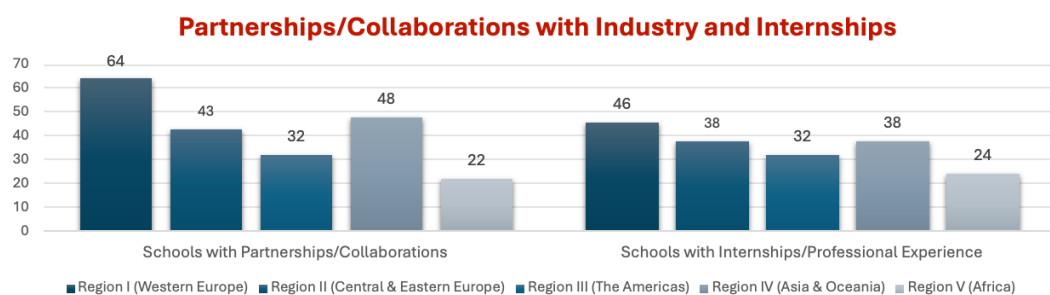


Figure 18. Prevalence of industry partnerships and internships across UIA regions.

Reflections: Four global pillars emerge: embedded practice experience through mandatory internships is non-negotiable; community-focused studios and living labs tie projects to societal challenges; seamless licensure alignment integrates practice-hour requirements into curricula; and diverse research funding ecosystems support flagship universities' multi-million-dollar grants while emerging programs rely on development-agency awards.

› 4.8 Sustainability and Social Responsibility

Key Trends: Sustainability is firmly embedded, with over 90% of schools integrating it into core curricula globally. Dedicated postgraduate programs are offered by 60% of schools. Community engagement through living labs and design studios is active in approximately two-thirds of schools. Formal sustainability certifications (LEED, STARS) are reported by one-third. Inclusivity practices, including co-design with marginalised communities, are institutionalised in about 38% of schools.

Regional Highlights: Western Europe maintains leadership with deep curricular integration, widespread, green-certified campuses, and robust community partnerships. The Americas stands as a frontrunner in sustainability certifications, community outreach, and advanced graduate programs. Asia-Oceania presents a diverse landscape with leading schools pioneering sustainable campuses and climate-resilient laboratories. Africa witnesses rapid progress aligning sustainability with resilience and equity through strategic partnerships with governments, NGOs, and international agencies.



Figure 19. Uptake of sustainability and social equity initiatives across global architecture programs.

› 4.9 Internationalisation and Global Perspective

Internationalisation remains essential but unevenly implemented. Approximately 37% of schools offer exchange programs or study-abroad opportunities, with stronger mobility frameworks in Europe, the Americas, and Oceania. Language support, particularly for English or French instruction, is present in 29% of schools, facilitating international participation. Multicultural curricula are integrated in only 25% of schools, often as electives rather than core content, suggesting more systematic inclusion of cultural diversity and linguistic accessibility is needed.

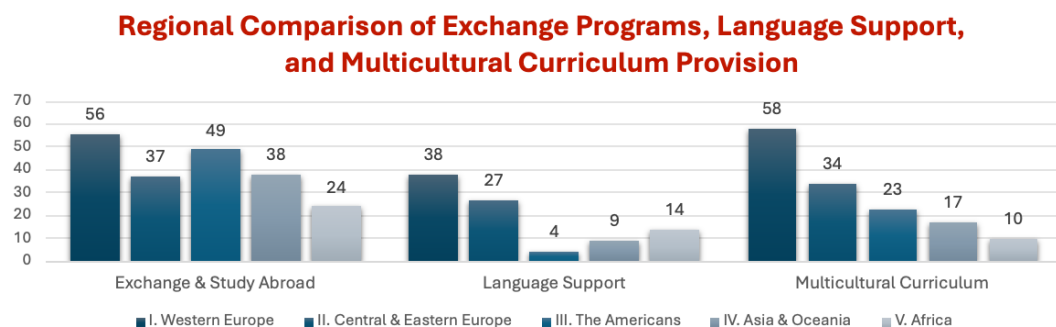


Figure 20. Comparison of exchange opportunities, language support, and multicultural curriculum in architecture schools.

› 5 THEMATIC ANALYSIS: GLOBAL SHIFTS RESHAPING ARCHITECTURAL EDUCATION

› 5.1 Integrating Health and Well-Being into Architectural Education

Health and well-being are gaining momentum as emerging priorities in architectural education, though they remain underrepresented compared to other themes. The survey identifies 22% (77 schools) as actively incorporating health-oriented design content, with keywords spanning biophilic design, indoor environmental quality, occupant-centred design, healing environments, and mental health in built spaces.

Schools integrating health and well-being tend to embed these concerns within broader sustainability and social responsibility frameworks. However, few schools offer standalone modules or dedicated tracks. The COVID-19 pandemic has accelerated interest in healthy environments, influencing studio themes and research agendas. Despite this, systematic integration into core curricula, accreditation frameworks, or faculty specialisations remains nascent globally.

Opportunities exist to deepen this integration, particularly by connecting health literacy with climate resilience, urban design, and community-engaged pedagogy. Schools in Africa and Asia-Oceania show emerging interest in this field, particularly in the context of informal settlements, public health infrastructure, and climate-responsive design.

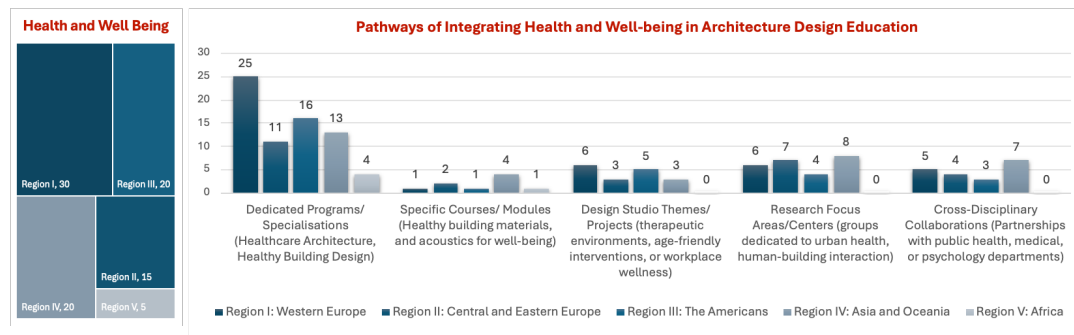


Figure 21. Pathways through which schools integrate health and well-being in the architecture discourse.

› 5.2 Transdisciplinary Curriculum for Architecture Education

Transdisciplinary education — structured collaboration between architecture and fields such as engineering, public health, data science, environmental science, and social sciences — is present in 45% of surveyed schools (156 schools). This theme reflects a growing recognition that contemporary design challenges cannot be addressed within single-discipline silos.

Regional leaders include schools in the UK, Netherlands, Germany, and Scandinavia, which have long-established inter-faculty collaboration models. In the Americas, universities such as MIT, Harvard GSD, and University of Toronto integrate

transdisciplinary modules within their professional curricula. Transdisciplinary approaches remain limited in Africa and parts of Latin America, where structural and financial barriers hinder inter-faculty cooperation.

Common challenges include faculty resistance to crossing disciplinary boundaries, accreditation constraints that privilege single-discipline outcomes, and the logistical complexity of co-teaching. Despite these challenges, schools with strong transdisciplinary curricula report higher student satisfaction, stronger employability, and greater capacity for addressing complex societal challenges.

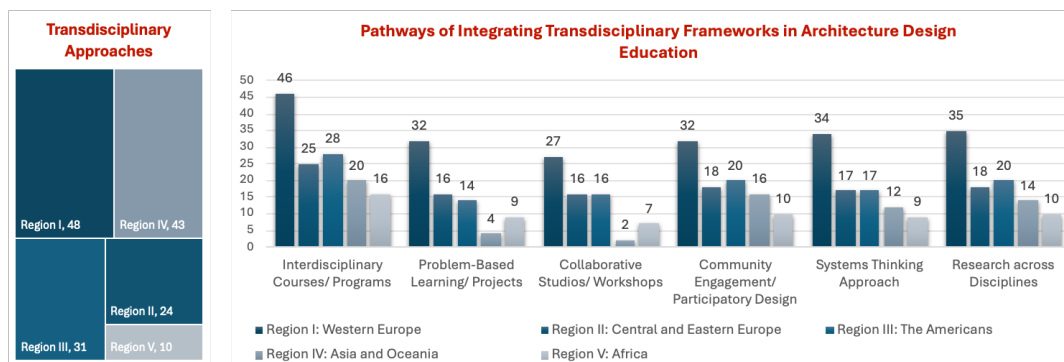


Figure 22. Pathways of transdisciplinary integration in architecture education.

› 5.3 Decolonised Pedagogy

Decolonised pedagogy — encompassing the integration of indigenous knowledge systems, Global South design traditions, and critical discourse challenging Eurocentric architectural canons — is present in 29% of surveyed schools (100 schools). This theme reflects an active but uneven global shift toward culturally plural and historically reflexive forms of architectural education.

African schools, particularly in South Africa (UCT, Wits), Egypt (AUC), and Nigeria (Covenant, UNILAG), are leading this movement, embedding local building traditions, climatic responses, and community-informed design into core studios. Latin American schools in Colombia, Brazil, and Chile are also prominent, drawing on traditions of social urbanism and informal city-making.

The challenge lies in moving beyond tokenistic inclusion toward structural transformation of curricula, reading lists, studio briefs, and faculty composition. Schools that have successfully decolonised their pedagogy tend to show stronger community engagement, deeper regional relevance, and more diverse student and faculty profiles.

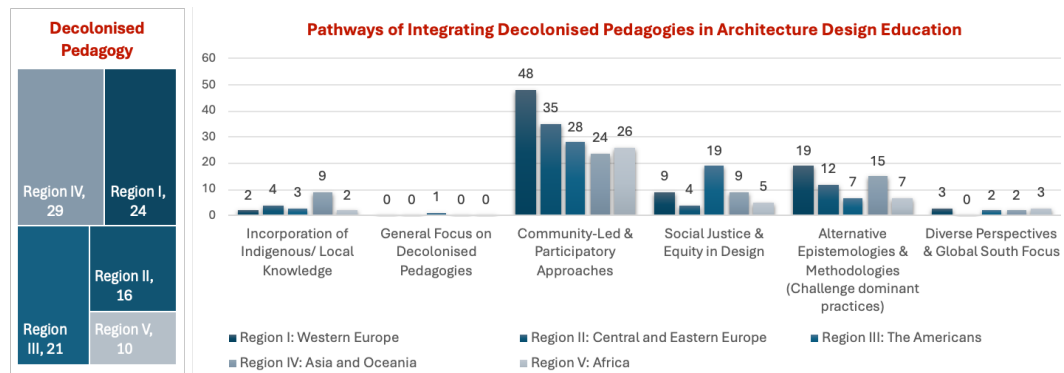


Figure 23. Regional engagement with decolonised pedagogy pathways.

› 5.4 Integrating SDGs into Architectural Education

The integration of the United Nations Sustainable Development Goals (SDGs) is one of the most widely adopted thematic priorities, with 88% of schools (304 schools) demonstrating significant engagement. This high uptake reflects the broad alignment between architectural practice and SDG mandates, particularly around SDG 11 (Sustainable Cities), SDG 13 (Climate Action), SDG 7 (Affordable and Clean Energy), and SDG 10 (Reduced Inequalities).

Western Europe and the Americas lead in structured SDG alignment, with dedicated sustainability tracks, international research consortia, and green-certified campus programs. African schools increasingly link SDG integration to local resilience, food security, and affordable housing, though resource constraints limit programmatic depth.

The challenge of translating SDG aspirations into studio pedagogies and design briefs remains significant. Schools that have moved beyond surface-level adoption tend to embed SDG criteria directly into design juries, final year briefs, and thesis frameworks, ensuring that students can articulate and measure the social and environmental impact of their projects.

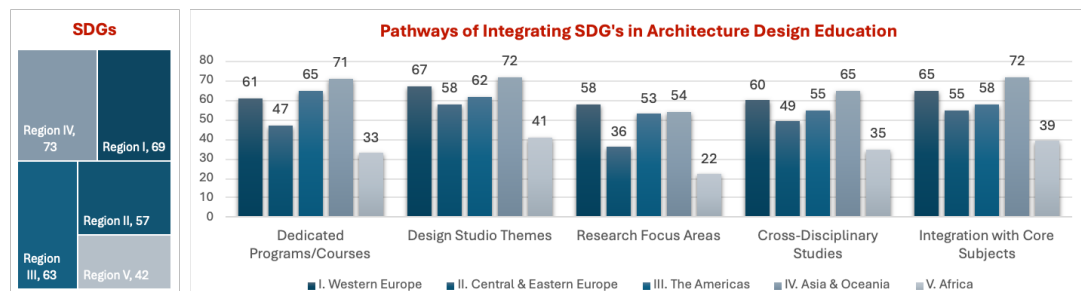


Figure 24. Regional distribution of SDG-focused pathways in architecture education.

› 5.5 AI-Driven Transformation of Architectural Education

Artificial intelligence and computational design are integrated in 44% of schools surveyed (152 schools), making this one of the fastest-growing thematic areas in global architectural education. Schools in Asia-Oceania, particularly China (Tsinghua, Tongji, Zhejiang), Singapore (NUS), and South Korea (KAIST, SNU), are frontrunners in embedding AI tools into studio pedagogy, computational labs, and research clusters.

Western European schools, particularly in the Netherlands (TU Delft), Germany (TU Munich), and the UK (UCL, Bartlett, AA), have strong traditions of computational design now evolving to incorporate AI. North American schools such as MIT, Columbia, and SCI-Arc are pioneering AI-driven design studios and ethics-focused courses on algorithmic bias and responsible automation.

The rapid pace of AI development poses particular challenges for curriculum design. Schools leading in this area have adopted flexible, skills-agnostic frameworks that emphasise critical thinking about AI rather than proficiency with specific tools. The field requires international frameworks for AI literacy in architectural education that are both ambitious and adaptable.

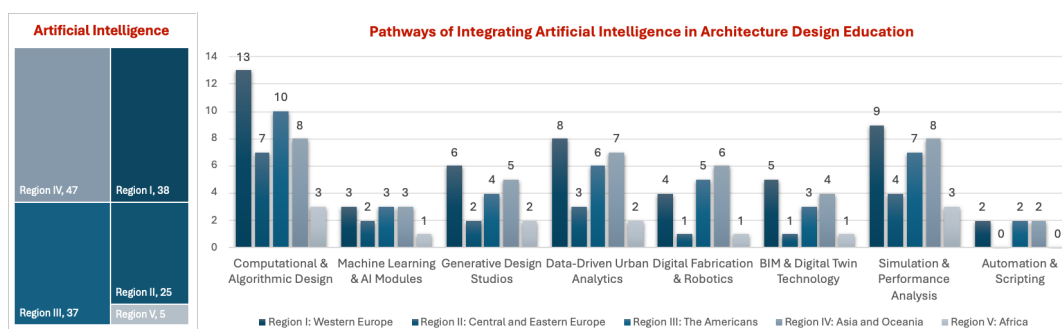


Figure 25. Pathways of AI integration in architectural education by region.

› 5.6 Integration of Allied Disciplines in Architectural Education

Integration with allied disciplines — including urban planning, landscape architecture, structural engineering, materials science, and sociology — is the most universally adopted thematic area, appearing in 99% of schools (343 schools). This near-universal uptake reflects the foundational role of interdisciplinary collaboration in architectural training.

In most schools, allied discipline integration occurs through shared modules, visiting lecturers, or co-located departments. Schools in Western Europe and North America tend to offer the deepest integration, with dual-degree pathways, joint studios, and co-supervised research programs. Asia-Pacific schools increasingly embed engineering-architecture collaboration, particularly in structural innovation, parametric design, and smart city development.

The challenge lies in shifting from co-location to genuine intellectual and pedagogical integration, where students not only learn from but also collaborate with peers from other fields in solving shared design problems.

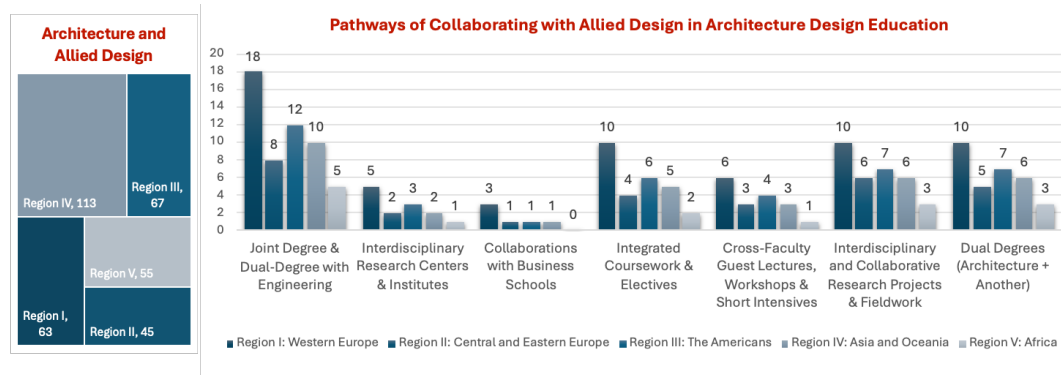


Figure 26. Regional distribution of collaborative pathways with allied disciplines in architecture design education.

› 5.7 Bridging Architectural Discourse and Practice

Bridging the gap between academic discourse and professional practice is a central concern for 57% of schools (195 schools), reflected in live projects, design-build studios, community partnerships, and practice-research integration. Keywords include design-build, live briefs, co-production, public interest design, and professional integration.

Western Europe leads in formal practice integration, with structured internship requirements of 6–12 months. North American schools are pioneering design-build studios at institutions like Rural Studio (Auburn University), Design Corps, and the multitude of community design centres affiliated with architecture schools. African schools demonstrate strong community-engaged pedagogy through living labs, informal settlement design studios, and partnerships with NGOs and local authorities.

Schools that bridge discourse and practice most effectively tend to create feedback loops between studio outcomes and professional reflection, ensuring that students develop both technical skills and critical professional identities.

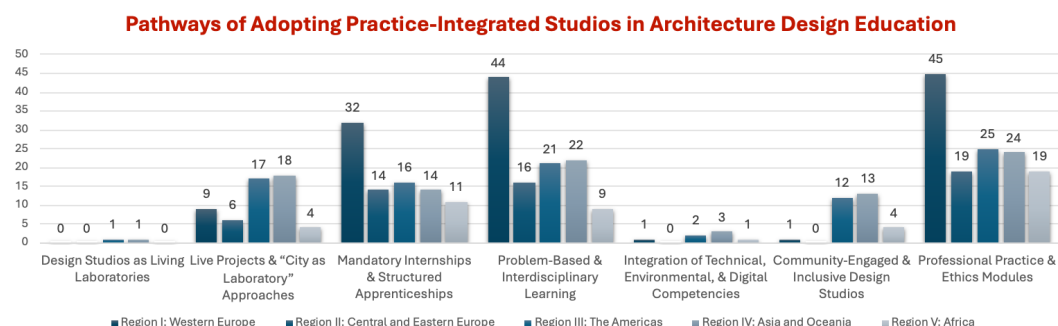


Figure 27. Uptake of practice-integrated studio pathways in architecture design education.

› 5.8 Emerging Pedagogies in Global Architectural Education

Emerging pedagogies — including research-by-design, flipped classrooms, participatory action research, project-based learning, and hybrid learning models — are adopted in 29% of schools (99 schools). Research-by-design is most prominent in European schools with strong research profiles, including ETH Zurich, Delft, KTH, and the Architectural Association.

Flipped classroom models are gaining traction in North American and Australian institutions. Participatory action research is particularly prevalent in African and Latin American schools with social justice orientations. Hybrid learning, blending online and face-to-face instruction, expanded rapidly post-pandemic and is now formally integrated in approximately 11% of schools globally.

Schools that have successfully institutionalised emerging pedagogies tend to have strong faculty development support, flexible assessment frameworks, and explicit leadership commitment to pedagogical innovation.

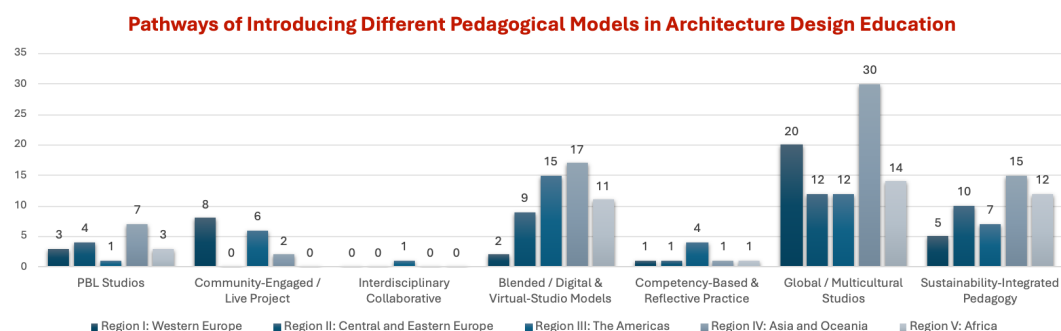


Figure 28. Regional distribution of pedagogical models in architecture design education.

› 5.9 Integrating Policy Literacy into Architectural Education

Policy literacy — encompassing knowledge of urban governance, regulatory frameworks, planning law, zoning policy, and advocacy practice — is present in 48% of schools (165 schools). Schools in North America and Western Europe demonstrate the strongest policy literacy integration, particularly through planning law modules, professional practice courses, and advocacy-oriented design studios.

In Asia, national planning frameworks and regulatory compliance are standard elements of professional programs, though critical engagement with policy rather than mere compliance is less common. African schools increasingly embed policy awareness within urban design and housing studios. Latin American schools with strong social urbanism traditions, particularly in Brazil and Colombia, demonstrate sophisticated integration of policy advocacy within design pedagogy.

Schools that integrate policy literacy most effectively offer experiential learning through planning tribunals, public consultations, policy drafting exercises, and engagement with government agencies.

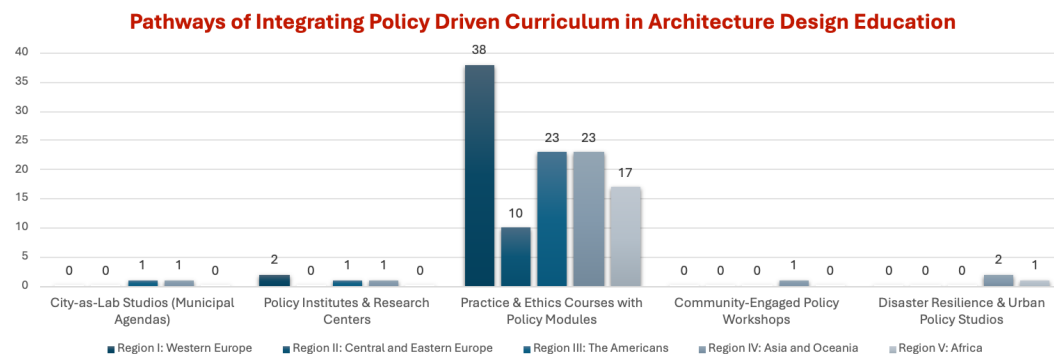


Figure 29. Regional distribution of pathways for embedding policy-driven curriculum in architecture education.

› 5.10 The Evolving Role of the Architect

The evolving identity and role of the architect, encompassing innovation leadership, entrepreneurship, cultural advocacy, and civic responsibility, is addressed in 38% of schools (132 schools). Schools in Western Europe and North America lead in explicitly addressing the evolving role through professional identity modules, entrepreneurship electives, and leadership programs.

In Asia-Pacific, the integration of innovation and technology leadership is particularly prominent, particularly in South Korean and Singaporean schools with strong connections to national innovation agendas. African schools emphasise civic advocacy and community leadership, producing architects who engage directly with social and environmental justice challenges.

Schools that most successfully address the evolving role of the architect tend to have strong alumni engagement, diverse teaching teams, and an institutional culture that values experimentation and social entrepreneurship alongside technical excellence.

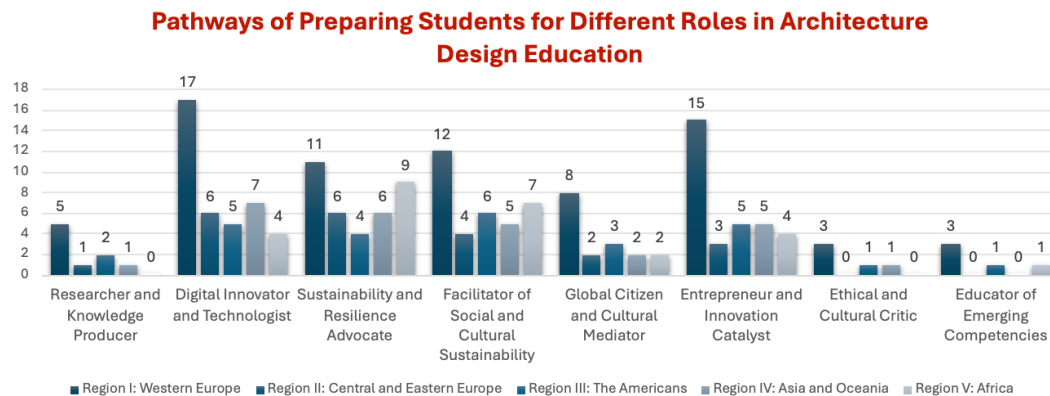


Figure 30. Regional breakdown of the number of schools preparing students for emerging professional roles.

› 6 CONCLUSIONS – TRENDS and PATTERNS

This concluding section draws together the principal findings of the survey across its nine analytical dimensions and ten thematic lenses. It is organised into seven sections that move from the immediate state of the field through its structural tensions and unresolved priorities, toward a synthesis of what the evidence collectively demands. The first two sections assess the current condition of global architectural education — the scale of change already underway and the geographic patterns that both connect and differentiate it. The following four sections examine four systemic challenges that cut across regions and institution types: the gap between stated ambitions and measurable accountability; the inequality embedded in unequal access to digital infrastructure; the persistent marginalisation of decolonised pedagogy and health-centred design; and the distance between what the profession declares its graduates must become and what curricula systematically cultivate. The final section draws these threads together into a statement of purpose for the next phase of global architectural education.

› 6.1 A PROFESSION AT AN INFLECTION POINT

This global survey of 345 architecture schools across 159 countries reveals a profession at a critical inflection point. While traditional studio-based pedagogy remains the foundation of architectural education, the discipline is undergoing a fundamental transformation to address the interconnected challenges of the climate crisis, rapid urbanisation, technological disruption, and social inequality that define the 21st century.

The findings demonstrate both remarkable progress and persistent disparities. On one hand, near-universal integration of allied disciplines (99%), substantial SDG alignment (88%), and widespread embedding of sustainability (90%+) mark global commitment to expanded professional responsibilities. Schools are increasingly preparing architects not only as future designers of buildings but as systems thinkers, community collaborators, and agents of social and environmental change. On the other hand, significant gaps remain

where only 22% integrate health and well-being systematically, 29% engage with decolonised pedagogies, and 38% address the architect's evolving professional identity, revealing areas where aspiration exceeds implementation.

› 6.2 REGIONAL DIVERGENCE AND SHARED AMBITION

Regional variations demonstrate both opportunity and inequality. Western Europe and North America benefit from mature research infrastructure, strong accreditation frameworks, and well-established industry partnerships, yet face challenges in diversifying pedagogical perspectives beyond Western-centric models. Asia and Oceania demonstrate rapid advancement in digital technologies and AI integration while navigating tensions between global standards and regional contexts. The Americas showcase exemplary practice-integrated learning and community engagement, though disparities between well-resourced North American institutions and underfunded Latin American programs remain stark. Africa exhibits remarkable innovation in climate-responsive design and community-based pedagogy despite infrastructural constraints, pointing to the value of context-driven solutions over resource-intensive approaches.

Convergence is evident around core competencies — design excellence, technical proficiency, cultural awareness, environmental literacy, and ethical practice — suggesting the emergence of a global consensus on what constitutes contemporary architectural education. Yet how these competencies are cultivated, assessed, and integrated varies dramatically based on local resources, institutional priorities, and regional challenges. The four- to five-year professional degree has become the global standard, while pedagogical approaches span from highly digital, research-intensive models to community-engaged, experiential learning frameworks.

› 6.3 ACCOUNTABILITY AND TRANSPARENCY

What the data collectively reveal is that global architectural education is more coherent in its aspirations than its accountability structures. The near-universal language of sustainability, social responsibility, and interdisciplinarity has not yet been matched by the transparency needed to verify outcomes: only 31% of schools publish quality metrics, graduate retention data is inconsistently reported across all regions, and gender balance figures remain absent from most institutional disclosures. This is not simply a data management problem — it reflects a structural reluctance to submit educational ambition to empirical scrutiny. A profession that claims to shape the public realm cannot credibly resist public accountability for how it trains those who do so. Shared benchmarking frameworks, open-access outcome repositories, and standardised self-study templates are not bureaucratic impositions; they are the foundations of a learning community serious about improvement.

› 6.4 THE DIGITAL DIVIDE AS AN EQUITY QUESTION

The digital infrastructure divide deserves to be understood not as a technical gap but as an equity crisis with direct pedagogical consequences. Schools equipped with robotic fabrication, environmental simulation laboratories, and AI-integrated studios are producing

graduates with fundamentally different design capabilities and research fluency than those relying on foundational CAD tools. This stratification is self-reinforcing: advanced resources attract higher-ranked faculty, generate stronger research outputs, improve institutional rankings, and thereby secure further investment. Left unaddressed, the divide will deepen not only between institutions in the Global North and South but within regions — between flagship urban universities and smaller or satellite campuses that serve the majority of architecture students globally. Regional technology consortia, open-source curriculum development, and South-South knowledge exchange are not aspirational gestures; they are structural necessities if the profession is to remain coherent across its full geographic breadth.

› 6.5 THE UNFINISHED AGENDA

Two themes stand out as the unfinished agenda of global architectural education: decolonised pedagogy and health-centred design. Both remain marginal — adopted by fewer than one in three schools — yet both are foundational to the profession's ability to serve the communities that most urgently need it. The persistence of Western-centric curricula, reading lists, and canonical references in programs operating in deeply different social, climatic, and cultural contexts is an intellectual limitation as much as an ethical one. Schools that have moved toward locally grounded, participatory, and vernacular-informed pedagogies consistently report stronger community relevance and graduate adaptability. Similarly, the built environment's measurable effects on physical and mental health — from indoor air quality to biophilic design to the spatial conditions of chronic illness — are too significant to remain an elective lens. The COVID-19 pandemic accelerated awareness; the task now is institutionalisation.

› 6.6 BETWEEN PROCLAMATION AND PRACTICE

Perhaps the most consequential finding of this survey is the gap between what architectural education proclaims and what it systematically instills. The profession widely acknowledges that the architect of the 21st century must be a civic leader, policy actor, interdisciplinary collaborator, and sustainability advocate — yet only 38% of schools formally address the evolving professional identity, and fewer than half embed policy literacy as a structural element of their curricula. Studios and design briefs remain the primary site of professional formation, and this is not a weakness: the design studio is where ethical, technical, and cultural commitments converge in practice. But it must be supported by explicit attention to the political, regulatory, and civic dimensions of practice — not as supplementary modules but as integrated dimensions of how architects are taught to understand their role in the world.

› 6.7 TOWARDS INTENTIONAL ARCHITECTURAL EDUCATION

Taken together, the evidence of this survey points toward a coherent vision for the next generation of architectural education, one that is empirically accountable, technologically equitable, culturally plural, and civic in orientation. The institutions leading in this direction are not necessarily the best-resourced; they are the most intentional — about what they

teach, how they assess it, and whose knowledge they centre. The UIA Education Commission's mandate is to make that intentionality the norm rather than the exception. This survey provides the evidence base. The architecture of education, like the architecture of cities, is always unfinished — but it must be deliberately, purposefully, and collectively built.



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› APPENDIX: LIST OF SURVEYED SCHOOLS BY UIA REGION

› Region I — Western Europe (78 Schools)

School Name	Country
Universität für Kunst und industrielle Gestaltung Linz (UFG)	Austria
Vienna University of Technology (TU Wien)	Austria
Ghent University (UGent)	Belgium
Université libre de Bruxelles (ULB)	Belgium
KU Leuven	Belgium
Aalto University (formerly TKK)	Finland
École Nationale Supérieure d'Architecture de Paris-Belleville	France
École Nationale Supérieure d'Architecture de Paris-Malaquais	France
École Nationale Supérieure d'Architecture de Lyon	France
École Nationale Supérieure d'Architecture de Paris-La Villette	France
École Nationale Supérieure d'Architecture de Nantes	France
Leibniz Universität Hannover	Germany
Karlsruhe Institute of Technology (KIT)	Germany
Technical University of Munich (TUM)	Germany
RWTH Aachen University	Germany
University of Stuttgart	Germany
HafenCity University Hamburg (HCU)	Germany
Aristotle University of Thessaloniki	Greece
University College Dublin (UCD)	Ireland
Politecnico di Milano	Italy
Politecnico di Torino	Italy
Università Iuav di Venezia	Italy
University of Rome La Sapienza	Italy
Università degli Studi di Napoli Federico II	Italy
University of Luxembourg	Luxembourg
University of Malta	Malta
Delft University of Technology (TU Delft)	Netherlands
Eindhoven University of Technology (TU/e)	Netherlands
Oslo School of Architecture and Design (AHO)	Norway
Norwegian University of Science and Technology (NTNU)	Norway
Warsaw University of Technology – Faculty of Architecture	Poland
Wrocław University of Science and Technology	Poland
Cracow University of Technology (Faculty of Architecture)	Poland
Technical University of Lisbon / Universidade de Lisboa (FAUL)	Portugal
University of Porto (FAUP)	Portugal
University of Minho (UMinho)	Portugal
Universidad Politécnica de Madrid (ETSAM)	Spain
Universitat Politècnica de Catalunya (ETSAB/ETSAV)	Spain
Universidad de Granada (ETS de Arquitectura)	Spain

Escuela de Arquitectura y Tecnología (ESNE) Madrid	Spain
Universitat Politècnica de València (ETSA)	Spain
Lund University (LTH)	Sweden
KTH Royal Institute of Technology	Sweden
Chalmers University of Technology	Sweden
ETH Zurich	Switzerland
EPF Lausanne (EPFL)	Switzerland
Mendrisio Academy of Architecture (USI)	Switzerland
Bartlett School of Architecture, UCL	United Kingdom
Architectural Association School of Architecture (AA)	United Kingdom
University of Cambridge – Department of Architecture	United Kingdom
University of Edinburgh – Edinburgh School of Architecture	United Kingdom
University of Manchester – Manchester School of Architecture	United Kingdom
University of Bath – Department of Architecture	United Kingdom
University of Sheffield – School of Architecture	United Kingdom
University of Nottingham – Department of Architecture	United Kingdom
Cardiff University – Welsh School of Architecture	United Kingdom
Newcastle University – School of Architecture, Planning and Landscape	United Kingdom
Queen's University Belfast – School of Natural and Built Environment	United Kingdom
Heriot-Watt University	United Kingdom
University of Liverpool – School of Architecture	United Kingdom
Oxford Brookes University – School of the Built Environment	United Kingdom
University of the Arts London (UAL) – Central Saint Martins	United Kingdom
Royal College of Art (RCA)	United Kingdom
University of Brighton – School of Architecture and Design	United Kingdom
University of Plymouth	United Kingdom
Northumbria University – School of Architecture and Built Environment (ABE)	United Kingdom
London South Bank University – Department of Architecture	United Kingdom
Kingston University – School of Architecture	United Kingdom
University of Westminster – School of Architecture and Cities	United Kingdom
University of East London	United Kingdom
University of the West of England (UWE Bristol)	United Kingdom
University of Huddersfield	United Kingdom
University of Lincoln	United Kingdom
University of Salford	United Kingdom
Royal Danish Academy (KADK) – School of Architecture	Denmark

› Region II — Central and Eastern Europe (70 Schools)

School Name	Country
National Technical University of Athens (NTUA)	Greece
Óbuda University, Budapest	Hungary
HSE University (Higher School of Economics), Moscow	Russian Federation
Peter the Great St. Petersburg Polytechnic University (SPbPU)	Russian Federation
University of Ljubljana	Slovenia

Middle East Technical University (METU)	Turkey
Istanbul Technical University (ITU)	Turkey
Bilkent University, Ankara	Turkey
Bahçeşehir University, Istanbul	Turkey
University of Sarajevo (Faculty of Architecture)	Bosnia and Herzegovina
Brno University of Technology (BUT)	Czechia
Czech Technical University in Prague (CTU)	Czechia
Ilia State University, Tbilisi	Georgia
Georgian Technical University (GTU)	Georgia
University of Debrecen	Hungary
Riga Technical University (RTU)	Latvia
Vilnius Gediminas Technical University (Vilnius Tech)	Lithuania
Kaunas University of Technology (KTU)	Lithuania
An-Najah National University, Nablus	Palestine
Gdańsk University of Technology	Poland
Opole University of Technology	Poland
Gheorghe Asachi Technical University of Iași	Romania
Slovak University of Technology in Bratislava (STU)	Slovakia
Lviv Polytechnic National University	Ukraine
Taras Shevchenko National University of Kyiv	Ukraine
Iran University of Science and Technology (IUST)	Iran
University of Tehran	Iran
Tel Aviv University (TAU)	Israel
Technion – Israel Institute of Technology	Israel
Al al-Bayt University, Mafrq	Jordan
Lebanese American University (LAU)	Lebanon
American University of Beirut (AUB)	Lebanon
Eastern Mediterranean University (EMU)	Northern Cyprus
Qatar University (QU)	Qatar
Prince Mohammad Bin Fahd University (PMU)	Saudi Arabia
Umm Al-Qura University (UQU)	Saudi Arabia
Imam Abdulrahman Bin Faisal University (IAU)	Saudi Arabia
Qassim University	Saudi Arabia
Abu Dhabi University (ADU)	United Arab Emirates
United Arab Emirates University (UAEU)	United Arab Emirates
University of Sharjah (UoS)	United Arab Emirates
Zayed University	United Arab Emirates
Ajman University	United Arab Emirates
American University of Sharjah (AUS)	United Arab Emirates
University of Technology, Iraq	Iraq
University of Sulaimani	Iraq
University of Salahaddin–Erbil (SUE)	Iraq
Belarusian National Technical University (BNTU)	Belarus
Technical University of Moldova (TUM)	Moldova
Estonian Academy of Arts (EKA)	Estonia

National University of Architecture and Construction of Armenia (NUACA)	Armenia
Azerbaijan University of Architecture and Construction (AUAC)	Azerbaijan
University of Bahrain (UoB)	Bahrain
Kyrgyz State University of Construction, Transport and Architecture	Kyrgyzstan
Tajik Technical University (TTU)	Tajikistan
Turkmen State Institute of Architecture and Construction	Turkmenistan
Samarkand State Architectural and Civil Engineering Institute	Uzbekistan
Tashkent University of Architecture and Construction	Uzbekistan
University of Split, Faculty of Civil Engineering, Architecture and Geodesy	Croatia
University of Zagreb, Faculty of Architecture	Croatia
University of Montenegro, Faculty of Architecture	Montenegro
Ss. Cyril and Methodius University in Skopje, Faculty of Architecture	North Macedonia
University of Belgrade, Faculty of Architecture	Serbia
University of Kragujevac, Faculty of Philology and Arts	Serbia
Polytechnic University of Tirana (UPT)	Albania

› Region III — The Americas (67 Schools)

School Name	Country
University of São Paulo (USP)	Brazil
Federal University of Rio de Janeiro (UFRJ)	Brazil
Federal University of Minas Gerais (UFMG)	Brazil
University of Toronto	Canada
University of British Columbia (UBC)	Canada
Université de Montréal	Canada
University of Waterloo	Canada
University of Calgary	Canada
Université Laval	Canada
Dalhousie University	Canada
University of Manitoba	Canada
Université du Québec	Canada
Massachusetts Institute of Technology (MIT)	United States
Princeton University	United States
University of California, Berkeley (UC Berkeley)	United States
University of Pennsylvania (UPenn)	United States
Cornell University	United States
Carnegie Mellon University (CMU)	United States
University of Illinois at Urbana-Champaign (UIUC)	United States
University of Texas at Austin (UT Austin)	United States
Washington University in St. Louis (WashU)	United States
Boston University	United States
University of Minnesota Twin Cities	United States
University of California, Irvine (UCI)	United States
Penn State University	United States
University of Maryland, College Park (UMD)	United States
Ohio State University	United States

University of Florida (UF)	United States
University of Arizona	United States
Texas A&M University	United States
University of Virginia	United States
Tufts University	United States
Indiana University (J. Irwin Miller Architecture Program)	United States
University of Illinois Chicago (UIC)	United States
University of Utah	United States
North Carolina State University (NCSU)	United States
Florida International University (FIU)	United States
National University of Córdoba (UNC)	Argentina
National University of Cuyo (UNCUYO)	Argentina
National University of La Plata (UNLP)	Argentina
University of Chile (Universidad de Chile)	Chile
Diego Portales University (UDP)	Chile
Universidad Autónoma de Chile	Chile
Universidad de la Costa (CUC)	Colombia
University of the Andes (Universidad de los Andes)	Colombia
University of Antioquia (UdeA)	Colombia
Universidad San Francisco de Quito (USFQ)	Ecuador
Pontificia Universidad Católica del Ecuador (PUCE)	Ecuador
Universidad Politécnica Salesiana (UPS)	Ecuador
Autonomous University of Sinaloa (UAS)	Mexico
Autonomous University of Baja California (UABC)	Mexico
Instituto Politécnico Nacional (IPN)	Mexico
Universidad Nacional de Asunción (UNA)	Paraguay
Pontificia Universidad Católica del Perú (PUCP)	Peru
Universidad Científica del Sur (UCSUR)	Peru
University of the Andes (ULA), Mérida	Venezuela
University of Costa Rica (UCR)	Costa Rica
Technological University of Havana (CUJAE)	Cuba
Pontificia Universidad Católica Madre y Maestra (PUCMM)	Dominican Republic
Universidad de El Salvador (UES)	El Salvador
Universidad de San Carlos de Guatemala (USAC)	Guatemala
Université d'État d'Haïti (UEH)	Haiti
Universidad Nacional Autónoma de Honduras (UNAH)	Honduras
University of Technology, Jamaica (UTech)	Jamaica
Universidad Nacional de Ingeniería (UNI)	Nicaragua
Universidad de Panamá	Panama
University of the West Indies (UWI), St. Augustine	Trinidad and Tobago

› **Region IV — Asia and Oceania (84 Schools)**

School Name	Country
University of Melbourne	Australia
The University of Sydney	Australia
The University of Queensland (UQ)	Australia
The University of Adelaide	Australia
Macquarie University	Australia
Queensland University of Technology (QUT)	Australia
Deakin University	Australia
University of Newcastle, Australia (UON)	Australia
Swinburne University of Technology	Australia
Western Sydney University (WSU)	Australia
Griffith University	Australia
Central Queensland University (CQU)	Australia
University of the Sunshine Coast (UniSC)	Australia
Universiti Teknologi Brunei (UTB)	Brunei Darussalam
Tsinghua University	China
Zhejiang University (ZJU)	China
Shanghai Jiao Tong University (SJTU)	China
Wuhan University (WHU)	China
Tongji University	China
Huazhong University of Science and Technology (HUST)	China
Sun Yat-sen University (SYSU)	China
Xiamen University (XMU)	China
Shenzhen University (SZU)	China
Shanghai University (SHU)	China
Yangzhou University (YZU)	China
Jinan University (JNU)	China
Donghua University (DHU)	China
Guangzhou University (GZU)	China
The University of Hong Kong (HKU)	China (HK SAR)
The Chinese University of Hong Kong (CUHK)	China (HK SAR)
City University of Hong Kong (CityU)	China (HK SAR)
Macau University of Science and Technology (MUST)	China (Macau SAR)
Anna University	India
KL University	India
National Institute of Technology Rourkela	India
School of Planning and Architecture (SPA), Delhi	India
CEPT University, Ahmedabad	India
Indian Institute of Technology Kharagpur (IIT Kharagpur)	India
University of Indonesia (UI)	Indonesia
The University of Tokyo	Japan
Kyoto University	Japan
Tohoku University	Japan
Osaka University	Japan

Tokyo Institute of Technology (Tokyo Tech)	Japan
Nagoya City University	Japan
Kyushu University	Japan
University of Tsukuba	Japan
Hiroshima University	Japan
University of Malaya (UM)	Malaysia
Universiti Sains Malaysia (USM)	Malaysia
Sunway University	Malaysia
University of Auckland	New Zealand
Victoria University of Wellington	New Zealand
Auckland University of Technology (AUT)	New Zealand
The University of Lahore (UOL)	Pakistan
Hazara University Mansehra	Pakistan
University of Engineering & Technology (UET) Peshawar	Pakistan
National University of Singapore (NUS)	Singapore
Seoul National University (SNU)	South Korea
Korea Advanced Institute of Science and Technology (KAIST)	South Korea
Yonsei University	South Korea
Korea University	South Korea
Kyung Hee University	South Korea
Kyungpook National University (KNU)	South Korea
Pusan National University	South Korea
National Yang Ming Chiao Tung University (NYCU)	Taiwan
National Taiwan University of Science and Technology (Taiwan Tech)	Taiwan
National Cheng Kung University (NCKU)	Taiwan
Sri Lanka Institute of Information Technology (SLIIT)	Sri Lanka
University of Moratuwa	Sri Lanka
Chiang Mai University	Thailand
Khon Kaen University	Thailand
Maejo University	Thailand
UEH University – Institute of Smart City and Management (ISCM)	Vietnam
Duy Tan University	Vietnam
Ton Duc Thang University	Vietnam
Yangon Technological University (YTU)	Myanmar
Royal University of Phnom Penh (RUPP)	Cambodia
National University of Laos (NUOL)	Laos
Kabul University	Afghanistan
Herat University	Afghanistan
Kim Il Sung University	North Korea

› Region V — Africa (55 Schools)

School Name	Country
Badji Mokhtar University – Annaba (UBMA)	Algeria
Hassiba Benbouali University of Chlef (UHBC)	Algeria
Université Mouloud Mammeri de Tizi-Ouzou (UMMTO)	Algeria
Universidade Agostinho Neto (UAN)	Angola
Instituto Superior Politécnico de Tecnologias e Ciências (ISPTEC)	Angola
Université d'Abomey-Calavi (UAC)	Benin
University of Botswana (UB)	Botswana
Ecole d'Architecture et du Génie Civil de Ouagadougou (EAGCO)	Burkina Faso
Université du Burundi (UB)	Burundi
Universidade de Cabo Verde (Uni-CV)	Cabo Verde
Ecole Nationale Supérieure des Travaux Publics (ENSTP)	Cameroon
Cameroon Special School of Architecture (ESSACA)	Cameroon
Institut National Polytechnique Félix Houphouët-Boigny (INP-HB)	Côte d'Ivoire
Institut Supérieur d'Architecture Et d'Urbanisme (I.S.A.U)	DRC
Université Catholique de Bukavu (UCB)	DRC
Mansoura University, Faculty of Engineering	Egypt
The American University in Cairo (AUC)	Egypt
Cairo University	Egypt
Ain Shams University	Egypt
Alexandria University, Faculty of Engineering	Egypt
National University of Equatorial Guinea (UNGE)	Equatorial Guinea
Eritrea Institute of Technology (EIT)	Eritrea
Addis Ababa University (AAU)	Ethiopia
University of The Gambia (UTG)	Gambia
Kwame Nkrumah University of Science and Technology (KNUST)	Ghana
University of Tripoli	Libya
University of Benghazi	Libya
ENSA Nantes (Mauritius Branch Campus)	Mauritius
Mohammed VI Polytechnic University SAP+D	Morocco
École Nationale d'Architecture de Casablanca (ENAC)	Morocco
Mohammed V University	Morocco
Hassan II University (Casablanca)	Morocco
Universidade Eduardo Mondlane (UEM)	Mozambique
Namibia University of Science and Technology	Namibia
Covenant University, College of Environmental Sciences	Nigeria
Federal University of Technology Akure (FUTA)	Nigeria
University of Lagos (UNILAG)	Nigeria
Ahmadu Bello University (ABU)	Nigeria
University of Rwanda (UR)	Rwanda
INES-Ruhengeri	Rwanda
University of Cape Town (UCT)	South Africa
University of Pretoria (UP)	South Africa
University of Johannesburg (UJ)	South Africa

University of KwaZulu-Natal (UKZN)	South Africa
Sudan University of Science and Technology (SUST)	Sudan
National School of Architecture and Urbanism of Tunis (ENAU)	Tunisia
EPI-Arch (École d'Architecture, part of EPI Sup) – Sousse	Tunisia
University of Zambia (UNZA)	Zambia
Copperbelt University (CBU)	Zambia
National University of Science and Technology (NUST)	Zimbabwe
Midlands State University (MSU)	Zimbabwe



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GLOBAL SURVEY SCHOOLS OF ARCHITECTURE TRENDS & PATTERNS

2023 - 2026

Global Survey, Schools of Architecture: Trends and Patterns constitutes the most comprehensive assessment of architectural education undertaken to date. Analysing 345 accredited programmes across 159 countries and all 5 UIA regions, it maps how schools are responding to the converging challenges of climate change, technological transformation, social inequality, and the evolving role of the architect in the 21st century, through a multi-dimensional analytical framework and ten cross-cutting thematic lenses.

Initiated under the leadership of UIA President Regina Gonthier, whose vision and unwavering support made this evidence-based programme possible, and co-directed by Ashraf M. Salama (Egypt / United Kingdom) and Selma Harrington (Ireland). The Commission gratefully acknowledges the dedicated contribution of researcher Madhavi P. Patil (Northumbria University, United Kingdom), whose work was instrumental in bringing this survey to completion.

What the data reveals is at once hopeful and demanding. Near-universal integration of allied disciplines, widespread embedding of sustainability, and strong SDG alignment mark a discipline that has genuinely expanded its sense of purpose. Yet health-centred design reaches only 22% of schools, decolonised pedagogy only 29%, and the evolving civic role of the architect only 38%. The institutions leading in the right direction are not necessarily the best-resourced, they are the most intentional, the most driven. The architecture of education, like the architecture of cities, is always unfinished. But it must be deliberately, purposefully, and collectively built.

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