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## Preface

It is well known that, in order to yield full results, urbanisation and city development need to be pursued within a sustainability framework. Unsustainable urbanisation may lead to low levels of life quality, may cause social injustice, compromise environmental equity and endanger growth as a whole. Sustainable cities and societies are characterised by a common planning and management vision that promotes things such as the use of green spaces, the use of public transportation systems, waste prevention and sustainable energy use, among others. Also, public and private partnerships can be useful in creating sustainable and livable communities, which pay equal emphasis to their historic, cultural and environmental resources.

The goal of this book, whose focus is on the engagement of stakeholders on matters related to sustainable development, was to fill in a gap in the literature of publications, which specifically focus on the contributions of individuals and organisations in realising sustainable development objectives and goals.

Readers will be able to draw the knowledge and experiences from the authors, whose diverse work illustrates the wide range of approaches and methods which can be used, in order to foster the engagement of various stakeholders in sustainability efforts.

This book is structured into two parts. Part I focuses on the engaging stakeholders on sustainability issues. It presents a wide range of perspectives. In the Chapter “[Creating a Sustainable Learning District by Integrating Different Stakeholders’ Needs. Methodology and Results from the University of Cantabria Campus Master Plan](#)”, experiences from attempts to create a sustainable learning district by integrating different stakeholders’ needs in Spain are presented.

In the second chapter, the “[Built Environment Sustainability and Quality of Life \(BESQoL\) Assessment Methodology](#)” is introduced. In the Chapter “[Contributing Towards More Sustainable Cities—Learning Through Collaboration](#)”, a presentation of “Methodological Approach Developed for the Collaborative Learning Process to Contributing Towards more Sustainable Cities” is made. The Chapter “[Campus Sustainability: Does Student Engagement with Eco-Campus Environmental Activities and Green Initiatives Really Matter?](#)” is concerned with “Student Engagement with Eco-Campus Environmental Activities and Green Initiatives”, whereas the Chapter “[Supporting Grassroots-Led Initiatives in the Spanish](#)

Energy Field Through Transformative Education for Sustainable Development” approaches “an Experience in Spain about Grassroots-led Initiatives in Energy Field through Transformative Education for Sustainable Development”. The sixth chapter deals with “An Integrative Framework for Re-thinking 2nd Generation Sustainable Development (SD2.0) Projects, Education and the University as Catalyst”, and three illustrative examples of SD2.0 work are given. The Chapter “Student Work Placements as a Focus for Building Partnerships Between Universities and Sustainable Development Stakeholders” describes “key methods of engagement by Northumbria University’s Geography department with their partner organisations in the context of a workplacement module, including the way that students are selected, placed, coached and assessed”. The Chapter “The Role of Education for Sustainable Development in Maltese Marine Protected Areas: A Qualitative Study” has a focus on “The Role of Education for Sustainable Development in Maltese Marine Protected Areas (MPAs), exploring the perceptions of key stakeholders with regards to the current state of play surrounding MPAs and ESD as well as its future direction”. The Chapter “Educational Landscapes for Sustainable Development in Cities. Actors, Structures and Processes in Osnabrück” emphasises “Educational Landscapes for Sustainable Development in Cities discussing the role of actors, structures and processes in Osnabrück”. The tenth chapter looks at the “Involvement of Advanced Level Students Using Ecological Modelling in Research About Regional Sustainability”.

Part II of the book focuses on the case studies from universities, where the engagement of internal and external stakeholders is emphasised. In the Chapter “Aligning Goals for Sustainable Outcomes: Case Study of a University Building in Australia”, an emphasis is given to “Aligning Goals for Sustainable Outcomes showing a Case Study with key stakeholders involved across the design, construction and occupation of the university building in Melbourne, Australia”. In the Chapter “Science-Society Interfaces—Transforming Universities”, the authors focus on the potential of RCEs to foster more sustainability-oriented pedagogic approaches. In the thirteenth chapter, a presentation of “The Role of Students in the Co-creation of Transformational Knowledge and Sustainability Experiments: Experiences from Sweden, Japan and the USA” is shown. The Chapter “Transition to Transformation in Fashion Education for Sustainability” is concerned with the engagement of stakeholders in fashion ESD and introduces a co-created curriculum between a world leading company Kering, in partnership with a globally reaching educator, London College of Fashion (LCF) at the University of the Arts, London (UAL). The fifteenth chapter approaches “The Great Problems Seminars: Connecting Students with External Stakeholders in Project-Based Approaches to Sustainable Development Education in the First Year”. The Chapter “The Role of Solution-Oriented Knowledge Transfer Programme and Networking in Charting a New Course in University-Stakeholder Engagement” deals with “one knowledge transfer programme partnership involving ‘university-industry/community’, and four specific ‘network’ initiatives designed to promote university-stakeholder engagement at a variety of levels” and the Chapter “Engineering Education for Sustainable Development in Malaysia: Student Stakeholders Perspectives on the

Integration of Holistic Sustainability Competences Within Undergraduate Engineering Programmes” describes Student stakeholders perspectives on sustainable development competences they deem as important to enable them to become sustainability competent engineers when they graduate, in Malaysia.

The Chapter “University, Environmental Education and Community Engagement for Sustainable Development: A Study of the *Horta Escolar* Project, University of Southern Santa Catarina, Brazil” has a focus on “University, Environmental Education and Community Engagement for Sustainable Development and presents the *Horta Escolar* Project, which aims to promote awareness of environmental conservation through sustainable practices in food production”. The Chapter “Student Capital in Green Cities: Building University—Student—City Coalitions” emphasises “Student Capital in Green Cities showing a project that is testing different ways for securing student engagement in transforming sustainability activity in the city region—in partnership with the business, public and voluntary sectors”, and the Chapter “ZukunftGestalten@HM—Future City. Transdisciplinary Approach Combining Higher Education for Sustainable Development and Designing the Future of the City of Munich in an Urban Real Lab Case” looks at an innovative course format ‘ZukunftGestalten@HM—Future City’ at the Munich University of Applied Sciences (MUAS), including its unique features from a higher educational perspective for sustainable development (ESD). The Chapter “Engaging Stakeholders for Sustainable Development” discusses the extent to which such an engagement takes places, draws some parallel between universities and companies, and outlines some of the limitations which prevent it from being more widely practiced.

We thank the authors for their willingness to share their knowledge, know-how and experiences, and hope that the content gathered here supports current and future efforts towards realising the potential of engaging stakeholders in sustainable development issues all over the world.

Enjoy your reading!

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