

HIGHER EDUCATION AND SUSTAINABLE DEVELOPMENT

A model for curriculum renewal

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FOREWORD

Professor Walter Leal Filho, BSc, PhD, DSc, DL
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For the past two decades, I have been fascinated by the development of education for sustainability literature in the higher education sector. From this early environmental education discourse has emerged a strong and independent 'Education for Sustainable Development' field underpinned by a diversity of literature from curriculum development theory, organisational change theory, and sustainable development theory and practice.

Within this field, engineering education has emerged as a focus area, assisted by the community of practice that has formed around the biennial Engineering Education for Sustainable Development (EESD) conferences beginning in 2002, the creation of the Barcelona Declaration on EESD in 2004, and the production of a biennial university survey called the EESD Observatory beginning in 2006. The *International Journal of Sustainability in Higher Education (IJSHE)* has collaborated with the previous EESD conferences to publish a special issue journal edition in 2005 on EESD, and to publish key papers from subsequent conferences. Through this ongoing relationship, it is clear that the discourse has evolved from the question of 'what is EESD?' to 'how do we implement EESD?' and 'who is implementing EESD?'

The 2005 *IJSHE* special issue included a paper on content development by the authors of this publication and I have since had the pleasure of mentoring the TNEP team regarding opportunities for raising awareness about their research and experiences in the process of rapid curriculum renewal for EESD. In particular, I have observed the authors' dedicated efforts in involving a significant representation of the international community of practice, to review and critique this emerging framework for rapid curriculum renewal. As part of the development of this book the *IJSHE* also provided a double-blind peer review which contributed to the development of the resultant manuscript. A strong summary paper of the Time Lag Dilemma and the emerging framework was published in *IJSHE* in April 2009.

As a consumer and distributor of higher education literature, I am excited by the potential for this publication to set a benchmark for other disciplines to follow. The authors have synthesised a wealth of literature and experiences on the 'how' and 'who' questions to date, and present us with a very flexible and practical preliminary framework for educators to consider in their strategic planning for curriculum renewal. Their hard work deserves a warm word of thanks.

I would be very interested to hear about and document colleagues' experiences with the content presented in this publication, in forthcoming issues of the *IJSHE* (walter.leal@haw-hamburg.de).