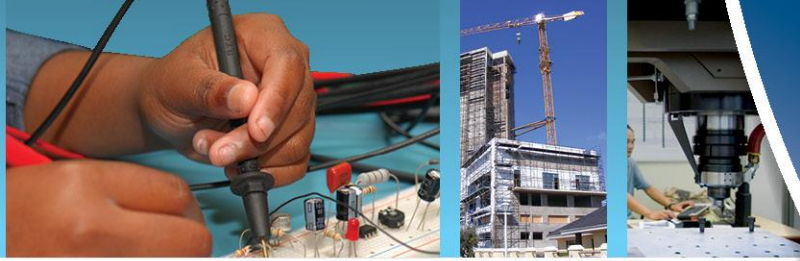


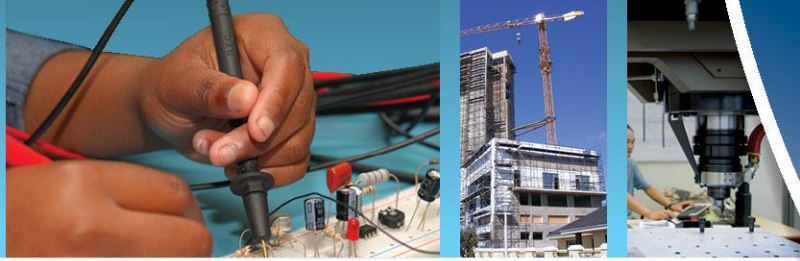
**SCHOOL OF THE BUILT ENVIRONMENT /
cidb-NMMU CENTRE OF EXCELLENCE
RESEARCH / TEACHING & LEARNING
COLLOQUIUM SERIES
27 SEPTEMBER 2013
SUSTAINABLE DEVELOPMENT EDUCATION
LUYOLO MAHLANGABEZA, MBA STUDENT**





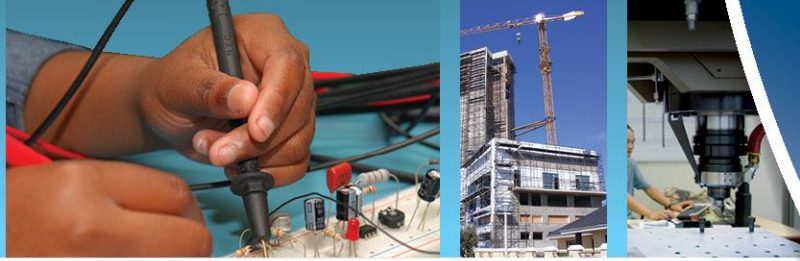
SUSTAINABLE DEVELOPMENT INTRODUCTION

- It is the world's poorest people who are hardest hit by devastating droughts, floods and other extreme weather events.
- This is a massive injustice.
- Sustainable development is a subset of sustainability.



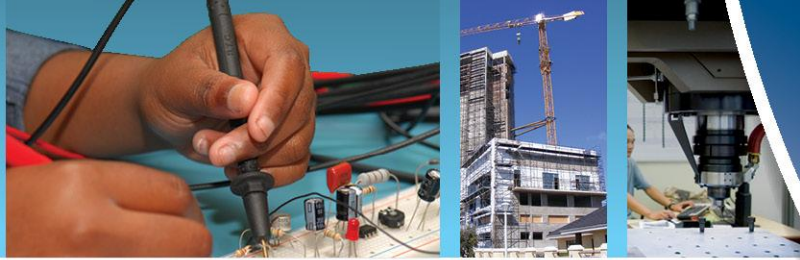
"We need to invent a new model - a model that offers growth and social inclusion - a model that is more respectful of the planet's finite resources. That is why I have made sustainable development **my number one priority.**"

UN Secretary-General Ban Ki-moon

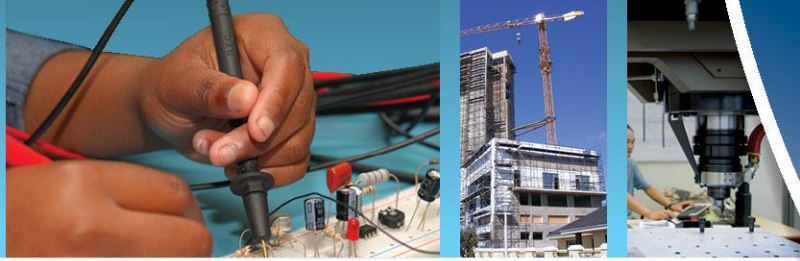


WHAT IS SUSTAINABLE DEVELOPMENT?



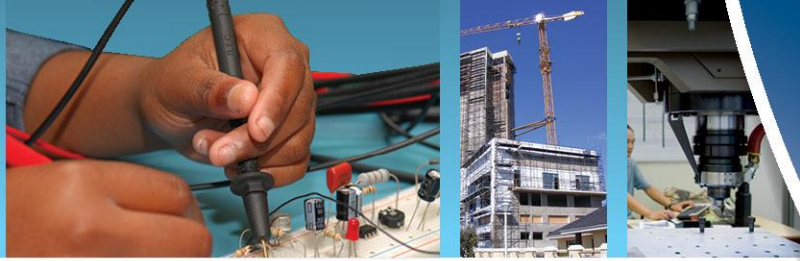


- Sustainable development has become part of the international lexicon.
- Key drivers of sustainable development are incomplete without the contributions of experts and academics in the field.
- The contribution of a Built Environment post graduate programme, in terms of knowledge and / or awareness creation, cannot be over emphasized.



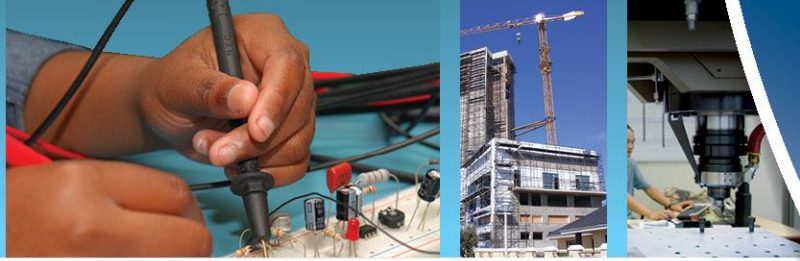
IMPORTANCE OF THE STUDY

- The Built Environment offers one of the key areas for addressing the challenges of sustainable development.
- The importance of the findings of this project is to clearly identify the specific areas in need of revision in the MSc (Built Environment) curriculum.
- The knowledge will inform practice.



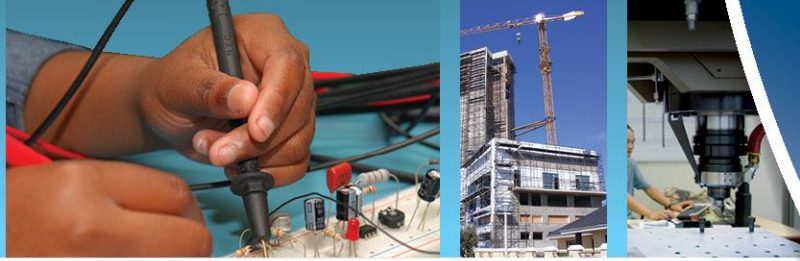
RESEARCH PURPOSE

- The purpose of the study is to explore the perceptions of MSc (Built Environment) students in a South African University regarding the emphasis of the curriculum on sustainable development.



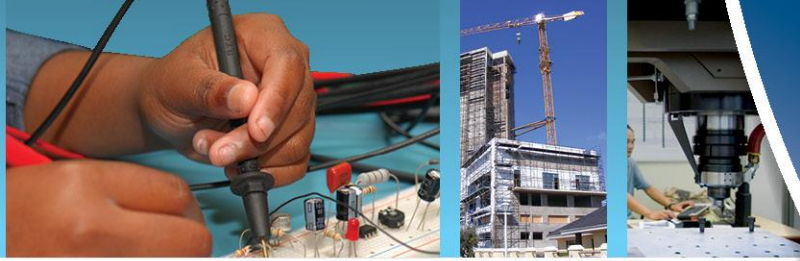
LITERATURE REVIEW

- Sustainable development is not widely developed (Dawe, Jucker and Martin (2005), and Cowling *et al.*, 2007).
- The “education for sustainability” agenda has emerged as a significant area of development within the Higher Education sector (Wals and Corcoran, 2004).



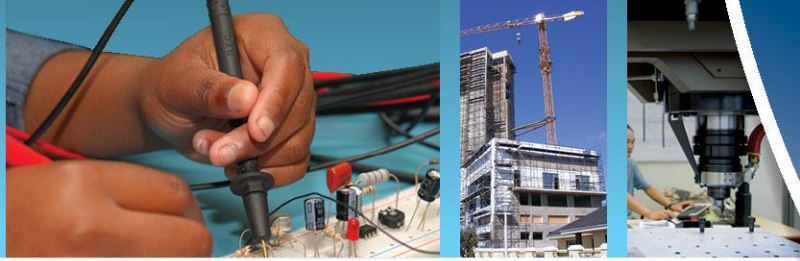
LITERATURE REVIEW

- A graduate has to be aware of the need for sustainable development, be technically equipped, skilled and knowledgeable (Sassi, 2006).
- Ellis and Weekes (2008) found that there is insufficient training and focus in built environment curricula to hone the needed skills.



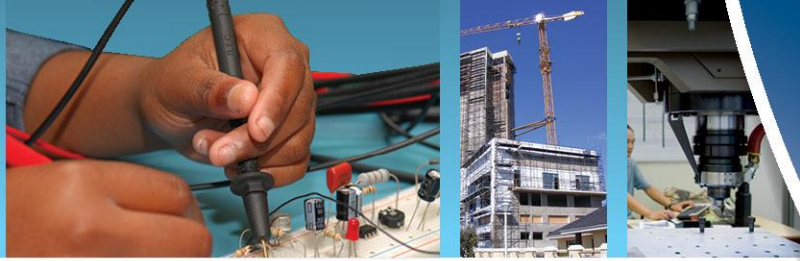
RESEARCH QUESTION

- To what extent have the modules in the MSc (Built Environment) addressed sustainable development?



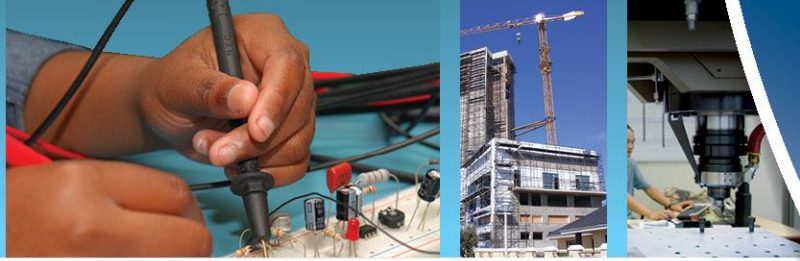
RESEARCH METHOD

- An online web questionnaire was administered to randomly selected past and present MSc (Built Environment) students.
- A 26% response rate was achieved.



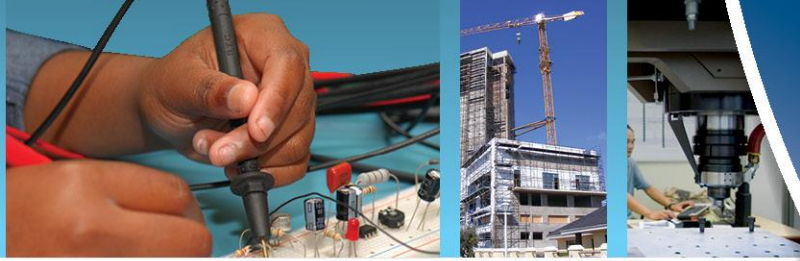
SYNOPSIS OF THE RESULTS

- 65% of the students agreed that the research methodology module promotes research that deals with sustainability. This indicates that the lecturer is sensitive to the 'sustainable development' agenda and encourages related research.



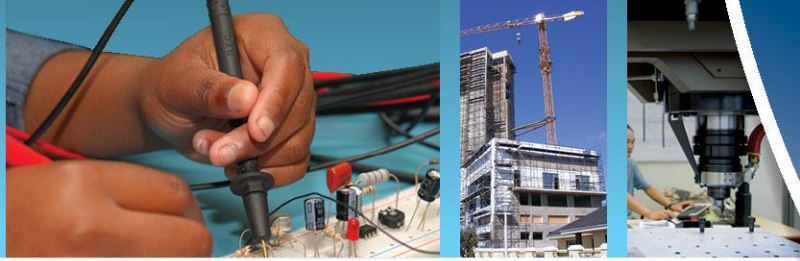
SYNOPSIS OF THE RESULTS

- Only 8% strongly agreed with the statement: ‘Sustainable development forms the nucleus of some modules’.
- The results imply that students do not believe that sustainable development is the nucleus of some modules.



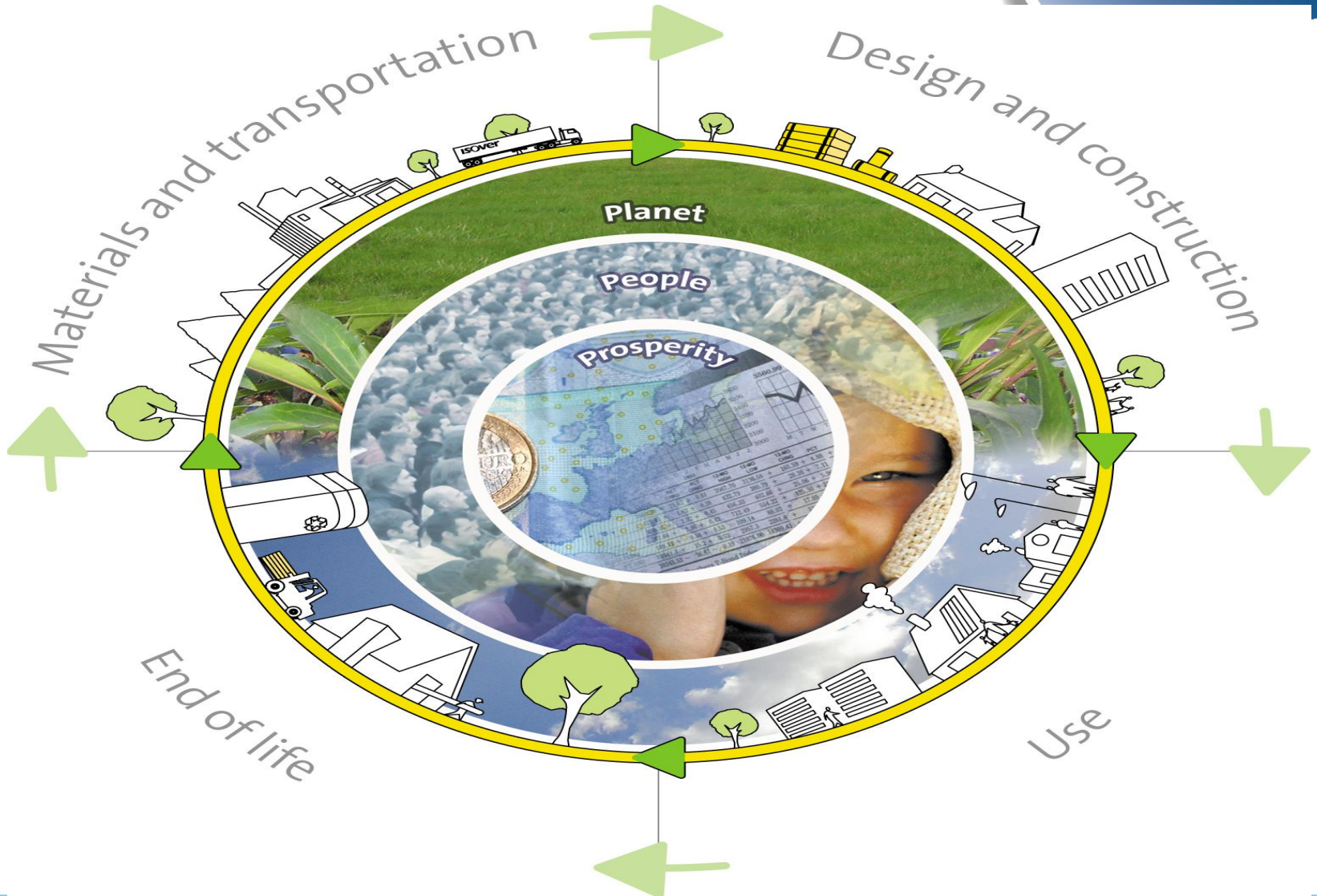
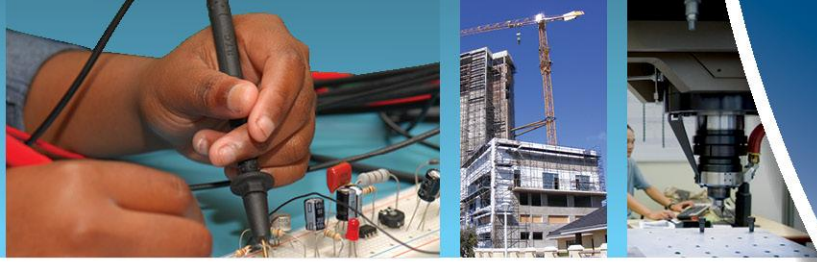
CONCLUSIONS

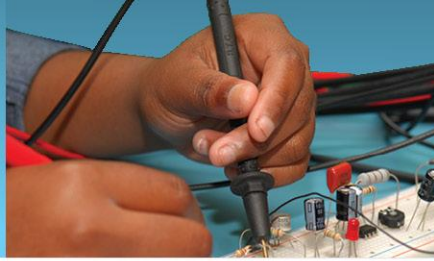
- The empirical results of this study show encouraging signs that MSc (Built Environment) students recognize the importance of sustainable development.
- Tertiary institutions should develop a specific module to address sustainable development.



RECOMMENDATIONS

- The focus should be on design, planning, construction, social impact, economic considerations, deconstruction and maintenance of buildings.
- There has to be an institutional drive and commitment to promote sustainable development initiatives.





THANK YOU.



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