



Compiled by Commonwealth of Learning 2017

1.2.11. SDG 11 | Sustainable Cities and Communities | Make cities and human settlements inclusive, safe, resilient and sustainable

Table 1.2.11. Learning objectives for SDG 11 “Sustainable Cities and Communities”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands basic physical, social and psychological human needs and is able to identify how these needs are currently addressed in their own physical urban, peri-urban and rural settlements. 2. The learner is able to evaluate and compare the sustainability of their and other settlements’ systems in meeting their needs particularly in the areas of food, energy, transport, water, safety, waste treatment, inclusion and accessibility, education, integration of green spaces and disaster risk reduction. 3. The learner understands the historical reasons for settlement patterns and while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems. 4. The learner knows the basic principles of sustainable planning and building, and can identify opportunities for making their own area more sustainable and inclusive. 5. The learner understands the role of local decision-makers and participatory governance and the importance of representing a sustainable voice in planning and policy for their area.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to use their voice, to identify and use entry points for the public in the local planning systems, to call for the investment in sustainable infrastructure, buildings and parks in their area and to debate the merits of long-term planning. 2. The learner is able to connect with and help community groups locally and online in developing a sustainable future vision of their community. 3. The learner is able to reflect on their region in the development of their own identity, understanding the roles that the natural, social and technical environments have had in building their identity and culture. 4. The learner is able to contextualize their needs within the needs of the greater surrounding ecosystems, both locally and globally, for more sustainable human settlements. 5. The learner is able to feel responsible for the environmental and social impacts of their own individual lifestyle.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to plan, implement and evaluate community-based sustainability projects. 2. The learner is able to participate in and influence decision processes about their community. 3. The learner is able to speak against/for and to organize their voice against/for decisions made for their community. 4. The learner is able to co-create an inclusive, safe, resilient and sustainable community. 5. The learner is able to promote low carbon approaches at the local level.



Make cities and human settlements inclusive, safe, resilient and sustainable

Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> Urban vs. rural lifestyles. Spatial planning, planning theory and city planning. Architectural design including design innovation and design at times of social change. Design of roof lights that can separate light and heat. Self-built rentable housing. Environmentally responsive and responsible design in architecture. Management of waste and general pollution. Urban Green Infrastructure and Storm Water Management. Human and physical processes that shape urban ecologies and environments. 	<ul style="list-style-type: none"> Sustainable design and urbanisation. Master management of waste for efficiency and technological growth to minimise the use of resource and energy. Create affordable, sustainable, safe housing that harmonises with the surrounding environment. Evaluate the sustainability of the work environment. Identify environmental strengths of the work environment and areas where change may be effective. Evaluate how families are affected by new trends in household technologies. 	<ul style="list-style-type: none"> Appreciate safe, green spaces and awareness of their integral place in wellbeing. Motivated to restore natural environment to create buffer zones around built communities. Foster 'culture change' by engaging in alternative entrepreneurial initiatives. Motivated to engage in recycling industry.
	<ul style="list-style-type: none"> Urban agriculture and local food systems. Principles of permaculture. Contextual TVET to address rapid growth of cities in the developing world, coupled with increasing rural to urban migration. 	<ul style="list-style-type: none"> Apply concepts related to environmental sustainability to the workplace. Equipment maintenance and repair and understanding technological change. Attention to the repair and recycling of modular components. 	<ul style="list-style-type: none"> Resilience and sustainability. Integration opportunities that mitigate urban violence. Adopt a sustainable system approach that does not deplete resources or damage the environment.
	<ul style="list-style-type: none"> Urban ecology, waste management, green design, climate change, urban planning, parklands, water systems, environmental justice and ecological restoration. Climate change and cities, and climate justice. TVET programs aimed at slum dwellers. 	<ul style="list-style-type: none"> Regulate urban ecology, human activities in cities and associated water, energy, and chemical fluxes within city boundaries (e.g. vertical carbon fluxes in urban forests) or across rural-to-urban gradients. 	<ul style="list-style-type: none"> Consciousness of the need to protect the environment balanced with sustainable housing.

References

Commonwealth Secretariat (2017). *Curriculum Framework for Enabling the Sustainable Development Goals*. Retrieved from <https://www.thecommonwealth-educationhub.net/frameworkforsdgs/>

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