

## *International Conference on Education as a Driver for Sustainable Development Goals*

### **Goal 11 – Education for ‘making cities inclusive, safe, resilient and sustainable’**

#### **Recommendations**

##### Overall

- Ministries and state departments of Urban Development, in partnership with educational institutions and civic organisations, should create awareness about the SDGs and Goal 11 – in particular among state and city government officials who deal with urban issues, planning, heritage, biodiversity, transportation, climate change etc.
- City governments should create and publicise performance frameworks for achieving the SDGs
- Use administrative training institutes as well as new schemes, programmes and projects to educate politicians and bureaucrats on the SDGs and Goal 11
- Every urban development or infrastructural project should simultaneously be used as a vehicle for sustainability education.
- Cities should have public learning centres (e.g. Patrick Geddes ‘The Tower’), and facilities that provide access to city archives, learning materials, exhibits about the city, its history, evolution, its resources, and cutting edge information technology.
- Technology should be used to provide educational projects and institutions with reliable information and data
- Mechanisms of support are needed at the local level to educate sustainability initiatives and campaigns about Goal 11 and its specific targets as is relevant
- Educate stakeholders about the importance of making cities safe for women and children

##### Housing

- Recognise the need to establish various modes legitimate domicile for entitlements
- Conventional education for architects, planners and engineers should expose students to a wide range of housing models and practices

##### Planning

- Development planning laws should be amended with regards to SDG targets 11.3 & 11.7.
- Educational efforts should illustrate the need to reorient development planning towards sustainability, as well as provide case studies that illustrate the benefits of this reorientation.

- Require relevant Higher Education institutions to participate in collaborative action research that can be used for examples of success stories, and models of best practices.
- Enable media capacity building and encourage efforts to systemically educate the media about complex urban planning issues.
- Reorient urban planning curricula, including questions of scope, method, pedagogy, content, with respect to SDG goal 11 and targets 11.3 & 11.8. Likewise, incorporate inclusive participatory planning into the curricula.
- Establish formal forums at national, regional and global levels to generate momentum for urban reforms and the creation of a knowledge repository that includes case studies and examples of best practices of inclusive and participatory planning.

#### Conserving natural and cultural heritage

- Enact the recommendations given in the CBD article on creating local and regional/sub-regional BSAPs, which should be done in a participatory manner
- Enhance awareness about the status of local biodiversity and natural heritage by encouraging cities to take charge of City Biodiversity Inventories and Indexes.
- City government websites should carry information on SDGs and report on their performance
- City governments should create ecosystems maps that can be integrated with Development Plans to publicly indicate vulnerable zones, drainage zones etc.
- Campus and estate managers of industrial and educational campuses should be educated about biodiversity and the importance of conserving natural spaces and rehabilitating local species
- Create a repository of EE and ESD materials

#### Transportation

- Make learning materials and modules available for implementation at relevant programmes, such as government personnel training institutes. Schools should have easy access to community outreach materials, school EE materials, and RSP modules.

#### **Recommendations for educators**

Urban areas are spaces of contestation. Goal 11 and its targets require new ways of creation of knowledge, its documentation and use in action, fostering experimentation, especially in the area of participatory planning, which is to take place at different scales and which seeks to enhance social, environmental, economic linkages within cities, peri-urban areas and beyond.

There is a need to extend formal education, and use every opportunity to develop / educate for responsible citizenship. Education must proceed in all directions, top to bottom and bottom to top, and sideways. For this, Educational institutions (universities, colleges,

schools as well as informal and non-formal places of education) would have an important role

- Educational institutions should function as archives of knowledge generated by formal and informal learning processes
- Provide information and knowledge in terms that every citizen can use.
- Recognise the importance of being a credible ground where all stakeholders can meet without apprehensions and inhibition, and so can deliberate freely and fairly.
- Work as a site of experimentation, where challenges can be taken up without fear of failure by applying the 'as if' mode of learning
- Educational institutes can be facilitators of change by very clearly defining their role and declaring the limitations of their work
- Create forums where the requirements of responsible citizenship can be developed for all levels, including: children, youth, adults, bureaucrats and elected representatives
- Include the concept of "improving lives" as a subject of discussion in the educational process
- Educate about the structure and form of economic systems and political forms in order to clarify the notion of what a city is, and how one comes into being.

**(Targets 5, 6, 9, 10 were not addressed by the group at this conference)**