HABITAT, SUSTAINABLE CITY & ENVIRONMENTAL EDUCATION

ARBA'AT HASSAN, PhD
Open University Malaysia
arbaat@yahoo.com

OPEN UNIVERSITY
UNIVERSITI TERBUKA
MALAYSIA

HABITAT, SUSTAINABLE CITY & ENVIRONMENTAL EDUCATION

- **Introduction**
- **World Population**
- **Habitat and Issues in Cities**
- **Environmental Education & Practices for Sustainable City**
- **Sustainable Development Goal 11 (SDG 11 or Global Goal 11) for Sustainable Cities & Communities**
- **Conclusion**

Introduction

❋ A **habitat** is a living place, home, the community.

❋ Humans (people), animals, & plants = living creatures that occupy the planet Earth.

❋ Live in the same habitat but people choose a habitat that suits to their needs: **air, shelter, water**, and **food**.

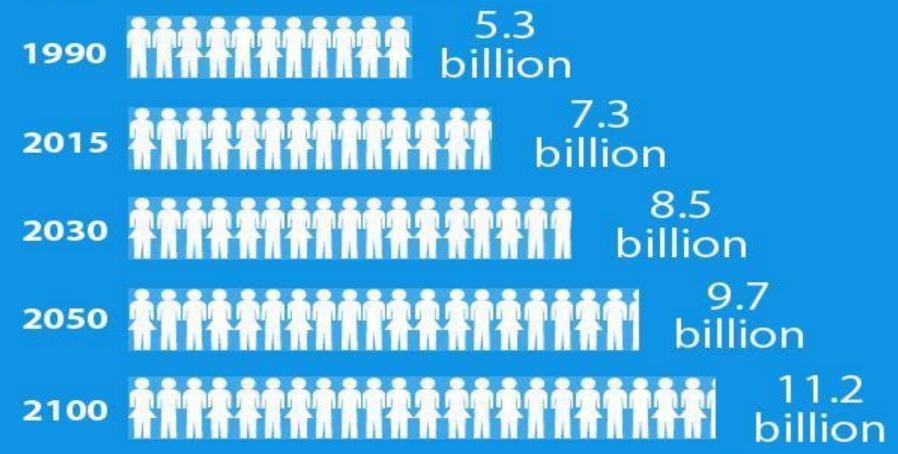❋ If any one of the needs is not met, they may not survive.

YOU CAN **SURVIVE**

3 MINUTES without **AIR**

3 HOURS without **SHELTER**

3 DAYS without **WATER**

30 DAYS without **FOOD**

World Population

- … is growing; many move, and live in cities.

- The United Nations reported that now 55% population lives in cities or urban; in Nov **2022** to reach 8 billion.

- By **2050**, the number will rise 70% (9.7 billion); cities become denser; more challenges are on-the-way (UN 2022).

- Three top reasons why people live in cities. Better for **(1) Employment s, (2) Education,** and **(3) Lifestyle.**

Habitat and Issues in Cities

🟢 Why people migrate to cities?

... hope to find an **environmentally friendly** city that can support their needs sustainably.

🟢 People find **opportunities** for:

(1) EMPLOYMENTS

🟢 ... important for residents to support children, families, and the city.

(2) EDUCATION

- … is important for people, esp. children.

- Major higher education institutions are located in or near a big city. These influential institutions offer more majors and draw famous professors (students prefer to study under them).

(3) CITY LIFESTYLES

● Cities offer ethnically diverse individuals.

● Collective cultures create exciting **lifestyles**. Many live and experience a melting pot of things like **foods, activities,** and **entertainment**. These are found in the cities; not in rural, their **former habitat**.

Environmental Education & Practices for Sustainable Cities

- As the **population increases**, a city must be capable to fulfill **residents' needs**—for houses or habitats, water supply, wastes, energy, transportation, pollution, and crimes, to name a few.
- Residents must have **good education** (esp. **Environmental Education** =EE). Why?

Environmental Education & Practices for Sustainable Cities

🌳 … EE educates students to **respect nature and natural environments**, raise citizens about problems, and emphasizes the importance of EE in protecting society's quality of life for the future by protecting the environment, eradicating poverty, minimizing inequality, and ensuring sustainable development awareness (UNESCO 1970; Hungerford et. al. 1983; Arba'at 1992).

🌳 Cerovsky (1971) added EE develops **skills and attitudes**, entails decision-making practices, and self-formulation of behavior about issues concerning environmental quality.

Environmental Education Goals & Practices for Sustainable Cities

- UNESCO (1970) recommended **five** EE goals but Hungerford et al. (1980) compacted them into **four** to make operationalized for school curricula and societies.

- This enables city residents to apply goals to manage their living in the city when practicing Goal Levels (GLs):

Goal Level 1: Knowledge and Ecological Foundation

- … provides students with knowledge of ecology to enable them to make ecological decisions on environmental problems.

Environmental Education Goals & Practices for Sustainable Cities

Goal Level 2: Awareness of Issues and Values

🟢 ... awareness; how individual and collective actions influence the relationship between quality of life and environment, and how actions resulted in environmental issues, must be resolved through investigation, evaluation, value clarification, decision-making, and finally, citizenship actions (legal, political, educational, economical, environmental).
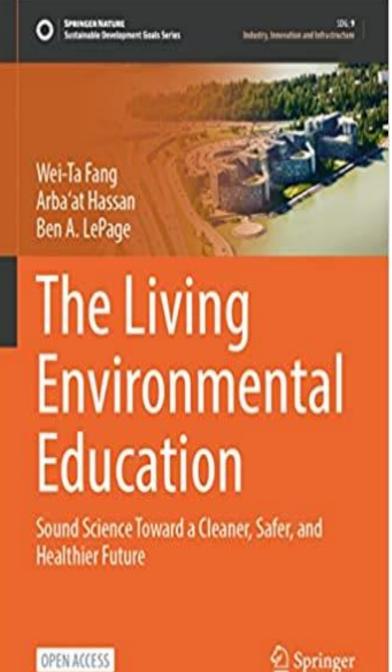
Goal Level 3: Issue Investigation & Evaluation

🟢 ... develops knowledge and skills, enables students to investigate issues, and evaluate alternative solutions to solve environmental issues.

Environmental Friendly of a Sustainable City

Running Borneo

Kota Kinabalu, Sabah: An idealistic city center—smog-free; full of thriving green ecosystems; with more cyclists, and pedestrians than cars.

The Living Environmental Education

Wei-Ta Fang
Arba'at Hassan
Ben A. LePage

Sound Science Toward a Cleaner, Safer, and Healthier Future

Environmental Education Goals & Practices for Sustainable Cities

Goal Level 4: Environmental Action Skills & Participation

...This is the highest-ranking goal. It develops skills necessary for students to take environmental action (participate) and maintain the equilibrium between the quality of life and the environment (Wei-Ta Fang, Arba'at Hassan & Ben A. LePage 2022).

Sustainable Development Goal 11 (SDG 11 or Global Goal 11) is for Sustainable Cities & Communities

- The United Nations General Assembly (2015) established Sustainable Development Goal 11 (SDG 11 or Global Goal 11) entitled "sustainable cities and communities." Mission: ... to make cities inclusive, safe, resilient, and sustainable.

- Take the 17-SDGs into account that action in one area will affect outcomes in other areas. Therefore, a development must balance: socially, economically, and environmentally sustainable (United Nations 2017).

- Table A shows the 17-goals set by the UN 2015 during the assembly. i.e.: Sustainable Development Goal 11 (SDG 11 or Global Goal 11) is emphasized for Sustainable Cities & Communities.

TABLE A: TOPICS SUMMARY OF THE SUSTAINABLE DEVELOPMENT GOALS OR SDGS

GOAL	MAJOR TOPICS
1.	No poverty
2.	Zero hunger
3.	Good health and well-being
4.	Quality education
5.	Gender equality
6.	Clean water and sanitation
7.	Affordable and clam energy
8.	Decent work and economic growth
9.	Industry innovation and infrastructure
10.	Reduce inequality
11.	Sustainable cities and communities
12.	Reasonable consumption and production
13.	Climate action
14.	Life Below water
15.	Life on land
16.	Peace, justice, and strong institutions
17.	Partnerships for the goals.

Source: *https://en.wikipedia.org/wiki/Sustainable_Development_Goal_11*

Conclusion

❋ Assume that EE goals are well-practiced by city's residents. They should be able to live in harmony and sustainability.

❋ Changing human behavior is not easy (Arba'at (2007). Students and society need to be educated with formal and non-formal EE. This enables them to be more aware and select suitable action/s in solving environmental problems in their community.

❋ The practiced goals of EE can promote a **sustainable city**, **eco-city**, and **green city**, resulting in a better social, environmental impact, and resilient habitat for the populations, without compromising the ability of future generations to experience the same.

❋ This will also minimize the required inputs of energy, water, and food, then drastically minimizing wastes, the output of heat, air pollution, methane gas, and water pollution.

THANK YOU