



Compiled by Commonwealth of Learning 2017

1.2.6. SDG 6 | Clean Water and Sanitation | Ensure availability and sustainable management of water and sanitation for all

Table 1.2.6. Learning objectives for SDG 6 “Clean Water and Sanitation”	
Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands water as a fundamental condition of life itself, the importance of water quality and quantity, and the causes, effects and consequences of water pollution and water scarcity. 2. The learner understands that water is part of many different complex global interrelationships and systems. 3. The learner knows about the global unequal distribution of access to safe drinking water and sanitation facilities. 4. The learner understands the concept of “virtual water”²³. 5. The learner understands the concept of Integrated Water Resources Management (IWRM) and other strategies for ensuring the availability and sustainable management of water and sanitation, including flood and drought risk management.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to participate in activities of improving water and sanitation management in local communities. 2. The learner is able to communicate about water pollution, water access and water saving measures and to create visibility about success stories. 3. The learner is able to feel responsible for their water use. 4. The learner is able to see the value in good sanitation and hygiene standards. 5. The learner is able to question socio-economic differences as well as gender disparities in the access to safe drinking water and sanitation facilities.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to cooperate with local authorities in the improvement of local capacity for self-sufficiency. 2. The learner is able to contribute to water resources management at the local level. 3. The learner is able to reduce their individual water footprint and to save water practicing their daily habits. 4. The learner is able to plan, implement, evaluate and replicate activities that contribute to increasing water quality and safety. 5. The learner is able to evaluate, participate in and influence decision-making on management strategies of local, national and international enterprises related to water pollution.



Ensure availability and sustainable management of water and sanitation for all

Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> Water supply technology: maintenance and monitoring machines and plants for water production, preparing, routing, laying and repairing water pipes. Wastewater technology: preparing wastewater and attending wastewater pipe systems, and monitoring and steering operations in sewage treatment plants and canal systems. Recycling and waste disposal management: organising the collection and sorting of waste, its reuse or environmentally sound disposal. Pipe, canal, and industrial services: cleaning, monitoring and attending wastewater pipelines and canals, tanks and waste structures in businesses and the private and public sphere. 	<ul style="list-style-type: none"> Assessment of energy and water use for waste water management systems, improved renewable energy use, enhanced water storage and water resources management. Skills and capacity (including through TVET) to use natural resources more sustainably and promote hygiene. Involvement in erecting wind, solar and water power plants and in well digging companies (geothermic) in the building of machines and plant construction. Monitor the evolution of knowledge and technology in the water field; identify existing TVET programmes that need to be updated. 	<ul style="list-style-type: none"> Involvement in renewable energy technologies. Demonstrate knowledge about the possibilities for keeping the water and air clean, for waste disposal and recycling. Promote information about the effects environmental protection measures will have on businesses. Make professional contributions to societal transformation. Take interest in greening TVET institutions. Raise awareness of the need to save water and the link between unsafe drinking water and disease.

References

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

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