



Compiled by Commonwealth of Learning 2017

1.2.3. SDG 3 | Good Health and Well-being |

Ensure healthy lives and promote well-being for all at all ages

Table 1.2.3. Learning objectives for SDG 3 “Good Health and Well-Being”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner knows conceptions of health, hygiene and well-being and can critically reflect on them, including an understanding of the importance of gender in health and well-being. 2. The learner knows facts and figures about the most severe communicable and non-communicable diseases, and the most vulnerable groups and regions concerning illness, disease and premature death. 3. The learner understands the socio-political-economic dimensions of health and well-being and knows about the effects of advertising and about strategies to promote health and well-being. 4. The learner understands the importance of mental health. The learner understands the negative impacts of behaviours like xenophobia, discrimination and bullying on mental health and emotional well-being and how addictions to alcohol, tobacco or other drugs cause harm to health and well-being. 5. The learner knows relevant prevention strategies to foster positive physical and mental health and well-being, including sexual and reproductive health and information as well as early warning and risk reduction.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to interact with people suffering from illnesses, and feel empathy for their situation and feelings. 2. The learner is able to communicate about issues of health, including sexual and reproductive health, and well-being, especially to argue in favour of prevention strategies to promote health and well-being. 3. The learner is able to encourage others to decide and act in favour of promoting health and well-being for all. 4. The learner is able to create a holistic understanding of a life of health and well-being, and to clarify related values, beliefs and attitudes. 5. The learner is able to develop a personal commitment to promoting health and well-being for themselves, their family and others, including considering volunteer or professional work in health and social care.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to include health promoting behaviours in their daily routines. 2. The learner is able to plan, implement, evaluate and replicate strategies that promote health, including sexual and reproductive health, and well-being for themselves, their families and others. 3. The learner has the capacity to perceive when others need help and to seek help for themselves and others. 4. The learner is able to publicly demand and support the development of policies promoting health and well-being. 5. The learner is able to propose ways to address possible conflicts between the public interest in offering medicine at affordable prices and private interests within the pharmaceutical industry.



Ensure healthy lives and promote well-being for all at all ages

Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> • Understanding of food chain and hygiene (e.g. foodborne illnesses). • Knowledge of global challenges in relation to health and well-being, disease prevention, curative measures, and balancing financing between preventative and curative health care and holistic methods of addressing these challenges. • Develop an understanding of successful population health interventions and insights on health concerns and issues, priorities and strategies to support practice for health practitioners, and planning and delivery of public health. 	<ul style="list-style-type: none"> • Identify ways of preventing contamination at the industry and household levels. • First aid skills. • Ability to devise and implement strategies for prevention and disease promotion, and allocate funding appropriately. • Ability to apply and adapt knowledge of health situations in other contexts to own context, and to analyse and present data. • Ability to undertake health sector planning using good governance, evidence-based policy making and careful consideration of implementation. 	<ul style="list-style-type: none"> • Place importance on need for prevention and disease promotion in their practice and do not solely focus on curative measures. • Value the sharing of best practice and use of proven methods in addressing health challenges. • Health professionals who value the need for devising efficient, equitable and cost-effective health systems which improve quality of life for all. • Voluntary and community groups develop their potential to support vulnerable and isolated people and promote community participation. • Delivery of public health for all. • Promote community responsibility for ensuring healthy environments.

References

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

UNESCO (2017). *Education for Sustainable Development Goals: Learning Objectives*. Retrieved from <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>

UNODC (2017). Sustainable development goals. Retrieved from <https://www.unodc.org/southeastasiaandpacific/en/sustainable-development-goals.html>