



Compiled by Commonwealth of Learning 2017

1.2.4. SDG 4 | Quality Education | Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Table 1.2.4. Learning objectives for SDG 4 “Quality Education”	
Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people’s lives and in achieving the SDGs. 2. The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights. 3. The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities. 4. The learner understands the important role of culture in achieving sustainability. 5. The learner understands that education can help create a more sustainable, equitable and peaceful world.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to raise awareness of the importance of quality education for all, a humanistic and holistic approach to education, ESD and related approaches. 2. The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities. 3. The learner is able to recognize the intrinsic value of education and to analyse and identify their own learning needs in their personal development. 4. The learner is able to recognize the importance of their own skills for improving their life, in particular for employment and entrepreneurship. 5. The learner is able to engage personally with ESD.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to contribute to facilitating and implementing quality education for all, ESD and related approaches at different levels. 2. The learner is able to promote gender equality in education. 3. The learner is able to publicly demand and support the development of policies promoting free, equitable and quality education for all, ESD and related approaches as well as aiming at safe, accessible and inclusive educational facilities. 4. The learner is able to promote the empowerment of young people. 5. The learner is able to use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> • Skills for employability and entrepreneurship courses. • Sustainable Development. • Eco-space, ecological footprint, natural capitalism, eco-efficiency. • Lifecycles analysis, triple bottom line, Environmental Management System. • Economic literacy, sustainable production/consumption. • Managing small enterprises. • Application of 6Rs: reduce, reuse, renew, recycle repair and rethink perspectives. • The changing nature of work. 	<ul style="list-style-type: none"> • Work independently and in teams, with integrity and honour, honesty, punctuality and responsibility. • Adapt to varying situations. • Identify existing TVET programmes that need to be updated. • Use logical-abstract thinking to diagnose problems, research and apply knowledge to propose solutions, and design and implement those solutions. • Application of concepts related to sustainable development in the work place. 	<ul style="list-style-type: none"> • Values education, continues learning and pursues lifelong education in a learning society. • Value and unleash the transformative potential of TVET. • Plan a quality education awareness campaign or a community teaching and learning project. • Envisioning alternative ways of working.

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>