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1.2.8. SDG 8 | Decent Work and Economic Growth | Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Table 1.2.8. Learning objectives for SDG 8 “Decent Work and Economic Growth”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands the concepts of sustained, inclusive and sustainable economic growth, full and productive employment, and decent work, including the advancement of gender parity and equality, and knows about alternative economic models and indicators. 2. The learner has knowledge about the distribution of formal employment rates per sector, informal employment, and unemployment in different world regions or nations, and which social groups are especially affected by unemployment. 3. The learner understands the relation between employment and economic growth, and knows about other moderating factors like a growing labour force or new technologies that substitute jobs. 4. The learner understands how low and decreasing wages for the labour force and very high wages and profits of managers and owners or shareholders are leading to inequalities, poverty, civil unrest, etc. 5. The learner understands how innovation, entrepreneurship and new job creation can contribute to decent work and a sustainability-driven economy and to the decoupling of economic growth from the impacts of natural hazards and environmental degradation.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to discuss economic models and future visions of economy and society critically and to communicate them in public spheres. 2. The learner is able to collaborate with others to demand fair wages, equal pay for equal work and labour rights from politicians and from their employer. 3. The learner is able to understand how one’s own consumption affects working conditions of others in the global economy. 4. The learner is able to identify their individual rights and clarify their needs and values related to work. 5. The learner is able to develop a vision and plans for their own economic life based on an analysis of their competencies and contexts.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to engage with new visions and models of a sustainable, inclusive economy and decent work. 2. The learner is able to facilitate improvements related to unfair wages, unequal pay for equal work and bad working conditions. 3. The learner is able to develop and evaluate ideas for sustainability-driven innovation and entrepreneurship. 4. The learner is able to plan and implement entrepreneurial projects. 5. The learner is able to develop criteria and make responsible consumption choices as a means to support fair working conditions and efforts to decouple production from the impact of natural hazards and environmental degradation.



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> Contribution of an economy to the well-being of people Understanding financial systems and their influence on economic development (investment, credit, interest rates, inflation, and the stock exchange). Formalised on-the-job training and vocational education, featuring closer interaction between educational institutions and industry. Small and medium-sized enterprise business training. Role of cooperatives in the global economy. 	<ul style="list-style-type: none"> Identify children at risk of child labour and work to make sure they attend school. Improve working conditions and social protection. Conduct needs assessment surveys. Ability to conduct an audit of own community in relation to sustainability. Establish decent work compliance in supply chains. Capacity to set up or manage cooperatives including utility cooperatives and credit unions. 	<ul style="list-style-type: none"> Campaign against forced labour and trafficking. Encourage formalisation and growth of micro, small and medium-sized enterprises including access to financial services. Coping mechanism and resilience in times of hardship and adversity. Limit exposure to physical/mental health risk factors; as well as to chemicals in the work place.
	<ul style="list-style-type: none"> TVET content adapted to life and job market requirement in terms of skills. Training for rural entrepreneurs including women and young people. 	<ul style="list-style-type: none"> Ability to access micro-credit, capacity building, technical support and mentoring to lead business models. 	<ul style="list-style-type: none"> Motivated to become entrepreneurs. Respect rights to fair and just conditions of work.
	<ul style="list-style-type: none"> Education content and training in line with economic changes and demand for 'green skills' and 'green jobs'. Training for local leaders to improve their practices and responsiveness to enhance local services. Training for labour inspectors. 	<ul style="list-style-type: none"> Practical application of ways of increasing access and employment opportunities for others. Ability to respond to employers' expectations. 	<ul style="list-style-type: none"> Knowing that each individual has a role in providing solutions (agency). Take initiative to ensure that the voice of the poor and marginalised is heard. Recognise rural women as farmers and workers.

References

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

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