



Compiled by Commonwealth of Learning 2017

1.2.2. SDG 2 | Zero Hunger | End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Table 1.2.2. Learning objectives for SDG 2 “Zero Hunger”

Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner knows about hunger and malnutrition and their main physical and psychological effects on human life, and about specific vulnerable groups. 2. The learner knows about the amount and distribution of hunger and malnutrition locally, nationally and globally, currently as well as historically. 3. The learner knows the main drivers and root causes for hunger at the individual, local, national and global level. 4. The learner knows principles of sustainable agriculture and understands the need for legal rights to have land and property as necessary conditions to promote it. 5. The learner understands the need for sustainable agriculture to combat hunger and malnutrition worldwide and knows about other strategies to combat hunger, malnutrition and poor diets.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to communicate on the issues and connections between combating hunger and promoting sustainable agriculture and improved nutrition. 2. The learner is able to collaborate with others to encourage and to empower them to combat hunger and to promote sustainable agriculture and improved nutrition. 3. The learner is able to create a vision for a world without hunger and malnutrition. 4. The learner is able to reflect on their own values and deal with diverging values, attitudes and strategies in relation to combating hunger and malnutrition and promoting sustainable agriculture. 5. The learner is able to feel empathy, responsibility and solidarity for and with people suffering from hunger and malnutrition.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to evaluate and implement actions personally and locally to combat hunger and to promote sustainable agriculture. 2. The learner is able to evaluate, participate in and influence decision-making related to public policies concerning the combat against hunger and malnutrition and the promotion of sustainable agriculture. 3. The learner is able to evaluate, participate in and influence decision-making related to management strategies of local, national and international enterprises concerning the combat against hunger and malnutrition and the promotion of sustainable agriculture. 4. The learner is able to take on critically their role as an active global citizen in the challenge of combating hunger. 5. The learner is able to change their production and consumption practices in order to contribute to the combat against hunger and the promotion of sustainable agriculture.



End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Competencies in TVET

TVET	<ul style="list-style-type: none">• Entrepreneur and Business Skills Course to improve agricultural practices.• TVET programmes on sustainable food systems that include environment, people, inputs, processes, infra-structures, institutions etc. and activities that relate to the production, processing, distribution, preparation and consumption of food.• Supply chain food safety management systems.• Nutrition, crop diversification and farm management.• Farm forestry; non-wood forest products and links with farming; artisanal food production; food tourism.	<ul style="list-style-type: none">• Conducting a community audit to identify hunger and possibilities for food security and food gardens.• Rural youth appreciate and enter a broader range of new technical areas such as farm management, agribusiness development, value addition and marketing.• Understand and measure the income opportunity of a farm food business in added value food production and/or food tourism.• Awareness of the cost issues of animal treatment, husbandry and feed alternatives.	<ul style="list-style-type: none">• Promote best practice to ensure food safety in agriculture sector, food processing industries, food distribution system and in food value chain.• Supervisors and managers appreciate nutritional needs of the workforce and ensure improved access to food at work through canteens and meal subsidies.• Adaptive capacity amongst small-scale farmers.• Motivated to become successful rural entrepreneurs.• Appreciate artisan food production and food tourism as complementary to farming, adding value to entrepreneurial diversification and innovation.
------	---	---	---

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>