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1.2.5. SDG 5 | Gender Equality | Achieve gender equality and empower all women and girls

Table 1.2.5. Learning objectives for SDG 5 “Gender Equality”	
Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands the concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality (e.g. harmful practices such as female genital mutilation, honour killings and child marriage, unequal employment opportunities and pay, language construction, traditional gender roles, gendered impact of natural hazards) and understands the current and historical causes of gender inequality. 2. The learner understands the basic rights of women and girls, including their right to freedom from exploitation and violence and their reproductive rights. 3. The learner understands levels of gender equality within their own country and culture in comparison to global norms (while respecting cultural sensitivity), including the intersectionality of gender with other social categories such as ability, religion and race. 4. The learner knows the opportunities and benefits provided by full gender equality and participation in legislation and governance, including public budget allocation, the labour market and public and private decision-making. 5. The learner understands the role of education, enabling technology and legislation in empowering and ensuring the full participation of all genders.
Socio-emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to recognize and question traditional perception of gender roles in a critical approach, while respecting cultural sensitivity. 2. The learner is able to identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders. 3. The learner is able to connect with others who work to end gender discrimination and violence, empower those who may still be disempowered and promote respect and full equality on all levels. 4. The learner is able to reflect on their own gender identity and gender roles. 5. The learner is able to feel empathy and solidarity with those who differ from personal or community gender expectations and roles.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to take the measure of their surroundings to empower themselves or others who are discriminated against because of their gender. 2. The learner is able to evaluate, participate in and influence decision-making about gender equality and participation. 3. The learner is able to support others in developing empathy across genders and breaking down gender discrimination and violence. 4. The learner is able to observe and identify gender discrimination. 5. The learner is able to plan, implement, support and evaluate strategies for gender equality.



Achieve gender equality and empower all women and girls

Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> Gender economics. Barriers to women's education and economic participation. Gender mainstreaming on issues of budgeting, development etc. 	<ul style="list-style-type: none"> Analyse how gender inequality impacts women in health, education, the labour market, and national political participation, and develop solutions. 	<ul style="list-style-type: none"> Call to action. Analyses of gendered situations. Advocacy for good leadership qualities. Deepen understanding of gender inequality.

References

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

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