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NO

POV



Moderation Team

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SDG 1: End poverty in all its forms
everywhere

Event Description

On **June 21, 2021**, Queen's University hosted its first [17 Rooms](#) event, which brought together Queen's faculty, students, and staff to identify next steps for advancing the [UN Sustainable Development Goals \(SDGs\)](#) at the university.

Participants were divided into 17 virtual rooms, one per SDG, and asked to identify actions **that Queen's University could take in the following 12 to 18 months to advance their specific goal.**

Rooms participants were also asked to identify:

- x The most important issues related to their SDG that Queen's should address,
- x Connections and common themes amongst these issues,
- x How their SDG connects with reconciliation/conciliation, decolonization, and Indigenization,
- x How their SDG connects with other SDGs.

Each room had two hours to brainstorm ideas before presenting their recommended actions to all participants. Following the event, each room's moderation team authored a summary report.

Diana Cordoba	Sarah Sharma
Setareh Ghahari	Laura Szczyrba
Laura Killam	Lama Tawakkol
Madalyn Nielsen (Student Facilitator)	Marcus Taylor (Moderator)
Chineze Onuoha (Staff Facilitator)	Toni Thornton
Pilar Camargo Plazas	Leah Wales
Gabriela Rappell	Annabel Zhu

Actions Summary

Room 1 brought together 14 individuals from across Queen's University to discuss approaches to addressing SDG 1 No Poverty. The group identified five areas for action.

Action 1: Enable a Deeper Understanding of Poverty

Summary	Address poverty with actions rooted in a deeper understanding of the lives of those within positions of poverty.
Problem Statement	<p>It is crucial to amplify the voices of marginalized peoples in this dialogue to understand the intersectional experiences of those within positions of poverty.</p> <p>This action item specifically focuses on making poverty visible to members of the Queen's community through knowledge sharing.</p> <p>This involves increasing understanding in both teaching and research of the multifaceted and intersectional nature of poverty and making poverty within the student population more visible by raising awareness of housing issues, student debt, food insecurity, and associated mental and physical health impacts.</p> <p>Community-based participatory action research could be a useful approach for better understanding the multifaceted ways that Queen's students and the wider Kingston community experience poverty.</p> <p>This knowledge sharing and dialogue to fully understand issues tied to poverty would be the first step for Queen's University to address issues related to SDG 1 and fully consider the resources necessary to do so.</p>

<p>Action Descriptions</p>	<p>1.1 Increased Overall Awareness Queen’s University is a sub-national, national, and super-national actor, so the institution needs to be aware of its impacts at each level. For example, raising and addressing issues related to poverty facing Queen’s students ensures a local-level focus.</p> <p>A super-national consideration of poverty could, for example, involve ensuring that students studying abroad fully understand the poverty-related issues in the local contexts that they are about to visit. Approaching this action item through teaching/curriculum and research would allow for poverty at each level to be better understood by students, faculty, and staff.</p> <p>1.2 Integration into Curriculum To encourage the involvement of students in understanding the Sustainable Development Goals, and, more specifically, the issues that SDG 1 seeks to address, problem-based learning should be added to curriculum for all disciplines and subject areas.</p> <p>The social sciences at Queen’s, such as the Department of Global Development Studies, seek to understand the root causes of poverty and how to address poverty-related issues. Poverty is a wide-ranging and complex issue that various university disciplines should include in student education.</p> <p>1.3 Globally Engaged Approach As a super-national actor, Queen’s needs to situate itself within global conversations and research initiatives on climate change and poverty. This would also involve considering equity within internationalization.</p> <p>Queen’s needs to lower its contribution to climate change and ensure equitable and reciprocal interactions with partner institutions.</p>
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3.2 Networking & Professional Development

Increasing networking opportunities such as seminars and workshops across disciplines and departments would allow for the development of more collaborative research connections that focus on SDG 1.

Queen's should also provide training and facilitate partnerships with physical/natural scientists specifically for them to better understand the local contexts of communities that they are working in to protect the research group and foster collaboration.

3.3 Community Partnerships

Partnerships with community members would also strengthen research about poverty-related issues.

Conducting community-based participatory action research would foster a collaborative relationship to develop relevant knowledge and expertise within the university and to continue working with and supporting community leaders to consider how meaningful action can be created.

Accessibility is also important to consider for community-based collaborative partnerships, which should include providing open access knowledge without paywalls for community organizations working on anti-poverty initiatives. The articulation of research from Queen's University to the public increases the ability to create collective change.

3.4 Student Research Funding

Targeting funding towards both undergraduate and graduate students to conduct research on poverty-related issues would allow them to form linkages across faculties/departments and with the wider community.

4.3 Student Leadership & Community Action

As mentioned in action item 3.4, small grants should be provided to students doing anti-poverty work in support of SDG 1. This work could be through research, student leadership organizations, or community involvement and will act as an incentive for Queen's students to support this Sustainable Development Goal.

Action 5: Investment and Divestment

Summary Investigate

5.2 Divestment

The university should then divest from corporations (i.e., fossil fuel corporations) that are contributing to the climate crisis and associated poverty for marginalized groups both locally and globally. This would ensure a transparent commitment to tackling both climate change and poverty reduction on a wider scale as an institution.
