1 NO POVERTY

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:

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

Room Participants

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	**It is crucial to amplify the voices of marginalized peoples** in this dialogue to understand the intersectional experiences of those within positions of poverty. This action item specifically focuses on making poverty visible to members of the Queen's community through knowledge sharing. 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. **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. 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.

Action Descriptions	**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. 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. **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. 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. **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. Queen's needs to lower its contribution to climate change and ensure equitable and reciprocal interactions with partner institutions.

Action 2: Truth and Reconciliation

Summary	Acknowledge the longstanding colonial aspects of housing and other poverty-related issues for both Queen's students and the wider community.
Problem Statement	This action item connects to action 1 above by gaining a multifaceted understanding of poverty. **Capitalism and colonialism are the root causes of poverty**, and Queen's University itself is a colonial institution that contributes to and benefits from the reproduction of poverty. Recognizing these root causes of poverty will allow for Queen's to be more informed on actions to take in support of SDG 1. For example, Indigenous peoples are disproportionately unhoused in both rural and urban areas. **Recognizing the underlying settler-colonial causes of this issue is crucial** for Queen's to support Indigenous people and other marginalized groups who are experiencing poverty. This action item aligns with the ongoing objectives outlined by the [Yakwanastahente'ha Aankenjigemi Extending the Rafters Truth and Reconciliation Commission Task Force final report](#), including raising awareness among non-Indigenous students, staff, and faculty of the complex histories and modern realities faced by Indigenous peoples.
Action Descriptions	**2.1 Increased awareness** Open conversations and leverage the educational system to speak about these issues. There is a need to understand the issues of housing in Kingston by looking at the colonial inheritance of Kingston. This understanding will inform actions that will be taken to address the issues.

	2.2 Housing cost reduction and bursaries
	Reduction in housing cost and/or provision of bursaries by the university will help alleviate poverty.

Action 3: Research Partnerships

Summary	Develop vertical, non-extractive partnerships with the community and horizontal relationships within the university across departments and faculties.
Problem Statement	When striving to work towards achieving SDG 1, a multidisciplinary approach is essential to fully understanding and acting on issues related to poverty. **This involves forming non-extractive partnerships with community leaders and organizations** as well as building on horizontal relationships across departments and faculties at Queen's. Forming partnerships across research disciplines and within the community allows for meaningful change to take place. Increasing networking opportunities and research partnerships within the university would strengthen overall efforts to work towards SDG 1 as an institution. As a global actor, increasing North-South partnerships to research poverty on a global scale would also increase collaboration on SDG 1.
Action Descriptions	**3.1 Departmental & Faculty Collaboration** Increased partnerships and collaborative research between departments and faculties would strengthen the ability of the university to work towards SDG 1. Creating an online research directory with corresponding SDGs would allow for researchers to identify and collaborate with those working towards specific goals and inform the public of how research is being conducted at Queen's to achieve the Sustainable Development Goals.

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.

Increased collaboration between faculty, students, and the community at large would allow for Queen's to form stronger connections to work towards SDG 1.

Action 4: Student Support

Summary	Direct finances towards students who can become driving forces to work towards SDG 1 within Queen's and with the wider community.
Problem Statement	Student poverty is a prevalent issue for Queen's University students, so students should be considered a vulnerable population to support when considering how to work towards SDG 1.
	This could involve increased supports through grants, scholarships, and bursaries for marginalized students as well as the reduction of learning material costs for increased accessibility and equitable education.
	Student supports should also go beyond just financial assistance, and Queen's should consider how students can become more involved in the classroom in working towards SDG 1 through problem-based learning across faculties and departments.
Action Descriptions	**4.1 Grants, Bursaries, & Scholarships**
	To provide financial support to students experiencing poverty, Queen's University should expand the [Promise Scholars program](#) to allow more first-generation and marginalized students to access post-secondary education with reduced financial burden. Expanding grants, bursaries, and scholarships for BIPOC students should also be made a priority to increase the accessibility of post-secondary education for these groups.
	4.2 Learning Material Cost Reduction & Accessibility
	Along with tuition, other costs for Queen's students including housing, food, and learning materials can exacerbate student poverty and debt. To reduce barriers and create a more equitable learning environment, Queen's University should increase accessibility to textbooks for students by providing cost-free reading options to decrease their overall expenses.

	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 how the investments of Queen's University contribute to climate change and divest from corporations contributing to the climate crisis and exacerbation of poverty.
Problem Statement	To ensure greater responsibility as an institution, it is important to consider the wider impacts of Queen's University's involvement with corporations contributing to climate change, and the associated implications for poverty exacerbation. SDG target 1.5 specifically focuses on reducing exposure to climate-related events to improve resilience of the poor and those in vulnerable situations. To address the larger implications of climate change and its effects on poverty, **Queen's University should conduct an honest assessment of how it contributes to exploitation and poverty**. Considering how Queen's contributes to the climate crisis requires looking at the intersectionality between nature, race, Indigeneity, etc. affected by corporate investments.
Action Descriptions	**5.1 Assessment of Contribution to Poverty through Investments** An honest assessment should be conducted to examine the investments made by Queen's University, and how these investments contribute to the climate crisis and associated poverty.

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.