



1.2.1. SDG 1 | No Poverty | End poverty in all its forms everywhere

Table 1.2.1. Learning objectives for SDG 1 “No Poverty”	
Cognitive learning objectives	<ol style="list-style-type: none"> 1. The learner understands the concepts of extreme and relative poverty and is able to critically reflect on their underlying cultural and normative assumptions and practices. 2. The learner knows about the local, national and global distribution of extreme poverty and extreme wealth. 3. The learner knows about causes and impacts of poverty such as unequal distribution of resources and power, colonization, conflicts, disasters caused by natural hazards and other climate change-induced impacts, environmental degradation and technological disasters, and the lack of social protection systems and measures. 4. The learner understands how extremes of poverty and extremes of wealth affect basic human rights and needs. 5. The learner knows about poverty reduction strategies and measures and is able to distinguish between deficit-based and strength-based approaches to addressing poverty.
Socio emotional learning objectives	<ol style="list-style-type: none"> 1. The learner is able to collaborate with others to empower individuals and communities to affect change in the distribution of power and resources in the community and beyond. 2. The learner is able to raise awareness about extremes of poverty and wealth and encourage dialogue about solutions. 3. The learner is able to show sensitivity to the issues of poverty as well as empathy and solidarity with poor people and those in vulnerable situations. 4. The learner is able to identify their personal experiences and biases with respect to poverty. 5. The learner is able to reflect critically on their own role in maintaining global structures of inequality.
Behavioural learning objectives	<ol style="list-style-type: none"> 1. The learner is able to plan, implement, evaluate and replicate activities that contribute to poverty reduction. 2. The learner is able to publicly demand and support the development and integration of policies that promote social and economic justice, risk reduction strategies and poverty eradication actions. 3. The learner is able to evaluate, participate in and influence decision-making related to management strategies of local, national and international enterprises concerning poverty generation and eradication. 4. The learner is able to include poverty reduction, social justice and anti-corruption considerations in their consumption activities. 5. The learner is able to propose solutions to address systemic problems related to poverty.