



Compiled by Commonwealth of Learning 2017

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.



End poverty in all its forms everywhere

Competencies in TVET

	Knowledge & Understanding	Skills & Applications	Values & Attitudes
TVET	<ul style="list-style-type: none"> • Knowledge of different poverty alleviation and eradication strategies. • Training for livelihood improvement and poverty reduction, including access to decent work (including informal sectors and non-traditional areas). • Training to access decent jobs and support smallholder market and inclusive business models. • Microfinance and youth learning. • Training in non-agricultural occupations and non-traditional areas to respond to labour market demand. • Sustainable economic enterprises. • Training for workers in the informal sector (including small and microenterprises) for livelihood improvement and poverty reduction. • Developing an understanding of economic sustainability. • Understanding of pro-poor and gender-sensitive development strategies, social protection systems and measures. • Knowledge of skills and competencies required to succeed in work. 	<ul style="list-style-type: none"> • Ability to plan, implement and evaluate economic and social empowerment strategies and endeavours. • Development of communication and negotiation skills for social development and financial application. • Development and application of skills and aptitudes that allow engagement, adaptability and resilience within changing labour markets and economies. • Able to act on opportunities and have an understanding of how these initiatives can meet social and economic needs in the community. • Demonstrates the basic skills and behaviours of entrepreneurship – risk, initiative, organisation, confidence, communication and collaboration. 	<ul style="list-style-type: none"> • Productive participation in society. • Self-assessment of personal values in choosing work, considering livelihood generation in relation to personal, community and societal needs. • Considers benefits and drawbacks of different choices. • Proactive. • Contribute to a human resource base which supports poverty reduction and inclusive growth.

References

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