The Sustainable Development Goals (SDGS) in the 2030 agenda: Hope and challenges

Os Objetivos de Desenvolvimento Sustentável (ODS) na agenda 2030: Esperança e desafios

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ABSTRACT

This study addressed the Sustainable Development Goals (SDGs) as an implementation of actions and study proposals to improve the quality of life on the planet. The qualitative method was used with bibliographic and exploratory research in several databases such as Scielo and Google Scholar. The Sustainable Development Goals (SDGs) find fertile ground for aspirations and practices that can leverage the construction of a society committed to social transformation. The implementation of the SDGs in schools will allow, among other actions, the increase of affirmative inclusion policies for people in social vulnerability, in addition to innovating in the elaboration of the Pedagogical Political Projects of the school units and assisting in the construction of didactic, pedagogical and structuring guidelines in the educational field. However, there are many challenges for the implementation of the SDGs in countries, such as the lack of financial resources and the absence of targets to meet. Given the current and globalized scenario, it is necessary to understand that development is not only about economic growth and technological innovation. It is not new that various situations such as poverty, lack of health care, education, security, as well as issues of racial and gender discrimination are faced. However, even with so many global advances, these issues of concern are becoming more visible. Therefore, it is essential that the 2030 Agenda is a reality to be achieved.

Keywords: Sustainable Development Goals, Implementation, 2030 Agenda, Environmental Problems.

1 INTRODUCTION

In Plato's book 'Republic', the philosopher discusses the concept of justice idealizing an administered city, away from the interests and disputes of private individuals. To argue his thought, Plato discusses education, solidarity, political and social issues. (Plato, 1988)

By arguing that a sustainable and just society is essential for the survival of humanity, Plato left us with a philosophical problem that heats up discussions to this day: Is it possible to live in a just society? What values should be lived in this society?

In 2015, 193 member countries met and signed a global compact during the United Nations Summit, called the "2030 Agenda." The document seeks to solve problems of our time, such as hunger, social inequalities, environmental degradation, diseases, unemployment, that is, it reaffirms Human Rights. The debate on the subject continues to heat up and new concepts have emerged such as sustainability, evaluation and implementation.

The 2030 Agenda is composed of 17 goals, called SDGs, an acronym for the Sustainable Development Goals, aiming at a healthy life for everyone on the planet. The goal is to achieve these goals by the year 2030, which is why the name "Agenda 2030" was coined.

The SDGs emerged from a participatory process, initiated in 2013 and coordinated by the United Nations (UN), involving governments, civil society, and the private sector to continue the Millennium Development Agenda (2000-2015) (BAZOLLI, 2021). According to Bazolli (2021,

p. 2), the SDGs "are global goals by nature and universally applicable, that is, their implementation actions must be adapted to national and subnational realities".

The SDGs are based on four major dimensions: social, environmental, economic and institutional, in order to find sustainable paths that defend a more livable world. This work, therefore, addressed the Sustainable Development Goals (SDGs) in the 2030 Agenda with a focus on improvements in the quality of life of the planet. The qualitative method was used with bibliographic and exploratory research in several databases such as Scielo and Google Scholar.

2 THE 2030 AGENDA

The 2030 agenda is an action plan drawn up by the UN during the United Nations General Assembly in New York City in September 2015. It presents a set of concrete targets that must be achieved by 2030. These goals aim, above all, at the realization of human rights through development methods that protect the environment, preserve natural resources and ensure the well-being of future generations.

It is the result of a global participatory process in which world leaders from the 193 member countries of the UN came together to think about the challenges that the globalized society needs to overcome in order to promote a development that is capable of meeting the needs of all people without resulting in the collapse of planet Earth.

The document consists of 17 Sustainable Development Goals (SDGs) and 169 interrelated targets. These objectives and goals are a set of strategies that seek to address the main problems faced by world society in the 21st century.

The main objective of the proposal is the eradication of poverty worldwide. That means considering all human beings across the planet. To this end, actions should focus essentially on combating hunger and reducing limiting factors for social mobility. For this, studies, grants and programs based on scientific research will be necessary.

The aim is to halve the number of people living in precarious situations. Malnutrition must be eradicated through production processes that provide healthier and sufficient food for all people, which will result in an overall improvement in health (ZORZO et al., 2022). All individuals must also be offered the necessary conditions for full development.

The concern with the health of the population permeates several objectives and goals. For example, the reduction of mortality, the extermination of epidemiological diseases and the prevention of sexually transmitted diseases are highlighted.

Issues related to education are also relevant in the 2030 agenda. Expanding access to knowledge, supporting research, and improving educational establishments to contemplate people in their individuality and diversity are among the main challenges to be overcome by nations.

The resolution of the problems should take place through joint actions between the government, the private sector and civil society. Based on scientific knowledge, through technological innovations and responsible government programs, it is possible to join efforts and deal with challenges collectively and efficiently.

To better clarify, Table 1 presents the 17 Sustainable Development Goals (SDGs).

Table 1: Sustainable Development Goals (SDGs)

SDG 1	Ending poverty in all its forms, everywhere
SDG 2	End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
SDG 3	Ensuring healthy lives and promoting well-being for all at all ages
SDG 4	Ensuring inclusive, equitable and quality education and promoting lifelong learning opportunities for all
SDG 5	Achieving gender equality and empowering all women and girls
SDG 6	Ensure availability and sustainable management of water and sanitation for all
SDG 7	Ensuring access to affordable, reliable, sustainable and renewable energy for all
SDG 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all
SDG 9	Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation
SDG 10	Reducing inequalities within and between countries
SDG 11	Making cities and human settlements inclusive, safe, resilient and sustainable
SDG 12	Ensuring sustainable production and consumption patterns
SDG 13	Take urgent action to combat climate change and its impacts
SDG 14	Conservation and sustainable use of oceans, seas and marine resources for sustainable development
SDG 15	Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss
SDG 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels
SDG 17	Strengthen the means of implementation and revitalize the global partnership for sustainable development

Source: ALVES (2019)

3 SCHOOL AND THE SDGS

The school environment is a space focused on the development of diverse learning, values and multiple skills and, for this reason, it is feasible that the Sustainable Development Goals, better known as SDGs, are addressed in order to promote better training for students with regard to the environment.

The Sustainable Development Goals, created in 2015 by the United Nations (UN), also aim to inform the world society that changes in its habits are necessary, since environmental destruction increases every day. Thus, one of the greatest challenges of this plan is to articulate actions, by the year 2030, in favor of the protection of the planet, reducing social inequality, ensuring peace and prosperity in various aspects. (Alves, 2019).

In this way, the school plays a crucial role in promoting the National Targets of the Sustainable Development Goals (SDGs) set by the UN. The 17 goals address pressing challenges such as poverty eradication, environmental protection, gender equality, and access to quality education. According to the UN 2030 Agenda (a commitment made by all the countries that made up the United Nations Summit on Sustainable Development in 2015), it is necessary to "ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all" (GUIA AGENDA 2030, 2020, p. 47).

The school, in partnership with the community, can encourage actions that lead people to improve their environment and adopt more sustainable and conscious practices. Law No. 9,795/99, National Policy on Environmental Education, highlights the importance of environmental education as an essential part of education, from childhood, with the participation of civil society.

Based on this assumption, it can be stated that schools and academies are the places of greatest influence on the formation/transformation of human minds. Therefore, it is considered, as Alves (2019, p. 53) points out, "an ideal structure for the production of practices aimed at the Sustainable Development Goals".

The school environment becomes a sector with enormous power of influence on a global scale. In it, the citizens of the future are being prepared with the ability to lead, make decisions, argue and fight in favor of a better world, that is, guiding students, families and all those involved in the world's efforts aimed at promoting sustainable and quality development. It is understood that in the construction of the pedagogical project of the schools, the professionals can incorporate principles of sustainability, respect for the environment, equality, tolerance and social justice in the objectives of the school. These values not only contribute to achieving the SDGs, but also promote accountability and awareness, driving prosperity.

Educators can take a variety of approaches to teach about global issues addressed by the SDGs, propose solutions, and how students can contribute. Their participation can provide a safe environment that encourages them to seek new information and suggestions in a global way (REIMERS et al., 2017). The school can also implement sustainable practices, such as efficient

use of resources, waste reduction, and promotion of healthy and sustainable food in school canteens, putting sustainability into action (SCARPIONI, 2021).

It can be seen that education continues to be on the agenda, including in the SDGs. SDG 4 advocates for "quality education" that will be achieved to the extent that it "ensures inclusive, equitable and quality education, and promotes lifelong learning opportunities for all." (AGENDA 2030 GUIDE, 2020, p. 47). In Brazil, the challenges for the implementation of this SDG lie in the financial resources to operationalize this and other important proposals of the 2030 Agenda (NETO, 2021)

Meeting the challenges of the SDG targets requires coordinated efforts and collaboration from diverse sectors of society around the world. Therefore, it is vital that the community understands how it can contribute to improvements and promote equity by cultivating citizens who are critical and committed to a more sustainable future.

3 CHALLENGES OF THE 2030 AGENDA FOR THE IMPLEMENTATION OF THE SDGS

As mentioned earlier, world leaders were committed in common action and effort to a broad and universal political agenda. The 2030 Agenda is the framework for sustainable and collective development in the global pursuit of cooperative and technological evolution. Its implementation brings benefits to all of us and to future generations. The implementation and application in society will take place safely under the obligations of international laws (UN BRAZIL, 2022).

However, in Brazilian municipalities there are challenges to be faced due to scarce financial resources and reduced proposals in specific policies. Several authors have researched the issues of state capacities of municipalities. Authors such as: Arretche (2000); Grinn and Abrucio (2018); Marenco and Strohschoen (2018) discuss the growing process of decentralization of attributions related to municipalities (NETO, 2021).

With this, it can be seen that some themes have not advanced so much due to lack of investment in specific research in the technological area, therefore, state and federal governments invest little in municipalities and the poorest suffer more due to lack of resources and public policies that help them manage the commitments made under the SDGs (NETO, 2021). According to Neto (2021, p. 4), "Skocpol (2002) points out that studies on capacities tend to have more quality when they focus on specific areas of public policies", a fact also highlighted by Grin and Abrucio

(2018, p. 109) when they comment that: "[...] Policy trajectories can generate intergovernmental relationships responsible for inducing state capacities at the municipal level." (NETO, 2021).

In this way, the challenges for the implementation of the SDGs increase, distancing the actions from the objectives favorable to the collectivity with regard to sustainability and quality of life of the population. The challenge is hindered by the fact that there is cooperation from all sectors of society, such as governments, companies, non-governmental organizations, academia and civil society. Some of the main challenges of implementing the SDGs include: lack of resources, deficiencies in governance, inequalities, climate, and the environment (NETO, 2021).

4 FINAL THOUGHTS

The present study demonstrated the importance of implementing the Sustainable Development Goals (SDGs) in global society, so that the community understands the importance of sustainable actions and lifestyles.

The articulation of actions in line with the Sustainable Development Goals (SDGs) is fundamental both for the production of knowledge and for the integration of society with the public power in the formulation of public policies, in order to achieve the objectives and goals of the 2030 Agenda. The importance of communities for the social environment is demonstrated, providing the essentiality to promote the implementation and maintenance of the SDGs in actions that involve States and Municipalities.

It is worth remembering the philosophical problem left by Plato: Is it possible to live in a just society? What values should be lived in this society? That said, it is clear how close we can be to a fair, supportive and more social society, if only we enforce the practices interrelated with the Sustainable Development Goals contained in the 2030 Agenda to meet the demands of local and global communities.

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