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Table of contents

1. Introduction.....	3
2. 17 Sustainable Development Goals: Discussion.....	4
3. UK Policies and Initiatives.....	4
4. Local policies in Southwark Borough.....	6
5. Review of the status of Southwark Borough.....	7
6. Recommendations.....	9
7. Conclusion.....	10
8. References.....	11

1. Introduction

This report critically examines the 17 Sustainable Development Goals and the current situation of the development of these goals in the UK, focusing on Goal 3 (Good Health and Wellbeing), Goal 4 (Quality Education) and Goal 17 (Partnerships to achieve the Goals) while identifying Southwark Borough and examining the initiatives and policies that have benefitted its population.

Just a century ago, the world was a very different place where economic growth prevailed over everything else. So much so that people and nature were relegated to the background. Progress for progress's sake became progress for the destruction of life as we knew it.

Industrialization, pollution, and the burning of fossil fuels were the engines of economic activity. The consequences were not long in manifesting themselves on the planet: greater emission of greenhouse gases, progressive increase in temperatures and melting of the poles among others (Acciona, 2022).

Luckily, in the 1980s, science brings to the table the necessary evidence and data to open the eyes of humanity. The current concept of sustainability appears for the first time in the 1987 Brundtland report, called Our Common Future.

This document, prepared for the United Nations, warns for the first time of the terrible environmental consequences of economic development and globalization. This document does not only underline the problems but also offers solutions to industrialization or population growth (United Nations, 2021).

Sustainable development is the way to satisfy each of the needs of the entire present generation; without affecting the ability of other generations to meet their requirements.

Implementation plans in sustainable development; have had more specific approaches and special measures that have been channelled to achieve good results according to the planned goals (World Health Organization, 2019).

The concept of sustainable development was developed with the help of several nations through various meetings, leaving it as an official definition that related both the economic aspects of generations and those of the environment that had not previously been considered. Likewise, they discussed how important it is to understand the economic and social aspects of current generations; with the capabilities of having the same economic coverage in future generations; being optimal to cover all needs. It was based on these details that they developed their world-renowned concept (UNESCO, 2018).

In 2015, the United Nations (UN) approved the 2030 agenda, a plan of action in which 17 sustainable development goals and 169 goals were proposed. The SDGs try to stop the problems of society and climate change worldwide. Some of the most important problems to solve are pollution, the growth of natural disasters, the loss of biological diversity, poverty,

hunger, and housing. These global concerns were grouped into 17 goals, and each of them includes several detailed goals to achieve them (United Nations, 2021).

2. 17 Sustainable Development Goals: Discussion

According to the United Nations (2020), the 17 Goals are as follows:

1. End poverty in all its forms throughout the world to achieve economic sustainability. One in five of the UK population (22%) are in poverty (14.5 million); 8.1 million are working-age adults, 2.1 million are pensioners and 4.3 million are children (The Joseph Rowntree Foundation, 2022).
2. Zero hunger. The goal is to end hunger and improve nutrition and food security while promoting sustainable agriculture. Over 3 million people in the UK are malnourished or at risk of malnutrition; 93% of those are living independently, 5% living in care home settings and only 2% are in hospital (BDA, 2019).
3. Health & Wellness. Guarantee a healthy life and promote well-being for all at all ages. More than 5 million children die before the age of 5.
4. Quality education. Education must be equitable, and inclusive and must promote opportunities for all.
5. Gender equality. Achieve gender equality and empower all women and girls. More than 200 million girls have undergone female genital mutilation. Women need protection from domestic gender-based violence.
6. Clean water and sanitation. Guarantee the availability of water, its sustainable management and sanitation for all. 30% of the world's population does not have access to drinking water. More than 800 million people continue to defecate in the open. The scarcity of drinking water in the world is a growing global problem.
7. Affordable and non-polluting energy. Guarantee access to affordable, secure, sustainable, and modern energy for all. One in ten people in the world does not have access to electricity. Reduction of the use of fossil fuels. More than 80% of the energy consumed is of non-renewable origin.
8. Decent work and economic growth. Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. Nearly one in ten people are unemployed. Improving economic growth and productivity, and creating decent jobs is a challenge to achieve.
9. Industry, innovation, and infrastructures. Develop resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation. Developing countries have little basic infrastructure, which affects the productivity of companies. At least one in ten people do not have access to mobile broadband.

10. Reduction of inequalities. Reduce inequality within and between countries. Attention must be paid to the needs of the most marginalized and disadvantaged people to achieve social sustainability. The inclusion of the population regardless of their origin, sex, race, disability, ethnicity, religion, economic situation, or any other condition gains importance.

11. Sustainable cities and communities. Make cities and human settlements inclusive, safe, resilient, and sustainable. Large population growth is expected in cities, especially in marginal neighbourhoods. The air that people breathe in many cities does not meet the minimum safety standards.

12. Responsible production and consumption. Guarantee sustainable consumption and production patterns. A production that consumes fewer natural resources and pollutes less is necessary. Consumer education must encourage more responsible and conscious consumption.

13. Climate action. Adopt urgent measures to combat climate change and its effects. Measures are taken to curb climate change. Respect for the environment is necessary to improve the quality of life and environmental sustainability.

14. Submarine life. Conserve and sustainably use the oceans, seas, and marine resources. Marine water pollution endangers many ecosystems and more than 3 billion people who live from the sea.

15. Life of terrestrial ecosystems. Sustainably manage forests, combat desertification, halt and reverse land degradation and halt biodiversity loss. Protecting the biodiversity of species, and forests and reducing desertification requires the efforts of all countries.

16. Peace, justice, and solid institutions. Promote just, peaceful, and inclusive societies. The United Nations demands effective institutions and transparency. The goal is to reduce corruption, crime, violence, and discriminatory policies, to achieve a more peaceful society.

17. Alliances to achieve goals. Revitalize the World Alliance for Sustainable Development. Build alliances between governments, civil society, and the private sector. Share resources to help developing countries.

Goal 3 (Good Health and Wellbeing) seeks to ensure the promotion of health and wellbeing for all while promoting sustainable development. One of its main goals is to reduce the global maternal mortality rate to prevent the death of children under five years old. Another of its goals is to end epidemics and non-communicable diseases through prevention and treatment (Acciona, 2022).

It is a human right to attain access to health and wellness, and this is not only a right but the lifeline to the prosperity of future societies. However, persistent inequality means that millions of people are dying each year because they are unable to access the care they need (Sustainable Development Goals Fund, 2015).

The COVID-19 pandemic shook the progress made to the improvement of the health of millions of people in the world while causing a great loss of lives and overwhelming health systems around the world. Life-saving treatments and interventions were interrupted, and many people refused to go to health centres for check-ups, vaccinations and even urgent care for fear of catching the disease (Bond, 2022).

While the UK counts with the advantage of a public National Healthcare Service (NHS), research conducted by the World Health Organisation (2019) points to a considerable gap between available funds for health services and those required to reach Universal Health Coverage, which means that not all can access all the services they need without financial hardship.

The ongoing drops in healthcare funding and the profit-driven approaches to private healthcare result in the direct exclusion of the most vulnerable and increasing levels of inequality (Bond, 2022).

Goal 4 (Quality Education) seeks to ensure inclusivity, equity and quality education and the promotion of learning opportunities accessible to all. Access to education is instrumental in the improvement of people's quality of life, equipping them with the necessary tools to thrive in life thus breaking the cycle of poverty and reducing inequalities, for the prosperity and advancement not only of the individual but also of society as a whole (UNICEF, 2022). The main targets of this goal are as follows:

- By 2030, guarantee free, equitable and quality primary and secondary education for all.
- By 2030, guarantee access to pre-school and early childhood development for all.
- By 2030, guarantee equity for women and men to be able to access higher education.
- By 2030, considerably increment the number of young people and adults who have the necessary skills, including technical and vocational skills, to access employment, decent work, and entrepreneurship.
- By 2030, eradicate gender inequality in education to guarantee an equivalent opportunity to all levels of education and vocational training for vulnerable people, including people with disabilities, ethnic minorities, and children in situations of vulnerability.
- By 2030, ensure that young people and adults are literate and have basic numeracy skills.
- By 2030, enable students to acquire the understanding and expertise required for the promotion of sustainable development, including the development of sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-

violence, world citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development through education.

- The establishment of upgraded educational facilities that are gender-responsive and child-sensitive, offering safe, non-violent, inclusive, and effective learning environments for all.
- By 2030, significantly improve the supply of qualified teachers, including through international cooperation for teacher training in developing countries.

To the advancement of reaching quality education for all, inclusivity is a must. Inclusive education is an approach based on the conviction that all boys and girls should receive the same quality education, regardless of their social or cultural conditions, including those with some type of disability. In other words, a school should be promoted that does not require any kind of entrance requirement (UNICEF, 2022).

This current is based on making human rights regarding equal opportunities, rights to education and participation in society effective. The inclusive school must guarantee a teaching-learning process adapted to the needs of each student and of high quality so that it is 100% effective (Hassan, Halder and Debnath, 2018).

Although the many benefits of inclusive education have been demonstrated, it is also true that there may be negative consequences in this process (Hassan, Halder and Debnath, 2018).

Among some of the obstacles observed are the following:

- When the student must adapt to the centre and not the other way around.
- When there is poor planning and both the curricular plan, and the learning resources are not adapted to the specific needs of the student.
- Lack of training, updating and specialization of teachers. The teaching staff must be able to adapt to different educational situations.
- Excessive numbers of students in the classroom. This factor does not allow teachers to focus on those students with special needs.

Goal 17 (Partnerships to achieve the goal). The SDG goals can only be achieved through global cooperation and partnership efforts; all sectors must come together: civil society, the private sector, the academic community, and governments (AI For Good, 2022).

The Global Partnership for Sustainable Development must be enhanced and complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology, and financial resources, to support the achievement of the Sustainable Development Goals in all countries, particularly developing countries (UNESCO, 2018).

To achieve the SDGs, it is also necessary to adopt measures to mobilize and redirect the resources of all global actors toward the growth of developing countries. For this, it is necessary to promote international cooperation and a more equitable universal trade system.

Ongoing trade tensions between regions have caused some countries to withdraw from key multilateral agencies and initiatives. Solid international cooperation is needed more than ever, since only through alliances between all actors and redirecting resources to the most disadvantaged areas will it be possible to achieve the goals and targets of the new global Agenda (Durand, 2016).

3. UK Policies and Initiatives

Pertaining to Goal 3 (Good Health and Wellbeing), the UK continues to be one of the largest donors to Sexual and Reproductive Health Rights (SRHR) since 2015, including a comprehensive approach in ministerial statements at the 2017 London Family Planning Summit and the Strategic Vision for Gender Equality: Her Potential, Our Future. The Department for International Development (DFID) also integrated further HIV and AIDS to achieve SRHR for all. This meant a huge improvement considering HIV and AIDS were not included or mentioned in the previous agenda (Public Health England, 2020).

Moreover, family planning is also high on the planned agenda, but to ensure inclusivity and true access to free choice, neglected areas such as safe abortion, adolescent SRHR, and gender violence should be included within the targets. While childbirth complications continue to be the leading cause of death among girls aged between 15 to 19 years old globally, the mortality ratio in the UK has steadily declined over the past decade standing at 4.1 per 100,000 live births (Office for National Statistics, 2021). The Department for International Development has advocated for the SRHR of adolescents and young people, although it remains a sensitive area in certain communities thus hindering awareness and general access to services. Still, this could be improved by engaging parents and the wider community through holistic and educational programmes (Bond, 2022).

The UK is committed to allocating sustained resources for the prevention and control of Non-Communicable Diseases (NCDs) to promote better mental health and wellbeing at the UN Political Declaration on Non-Communicable Diseases in 2018 (Public Health England, 2020). The Prosperity Fund's Better Health Programme has allocated £70 million in funding and will run from 2019 to 2023 to help in the prevention and treatment of NCDs. However, one of the concerns it raises in civil society is that for-profit healthcare companies could find an opening for the wider market, which will inevitably lead to the exclusion of the majority (Bond, 2022). The gap in the upheld of human rights, equity, and equality for people with mental health conditions is significant compared to others. Parity and equal opportunities must be observed and developed further to avoid exclusion and discrimination (Bluestone, 2018).

4. Review of the status of Southwark Borough

Southwark Borough is an inner London borough located south of the river Thames. The council comprises 21 wards that are grouped to form 5 community councils: Bermondsey and Rotherhithe, Borough, Bankside and Walworth, Camberwell, Dulwich and Peckham, and

Nunhead. It is ranked as the 41st most deprived borough out of 326 local authorities in England, a slight improvement from previous ratings (26th in 2007 and 17th in 2004) (Southwark Council, 2022b).

However, a council belonging to this borough (Bermondsey) was voted the top place to reside in 2018 by the Sunday Times Best Places to Live Guide (Southwark News, 2018).

The area's residents are predominantly young, affluent, and educated. The total population is 314.000 of which 72% are of working age (Southwark Council, 2022d).

A third of its residents reside in communities ranked among the 205 most income deprived. The most deprived are those areas located across the centre and north of the borough. A stark contrast to the 8% that live in communities ranked 20% least deprived (Southwark Public Health Division, 2019).

The ranking for education, skills and training is slightly more favourable, although the most deprived areas continue to be those in northern and central.

The Health Deprivation and Disability ranking is mixed, with 107th average rank and 112th for average score measures, with just over 8% living in communities ranked within the 20% most deprived in England (Southwark Public Health Division, 2019).

There are considerable gaps in health inequality if we consider that the life expectancy is 11 years less in the most deprived areas such as Peckham compared to Dulwich or London Bridge, both only a 15-minute train journey away (Southwark Public Health Division, 2019).

Moreover, the poorest outcomes in the borough point to blatant systemic racism and discrimination, with 60.1% belonging to black and minority ethnic backgrounds (Public Health England, 2020).

5. Local policies in Southwark Borough

Southwark Council launched a charter in 2020 to help children to stay in education at the Keeping Children in Education Conference. This program seeks to ensure that there is 100% inclusion, particularly for children with complex educational needs. If it goes ahead, Southwark will become the first local authority to launch an inclusion charter (Southwark Council, 2022c). Southwark also launched a scholarship scheme in 2011 that covers the full cost of higher education courses. Since 2011 it has helped 121 people under 25 from low-income households to pursue degrees in Education, Law, Medicine, and Engineering (Southwark Council, 2022d).

Moreover, the Southwark Health and Wellbeing Strategy were launched in 2015 by the Health and Wellbeing Board; whose aim is to improve health and reduce inequalities within the borough (Southwark Council, 2022b). the six main goals are:

- Giving children the best possible start in life.

- Improving socio-economic and environmental outcomes and promoting opportunities for economic growth while incrementing job opportunities and apprenticeships.
- The prevention of ill health by supporting positive lifestyle changes.
- Supporting people with long-term conditions to remain healthy.
- Address and combat neglect by supporting vulnerable children and young people.
- Promote integration for better outcomes in health and social care settings through collaboration between carers, families, and individuals.

6. Recommendations

- Increase support for mental health: When we talk about mental health, we refer to the state of balance between a person and their socio-cultural environment that guarantees their work, intellectual and relationship participation to have a good quality of life. Our efforts have always been directed at physical health, and it is a reality that the fight against mental health problems continues to lag (AUARA, 2017).
- The UK could improve funding and research to support marginalised individuals (such as the disabled, the homeless, those HIV positive, refugees, and those marginalised for their gender or sexual orientation) and communities that are at higher risk of exclusion and struggle to access the support and help they deserve and require (The Joseph Rowntree Foundation, 2022).
- The challenges of well-being require the participation of all the actors in the sector in equal conditions, without differentiating between public, commercial or non-profit entities. Values and goals must be shared for collaboration to be fruitful. From this well-planned relationship, quality care will be generated for people in a situation of dependency, efficient use of public resources and a significant increase in employment in the sector (Williams, Kuchemann and Akoto, 2022).
- Ensure that developed countries fully honour their official development assistance commitments, including allocating 0.7% of gross national income for official development assistance to developing countries (United Nations, 2021).
- Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, particularly developing countries (United Nations, 2021).
- Encourage and promote the formation of effective alliances in the public, public-private and civil society spheres, taking advantage of the experience and strategies for obtaining resources from the alliances (World Health Organization, 2019).

7. Conclusion

In conclusion, true inclusive education is not only achieved with a simple declaration of intent but there must also be deep structural changes in educational systems that manage to break down the great barriers of discrimination and exclusion that still exist in our society.

Greater efforts for integration and inclusivity are needed not only by the government but also by society as a whole (United Nations, 2015).

The challenges of well-being require the participation of all the actors in the sector in equal conditions, without differentiating between public, commercial or non-profit entities. Values and goals must be shared for collaboration to be fruitful. From this well-planned relationship, quality care will be generated for people in a situation of dependency, efficient use of public resources and a significant increase in employment in the sector (Barbu, 2017).

To achieve the Sustainable Development Goals, it is essential to carry out alliances between the different actors on the planet; governments, the private sector and civil society and place the new Agenda at the centre of the policies and actions of all of them. These alliances must be based on the same principles and build values and have common objectives, with each actor contributing their experience and knowledge to jointly contribute to the achievement of the new development Agenda (Durand, 2016).

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