

**PROCESSO DE SENSIBILIZAÇÃO DA COMUNIDADE ACADÊMICA  
DISCENTE DE UMA UNIVERSIDADE PARTICULAR SOBRE OS  
OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL DA ONU**

***AWARENESS PROCESS OF THE ACADEMIC COMMUNITY STUDENTS  
OF PRIVATE UNIVERSITY ABOUT THE UN SUSTAINABLE  
DEVELOPMENT GOALS***

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**Resumo:** O desenvolvimento sustentável pode ser definido como uma forma da população realizar seus desejos e vontades sem prejudicar o mundo a ponto de as próximas gerações não terem tal oportunidade. Para isso, a Organização das Nações Unidas criou a Agenda 2030, dividida em 17 Objetivos do Desenvolvimento Sustentável, com objetivo de promover tal equilíbrio e garantir a manutenção do bem-estar da população mundial. Contudo, a concretização desse conceito tem se tornado a principal dificuldade da humanidade moderna. Assim, o presente estudo visa contribuir para o desenvolvimento social da população, uma vez que uma Instituição de Ensino Superior deve ser vista como um promotor e propagador de conhecimento sobre as ODS, gerando indivíduos cada vez mais conscientes e capazes de entender e manter o equilíbrio necessário para o bem-estar e qualidade de vida geral do planeta. A metodologia utilizada consistiu na seleção de um vídeo explicativo sobre o tema e a posterior avaliação desse treinamento por meio do método de Kirkpatrick, que analisa o entrevistado por meio de questionários em quatro momentos, reação, aprendizagem, comportamento e resultados. Os dois primeiros foram aplicados juntamente com apresentação do vídeo, enquanto o terceiro e o quarto foram enviados com um mês de intervalo entre eles. Em média, houve 40 respostas por questionário, onde evidenciou-se uma melhora quanto ao conhecimento das ODS. Dessa forma, treinamento voltado a sensibilização dos discentes de uma universidade particular se mostrou positivo ao desenvolvimento de atitudes sustentáveis e a prática dos ODS, evidenciando a sua importância nos cotidianos desses indivíduos e da população.

**Palavras-chave:** Sustentabilidade; Agenda 2030; Kirkpatrick; ODS; sensibilização.

**Abstract:** Sustainable development can be defined as fulfilling the population's desires without harming the world to the point that the next generations will not have as many opportunities. To help keep this balance, the United States Organization created Agenda 2030 with 17 Sustainable Development Goals. However, the population of this concept has become the main difficulty of modern humanity. So, the present study aims to contribute to the population's social development once educational institutions are seen as a promoter and increasingly aware and capable of understanding and maintaining the necessary balance for the planet's well-being and quality of life. The methodology to be used consists of selecting an explanatory video about the theme and using Kirkpatrick's method. Using interviews, this method analyses the person in four moments: reaction, learning, behaviour, and results. The first two were answered after watching the video, and the others were applied a month apart. On average, there were 40 written responses, which showed improved knowledge of the SDGs. In this way, the development of attitudes and the importance of learning the SDGs showed positive results in the training.

**Keywords:** Sustainability; 2030 Agenda; Kirkpatrick; Sustainable Development Goals; awareness.

## 1 INTRODUCTION

Sustainable development can be defined as a way for the population to fulfil their desires and wishes without harming the world, to the point that future generations will not have such an opportunity. This concept operates in three essential dimensions: economy, society and environment (MAFRA, 2015).

Based on this definition and the global reality, The United Nations Organization (UNO) gave rise, in 2015, to the Agenda 2030, an action plan aimed at generating and maintaining the well-being of people all around the world and the environment. This Agenda consists of 17 objectives, Sustainable Development Goals (SDGs) and 169 goals, aiming for a developed and equal territory by 2030 (GTAGENDA2030, 2020; ODS, 2021).

The realization of this concept has become the main difficulty of humanity, which is still seeking a balance between such spheres of thought, as disturbances between them can lead to severe consequences in the lives of individuals and the planet (GOMES; FERREIRA, 2018).

For example, environmental degradation, when in a severe state, can lead to inadequate climate variations, natural disasters, loss of natural resources, and factors that can make the existence of

the human condition unfeasible since such changes lead to variations in cycles. Crops harm the economy, in addition to the fact that such crops do not meet the needs of that community, generating a social problem, which is hunger. These examples show how closely the three dimensions of sustainable development are linked and how much they interfere with the Planet (GOMES; FERREIRA, 2018).

The present study aimed to contribute to the social development of the population since a Higher Education Institution must be seen as a promoter and propagator of knowledge about the SDGs, generating individuals increasingly aware and capable of understanding and maintaining the necessary balance the well-being and general quality of life on the planet earth (ROMA, 2019).

There is a need to assess the levels of knowledge about SDGs, and

Kirkpatrick's model was used to assess students' awareness at a private university about the Sustainable Development Goals.

## 2 THEORETICAL REFERENCE

### 2.1 SUSTAINABLE DEVELOPMENT GOALS

In the current context, there is a substantial difficulty in finding a balance between anthropological development,

whether in its economic and productive dimension; and the health of the environment, guaranteeing its maintenance for the next generations, aiming at quality of life, dignity for these individuals (GOMES; FERREIRA, 2018).

The perspective of environmental deterioration because of human development must be modified to promote the balance of natural resources and human life (GOMES; FERREIRA, 2018).

With these facts in mind, on September 25, 2015, 193 UN member countries met, which gave rise to the document entitled "Transforming Our World: The 2030 Agenda for sustainable development" (ROMA, 2019).

This Agenda sought to incorporate 17 Sustainable Development Goals and 169 goals, which would be in force for 15 years from 2016 and encompass various social, economic, environmental and technological issues (MINISTÉRIO DAS RELATIONS FOREIGN, 2018).

In Brazil, the SDGs' nationalization and goals are the responsibility of the Institute for Applied Economic Research (IPEA) and the Brazilian Institute of Geography and Statistics (IBGE). For the adequacy and linkage of these goals at the national level, six principles were followed, namely: Adherence to global goals, objectivity, respect for commitments, coherence with national plans, compliance with regional inequalities and compliance with racial and social inequalities (ROMA, 2019).

The SDGs are listed below: Stop poverty in all forms and avoid extreme poverty (ONU, 2016, 2021).

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to achieve the Goal (ONU, 2016; 2021).

By observing the SDGs proposed throughout the Agenda 2030, it can be inferred that they are directly related to the social, environmental, ethical, economic and legal-political spheres; which shows a significant advance to world development in all its perspectives, of combined mechanisms of individual and collective efforts, that seek to guarantee the quality of life of this and future generations.

Thus, it can be said that the importance of the SDGs is also linked to the purpose of permeating such thoughts and thus guaranteeing the dignity and justice of the population, considered as fundamental rights of humanity (STAFFEN; SANTOS, 2016).

## 2.2 THE SDGs AND THE UNIVERSITY

Education is an essential tool for developing critical thinking and the individual in society (ARAÚJO, 2007). For

this purpose, it is necessary to develop educational practices that have these factors as their objective and promote respect and care (JOHANN, 2009).

The concept of sustainability proves to be an important term to be taught in the educational field since it is capable of awakening ethical nature and environmental awareness (MORIN, 2014). It can be inferred that ethical education aimed at citizenship is the determining factor for developing the student's autonomic capacity (ARAÚJO, 2007).

The University becomes a fertile entity for interdisciplinary actions. It is responsible for breaking paradigms and encouraging the expansion of concepts about sustainability and its relationship with ethics since it has a range of professionals, courses and individuals with different divisions and knowledge (BARBOSA et al., 2019).

The proposal to raise awareness about the Sustainable Development Goals and their importance is also part of one of the goals of the 2030 Agenda, called the SDG Network, which aims to stimulate the creation of an institutional culture which encompasses actions aimed at this theme (DEUS, 2018).

To this end, these educational entities carry out studies highlighting the current crises, causing individuals to awaken an interest in promoting sustainable development and thus seeking quality of life (BARBOSA et al., 2019).

The current challenge for universities is to devise, elaborate and execute institutional actions aimed at solving local problems through integrating the academic community.

### 2.3 MODELO DE KIRKPATRICK

Kirkpatrick (1998) has developed a systematic assessment form that has been widely used since the 1950s by the training community. This model encompasses four

levels or stages of outcome assessment: Reaction, Learning, Behavior, and Outcomes.

In step 1, the individual's level of satisfaction in receiving the training is evaluated, in step 2, call and learning, it is determined what the participants learned in the training program during the training event (KIRKPATRICK, 1998).

Step 3, called Behavior, assesses whether participants in the training program have changed their Behavior as a result of having attended and participated in the training program, and level/step 4, Results, assesses whether the results contribute to good functioning of an organization (KIRKPATRICK, 1998).

Schematically each level is evaluated as described by Kirkpatrick (1998), presented in the tables below:

Table 1. Level 1 Assessment Guide – Reaction

<b>Description and evaluation feature</b>	<b>Examples of Methods and Tools for Assessment</b>	<b>Relevance and practicality</b>
The Reaction rating expresses how participants feel and their reactions to the training or learning experience.	Feedback forms based on personal reactions based on training experience. Questionnaires and post-training surveys.	Can be done immediately after training ends. Very easy to get feedback from participants. Feedback data is easy to group and analyze.
Examples: Did the participants like the training? Do they consider the	Online assessment to be answered by	It is important to know that people responded to the

training to have been relevant? Do you think investing your time in training was a good idea?	participants.  Analysis of reports provided by participants to their superiors after training.	assessment without any emotional interference.
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Source: KIRKPATRICK (1998)

training?	must be directly related to learning objectives.  Measurements and analysis are possible and relatively easy within a group	development .  Costs can increase if the systems used are inefficient and require more work for measurement and analysis.
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Source: KIRKPATRICK (1998)

Table 2. Level 2 Assessment Guide – Learning

Description and evaluation feature	Examples of Methods and Tools for Assessment	Relevance and practicality
Learning assessment measures the increase in knowledge or intellectual capacity by comparing situations before and after training.  Examples: Did the participant learn what was expected?  Did the participant have the opportunity to obtain the expected experience throughout the	Typically tests and assessments are used before and after training.  Interviews or observations can be used before or after training, although this option is time-consuming and may present inconsistencies.  Assessment methods	It is relatively simple to implement but requires more investment and analysis than reaction assessment.  Very relevant for certain trainings  More difficult to implement training that involves more complex learning, such as attitudinal

Table 3. Level 3 assessment guide – Behavior

Description and evaluation feature	Examples of Methods and Tools for Assessment	Relevance and practicality
The behaviour assessment covers how participants applied what they learned and whether there was a change in Behavior.  It can be applied immediately and/or months after training, depending on each situation:  Did the participants effectively apply what	Observations and interviews over time are necessary to measure the change's relevance and continuity level.  One-off and arbitrary assessments may not be relevant as people change for different reasons, not just through training.	Behaviour change is more difficult to quantify and interpret than reaction and learning assessments.  Systems based on simple and quick responses are usually not suitable.  Collaboration and observer skills are important factors that are difficult

<p>they intended when they returned to work?</p> <p>Did the participants show different Behavior in terms of activity and performance when they returned to work?</p> <p>Have changes in Behavior and our knowledge shown to be sustainable over time?</p> <p>Would the participant be able to transfer the knowledge they obtained to another person?</p> <p>Is the participant aware of their change in Behavior, knowledge and skills?</p>	<p>Assessments should be subtle and continuous so that the data can be transferred to a suitable analysis tool.</p> <p>Assessments should be subtle and continuous so they can be transferred to a suitable analysis tool.</p> <p>Assessments should be designed to reduce the subjective assessment of the observer, as subjectivity can influence the consistency of results.</p>	<p>to control.</p> <p>The management and analysis of results tend to be difficult without using an adequate system.</p> <p>Measuring the practical application of what has been learned is extremely important. There is little relevance in the results of the reaction assessment and the learning assessment if the person returns to work and nothing has changed in terms of Behavior, that is, does not demonstrate that he is applying what he has learned.</p>
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Source: KIRKPATRICK (1998)

Table 4. Level 4 assessment guide – Results

Description and	Examples of Methods	Relevance and
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evaluation feature	and Tools for Assessment	practicality
<p>The Results evaluation presents the effect generated in the business or in the environment from the improved performance of the participant.</p> <p>Measures are usually key performance indicators of the organization such as:</p> <p>Quantities, values, percentages, time scales, return on investment, among other quantifiable aspects of performance in the organization.</p> <p>Quantities of complaints or failures, turnover, lack of compliance, quality and standardization indices, obtaining certificates,</p>	<p>Measures may be already implemented through traditional reporting management systems.</p> <p>The challenge is to identify how and when the participants influenced such outcomes.</p> <p>In addition, it is important to communicate to the participant before the training begins, about the relevance and impact of the topic in terms of individual and organizational performance.</p>	<p>Individually, the evaluation of results is not particularly difficult. Assessing the organization as a whole becomes very challenging, especially due to the dynamism in changes in responsibility and roles that complicate a clear and consistent individual assignment.</p> <p>External factors also significantly affect an organization and its business, representing the most important cause for good or bad results.</p>

growth, retention.		
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Source: KIRKPATRICK (1998)

### 3 METHODOLOGICAL PROCESS

The methodology used in the present work initially consisted of selecting a video that explained the concept of ODS, its classification and applications.

Then, four questionnaires were elaborated based on the Kirkpatrick model, where Reaction, Learning, Behavior and Result were evaluated, the first two were applied together, while the other two were applied with a month difference between them.

To prepare these questionnaires, guiding questions were used to assess knowledge about each SDG, according to Benish et al. (2020):

1. What is the approach to SDG interactions presented in the study?
2. What comprehensive knowledge gap does the study aim to address?
3. What is the policy challenge the study is aiming to address?
4. At what stages of the 2030 Agenda could implementation be useful?
5. What methods are used?
6. How is the approach carried out?
7. What data sources are used in the study?
8. How does the approach deal with SDG Interactions?

Broad-ranging questions aimed at exploring how ODS interactions are understood and how they are handled analytically in each study.

9. What is the intended user group of the study?

10. In what context and on what scale is the approach applied?

11. What are the strengths of the approach in the context of implementing the 2030 Agenda?

12. What are the approach's weaknesses in the context of implementing the 2030 Agenda?

13. Are there any planned extensions or future developments ahead, or any additional recommendations for future work?

The sample size that was calculated using the open-source database for public health statistics, the SSPropor.htm interface (SULLIVAN K.M, 2020), considering total data from UVV students, the average knowledge in around 15% on the SDGs in other universities and locations, with an expected prevalence of 15% (p), and a confidence interval of 95%. Thus, the number of subjects who will participate in the study directly was calculated at 30, considering the sample loss of 20%, the final total will be 38 (SULLIVAN K.M, 2020). The 38 people were distributed among the different courses and types of occupations at UVV.

In this study, stringent ethical procedures were diligently followed, ensuring the protection and welfare of all participants. The research project obtained the necessary approvals from the respective ethical committee, specifically under the numbers 4.916.282 and CAAE 50687621.8.0000.5064. These approvals signify that the study adhered to the established ethical guidelines and standards, guaranteeing the rights and well-being of the individuals involved. By conducting the research in accordance with these approved protocols, the study maintained a strong commitment to ethical principles and integrity.

The data obtained were analyzed using descriptive and inferential statistics and the Shapiro Wilk test was used to

verify the distribution of all variables to guide the choice of the inferential test.

To identify the existence of a statistically significant difference between pre-and post-training scores, a comparison was made between these two moments, through the application of Wilcoxon's non-parametric test. Among the measurements, there is an intervention on the subjects, intending to verify whether the intervention affected the responses. The difference between the final and initial measurements was then calculated for each individual.

To verify the discrimination power of the learning assessment instrument, the chi-square test was used, with an error interval of  $p < 0.05$  in the TAE of the HU. In the others, to verify whether the questions were able to measure the knowledge they were intended to measure, Fisher's exact test was applied, comparing the proportions of the wrong questions in both moments.

#### 4 RESULTS AND DISCUSSION

The questionnaires were divided into two parts, one of the characterizations of the researched individual presented as a question was his age group, contact and area of activity. The second part referred to questions about the SDGs at each level of knowledge. Thus, the questionnaires had questions of easy interpretation and direct characteristics.

When analyzing the results obtained during the training, it became evident that there was an average of 40 responses per questionnaire.

Of these, the majority age group of participating volunteers was 21 to 25.

Of these individuals, 66.2% were students in the health area, 23.1% in the humanities, 7.7% in law, 4.6% in engineering and 3.1% in agrarian and biological studies.

Thus, from these data, it was possible to observe that the profile of the training participants was mostly students aged 21 to 25 years in the health area.

We sought to understand and assess the individual's receptivity to the training video presented through the questions presented in Table 5.

Table 5 - Questions from Step 1 - Satisfaction/Reaction

REACTION QUESTIONNAIRE
1. Did you like the video content?
2. Did you find the video content relevant to our daily lives?
3. Do you practice any action shown in the video?
4. If yes, which one?
5. What did you like most about the video?
6. What were the strengths and weaknesses of the video?
7. Would you like to learn more about the subject?

Source: Prepared by the author

Evaluating the answers obtained, a high level of satisfaction with the content of the video can be seen, which was evidenced by 100% of the participants' affirmative answers, which was corroborated by the answers obtained in questions 5 and 6 of the respective questionnaire., which argued about their perceptions.

The exposed video presented a didactic character and simple language in both questions. However, as a weak point was raised by 90% of the interviewees, the question of the duration of the same, which consisted of 6 minutes, was considered long.



Another relevant factor presented by 23% of respondents was the lack of prior knowledge about the SDGs, with this training being their first contact with the theme. Interviewed individuals.

Scadalai et al. (2020) point out that this lack of knowledge is intrinsic in the population and can be circumvented through dialogue and encouragement of daily practices, which must start at school and migrate to the community. Progress must be made from most negligible to the largest scale.

Such importance was also found in question 2, where 98.5% answered the theme is important for the daily life of society, according to Figure 1.

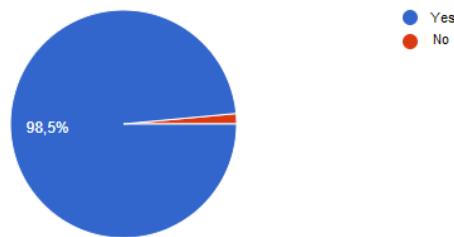


Figure 1: Content Relevance

However, despite this finding of the relevance of the SDGs, 37.3% of these individuals believe that they do not practice actions aimed at pursuing sustainability in all its aspects, Figure 2.

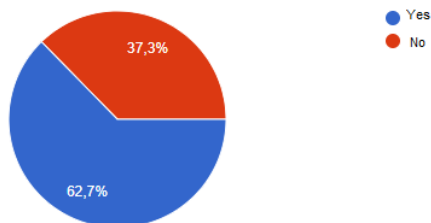


Figure 2 - Sustainable Practices

However, among those who identified daily practices aimed at such an act, selective collection, the rational use of

water, preservation of ecosystems and the search for gender equality stood out as the most frequent in their daily lives.

When asked if they would like to learn more about the SDGs and ways to practice them, 92.6% of the individuals showed interest in continuing the training.

Right after the Reaction questionnaire, these participants were exposed to the Learning questionnaire, considered level 2 of the Kirkpatrick model, which was designed to measure the increase in knowledge acquired by the individual during this first stage of training through the questions exposed in Table 6.

Table 6 - Questions from Stage 2 – Learning

LEARNING QUESTIONNAIRE
1. Do you know what SDGs are?
2. If yes, what are the SDGs?
3. How important are the SDGs?
4. Do you practice any action that you can observe the SDGs?
5. Would you like to learn more about the SDGs in which media?

Source: Prepared by the author

From the answers obtained in questions 1 and 2, it can be inferred that most participants understood what the Sustainable Development Goals are, where 76% answered the question in the affirmative and corroborated by their correct definition by 87% of respondents, in the later question, Figure 3.

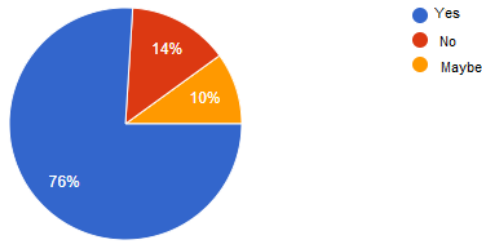


Figure 3 – Do you know what the SDGs are?

When questioned about the importance of the SDGs, the answers were diverse, showing the complexity of the theme, it can still be observed that the answers were unanimously positive, relating the SDGs with the global improvement, improvement of the population's living conditions, the search for equality of gender, climate protection, fighting hunger, protecting ecosystems and pursuing sustainable development.

Such a variety of answers was also evidenced in question 4, where in addition to the practices highlighted by them throughout the reaction questionnaire, still answers were referring to the circular economy, participation in fundraising campaigns, conscious consumption, health and well-being, evidencing, in this way, an enrichment of content on their part and a greater ease of identification of the SDGs in everyday attitudes.

These results were more satisfactory than those obtained in the study by Serafim and Guimarães (2018), where questionnaires on the subject were applied to students and professors of undergraduate courses in administration, network technology, accounting sciences and law at FAE. When questioned about their knowledge of the SDGs and the concept of sustainability, an average knowledge of 58.4% was found, while 72.4% found its importance.

Regarding sustainable attitudes towards these individuals and their

knowledge of them, the most cited items were similar, highlighting clean water and sanitation, clean and affordable energy and quality education (SERAFIM; GUIMARÃES, 2018).

Finally, when asked which media they would like to continue learning about the topic, most were adept at digital media such as Instagram and Youtube and lectures and workshops, which show a target audience to be addressed. About this content in the future.

In studies such as that of Cleophas and Dias (2020), it is possible to highlight the different ways in which this knowledge can be propagated since they prepare an album of stickers about the SDGs, in order to encourage their students to research and become interested in this theme, showing that creativity is also an essential tool for passing on knowledge.

The next step was the Level 3 questionnaire, referring to Behavior, which seeks to understand whether the participants applied the knowledge learned and their interpretation of how to apply such actions within the University, indicating a change of mindset, which was applied one month later. Presentation of training audiovisual content. This measure was carried out through the questions presented in Chart 7.

Table 7 - Questions from Step 3 – Behavior

BEHAVIOR QUESTIONNAIRE
1. After watching the video, did you adopt a different attitude towards the SDGs?
2. If yes, what did you start to practice?
3. Among the various actions that involve the SDGs, what do you think could contribute most to the UVV?
4. In case of other actions, cite below.

Source: Prepared by the author

It is possible to evidence an improvement on the part of individuals regarding the practice of acts aimed at sustainable development, where at level 1, 62.7% of respondents were practitioners of these actions and at that moment, 85.2% practiced them, among those who already practised and those who started to adopt such Behavior, which is an inductive factor of success for the training carried out.

This increase in awareness was evidenced in question 2, through small attitudes, which had not been reported before, such as: sustainable consumption of energy, avoiding its waste, practices to encourage female empowerment and actions aimed at guaranteeing Quality Education and Health and wellness.

Such individual attitudes were also exposed collectively when asked how the University could contribute more to sustainable development in its various aspects, highlighting the encouragement of women in leadership positions and facilitated physical/mental care and guaranteeing and encouraging the implementation of existing practices in the same.

Finally, questionnaire 4, referring to the Results, was applied two weeks after the behaviour stage, which sought to evaluate the improvement of their actions and thoughts after this evaluation period. For this purpose, the questions found in Table 8 were applied.

Table 8 - Questions from Step 4 – Results

RESULTS QUESTIONNAIRE
1. At the end of this training, do you know what SDGs are?
2. If yes, what are SDGs for you?
3. How important is the SDG to the reality of UVV?
4. What is the biggest difficulty in carrying out any of the SDGs on a day-to-

day basis?
5. Do you think it is relevant to continue publishing this content?

Source: Prepared by the author

From the observation of Figure 4, it can be seen that the understanding of the SDGs has increased, which in its level 1 was understood by 76% of the participants and in level 4 it is found in 85.7%, positively showing the training result.

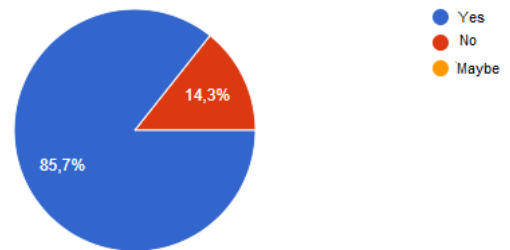


Figure 4 – Do you know what the SDGs are?

Questions 3 seeks to know the importance of the SDGs for the reality of the University. To this proposal, the participants unanimously reported the institution's role as a tool to raise awareness for the student, as a way of propagating such attitudes and thus promoting economic, social and environmental sustainability development, both from a local and global perspective.

The concept of the SDG Network is encouraged, and the cultural change is also observed as necessary by the students. These data were similarly observed in the studies carried out by Barbosa et al. (2019), where from research and discussion groups carried out by FURB graduate students, the Higher Education Program for Regional Development was created, which seeks to spread the importance of the practice of the SDGs to its local population, encouraging them.

This incentive to generate sustainable thinking is also seen in works such as those by Freitas (2020), who sought to survey the work carried out at the UFU focused on this theme, in addition to creating actions aimed at its encouragement.

The implementation of the SDGs is challenging because their targets cover a more significant number of issues and aim to be applied in all countries, not only in developing countries (LE BLANC, 2015).

The interviewees also raised awareness as one of the greatest difficulties for the population's daily practice of the SDGs by the population, since many do not have sufficient knowledge about the subject.

Rieckmann (2017) points out that in addition to raising awareness, what makes adherence to such practices more difficult is related to the impact of profound changes in the lifestyle of these individuals.

Finally, it was found high relevance in maintaining the dissemination of this type of content since 100% of respondents responded in favor of it, evidencing their interest in promoting and propagating such knowledge.

## 5 CONCLUSION

The training aimed at sensitizing students from a private university proved to be positive for developing sustainable attitudes and the practice of SDGs, highlighting their importance in the daily lives of these individuals and the population.

The Kirkpatrick Method proved to be effective for analyzing and interpreting the data obtained during the present study.

It was also verified the importance of educational institutions as propagators of such knowledge, being essential tools for the incentives of these practices and the

propagation of more content about the proposed theme.

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