Establish a partnership to achieve the SDGs, through the implementation of a teaching strategy mediated by a didactic sequence

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Abstract: This project aims to characterize the school community problems and raise awareness about the importance of implementing SDGs. Thereby, the research arose from the need to raise awareness between the private, and public sectors might help in some way to respond to this issue. A teaching strategy was proposed and designed to respond assertively to students' urgency in recognizing the value of making agreements to achieve the well-being of society. In the methodology section, the paradigm was qualitative, following the participatory action research approach. Regarding the data collection section, the techniques and instruments used were: the direct-observation, a questionnaire as pre and post-test. In addition to the didactic sessions designed and implemented intended to fulfill the pre-established lesson objectives. Concerning the outstanding results, the diagnosis was conducted based on the identification of the public versus private entities that developed projects related to the SDGs development, with which effective alliances were established. It also favored the awareness and appropriation of students in terms of increasing local, national, and international connections. In sum, establishing partnership for alliances is crucial not only for accomplishing them, but for the process traceability in terms of human resource efficiency in actions where institutions converge.

1. Introduction

This research project was enclosed in the framework of the research line in social innovative education, and it has been carried out following pedagogical approaches learned in the EFL Research Team. These approaches have been implemented by tertiary teachers and pre-service teachers who are enrolled in two Bachelor's degree programs, English and Science, from Corporación Universitaria del Caribe CECAR. The macro project has been implemented in more than 13 departments in Colombia, and one of them had participation in a North American school. CECAR researchers working on it have demonstrated the importance of implementing and highlighting the improvement of pedagogy through the transformation of traditional methodologies and teaching strategies to achieve better ways to improve students' quality of life. The alliance of these two subjects has shown a transversal approach to attain the Sustainable Development Goals while students learn English as a second language.

This proposal emphasizes the importance of promoting among English students at levels A1, A2, and B1 the urgency of forming alliances with the public and private sectors to achieve the objectives of sustainable development. Since it is a little-known topic of vital importance for guaranteeing the conservation of the planet, the survival of species, and the mitigation of environmental impacts caused by industrialization processes, it warrants attention. Acacias is a town with abundant water resources, but in

the last decade, it has suffered serious damage to its rivers due to poor management of petroleum waste. Therefore, this project focuses on identifying companies that significantly contribute to issues such as promoting well-being, ensuring access to drinking water and sanitation services, providing energy accessibility, mitigating the effects of climate change, and conserving forests and areas with high biodiversity.

For this reason, a pedagogical strategy based on the didactic sequence is adopted, which allows students to recognize and interact with entities with which it is possible to establish effective alliances that guarantee the exchange of knowledge, as well as technological and financial support. This approach aims for students to promote the achievement of sustainable development goals within their local context.

Qualitative research and the participatory action research approach guide the different stages of the process to intervene in the problem addressed, with the purpose of achieving in students a greater appropriation of the need to associate to achieve the objectives of sustainable development. Hence, the research is conducted in four stages: diagnosis, design, implementation, and evaluation. For this, a survey is implemented to identify the prior knowledge that students have about the sustainable development objectives and the alliances that are made to achieve them, then based on the results, didactic sequences are designed and implemented where said alliances and the benefits are emphasized in terms of financial resources, technology, and knowledge for society.

Knowing and interacting with companies that contribute to the achievement of sustainable development goals leads the student to be an active and committed part in addressing the problems that affect society today.

The research proposed here takes into account the environmental issues that Acacías Meta has had in the last decade, regarding its citizens' means of support, agriculture, and petroleum are the most common. This is due to Acacías being a primary source and an alluring place for the mining industry. It is important to highlight that the town has many water-rich places. Unfortunately, in the last decade, natural resources have suffered several crises due to environmental damage caused by petroleum, which has significantly affected the lives and health of the local citizens.

Based on the official Colombian Education Law 115 in article 1, one of the fundamental insights for all types of education: formal and non-formal, encompasses the concept of developing continuous improvement processes in terms of self-personal care, cultural, and social knowledge [1].

Additionally, promoting awareness about the integral conception of the human being in terms of dignity, rights, and duties within society is required.

Following the same law, in its chapter 2, the purpose of non-formal education has been well-defined as a way to complement, update, and supply academic knowledge or skills for obtaining a job; in other words, with these requirements, the Colombian Education Ministry MEN (by its Spanish meaning), established in the General Education Law several points to guarantee a high-standard bilingual teaching education in Colombia, and it ought to be applied to non-formal language institutions.

According to this, not only does the duty of teaching a second language in non-formal English institutions exist, but also promoting awareness of human rights and cooperation to develop critical thinkers. Hence, the expectation is to pursue the acquisition of an active role regarding the student's immediate context. This is an urgent need to fulfill the true purpose of the act of education.

In spite of learning a second language in Colombia, it is expected to learn about the protection of natural resources through the participation of citizens and communities, as demanded by Law 115 in its Article 37.

This was also supported by the Niño [2] in the official document of the Colombian Ministry of Education published under the name "*Lineamientos Curriculares*" in its original language, spanish, in this pedagogical document, curriculum guidelines are outlined. Although it contains strong foundations to achieve what Article 78 of Law 115 states for formal education, it is worth highlighting the urgency of implementing a new vision of human sustainable development as an articulatory concept, not only in terms of human relationships but also environmental considerations [2].

On the other hand, the Environmental Justice Atlas, a non-governmental organization, made a public complaint in 2011 on its official website about how one of the giant petrol companies negatively affected part of the Acacias rivers and, as a result, the locals' way of living.

Taking this into account, the administrative and pedagogical team at British English Academy had evidenced the students' successful growth in second language acquisition. Even though there was a lack of commitment in terms of taking part as citizens regarding local environmental, social, and economic problems, which urgently need to be addressed with everyone's efforts.

Consequently, one of the most important things students have ignored so far has been the existence of the Sustainable Development Goals SDGs and their applicability in Colombia, besides the role they might play in their local context. This is fairly important, taking into account the geographical position of Acacías and the ways citizens have supported themselves during the last decades.

Moreover, the environmental crisis in the town could have been avoided if its citizens had taken an active role in their community over the last decade.

In the last decade, Acacías' government implemented a strategy where official educational institutions have taken advantage of the technological and digital marketing opportunities offered in alliance with the ICT Ministry of Colombia and the local Town Hall through its Government Development Plan "Camino de Oportunidad". It is evident that these actions have demonstrated the intention to overcome inequality in education and reach local citizens who live in the surrounding areas.

Furthermore, in the British English Academy, the focus has been on offering education only in a face to face mode without taking into account the globalization the world is experiencing and the advances in technology.

It is worth mentioning that according to the United Nations [3] launched an international "call for action to promote prosperity while the planet is protected" [3]. It corresponds to the research project aimed at providing applicability concerning alliances for the achievement of the sustainable development objectives; the research is focused on the 17th goal, "Establish partnerships to achieve the goals," bearing in mind the characteristics of the students' context.

1.1. Referential Framework

Angelaki et al. [4] from the Greek University of Piraeus, a journal article entitled Towards More Sustainable Higher Education Institutions: Implementing the Sustainable Development Goals and Embedding Sustainability into the Information and Computer Technology Curricula was published. In the paper, the researchers exposed the findings of how the implementation of sustainable approaches in higher education might be addressed. Additionally, it was shown the difficulties that might be encountered during the implementation stage and the possible ways to handle them. In the results of the research, important conclusions were reached.

At first glance, Greek undergraduate ICT students engaged significantly with the importance of integrating environmental awareness into their field of expertise. However, they disagree with the manner in which it is being implemented at their university.

This is a value reference to consider before entering the design stage of this research. It is a starting point and is quite important in the diagnostic phase, where the participants' roles become active. They need to be asked prior to making any decisions and designing a teaching or pedagogical strategy, especially with the didactic sequences. Taking into account the participants' opinions it might prevent negative perceptions in the research results and promote awareness, leading to either a positive experience or improved outcomes.

In terms of data collection instruments, the Greek researchers chose pre- and post-tests as a way to implement the qualitative paradigm. This focus really illuminates the procedures that should be implemented in the methodology research phase.

A participatory study entitled "Objectives of Sustainable Development" was developed within the framework of the Local-Neighborhood scale. The case experienced in the Virgen de Lourdes neighborhood in San Juan, Argentina, was carried out by Mattioli [5]. There, the agenda of the

Sustainable Development Goals 2030 (SDGs) was addressed. The proposal of global goals aims to encourage a new world alliance, establish an action plan, and expand the scope of action on various scales. The objective of this work was to expose a methodological proposal made for the neighborhood in the province mentioned earlier and to reach participants, translating these SDGs into their local context.

It was carried out in a participatory manner, conceiving the community as active agents that contributed to decision-making, in conjunction with academic and government actors. It sought cooperation among these groups, facilitating agendas and urban policies. In this way, Urban Sustainability Indicators and action strategies were obtained according to the neighborhood SDGs. Additionally, a Sustainable Development Index was proposed to evaluate the level of impact of the actions on the realization of the SDGs at different levels of government. This enabled options for the progressive change projected by the Agenda towards a sustainable city model. The placement of the SDGs at the local-neighborhood level represents an effective tool to contribute to sustainable development and social inclusion.

The previous study elucidated, in some way, the research project, since it draws attention to the need for establishing alliances for the achievement of the Sustainable Development Goals.

The research work developed by Leiva et al. [1], students from the National University of Asunción, Paraguay, and entitled Alliance between the Universities of the Bioceanic Corridor and the Sustainable Development Goals, demonstrates how universities and higher education institutions can identify favorable situations for achieving synergy among all sectors of society.

This possibility is facilitated by the inclusive nature of the Sustainable Development Goals (SDGs), of the 2030 Agenda of the United Nations. There are worldwide examples of university alliances in which a commitment to the UN 2030 Agenda is sought. The alliance between the higher education institutions that make up the University Network of the Latin American Integration Route (UniRila) can contribute significantly to the achievement of the SDGs, both in the countries that make up the Bioceanic Corridor and in each of its localities or communities. In addition, the institutions that make up UniRila can lead the Sustainable Development Solutions Network (SDSN) at the regional level. With this experience, it is once again evident that from formal education at the preschool, primary, and secondary levels, it is possible to carry out alliances that promote the achievement of the planned Sustainable Development Agenda.

A work entitled "The role of the academy in the fulfillment of the 2030 agenda" by Guette et al. [6] was explored. The study, in its content, recounts the progress that universities worldwide have made in relation to the Sustainable Development Goals (SDGs). The importance of the academy concerning the SDGs, along with various strategies and recommendations that the Simón Bolívar University can incorporate into its Strategic Development Plan (PED) guidelines to contribute to the achievement of the SDGs, are also detailed. After analyzing this work, it is evident that developing strategies to establish alliances that facilitate the attainment of the Sustainable Development Goals is urgent. These alliances significantly help improve living conditions for humanity and foster awareness regarding environmental care. The purpose of the Cosme [7] research article entitled "The Sustainable Development Goals and the Academy" was to evaluate and report on the results achieved with the Millennium Development Goals up to 2015, allowing a broader projection through the Sustainable Development Goals until 2030, with the deepening of these goals and their respective tasks, where each one is integrated not only for their achievement but also in their sustainability.

This article emphasizes how the university is prioritized in the agenda due to its important role in the formation and improvement of human capital and in research. It also highlights its necessary relationship with communities, where university extension and local development constitute areas for essential complementarity in its social function in an integral way.

All of these efforts were under the line of social innovation and the interest in promoting well-being to the population through digital skills. One of the reflections attained was the increased number of intentions of international private and public institutions to align all communities' actions with the Sustainable Development Goals (SDGs). At the end of the implementation, Calzada [8] built a SWOT grid, and important reflections were evidenced about the effectiveness of the act of educating rural

communities. The difficulty of accessing health or education services is translated into inequality and, more significantly, in the act of not trusting public or local government promises. This is important for the research proposed in Acacias, taking into consideration one of the core aspects of the 17th goal, which is establishing partnerships between public and private entities. The fact of making alliances aims to bring well-being to the local communities, but communities might have preconceptions about these alliances.

Finally, at the University of Lisbon, in the Department of Social Sciences, a doctoral study entitled "SDGs, Why? and For Whom? How to Implement Partnerships to Achieve the Sustainable Development Goals" was conducted. In this research, Neves [9] contributed to the development of a toolbox that could be useful for those interested in researching how to implement projects using Sustainable Development Goals to impact society. (p. 21) Alongside the research, more than 100 case studies were analyzed to provide a comprehensive overview of how communities worldwide have responded to this new approach. It is important to note that not all cases were successful; however, a significant conclusion offers insights relevant to this research. Although the aim is to improve living conditions in communities, the success of these initiatives depends on the alignment of several conditions, including the development of policies outlined in the 2023 Agenda. Investing in programs and establishing partnerships are crucial, as public and private institutions can collaborate to work towards achieving these goals.

1.2. Conceptual Framework

According to the object of the research, it will be implemented two pedagogic techniques: teaching strategies and didactic sequences. To support the need for their use, these will be explained in depth in the following section.

1.2.1. Didactic Sequence (DS)

One of the most relevant concepts for this research is the Didactic Sequences (DS), according to Bonilla et al. [10] in "Interactive Methodological Strategies for Teaching and Learning in Higher Education". The methodology should begin after analyzing the students' contexts. This refers to "socio-didactic teaching experience". Following these authors, it is important to mention that before starting a learning process, it would be beneficial to conduct a pedagogical reflection in which the students' socio-cultural contexts are analyzed.

Furthermore, it also aligns with an anthropological perspective, Ember et al. [11], who suggested the possibility of reducing social issues by reflecting on and identifying their underlying causes. Most global problems originate from human actions, which are often avoidable. This perspective highlights the importance of developing approaches that motivate participant action in addressing these issues.

1.2.2. Teaching Strategy

The teaching strategy was defined as a mix of teaching techniques, taking into account that the implementation stage will be applied in a virtual environment.

Additionally, Bruner [12] in his book "The process of education" left a reflection about the objective of the act of educating people. This is not only for productive life skills but also for reaching democratic citizens able to apply their knowledge within their families. Education should not prepare students solely for productivity but also for caring for others and the environment. This is clearly evidenced in how a person behaves with the environment.

1.2.3. Total Physical Response

Tzagkourni et al. [13] expressed two important statements: "[…] the major methodological approaches most suitable for young learners are Total Physical Response." Take into consideration that it has been decided to implement this in a virtual environment. It would be pertinent to know the advantages of blended learning, which promotes the development of "critical thinking and computation skills."

1.2.4. Virtual Learning

As one of the objectives of different participatory research in the world, especially those analyzed within the reference framework, it is of high interest to develop technological and digital skills to avoid inequalities. According to Dung [14], in his research article entitled The Advantages and Disadvantages of Virtual Learning explained how, in the United States, Illinois carried out the first virtual education experience around 1960. Intrinsic motivation, self-discipline, and metacognitive skills will be developed. However, the most unbelievable aspect is that in Colombia, there is a population that does not handle a computer yet. This research follows the majority of the citizens of Acacias.

1.3. Legal Framework

According to the Political Colombian Constitution, the Republic of Colombia has territorial entities that are autonomous in their decisions. Its citizens have the right to democracy and are also able to participate in decisions of general interest [15]. This is fairly important to the research due to its approach, which has been defined as participatory critical action research, consisting of encouraging participants to take responsibility for their roles and how they could engage with their communities to become active, transformative agents.

On the other hand, in the Administrative Department of Public Function in Colombia, Pinilla [16] expressed the guidelines to promote citizen participation, which is involved in the framework of the creation of the Diagnostic Development Plan.

In the Republic of Colombia, the Common European Framework of Reference was adopted in 2006 to evaluate high-quality bilingual education in terms of Learning, Teaching, and Assessment. The document was developed by the Council of Europe, and the scale describes gradual levels of performance to ensure English students achieve the four competencies: Reading, Writing, Listening, and Speaking [17]. Relying on this reference allows for the development of communicative competences, enabling interaction both orally and in writing, while attending to linguistic requirements. That is, the language must be mastered to be used effectively in different communicative situations.

The Council of Europe [18], based on the Common European Framework, suggests using communicative activities and strategies with which a treatment more adjusted to the actual use of the language can be promoted; with communicative acts where the meaning is built in collaboration (pp. 22-32). Thus, in the English teaching-learning process, it is necessary to implement activities that favor interaction, understanding of the context, and experiences that characterize the places and cultures where the language is spoken. That is, this task of appropriation of English should be meaningful and touch the reality of the learner.

2. Research Method

The methodological approach addressed in this research proposal is qualitative, as the activity will be rigorous and systematic, oriented according to Sandín [19]. It aims for an in-depth understanding of educational and social phenomena, the transformation of practices and socio-educational scenarios, decision-making, and the discovery and development of an organized body of knowledge. (p. 165) This proposal seeks to identify public and private alliances to achieve the Sustainable Development Goals and the role that the population might have if they decide to be involved in social projects.

2.1. Qualitative Research Method

As Creswell and Creswell [20] expressed in the Book, Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th Ed. "The researcher bases the inquiry on the assumption that collecting diverse types of data is much better to acquire a comprehensive understanding of the problem under study" (p. 54).

The proposal is identified as qualitative research since the phases of the process guide each of the objectives of the intervention, that is, it focuses on the collection of information, the approach to the problem, and the exploration of the reality of the research object.

The application of an initial survey, the development of the sequence, and the final survey constitute the basis of the collection of information, which will allow collecting evidence and making the improvement plan against the appropriation of SDG 17th, in the students of the English levels A1, A2, and B1, from the British English Institute of the municipality of Acacías, Meta.

On the other hand, Creswell and Creswell [20] stated that different traditional methods, such as biography, phenomenology, data-based theory, and qualitative research, are an interpretive process of inquiry based on different methodological traditions – biography, phenomenology, data-based theory, ethnography, and case study are helpful to understand problems in social and individual humans. That is to say, it focuses on the events, actors, and scenarios where the research is carried out, understood in this way.

Following Macias et al. [21], who expressed that "the promotion of opportunities is a result of enhancing knowledge; as a result, people are able to participate in projects which allow them to work for their communities. One of the goals was expressed as an achievement" (p. 397).

2.2. Participatory Critical Action Research (PCAR)

According to Kemmis et al. [22] in *The Action Research Planner*, the approach named Participatory Action Research (PAR) pursues social change, where the research participants' lives improve when they acquire a critical thinking position that questions the community context, its reality, injustices, and inequalities.

The importance of this approach lies in the development and empowerment of the research participants, who should enroll in collective actions with the purpose of cooperating in social transformation [23]. But beforehand, a question arises: why would it be necessary to transform reality? According to these theories, the causes are oppression by forces that participants have not yet realized. All of these PARs have based their research on Habermas's philosophical thought [22, 24, 25] in the review "Participatory action research: beginnings and development; Action and knowledge: how to break the monopoly with participatory action research".

Notwithstanding, this research project agrees with his research social theory, which critiqued traditional scientific practices and motivated multidisciplinary and institutional transformation where arts, literature, and science practices converge among each other [26].

2.3. Line of Research

Social innovation is the life of the research project, authors like [17] who in her Final Master Work " Social responsibility in the classroom: learning to become socially entrepreneurial" tackled a special approach, Learning Based on Service (LBS), pursues similar objectives according to the expected actions with the population. One of them is to empower the population to become socially active agents. Besides that, it aims for people to mobilize and impact different parts of the local community.

2.4. Population
2.4.1. Sample

The population selected to develop the project is the British English Institute of the municipality of Acacías. It welcomes students of all levels of English. For the research, a sample of 10 students of English who come from levels A1, A2, and B1, whose ages range between 12 and 46 years, has been taken. The students live in the urban area of the municipality of Acacías and its surroundings in the Department of Meta. They belong to strata 2 and 3. Some of them are dedicated to commerce, transport services, university students, the retired, and employees. Most of them are high school graduates, and some are technicians or professionals.

2.5. Collecting Information Instruments

Among the most used instruments in qualitative research are interviews, surveys, and observation guides.

2.5.1. The Interview

The interview instrument is primarily used to collect important information that responds to the objectives of the research project. The interview can be implemented in both quantitative and qualitative research. Additionally, it is important for the researcher to ask the questions; however, if necessary, they may ask follow-up questions during the interview to enhance the responses.

For this research, a qualitative approach will be followed, and the most suitable type of interview is one that contains open questions. Taking into account that the research seeks to understand the perception of the population regarding Sustainable Development Goals within their local contexts.

However, the semi-structured questions will be addressed during the interviews. According to Gallardo [27], the purpose of an interview is to gather information. Following this insight, it is not necessary to apply this instrument to a large number of people. One of the statements of this author is to contrast surveys and interviews to highlight the main goal of the participants' responses.

2.5.1.1. Unstructured Interview

Open questions allow the researcher to understand the subjective perceptions of the participants' responses. At the same time, it is necessary to be rigorous with data collection. Macias et al. [21] state that unstructured interviews are one of the three techniques that researchers might implement. It is suggested that participants be allowed to express themselves freely; this includes pauses during the dialogue. It is extremely important not to interrupt them, and the researcher should be cautious when asking new questions. Last but not least, a researcher should tolerate disagreements if they are presented.

2.5.1.2. Characterization

According to Pinilla [16] in the Guide to Characterization of Citizenship and Value Groups, the Colombian Public Function has established the exercise of characterization, which consists of finding particular information about citizens and value groups. As a starting point, it allows entities to interact and form groups with similar attributes, characteristics, likes, and interests. (p. 9)

All of these efforts are essential to decision-making and establishing clear goals with the participation of the community; it is necessary to recognize how the British English Institute participants have perceived their social problems. In this way, it would be convenient to convey a message to promote a call to action while English processes are ongoing. At this stage of the research, participants will seek solutions through debates, role plays, and forums, which are designed within the framework of a didactic sequence to build a module. The main objective is to learn how to establish partnerships with public and private entities to achieve the Sustainable Development Goals, focusing especially on the 17th goal.

On the other hand, to adopt an Open State approach, public entities are required to know quite well who their value groups are in order to warrant their rights and establish social interaction to impact society through citizen participation. (p. 7)

2.5.1.3. Observation Method (Field of Diary).

Another instrument that is widely welcomed by researchers in the qualitative field is the use of the observation guide, where observation "is the most systematized and logical way for the visual and verifiable record of what is intended to be known; that is, it is to capture in the most objective way possible what happens in the real world" [28].

For data collection, the following instruments will be applied: - An initial survey that assesses prior knowledge regarding the Sustainable Development Goals. − A direct observation guide, which assesses the impact of the didactic sequence on the achievement of the research objectives. − A final survey to validate students' understanding of the importance of working with alliances to achieve the purposes of the 2030 Agenda.

2.5.2. Survey

The survey is a data collection technique through the interrogation of the subjects, whose purpose is to systematically obtain measures on the concepts that derive from a previously constructed research problem. The data collection is carried out through a questionnaire, a data collection instrument (measurement), and the protocol form of asking the questions (registration table) that is administered to the population or a large sample of it through an interview, where the anonymity of the subject is characteristic [29]. The survey then becomes a fundamental tool not only in the collection of information but also in the interpretation of the research problem that is derived from said information.

2.5.2.1. Open-Survey

To identify the difference between a closed and an open survey, the strategy of defining opposite concepts is used to elucidate the meaning. A closed survey is one that contains questions with a unique response that was determined in advance by the researcher. In this case, the type of survey does not allow the option of answering with different information or the participant's subjective perceptions. Instead, open surveys are those that contain open or semi-structured questions. There are different authors who support the concept [21, 30].

2.6. Intervention Proposal Sequence

In the following figure, the proposed order for reaching the research objectives will be presented. The action plan was designed in four stages to implement the teaching strategy within the following framework: Diagnostic, Design, Implementation, and Assessment.

Figure 1.
Proposal sequence.

2.6.1. Diagnostic

The methodology is highly influenced by the theoretical framework, taking into account that the research was defined as a qualitative participatory critical action research. To make a diagnosis, the questions should be designed in an open, semi-structured style. In the first stage, the diagnostic, the most suitable instrument to collect the participants' information should be a survey; then, the results should be written in a report (see Chapter IV Results and Data Analysis). In this way, it is possible to identify the Acacias population's insights and confirm the previously collected information researched, which came up with the research problem.

2.6.2. Design

In this part of the research, the teaching strategy and didactic sequences to achieve the research objectives will be identified. To implement and design the activities, a predetermined planning format used by the Language Teaching Department at the Corporación Universitaria del Caribe CECAR was employed. A didactic sequence of 8 lessons is proposed, divided into 4 moments: warm-up, lesson introduction, development, and closure of the sessions.

2.6.3. Implementation

Prior to the implementation with the Acacias population, a focalization pre-diagnostic stage was conducted, which consisted of making telephone calls and gathering information about private and public entities interested in the project. This was quite valuable for identifying the institutions that needed more

assistance and could potentially impact a larger portion of the population in the town. The research began with an extensive online review to identify relevant entities. Google Maps was used to locate English academies in Acacias. Additionally, discussions were held with three English Academy Directors, of whom two agreed with the research objectives.

They advised talking with the Town Hall Education staff in order to agree on a virtual meeting and reach a partnership to advertise the project. It was made with the transversal pedagogical and administrative support in the Town Hall, which was helpful to understand how to establish a partnership between public and private institutions in Acacias. After collecting that information.

After this stage, the initial survey was designed and applied with the help of the Directors. The initial survey identified some common issues in the town. Among the most frequently mentioned were insecurity, corruption, environmental damage, and unemployment. The characterization provided valuable information about the real context and needs. The population sample consisted of 11 students of English levels A1, A2, and B1, aged between 12 and 46 years, residing in Acacías. Following this stage, it was suggested to establish an alliance between the British English Academy, the Dance Bogotá Academy, and a non-governmental organization working with plastic arts in Acacías. I decided to speak with its director, who agreed with the project's vision and cooperated by publishing a poster on social media. The survey data were systematized in Chapter IV: Results and Data Analysis, where it is presented through graphs. This information was analyzed to characterize and assess the effectiveness of the teaching strategies and didactic sequences implemented. A virtual blog was created to document the research process, including the identification of local issues, interested institutions, challenges faced, activities developed with participants during implementation, and parts of the sessions. This resource is intended to provide future researchers with valuable information about the research topic and the location, Acacías, Meta, as well as insights into the processes implemented to explore how sustainable development goals can be applied to mitigate local issues.

2.6.4. Assessment

It is important to mention that to assess the effectiveness of the research project, a rubric was included in the Didactic Sequence Planner. This rubric aims to measure the level of appropriation and comprehension regarding the Sustainable Development Goal, especially the 17th. (See Table 1).

Table 1.
Final Assessment Rubric.

| Criteria	Even better	Excellent job
Identify local problems	10%	
Understand the topic session	10%	
Active participation	10%	
Design a visual product	10%	
Produce a coherent speech	10%	

3. Results

Once the instruments were applied, the initial survey and the post-test were analyzed to collect the data. The results show that the participants have made meaningful progress in terms of the appropriation of the SDGs, specifically the 17th goal, where alliances play a key role in achieving the goals. Returning to each of the items of the post-test, it becomes evident that the students, after participating in the didactic sequence that led to a greater understanding of the topic of the Sustainable Development Goals, identified not only the meaning of the acronym SDG but also related their community's contextual problems to the correct goal. This enabled them to stay updated and participate in discussions related to this topic.

As the students had the experience of carrying out activities of the sequence, both with the public sector and with the private sector, at the end of the experience, they had formed their own opinion about the importance of making agreements through alliances, and achieving the SDGs. The practical activity of Objective 17 led the students to contextualize the SDGs and, at the same time, assume a leading role

within the institute, so much so that they consider that from this educational space it is possible to continue energizing alliances in order to achieve the Objectives.

In the didactic sequence, a lot of information was worked on related to the actions of private entities with respect to the role they play within society, so that the students validate the proposal, since they recognize that the participation of the private company is an essential support to achieve the well-being of the community.
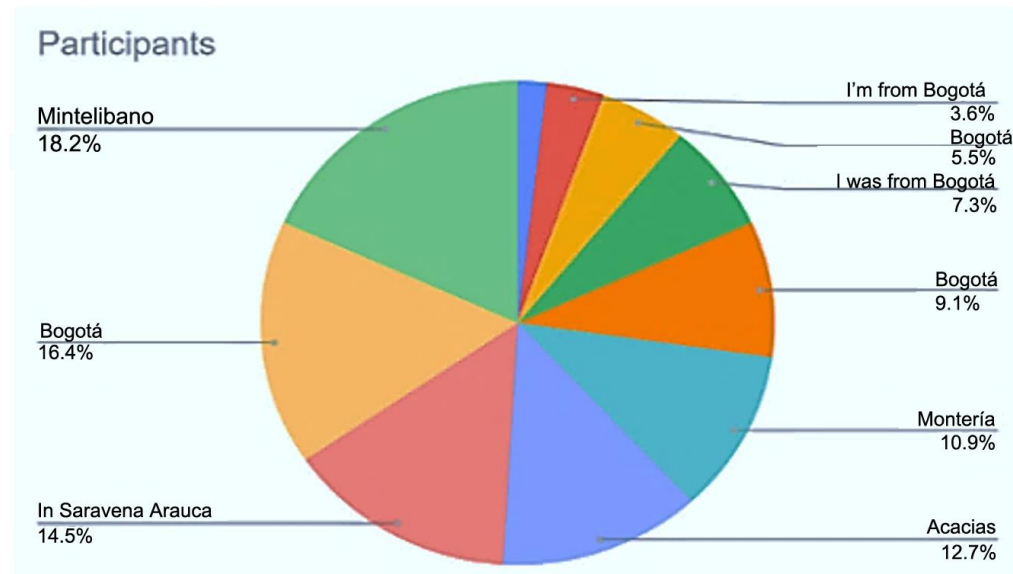
Figure 2.
Sample Birthplace (Initial Survey).
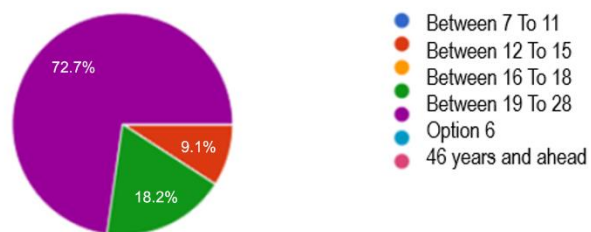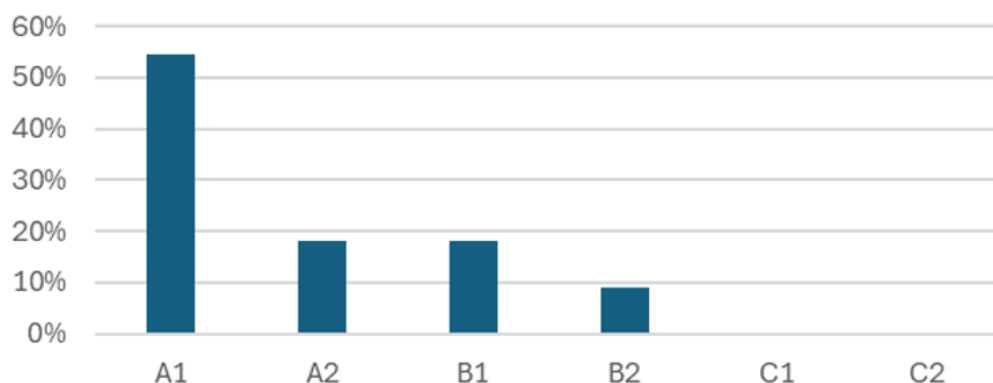

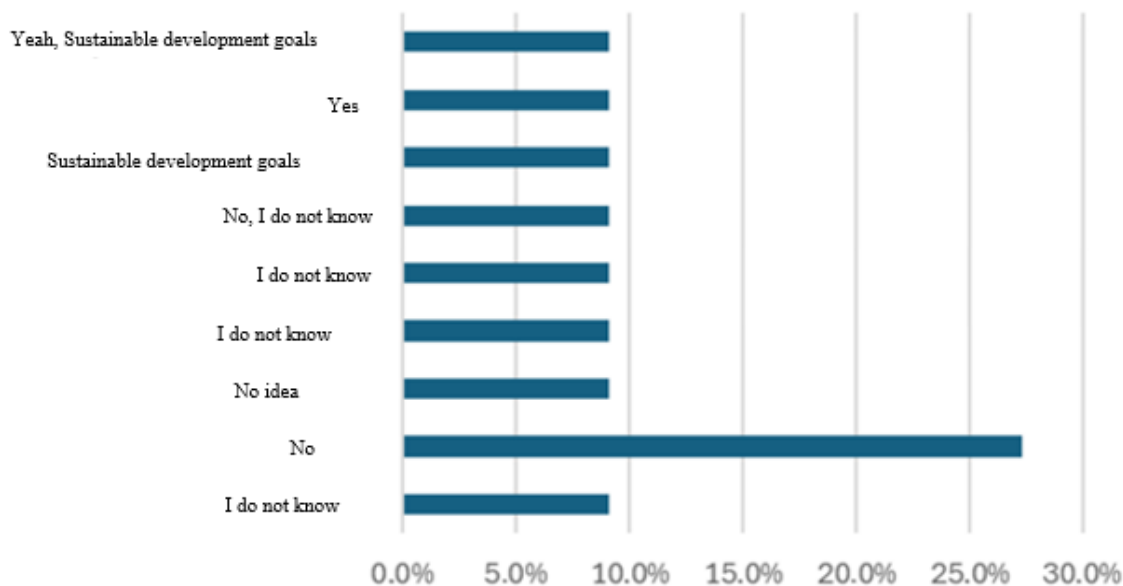**Figure 3.**
Age Participant's range (Initial Survey).

The data on the pie chart graphs was collected to show the birthplace and age range of our sample population. It was found that 50% of them come from the capital of Colombia, Bogotá, while just 12.7% come from Acacias, Saravena, Arauca, and Montelibano, which together account for 32.7%, and Monteria with 10%. After discussion with the participants, it was evident that several of them had Acacias or the surroundings as their hometown for job purposes, but their birthplaces are from other Colombian departments. On the other hand, the population age range is composed of 9.1% in the 12 to 15 years old range, while 99% are of legal age in Colombia, divided between 72% in the 29 to 45 years range and 12% from 19 to 28.

What is your English level? According to the Common European Framework of Reference for Languages, at what level do you classify your English skills? Choose "other" if you have never studied English.

Figure 4.
English Level (Initial Survey).

"Do you know what the acronym SDG means? If you don't know, don't worry, your answer is very valuable. You can respond in Spanish or English; this helps us know your English level.
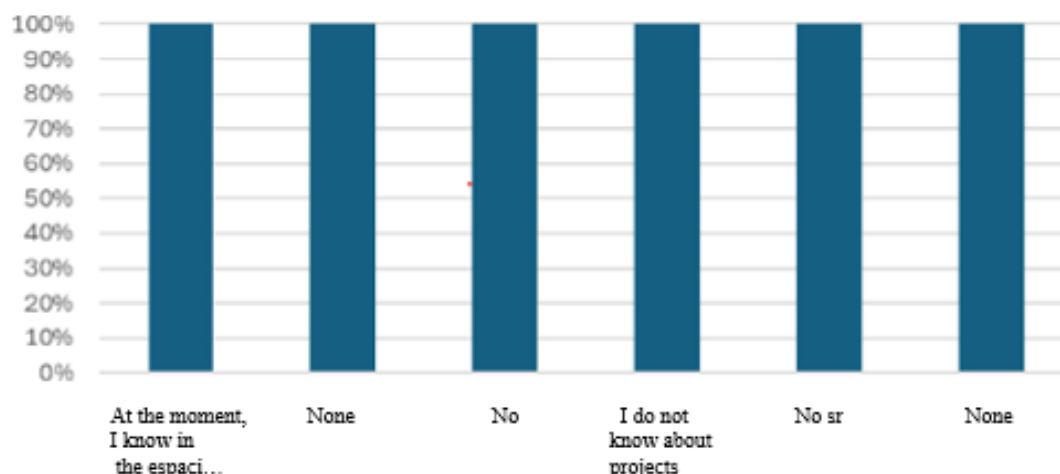

Figure 5.
Prior Knowledge about Sustainable Development Goals (Initial Survey).

In the initial survey, it was evidenced that there was a lack of knowledge about the Sustainable Development Goals. Only 27.3% of the population recognized the acronym ODS by its Spanish meaning. Sustainable Development Goals.

Do you know of any project that supports the Sustainable Development Goals in Acacías, which combines dance and English? If so, please tell us which one.

You can respond in Spanish or English; this helps us know your English level.

Figure 6.
Identification of multicultural research approach in Acacias (Initial Survey).

In your words, explain. What did you understand about the importance of establishing Partnertship to achieve the Sustainable development goals?

8 respuestas

Yes, they are quite important to achive the goverment development plan

It's important to apply that to have a better world to guarantee peace and prosperity.

It's important to learn how to eradicate poverty

They should also teach something to exercise and stay healthy

They are important for the community's roots

I think it's great, since we can gain knowledge in English and obtain a degree and more with this help they offer us.

It is a good desition because the pople needs help and at the moment did not exist eficient solutions

Well, we need to have more classes to understand these topics.

Figure 7.
Post participant's perceptions about Sustainable Development Goals (post-Survey)

According to the participants' responses, there is no particular multicultural project in which dance, English, and sustainability converge in the same project. Clearly, this is an opportunity to apply an innovative teaching strategy. To do this, a Bilingual Tango Class was designed to establish an alliance between the Bogotá Dance Academy and the British English Institute. As it is an Arts Academy, the most suitable option was to look for a non-government foundation capable of cooperating and establishing relationships with the Acacias' private and public sectors. (See Graph 6)

It was evidenced that the Acacias population has acquired significant knowledge about the Sustainable Development Goals and their important role in changing some local community realities. This demonstrated the effectiveness of the awareness raised in the research objective; the interest in solving social problems through the applicability of SDGs will require more time for future research. (See Figure 7)

4. Conclusions/Further Considerations

At the end of the implementation of the research project, important conclusions were reached after the data collected was analyzed. The British English Institute participants showed a favorable perception of the appropriation of the Sustainable Development Goals, specifically in Goal 17; each specific objective largely contributed to the purposes of the research.

According to the first research objective, which is to diagnose the prior knowledge students have about the sustainable development goals and alliances that help to achieve them, it was identified in the diagnostic applied that the participants' prior knowledge had a constant perception: a lack of knowledge about SDGs. In addition, local issues such as insecurity, drug consumption, and unemployment were identified. However, there was a specific concern about environmental damages in the river Acacias and its surroundings.

Regarding the second objective, (Design a teaching strategy that helps students identify public and private partnerships in order to promote the learning of the sustainable development goals and contribute to academic development). The design of the teaching strategy was also successful, in such a way that it was possible to favorably intervene in the research problem and finally cause a favorable impact on the students' perceptions. Different subjects were mixed in order to make a multidisciplinary learning experience: arts, environmental studies, and the target language, English. In terms of partnerships, it was planned to seek alliances with Acacias Education, Town Hall, arts non-government institutions, and English academies in Acacias.

Following the third objective, which is to implement the teaching strategy mediated throughout didactic sequences with students of English levels A1, A2, and B1, in order to achieve an improvement in performance as stipulated by the Common European Framework, it was concluded that it is possible for participants to be taught according to their levels. In the A1 level, the focus was on producing personal oral basic presentations, where besides talking about personal information, they diagnose their social problematics. In the A2 level, recognition went beyond that, implementing the SDGs throughout a transversal strategy with count numbers and directions. In the B1 level, the focus was on text production, where participants grasped the important role of being updated about how to access public and private partnerships, which in some cases are offered through social media and virtual environments. It was concluded that these important offers never reach the population due to a lack of digital competences. This clearly evidenced an important percentage of the population who do not know how to use devices or applications. Even though, through the sessions, participants and managers of the Acacias private institutions created slides and posters to promote the sessions and show the appropriation of the core of the research (Establish Partnerships to achieve the SDGs). This showed a considerable advance in terms of population awareness.

To conclude, a final judgment was made regarding the fourth objective, which is to assess the students' level of ownership acquired concerning the need for making partnerships to achieve the Sustainable Development Goals as an innovative methodology in English language learning. After analyzing the data collected from the initial survey, the diary field notes, and the post-test, significant conclusions have been drawn. Participants expressed that during the sessions, they were able to recognize the importance of being guided to improve not only their communicative English skills but also their understanding of social issues. They indicated that the most valuable outcome was the acquisition and incorporation of new vocabulary reflecting social problems, which helped them understand how SDGs can foster solutions. This was evident through their own and participants' text composition, vocabulary development, and reflections.

Finally, it is concluded that it is possible to publicize the SDGs from the educational field, in order to create awareness of environmental, economic, health, well-being, and quality of life problems during English language processes.

Transparency:
The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Copyright:

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