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SDG

Sustainable development Goals is the smooth of 17 global goals or objectives by the United Nations Assembly. ODS are part of United Nations General Assembly resolution 70/1. These 17 objectives and 169 goals are imposed as a continuation of the MDGs including new areas such as climate change, economic inequality, innovation, sustainable consumption and peace and justice, among other priorities. Here is summarized the 17 most common problem in the world with different solutions for them. The SDG that is in 4 potion is the equality of education a subject that impacts very strong societies and development around the world. The purpose of this objective is to ensure an inclusive, equitable and quality education and to promote lifelong learning opportunities for all.

This implies that the schools must recognize and respond to the diversity of the students in response to the needs that the student without distinction of race, faith or social and cultural condition. Similarly, this method that seeks ways to transform educational systems and that these respond to the diverse needs of students has a lot to do with eliminating barriers in school learning, and the search for participation of all people who are vulnerable to exclusion. A good quality education is a key factor in improving the standard of living and health of the marginalized. "Education is a good that everyone should have access to, the aims of education are the same for all and that educational needs are the same for all children. It addresses the concept of diversity and with it, which requires an individualized and comprehensive response.(Report Warnock, of the education committee in charge of Mary Warnock for the United Kingdom).

Six out of 10 children in Puerto Rico live in poverty and eight out of 10 reside in areas of high levels of indigence. Due to these conditions these children do not have the source of education. As happens in many occasions in our contemporary society, the easy and interested use of certain concepts makes them into fashionable words, in mere slogans that are distort in such a massive use. For all those who use the term of diversity this does not have the same meaning, nor presupposes the same processes of educational action.

However, the problem is clear: it is not possible to teach respect and fraternity, if no modes of action are encouraged in the school that favors the manifestation of these

values. That is to say a teacher who thinks that the school should be an institution that exclusively forms competent people in the areas that are imparted, possibly spends little time to discuss issues of coexistence or solving personal problems.