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Sustainable Development Goals: A View from the Andean Altiplano, Latin America

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ABSTRACT

In 2015, the United Nations (UN) General Assembly adopted the UN 2030 Agenda for Sustainable Development. This agenda has 17 Sustainable Development Goals (SDGs), which are "an urgent call for action by all countries." Each of the 17 SDGs has a corresponding icon and a brief description of its targets. The 17 SDGs have a total of 169 targets, whose iconography was produced by Project Everyone, a UN Global Partner for SDG Advocacy and Outreach. In the present study, as a member of a research group in Latin America studying camelids and their herders (members of Indigenous communities of the Andean Altiplano), I analyzed the elements present in the icons of these 169 SDG targets, with particular attention to landscape and biodiversity components. I found a total of 154 elements representing these natural world components, including plants (71), animals (61), fungi (4), and landscape components (18), which in turn included mountains with glaciers, the sea and sea bottom, and rivers. Only one icon—a variety of maize—was identified as distinctive to Latin America. I also found that several of the icons were not representative of the Andean Altiplano, depicting biodiversity and elements unrelated to their territories, communities, or livelihoods. Thus, considering that the iconography of the SDG targets has almost no representation of this specific region, I undertook a visual adaptation exercise and decided to redesign some of the icons, aiming to reflect the regional identity of the Andean Altiplano, including plants, animals, and landscape. The result of this adaptation exercise is not an alternative endorsed by the UN or Project Everyone and requires validation by local communities. Finally, I discuss the importance of defending the 2030 Agenda from a critical perspective in the Global South, understanding that the goals are universal but also that they should be differentiated in national or regional contexts.

Keywords: conography; SDGs; cultural redesign.

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SIGNIFICANCE STATEMENT

This study exposes a critical gap in the visual representation of Latin American biodiversity and Indigenous cultures of the Andean Altiplano within the icons of the targets of the Sustainable Development Goals (SDGs). By proposing a culturally contextualized and territorialized redesign of the SDG iconography, the research highlights the necessity of adapting universal sustainability frameworks to regional realities to ensure inclusive global development.

INTRODUCTION

The way social, political, and cultural values intertwine with scientific research and technology and, in turn, affect society can be investigated through science and technology studies (Sismondo 2010). These concepts can be extended to examine how such values permeate diagnoses, discourses, and diverse ways of communicating priorities for sustainable development, particularly which ideas become dominant and which are questioned or ignored.

In 2015, the United Nations (UN) General Assembly adopted the UN 2030 Agenda for Sustainable Development. This agenda has 17 Sustainable Development Goals (SDGs), which are "an urgent call for action by all countries." The 2030 Agenda was preceded by numerous international initiatives. These included the Earth Summit in Rio de Janeiro, Brazil, in 1992, where Agenda 21 was adopted, and the Millennium Summit in 2000, with the Millennium Declaration and its eight Millennium Development Goals (MDGs), which proposed reducing extreme poverty by 2015. In addition, at the Rio+20 Conference in 2012, the outcome document was entitled "The Future We Want" and the meeting marked the beginning of the process for the development of a set of SDGs and the establishment of the UN High-Level Political Forum on Sustainable Development. In 2013, the UN General Assembly set up a 30-member Open Working Group to propose SDGs. Finally, the 2030 Agenda, with 17 SDGs, was adopted at the UN Sustainable Development Summit held in September 2015.

The 17 SDGs are interconnected global goals designed to provide a plan for achieving a better and more sustainable future for all, and are intended to be achieved by 2030. Signatory countries must report on progress toward achieving the goals, and many donors understand the importance of aligning the SDGs with the guidelines for the projects they support. These two reasons encourage research teams, especially in the Global South, to align their lines of work with the corresponding or related SDGs, providing another way to demonstrate the usefulness of regional environmental research in an international context, although such research often receives little recognition from national institutions except when reporting SDG-related results.

Each of the 17 SDGs has a corresponding icon and a brief description of its targets. The UN SDG icons were designed by Jakob Trollbäck (https://www.trollback.com), who created the visual branding for the SDGs and worked closely with the UN, ensuring that the icons were "globally understandable and accessible." Jakob Trollbäck also designed an SDG logo, which is a ring with concentric slices of the 17 SDG icon colors (Figure 1). The 17 SDGs comprise 169 targets, whose icons were produced by Project Everyone, a UN Global Partner for SDG Advocacy and Outreach.

Icons, in general, reflect allegorical images and symbols that reference a culture and its world of ideas and goals. They can also convey deep and complex meanings. They are composed of images that, due to their gravitational pull, become recurring patterns (tropes), evolve, and attract content over time in diverse contexts and civilizations. These images have considerable symbolic power and the ability to communicate ideas (Aby Warburg cited in Michaud 2004).

Visual design aims to encourage people to engage with messages by disseminating information, promoting ideas, or motivating behavioral change. In the case of SDG icons, the goal is to raise environmental and social awareness and to change unsustainable trends in current practices. When these designs include environmental or ecological messages in favor of sustainability, they can be grouped under green design, eco-design, or sustainability design (Chávez López 2010). Dougherty (2008), one of the pioneers of Green Graphic Design, noted that designers can not only communicate and persuade, but also catalyze positive change when they include the dimensions of social and ecological responsibility in their work.

The environmental goals set by the SDGs of the UN 2030 Agenda are often complex and require multicriteria decision-making. By working with visual-design practitioners and consumers, Lin et al. (2024) assessed the main SDGs in terms of importance by combining multicriteria techniques, such as the fuzzy analytic hierarchy process and gray relational analysis. These authors characterized and classified the SDGs into four groups: Humanity (SDGs 4, 5, 10, and 17), Environment (SDGs 6, 7, 11, 13, 14, and 15), Economy (SDGs 1, 8, and 12), and Society (SDGs 2, 3, 9, and 16). The results depended on the model used:



Figure 1. Icons of the 17 Sustainable Development Goals (SDGs) of the UN 2030 Agenda (https://www.un.org/sustainabledevelopment)

In the fuzzy analytic hierarchy process model, SDGs 13 (climate action) and 6 (water), both from the "environment" group, were the most prominent among both consumers and visual design professionals. In the other model, gray relational analysis, opinions differed: Visual design service providers believed that the three main indicators were SDGs 10 (inequalities), 15 (Life on Land), and 4 (education), while consumers highlighted SDGs 3 (health), 13 (climate), and 11 (sustainable cities).

The SDGs are the main instruments of the nonbinding, aspirational 2030 Agenda. The representation of nature in the icons representing each SDG and its targets from Project Everyone can serve as a case study to examine how cultural values shape them from a science and technology studies perspective.

As a sustainability science researcher in Latin America, focused on studying camelids and their herders (members of Indigenous communities of the Andean Altiplano), I looked at the icons and their targets and considered how they aligned with the VICAM group's research areas. From my position as a researcher in ethnobiology and environmental education, and drawing on more than 40 years of work alongside these Indigenous communities, I found that several of the icons for the SDGs, at least those for SDGs 3, 7, 8, and 11 (which represent, respectively, an electrocardiogram, an on/off switch, a graph of business profits, and urban buildings), show elements unrelated to Andean altiplano socio-ecosystems, or Andean livelihoods. Furthermore, some icons use Western symbolism (such as the infinity symbol, gender symbols, etc.). Many SDGs articulate goals of broad universal relevance; nevertheless, their visual representations may require adaptation and territorialization for use in the field with local communities. However, upholding the usefulness and importance of the SDGs as guidelines does not require uncritical adherence. As highlighted in the work of de León Escobedo (2023) in relation to climate change, global representations of knowledge do not usually incorporate specific realities of the Global South. We can ask ourselves whether the SDGs also exhibit this characteristic. New types of global knowledge, such as the 17 things that must be done to achieve sustainability, have power and visibility in contemporary scientific, public, and political forums, but such knowledge can be fragile precisely because of its search for universality (Hulme 2010). In this context, it was important for me, as well as for our research team (the Vicuñas, Camelids, and Environment (VICAM) group at Argentina's National Scientific and Technical Research Council (CONICET)), to rethink some of the UN 2030 Agenda SDG icons and

Project Everyone's SDG target icons to better reflect the group's locally grounded work.

Thus, the objective of this paper, as a reflexive visual essay, was to analyze the SDG icons (especially the iconography of the targets), to identify the presence of natural elements (landscapes, plants, animals), to determine the type of life form and identify the organisms taxonomically in as much detail as possible. Likewise, I aimed to determine whether the iconography refers specifically to any continent, fauna, or region of the planet, and, if so, to assess how Latin America, particularly the Andean Altiplano, is represented and whether the corpus exhibits representational bias. Finally, I undertook an exercise in adapting the iconographic designs to the territorial and Indigenous context of the Andean Altiplano of Jujuy Province in Argentina, where the VICAM group conducts its work.

MATERIAL AND METHODS

The UN SDG icons are presented here in accordance with the UN guidelines governing informational, primarily illustrative, noncommercial uses of the SDG logo and 17 icons that are not intended to raise funds (https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/01/SDG_Guidelines_AUG_2019_Final.pdf). The content of this publication has not been approved by the UN and does not reflect the views of the UN or its officials or Member States.

The icons of the targets were obtained from Project Everyone, a UN Global Partner for SDG Advocacy and Outreach, which seeks to use communications to support the SDG. Working in partnership with the UN, Project Everyone created and promotes the Global Goals campaign (https://globalgoals.org/resources/andhttps://project-everyone.org).

This work combines some aspects of systematic content analysis, especially with regard to the analysis of the visual content of icons, with aspects of a reflective visual essay, since the visual material is used to explain and interpret some trends and biases, and to propose adaptations based on the author's interpretation.

To fulfill the objective, I analyzed the icons of the 17 SDGs and their 169 targets in detail.

The coding protocol included several steps:

a) The image set of each icon was described in terms of "components," defined as distinct parts with an autonomous form within the complete image.

b) Based on its shape, each component of the icon was classified as: i) belonging to the plant, animal, or fungi kingdoms; ii) components of the natural landscape (e.g., mountains represented with ice on the summit were considered to include glaciers, or rivers, among others); iii) elements of anthropogenic origin (e.g., buildings, coins, among others); and iv) symbolism (graphics, the infinity symbol, and gender symbols, among others).

c) The number of times each component appeared in the icon was counted and recorded.

d) Components representing living organisms were analyzed in greater detail based on their shape to differentiate the type of organism and, when possible, its specific taxonomic group:

e) Plants: Plant components were classified as i) edible plants, ii) trees, and iii) parts of plants such as leaves. Regarding edible plants, when possible, they were classified by their common name, which in some cases reflected only the genus (e.g., wheat) and in others the species (e.g., carrots). For trees, those with a triangular shape were classified as "conifers," whereas those with a trunk and a rounded crown were classified as "generalized trees." Some drawings of trees with a specific shape (swollen trunk and sparse crown) were classified as baobabs (genus Adansonia).

f) Fungi: Components with the shape of a fruiting body or mushroom with a triangular or conical cap and stalk were considered to belong to the kingdom Fungi.

g) Animals: As with plants, some shapes of animals allowed for taxonomic identification, sometimes reaching the level of a family, such as elephants, or an order, such as Odonata (dragonflies). In some cases, the identification was broader, such as "corals."

h) When a type of animal or plant was identified, and that taxon corresponded to the flora or fauna of an identifiable geographical area, this was recorded.

i) Specifically for the mammal silhouettes, these were checked against those published in the Illustrated Checklist of the Mammals of the World (Burgin et al. 2020), from which information on their distribution was also obtained. Only one case has uncertainty regarding its location: the silhouette of an animal belonging to the genus Panthera (not a lion silhouette), identified as a leopard due to its association in the complete icon drawing, which includes a gazelle, mountains, and two conifers, and therefore suggests an Old-World ecosystem that can be observed in

Figure 3. Without this contextual association, it could be a jaguar.

j) To determine the origin of edible plants, especially crops, the publication by Khoury et al. from 2016 was used.

This classification was performed once and subsequently checked twice by a colleague and the author in the research group. While one looked at the icons, the other simultaneously described them and then changed roles. The general description of all the components of the target icons is provided in Additional File 1, whereas the specific description of the natural components is provided in Additional File 2.

The principal research areas of the VICAM group were identified and associated with the corresponding SDGs and their specific targets. On this basis, the principal icons that did not reflect the landscape and its socioecological components studied by our research group were redesigned with the help of a graphic designer.

The decisions made during the adaptation of the target icons to the local reality of the Andean Altiplano included the following:

1) Translating the text from English to Spanish to make it accessible to Spanish-speaking audiences

2) Changing the tone of the main color to a more "earthy" one.

3) Replacing species from other ecosystems with local species while maintaining the original number of organisms.

4) Including an image of a woman carrying a baby on her back.

5) Removing all profit-related graphics and wheels referring to economic activities and replacing them with icons of local productive activities such as animal herding, scissors, a pushka (spinning spindle), and weaving.

6) Highlighting the school as a place (a “home”) where children not only learn but also live and eat.

7) Incorporating a rural space between the city and the communities.

8) Replacing biocultural heritage symbols with images of animals and rock paintings identifiable in the area.

9) Positioning the globe on the South American side.

10) The objects and organisms used as replacement elements in the redesign were selected on the basis of information presented before each redesigned graphic. This information summarizes data and findings from the cited references and provides a more detailed account of the importance of these elements.

The redesigned icons are products of a visual adaptation exercise and are not official alternatives endorsed by the UN or Project Everyone. They are a creative activity not specifically governed by the UN and Project Everyone brand guidelines.

RESULTS

Natural elements identified in the SDG targets

Some of the icons of the 169 SDG targets contain representations of the natural world, including landscape and biodiversity components (a total of 154). The analysis of these 154 natural elements revealed 71 plant components (including domesticated plants), 61 animal components, four fungi, and 18 landscape components, the latter of which included mountains with glaciers, the sea and sea bottom, and rivers (Table 1). The detailed analyses are presented in Additional Files 1 and 2.

Plant kingdom: The 71 elements of the plant kingdom identified were classified as trees (52%), edible plants (37%), or other plant components, including herbaceous species, parts of plants, and flowers. The trees included three categories: generalized trees with a trunk and a rounded crown (most of them belonging to SDG 11 (Sustainable Cities and Communities)), conifers with their typical triangular shape (most of them in SDG 15 (Life on Land)), and two recognizable baobabs in SDG 15. The edible plants were represented mainly by wheat (81%), and most of them belonged to SDG 2 (Zero Hunger); other plants included recognizable species, such as lotus plants.

Animal kingdom: The most represented group within the 61 components of the animal kingdom was fish (45%), including two recognizable sharks. The marine invertebrates identified included jellyfish and corals; all marine taxa occurred within SDG 14 (Life Below Water). The mammals represented in the icons were terrestrial and readily identifiable: an antelope, a rhinoceros, a giraffe, an elephant, a tiger, a member of the genus *Panthera*, all within SDG 15. The eight birds identified included some raptors. Other vertebrates represented included a toad, a marine turtle, and a snake. The insect class was represented three times as dragonfly forms.

Fungi kingdom: The fungi kingdom was represented by four small mushrooms appearing in two icons.

Landscape components: Regarding the landscape components, the sea and, in some cases, the sea bottom were depicted in all icons for the SDG 14 targets. Mountains appeared in SDG 15, most of them (three of four) were depicted with glaciers. The rivers were important as part of the landscape in SDG 15.

In the analysis of the representations, I found that almost all the species that could be recognized belong to the Old World, with the only exception of the maize icon in SDG 2, target 5. I also found that none of the icons represent terrestrial animal-derived foods, including eggs, milk, honey, or meat. Only one fish appears in an SDG 2 icons. The vast majority of domesticated food plants have a global distribution (Khoury et al. 2016). Maize, in particular, is cultivated in numerous countries. However, in this work, it was identified as a representative Latin American plant because of the geographic origin of its domestication and its status as a sacred plant in Mesoamerica, with broad cultural and economic significance. No domesticated animals appear in the icons.

Finally, except for the African baobab, no reference to arid landscapes or arid forms of life (such as cacti) can be observed.

VICAM research activities and their representation in the SDGs

SDG 15: Life on Land

The VICAM research group works in the Puna or Altiplano of Jujuy, northwestern Argentina (Figure 2). Accordingly, the group's research aligns with Target 4 of SDG 15 (Ensure conservation of mountain ecosystems).

The VICAM group also studies wild and domesticated species, particularly natural vegetation, wild vicuñas (*Vicugna vicugna*) and suris (*Rhea pennata*), as well as llama (*Lama glama*) caravans and fairs. The group investigates ecology, behavior, habitat use, interspecific interactions (Arzamendia et al. 2018; Arzamendia et al. 2020a; Vilá and Arzamendia 2020), and relationships with humans within an ethnobiological framework, thus also contributing to Target 5 of SDG 15 (Protect biodiversity and natural habitats). Vicuña fiber is one of the finest in the world and has a very high market value, and high demand led to severe poaching that brought the species close to extinction in the 1960s (Vilá et al. 2025). The VICAM group works toward the sustainable use of this species through the use of Chakus (capture, shearing, and release of vicuñas) (Arzamendia and Vilá 2012; Arzamendia et al. 2012; Vilá et al. 2025), and is profoundly committed to the fight against poaching, which is why we also contribute to Target 7 of SDG 15 (Eliminate poaching and trafficking of protected species).

To represent the transdisciplinary research conducted by the VICAM group under several SDGs and their targets—and to present the ideas of the 2030 Agenda in the landscape where the group works, I undertook a visual adaptation exercise. I perceived a "visual mismatch" between the icons and the social and ecological context of the Puna, where the group works and local communities live. The objective was to develop icons with more familiar visual components rather than reproduce another distant and often idealized image that might discourage local engagement with the Agenda and its targets. In the future, this translation work must be reviewed by local communities to ensure its local representativeness.

The changes proposed for the iconography of Targets 4, 5, and 7 of SDG 15 are shown in Figure 3.

SDG 1 (No poverty) and SDG 8 (Decent work and economic growth)

The research conducted by the VICAM group is also linked to these two SDGs because, through the capture, shearing, and release of wild vicuñas (Chakus), Andean Altiplano communities obtain fiber, which is sold through cooperatives or community organizations, with a legally mandated percentage allocated to the provincial government of Jujuy. In Andean communities located in areas where vicuñas are sustainably used, the relationship between SDG 1 and SDG 8 is not straightforward, since vicuña fiber has a "capricious" market for luxury goods (which do not respond to a true consumption need) and has a monopsonistic purchasing structure (Lamas 2025). In any case, there is substantial potential to create decent work with the sale of fiber or the production of handicrafts woven from vicuña fiber, both of which generate economic growth. Thus, our work is specifically related to Targets 3 (Promote policies to support job creation and growing enterprises) and 4 (Improve resource efficiency in consumption and production) of SDG 8. Spinning and producing artisanal garments from vicuña and llama fibers can provide employment. Improving llama herds and selling their products, including fiber and meat, are also fundamental to regional development. In 2024, the International Year of Camelids (UN resolution A/RES/76/129), as one of the celebrations held in Santa Catalina, the Community Council and the VICAM research group organized a charcuterie workshop and an exhibition of regional dishes made with llama meat (Vilá and Arzamendia 2025), demonstrating the importance of these animals for food sovereignty and their considerable local value. Furthermore, an annual spinning competition was held for the third time, bringing into play an ancestral practice for which knowledge is being significantly eroded

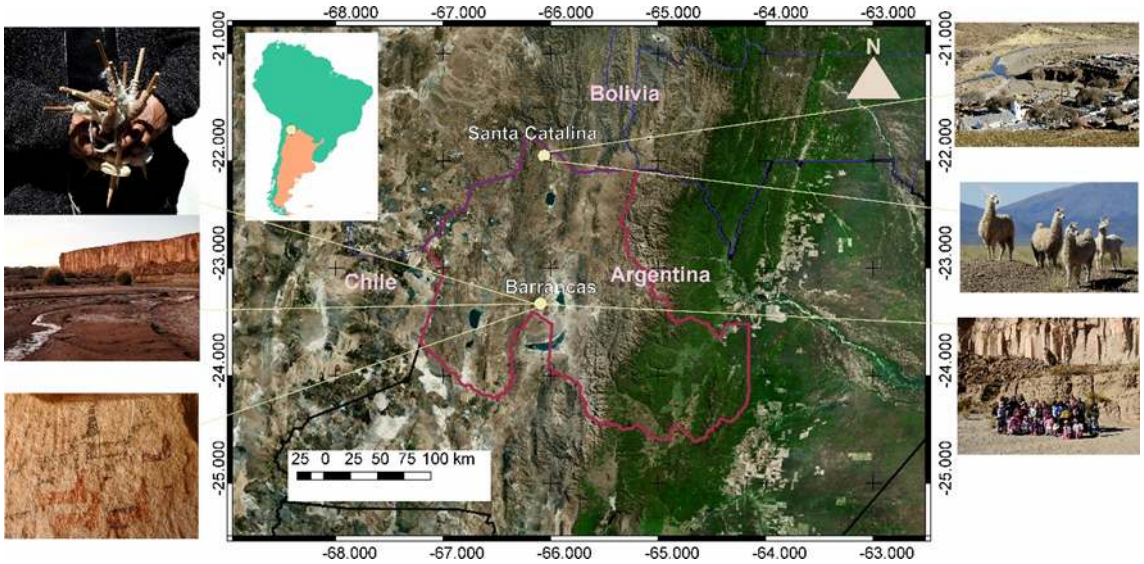

Figure 2. Geographical location of the two principal research sites of the VICAM research group: the towns of Santa Catalina and Barrancas, in Jujuy province, northwestern Argentina. The photos show the surrounding landscape as well as llamas (*Lama glama*), a pushka (a spindle used to spin llama fiber), and cave paintings.

(Vilá et al. 2022).

The changes proposed for the iconography of SDG 1 and Targets 3 and 4 of SDG 8 are shown in Figure 4.

SDG 4 (Quality education)

The VICAM group's research program includes sustainability education courses that involve commu-

Table 1. Number of times that natural components (classified by kingdom and taxonomic group) appeared in the icons of the 169 SDG targets. Because three mountain icons also depicted glaciers, each mountain–glacier pair was counted as a single landscape component.

Main group	Type of components	Number	Main SDG
Plants	Trees	37	11 and 15
	Edible plants	26	2
	Other plants	8	15
Animals	Fish	28	14
	Marine invertebrates	10	14
	Mammals	9	15
	Birds	8	15
	Other vertebrates	3	15
	Insects	3	15
Fungi	Mushrooms	4	15
Landscape	Mountains with or without glaciers	3 + 1	15
	Sea/sea bottom	9	14
	Rivers	5	15
Total		**154**	

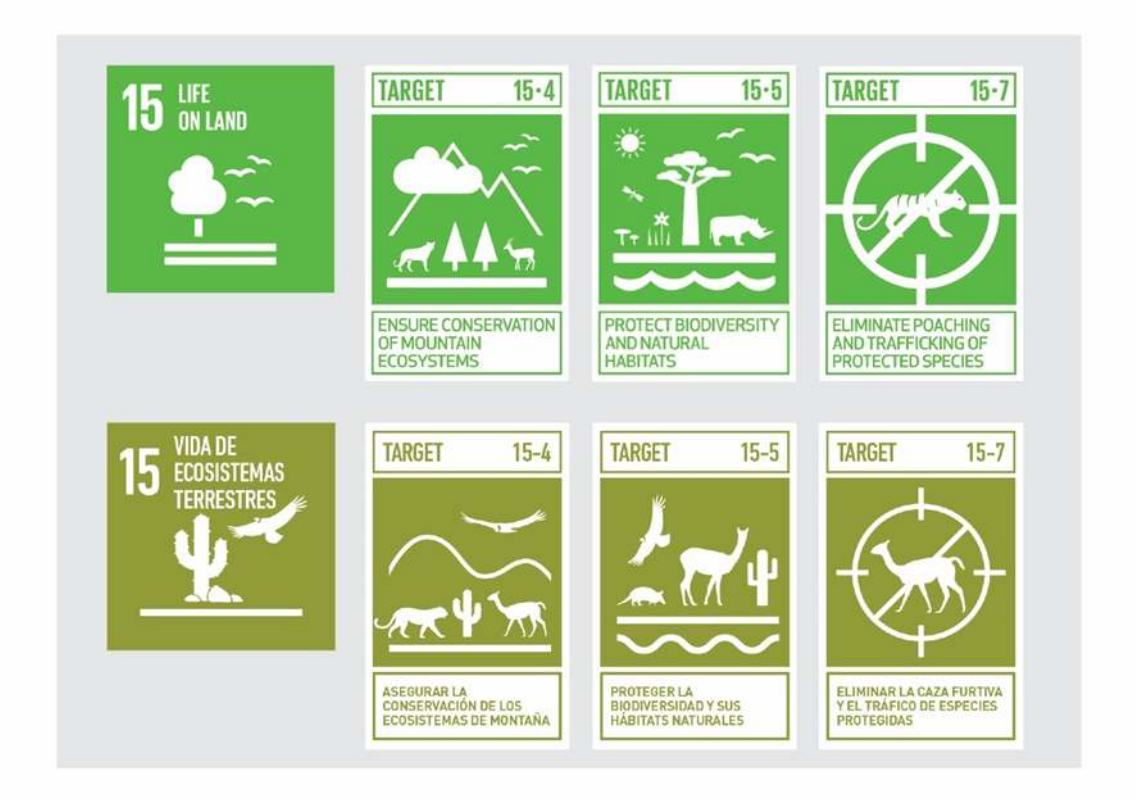

Figure 3. The top row shows the original icons of Targets 4, 5, and 7 of SDG 15 from the UN SDGs and the Project Everyone campaign, whereas the bottom row shows the adaptations proposed to match the work in the Andean Altiplano. The changes proposed include the following: for Target 4, I propose replacing the Panther genus silhouette probably a leopard with a puma (*Puma concolor*) , the antelope with a vicuña, pines with a cardón (cactus), sharp mountain forms with an Altiplano landscape, and birds with a condor (*Vultur gryphus*); for Target 5, I propose replacing the rhinoceros with a vicuña and an armadillo (Dasypodidae); I also propose removing the grassland, and replacing the baobab with a cardón and the birds with a condor; and for Target 7, I propose replacing the tiger with a vicuña.

nity training, as well as work in schools with children and teachers (Vilá et al. 2020b; Vilá et al. 2023). The changes proposed for the iconography of SDG 4 are shown in Figure 5. These changes are related to the fact that, in several Andean communities in the Argentine Altiplano, many children attend school as boarders. Thus, I consider that the iconography should represent the boarding school as a "nest-like" building where students eat and, in many cases, sleep, making it a home as well as a place of learning. I therefore consider it necessary to add people and a house to the iconography of the learning process.

SDG 11 (Sustainable cities and communities)

The VICAM group considers sustainability in Andean Altiplano communities possible not only biologically—as demonstrated by vicuña capture—but also through the potential long-term contributions of camelids to people, due to their key role in low-impact grazing and the fact that, relative to body mass, their rumination produces approximately half the gas emissions of other ruminants such as cattle (Arzamendia et al. 2021; Vilá and Diaz 2023). Thus, the VICAM group's research is also related to SDG 11. In addition, the group studies the nonmaterial contributions of camelids in their essential cultural role, expressed in images (ancient rock art and current paintings), songs, and narratives. In the UN icon for SDG 11, "sustainable communities" are represented only by an image of an urban community, and the icon of Target 4 of SDG 11 (Protect the world's cultural and natural heritage) shows Greek temple (i.e., European), sharp mountains with pines, and a coral reef. The changes proposed for the iconography of SDG 11 are shown in Figure 5.

SDG 12 (Responsible Consumption and Production)

Our research team also studies issues related to responsible consumption and production, which align with SDG 12. The territory-based development model

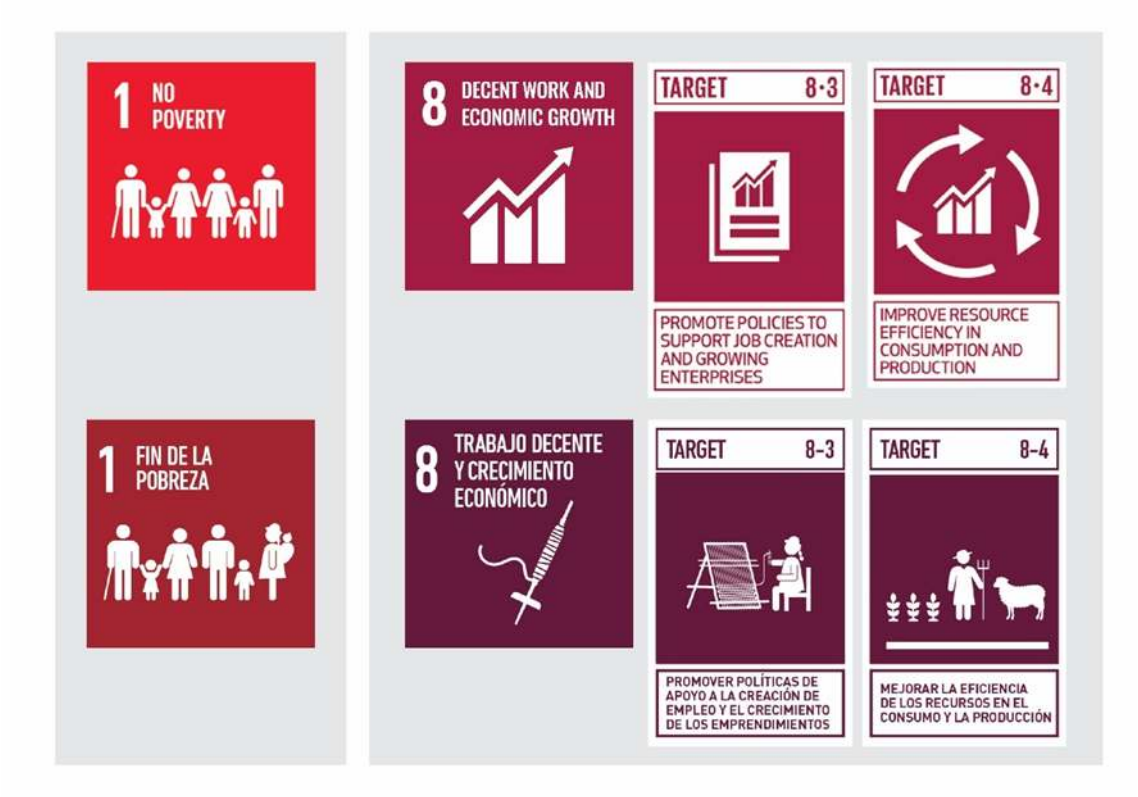

Figure 4. The top row shows the original icons from the UN SDGs and the Project Everyone campaign, whereas the bottom row shows the adaptations proposed in the present work for the iconography of SDG 1 and Targets 3 and 4 of SDG 8 to match the work in the Andean Altiplano. The changes proposed include the following: for SDG 1, I propose replacing one female figure with a woman carrying a baby on her back; for SDG 8, I propose replacing the business graphic with a pushka (spinning spindle), also at a "growth" angle; for Target 3 of SDG 8, I propose replacing the business profit graphic with an image of a woman weaving on a traditional loom; and for Target 4 of SDG 8, I propose replacing the circular business profit graphic with an image of a farmer/shepherd.

advocated here must be supported by policies that develop scientific and technological capacities that promote sustainable production and consumption (Target A of SDG 12). However, in the Altiplano of Jujuy Province, in Argentina, policies include environmentally harmful subsidies or tax exemptions for mining companies, placing camelid producers—particularly llama producers—at a disadvantage (Lamas et al. 2025). This issue relates to Target 2 of SDG 12 (Sustainable management and use of natural resources) and the objective of sustainable livelihoods. In the icon of Target 8 of SDG 12 (Promote universal understanding of sustainable lifestyles), people are depicted only as passive consumers, while sustainability is represented abstractly. However, sustainable lifestyles depend heavily on the production and lifestyles of people who live off the land and the possibility of creating equitable value chains that prevent wealth from being captured by intermediaries, as is common with some camelid products (Lamas et al. 2025).

The changes proposed for the iconography of SDG 12 are shown in Figure 6.

DISCUSSION

The present reflections regarding the icons of the UN SDGs are the result of a visual adaptation exercise, which stemmed from my feeling that although our research group works towards the local implementation of several of the SDGs, their icons did not represent our research work in the Andean Altiplano. However, it is not merely a matter of "redesigning pictures." Latin America is one of the most biodiverse regions on the planet. It is home to 40% of the world's biodiversity and has 12% of the total arable land area. Six countries in the region (Brazil, Colombia, Ecuador, Mexico, Peru, and Venezuela) are among the world's "megadi-

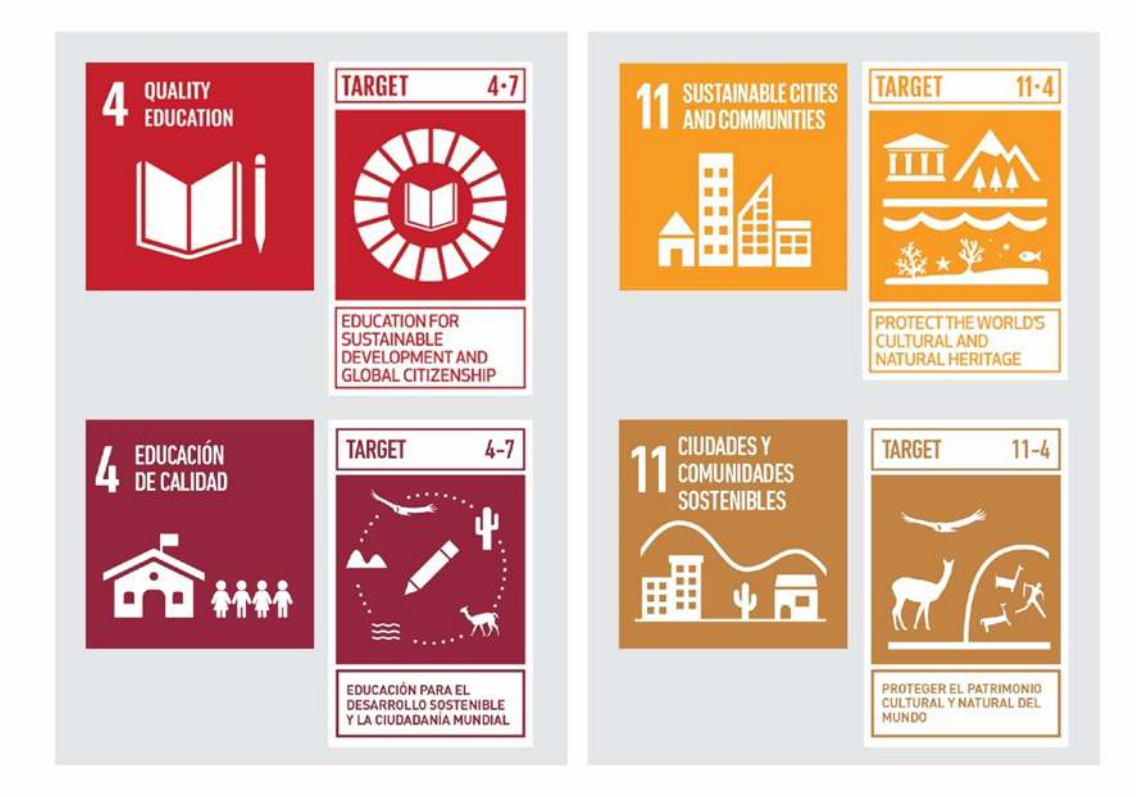

Figure 5. The top row shows the original icons from the UN SDGs and the Project Everyone campaign, whereas the bottom row shows the adaptations proposed for the iconography of SDGs 4 and 11 to match the work in the Andean Altiplano. The changes proposed include the following: for SDG 4, I propose replacing the book or notebook with a school with people; for Target 7 of SDG 4, I propose replacing the book bearing the SDG logo with environmental images encircled by a pencil; for SDG 11: I propose replacing the urban image with a combined urban–rural image; and for Target 4 of SDG 11: I propose replacing the Greek temple with a cave painting and the coral reef with a vicuña and a condor.

verse" countries, as they concentrate 70% of global biodiversity (CBD 2001, WWF 2024). Two key plant-based foods, maize and potatoes, originated in Latin America. Therefore, I consider that the presence of maize as the only biodiversity item in the UN Agenda and Project Everyone target iconography shows that the region is underrepresented, at least in this form of representation. The results analyzed here show that the geographically identifiable animal species appearing in the icons include no forms that can be associated with the fauna of the Andean Altiplano and other Latin American areas. The iconography reflects a perspective that makes no reference or allusion to several livelihoods in Latin America and other parts of the world. Thus, there is a clear tension between universalism and localism based not only on reflecting "the presence on Earth" but also on inequities in power and, thus, in lobbying capacity. For example, none of the icons represent domestic livestock such as sheep, goats, cattle, or camelids, although pastoralists, who depend on rangelands for herding livestock, are present in 75% of the countries, herding about 1 billion animals worldwide (not counting industrialized production of cattle) in rangelands that cover half of the Earth's land surface (FAO 2026). This omission may be related to characteristics of pastoralist communities, many of whose members belong to Indigenous groups, experience poverty, or rely heavily on local knowledge and practices. The FAO recognizes that "Rangelands and Pastoralists play a crucial role in achieving the SDGs—from ending hunger and extreme poverty to advancing women's empowerment and the sustainable use of terrestrial ecosystems." Although this statement is clear, by reading the texts of all targets under those SDGs, I found that pastoralists appear only in the texts (not the icons) of Targets 2.3 and 2.5. The text of Target 2.3 proposes to double the productivity and income of small-scale food producers with an icon of three wheat stalks and a 2x symbol, whereas that of Target 2.5 mentions that

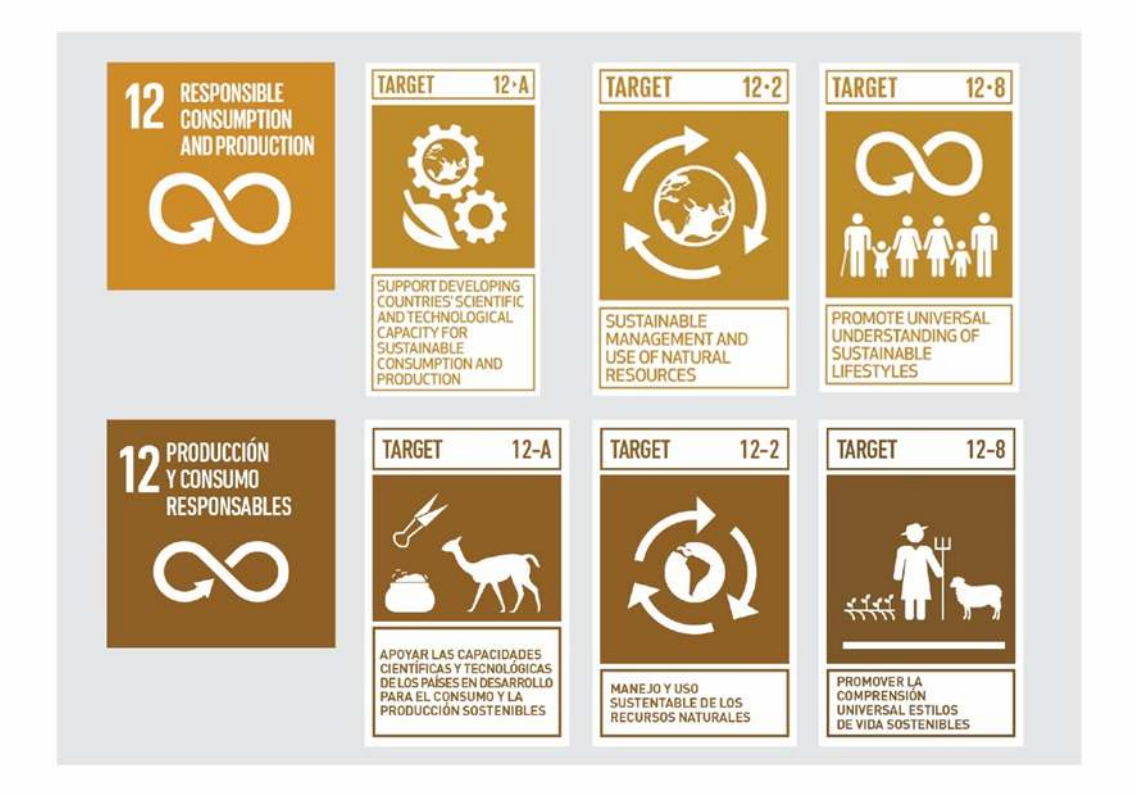

Figure 6. The top row shows the original icons from the UN SDGs and the Project Everyone campaign, whereas the bottom row shows the adaptations proposed for the iconography of SDG 12 to match the work in the Andean Altiplano. The changes proposed include the following: for Target A, I propose replacing the technological image with images representing nature (a vicuña), a process (shearing scissors), and a contribution (fiber in a sack); for Target 2, I propose replacing the map showing Africa and Europe with a map showing South America; and for Target 8, I propose replacing the image of consumers with a farmer/shepherd.

"domesticated animals" should have their genetic diversity maintained, with an icon of two cereals and one maize plant (the only component in all the icons with a Latin American origin). Regarding the presence of domesticated animals on Earth and their role in relation to humans (SDGs 1 and 2), I consider that chickens should be included, since there are far more chickens than people in the world. The global population of these animals is 33 billion birds (FAO 2020), which means they outnumber humans by between approximately 3:1 and 4:1, considering that the global human population is around 8 billion.

At the time of the final negotiations of the 2030 Agenda, Long (2015) published a paper on the ways in which universality frames, constrains, and orients the goals and how the need for differentiation should be interpreted and performed. Long (2015) also discusses the concept of universality in relation to the applicability and acceptability of the SDGs. Some SDGs are inherently global in nature, while others may be more relevant to some countries than to others. In this context, he proposed "universal but differentiated responsibilities" because nations have different national starting points. SDGs and their targets influence each other, with synergies and trade-offs. Furthermore, an analysis of the literature indicates that some Sustainable Development Goals (SDGs) are dominant, while others serve as multipliers, and some are interconnected so some authors suggest "entry points" to facilitate the implementation of the 2030 Agenda (Pham-Truffert et al. 2020). The icons that visually represent the SDGs are also expected to reflect this universality. Achieving this in a single image is likely very difficult, but some SDGs have between five (SDG 7) and 19 (SDG 17) specific targets, providing opportunities to create icons that, when combined, reflect this universality.

In my analysis, I also found that several of the plants and animals represented in the icons appear to reflect Western values and, more specifically, certain development models. The plants and animals represented include either highly generalized images, such

as a generalized tree (with a trunk and a rounded crown), or species such as baobabs, elephants, antelopes, rhinoceroses, and tigers, mostly from Asia and Africa, which make up the imagery of "the wild" in the European world. Except for the maize icon (in Target 2.5), all the animals and plants represented are from the Old World.

Regarding social aspects, heritage icons such as those depicted in Target 4 of SDG 11 (Figure 5) feature Greek elements, a mountainous landscape, and a reef. Regarding the economy, the economic development symbols such as those depicted in Targets 3 and 4 of SDG 8 (Figure 4) are business-like and mechanistic, with a single development model in which growth denotes economic success (with positive profit graphs and coins), and Earth is depicted with Europe centered near the top. Because the icon analysis showed that Latin American biodiversity was not considered in the SDG representations, I decided to undertake an exercise in adapting them from a territorial perspective of the Andean Altiplano (northwestern Argentina) to reflect our identity and to present some of our own research areas that align with the SDGs and their targets. An example can be found in the icon of SDG 15, related to the conservation of mountains and their biodiversity and landscapes, which shows plants and animals that are not present in the northwestern Argentine highlands (Figure 3) and which I therefore replaced with pumas, vicuñas, a condor, and a cactus. I am not aiming for a universal design; my goal in redesigning is not to Latin Americanize, but specifically to create icons that we need in the area where we work.

The redesign of images can be related to a translation process that goes beyond the mechanical replacement of words from one language to another (Catford 1965). A good translation involves a transfer of meaning and stylistic intention; therefore, the style of the original icons is maintained in the creation of the redesigned images. This translation/redesign, as an academic exercise, is also an exercise in intercultural communication. Like all translations, this attempt at a territorialized redesign of the icons is based on an initial analysis in which the target audience is subjectively defined. Then, while maintaining the abstract idea—in this case, the icons—they are reconfigured for other people. This work presents this process and its steps in detail. Its functional equivalence can be assessed only through evaluation by Altiplano communities. It is very important to note that these redesigned images are provisional until local communities evaluate them or propose changes. This is an ongoing task that offers opportunities for future work by our research team.

It is probably very difficult, if not impossible, to have a drawing of a "universal mammal." The proposal is instead that diversity should emerge from the set of individual icons used to illustrate the various targets. For example, some might reflect living beings from one continent and others from another, some might reflect vegetated landscapes and others arid lands. Themes can be combined within a single SDG, thereby conveying diversity and, in this sense, universality. For example, one target might show a kangaroo (Australia), another a tiger (Asia), another a llama (South America), and another an elephant (Africa). Perhaps in these cases, universality can be achieved by the combined representation of diversity rather than by attempting to find "model" animals that include all, an approach that may be more feasible for fish, for which a generalized icon is recognizable, than for other taxa. Changing the drawing of a rhinoceros to one of a vicuña or a baobab to a cactus does not imply that I consider an Andean animal to be more "universally" understandable than the previous one; in fact, it is the opposite. It simply means that the rhinoceros is not meaningful for the group's work in the altiplano, and we need the icon of an animal that signifies something concrete.

The work in the Andean Altiplano socio-ecosystem shows that working toward several SDGs in a territory without a corresponding development policy does not produce the expected results. The question is: Why, despite extensive work toward multiple SDGs, is life in the Puna not improving as expected, and why are young people leaving? A recent analysis of local trends in the pastoral landscape of the Altiplano of Jujuy, examining nature's continued capacity to contribute to quality of life from 1990 to the present, has shown that most of the indicators (eleven out of fourteen) show declining or downward trends (Arzamendia et al. 2021).

Thinking about these facts, I realized that the SDGs are presented as "positive" aspirations oriented toward unlimited growth. However, as the Club of Rome pointed out in the early 1970s and subsequent studies have reiterated, the Earth has limits (Meadows et al. 2004). The 2030 Agenda and the SDGs are presented in an ideal world (from a Global North, Western point of view) without taking into account inequalities, strong power contrasts, telecoupling, the exclusively instrumental valorization of nature, corruption, individuality as a value, and, above all, ambition, greed, and avarice. All these are conditions that have no explicit limits in the SDGs but are commonplace in our current hegemonic economic system and, in particular, in the relationship with nature. In our case, we work with vicuñas, a wild species whose fiber is a highly valuable contribution to people but does not generate the expected development. Although the research team has been actively working toward numerous SDGs in the Altiplano of Jujuy, it is almost impossible to overcome power inequalities, as market

forces exert their dominance in monopsonies, imports, and re-exports of fiber. Consequently, the enrichment of the Andean Altiplano through vicuña fiber, as proclaimed in the past, has proved difficult to realize, as discussed in a recent PhD thesis (Lamas 2025).

There are numerous critical analyses of the SDGs, including arguments concerning colonialist assumptions and the Western development model they may embody, as well as the incoherence of pursuing infinite growth without considering planetary boundaries, as evidenced by the numerous essays compiled by French and Kotze (2018). Regarding gender, Razavi (2016) welcomes the existence of the gender-specific SDG 5 and the intentions of its targets. She also notes that "the hard-won gains and vision of the SDGs, including SDG 5, may be difficult to realize unless the dominant economic model that forms the backdrop is changed, and stronger accountability mechanisms are put in place. In the absence of robust accountability mechanisms, the risk of dilution and selectivity in the implementation process looms large."

Upholding the SDGs implies involving higher education institutions where future professionals are trained. However, the inclusion of the SDGs in universities is still in its early stages (Leal Filho et al. 2019). In their analysis of how to incorporate the SDGs into higher education, Zamora-Polo and Sánchez-Martín (2019) argued that their importance lies in the possibility of placing sustainability, from an interdisciplinary perspective, at the heart of academic debate. These authors recognize that universities can generate new knowledge to address the current socioenvironmental challenges. Given that the future of humanity is absolutely and unequivocally linked to the future of our planet, we cannot exclude these concepts from university curricula, regardless of their chosen field of study. They present a tetrahedral conceptual framework to allow future researchers and teachers to develop and implement activities for the promotion of the SDGs in universities.

Today, defending the 2030 Agenda from a critical stance in the Global South is a necessity. I understand that the goals are universal, but also that they should be differentiated in national and territorial contexts. Some people may not understand a profit graph but may readily understand the significance of a bowl of hot food; thus, some icons communicate clearly, whereas others may not. In this line of argument, Arora-Jonsson (2023) compiles criticisms of the SDGs of the UN 2030 Agenda while also highlighting their importance, noting that the tools associated with them can also drive emancipatory struggles for change. This author argues that SDGs can foster dialogue between diverse interests, challenging the dominance of some, particularly the Global North. She speaks of promoting situated debates about the future we want, arguing that while SDGs may seem like "fictitious expectations," they can function as "meeting grounds" where different interests can converge in collective local visions. In these visions, indicators are used as tools for dialogue that promote the principles of the UN Agenda, not as definitive measures but as starting points for necessary debate about the future we desire. For this reason, beyond the biases here identified, it is clear that it is important to delve deeper into the role of science in achieving sustainability, both at an interdisciplinary and intradisciplinary level, and to highlight the role of researchers in the transitions toward sustainability (Imaz and Sheinbaum 2017). From my perspective as a scientist working in the Global South, particularly in the Andean Altiplano, no one should be left behind in the discussion of the 2030 Agenda.

CONCLUSION

The SDGs are universal, and efforts to territorialize them (especially their icons) are a way to have a more locally relevant framework for discussing with people who live in rural areas (in the present case, Andean communities from the Altiplano of Jujuy, northwestern Argentina) about their future and that of the landscape they inhabit. I believe that having the texts of the SDGs in Spanish and icons representing animals such as the vicuña and plants such as cacti is a small but significant way to contribute to this end.

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DATA AVAILABILITY

The data used to support the findings of this study are available in Additional Files 1 and 2 and on the cited website.

CONFLICT OF INTEREST

The author has no conflicts of interest to declare.

CONTRIBUTION STATEMENT

Conceived, carried out the data analysis, wrote the first draft and review the final write of the manuscript: BV.

FUNDING DECLARATION

This work was carried out as part of my activities as a CONICET researcher.

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Additional Files

Add File 1. SDG Target Icons. Vilá 2026.

Sustainable Development Goals (https://globalgoals.org/goals)	Summarized target objective*	Description of drawings in the target icon of Project Everyone (https://globalgoals.org/goals)
1 NO POVERTY: End poverty in all its forms everywhere Icon: People standing (two women, a man, a girl, a boy, an elderly person)	1.1. Eradicate extreme poverty	coins an upward arrow people (two women, a man, a boy, a girl, and an elderly man)
	1.2. Reduce poverty	an arrow pointing from coins to more coins people (an old man, a girl and a woman)
	1.3. Social protection	a roof over people (an elderly person, a disabled person and a pregnant woman)
	1.4. Rights to ownership	a house a bank people (eldery) **wheat**
	1.5. Resilience	**a tree (G)** a house people a bank
	1.6. Resources	coins an arrow pointing to papers people
	1.7 Policy	a folder with people on the cover
2. ZERO HUNGER: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture Icon: a bowl of hot food	2.1 Access to food	**wheat a bony-fish a carrot**
	2.2 End malnutrition	a bowl of hot food a family with children and elderly
	2.3. Double small-scale productivity	**3 wheat stalks** and a X2 sign
	2.4. Sustainable and resilient practices	**wheat a pear a carrot** the infinity symbol with arrow
	2.5. Maintain genetic diversity	**cereal (G) wheat corn**
	2.6 Infrastructure, research, gene banks	A tractor DNA with **leaf and wheat**
	2.7. Prevent trade restrictions	**wheat (three stalks)** two arrows pointing in opposite directions
	2.8. Food commodity markets	**Four growing wheat stalks** on a time positive profit chart
3. GOOD HEALTH AND WELL-BEING: Ensure healthy lives and promote well-being for all at all ages Icon: an electrocardiogram	3.1 Reduce maternal mortality	A woman with a drawing of her heart and a circle with another heart on her belly
	3.2. End preventable death under 5	A baby with his arm continuing with an arrow that says 5 YRS
	3.3. Fight communicable diseases	On the left, a person crossed out with many lines (infected or dead?), an arrow pointing to a person with a heart (alive?)
	3.4. reduce mortality, promote mental health	An electrocardiogram and a family

	3.5. Prevent and treat substance abuse	On the left and in black, pills, a bottle, and a syringe. On the right and in white, a hand with a heart
	3.6 Road injuries	A car overturned in a circle with a crossed line
	3.7 Reproductive care, family planning	A woman, a nurse, with speech bubbles between them. The woman with a heart between dotted lines on her belly
	3.8 Universal health coverage	A family with children and elderly people, and a folder with an electrocardiogram on the cover
	3.9 Illnesses and death from hazardous chemicals	Left: person crossed out with many lines with the hazardous chemical symbol above; right: person with a heart
	3.A Tobacco control	Black cigarette with gray circles (of smoke) crossed out by a white cross
	3.B Support research. Vaccines and medicines	A pencil, a syringe, an Erlenmeyer flask with liquid, and pills
	3.C Health financing and workforce in **DC**	The planet in a gear (configuration symbol), coins, and a nurse
	3.D. Early warning	Cell phone with an alert symbol
4: ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL Icon: a notebook and a pencil	4.1 Free primary and secondary education	A large house (two storeys) with a clock and children, two boys, two girls
	4.2 Pre-primary education	A girl and a boy with blocks with letters
	4.3 Access to technical and higher education	Book with numbers and gears, a pencil, a wrench
	4.4 Skills for financial success	A woman with stethoscopes. A man in a wheelchair with a helmet, a man in work overalls.
	4.5 Eliminate discrimination	A notebook, a pencil, children (two boys, two girls, and a handicapped)
	4.6. Universal literacy	A boy and a girl, each with a book
	4.7 Education for sustainable development	A notebook inside the SDG symbol
	4.8 Inclusive and safe schools	Two-storey building with a clock, ramp, and a forklift, Same children as 4.5
	4.9 Higher education scholarships for **DC**	A mortarboard, a girl with her arm raised, coins
	4.A Increase qualified teachers in **DC**	A teacher, a blackboard, and a desk
5. ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS Icon: A symbol that combines traditional feminine and masculine icons intertwined by the same central circle, which includes an equal sign.	5.1 End discrimination	Three women: an old, a young, and an adult woman, holding each other's arms high above
	5.2 End violence	Broken woman inside a prohibition sign
	5.3 Eliminate forced marriages and genital mutilation	A girl with injured genitals inside a prohibition sign

	5.4 Unpaid care	Family with a baby and a toddler under a roof
	5.5 Leadership	A woman and a man, each in their own podium
	5.6 Reproductive health	A nurse, a woman with a heart in her belly, a blister of pills, a condom
	5.7 Rights to economic resources	A house, a bank, a couple (a woman and a man) with **wheat stalks** on each side of them
	5.8 Empowerment through technology	The same three women as in 5.1.and below, a laptop, the internet connection symbol, and a cell phone
	5.9 Equality	A woman and a man standing on a balanced scale
6. ENSURE AVAILABILITY AND SUSTAINABLE MANAGEMENT OF WATER AND SANITATION FOR ALL Icon: A glass of water with an arrow at the bottom	6.1 Affordable drinking water	A glass of water above a group of people (two women, one adult male, an elderly person, a boy, and a girl
	6.2 End open defecation, sanitation	A sink, a toilet, a basket on the floor, under a roof
	6.3 Water quality	A glass divided in two: on the left, black waves with black dots; on the right, white waves with white bubbles
	6.4 Water use efficiency	A water reservoir with an arrow pointing towards a glass that points towards the reservoir
	6.5 Integrated water resources management	A water reservoir, a building, a couple (a woman and a man) **Two trees: a tree and a conifer. Two wheat stalks**
	6.6 **Protect and restore water-related ecosystems**	**A mountain with glacier, a river conifers (3) bony-fish** (2)
	6.7 Water sanitation support to **DC**	A water reservoir, a water tank
	6.8 Local engagement	Water reservoir with an arrow pointing to a water tank with an arrow pointing to a reservoir with a couple (a man and a woman) in the middle
7. AFFORDABLE AND CLEAN ENERGY: Ensure access to affordable, reliable, sustainable and modern energy for all Icon: A sun with an on/off symbol inside	7.1 Universal access to modern energy	A sun with the on/off symbol (standardized by the International Electrotechnical Commission (IEC) in 1973) inside, above people (two women, one adult male, an elderly, a boy, and a girl)
	7.2 Increase renewable energy	A circle of cables with plugs and **leaves** around the sun with the on/off symbol
	7.3 Double energy efficiency	A sun with a X2 symbol inside with two arrows circling it

	7.4 Access to research, technology in clean energy	A sun with the on/off symbol inside as a component of a system with nodes
	7.5 Expand and upgrade energy for **DC**	Earth inside a gearwheel with a cable and a plug
8. PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL. Icon: Positive profit chart	8.1 Sustainable economic growth	A positive profit chart inside the SDG icon
	8.2 Diversify and upgrade	A positive profit chart with several arrows, all growing
	8.3 Policies for job creation	A positive profit chart in a folder´s cover
	8.4 Improve resource efficiency	A positive profit chart within three arrows that form a circle
	8.5 Employment with equal pay	A female teacher, a man in a wheelchair with a helmet, a man in work overalls, standing on a balanced scale
	8.6 Youth employment	Three young people, two young women (one with a briefcase and the other with headphones), and a young man in overalls
	8.7 End modern slavery and child labor	Hands breaking a chain
	8.8 Labor rights	Written document and a woman with a helmet
	8.9 Promote sustainable tourism	The Earth above people with farming tools, a woman with a basket on her head, bags, and suitcases
	8.A Universal access to banking	Bank symbol above people: a girl, a woman, a man, and an eldery
	8.B Aid for trade for **DC** and **LDC**	Coins, the Earth inside a gearwheel, coming and going arrows
	8.C Strategy for youth employment	Written document, two young people (a young woman and a young man)
9. BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION Icon: A structure with cubes	9.1 Sustainable, resilient, inclusive infrastructures	A structure with cubes inside the SDG icon
	9.2 Inclusive and sustainable industrialization	A factory with a **plant leaf**. Below are people: two women, a man, and a disabled person.
	9.3 Access to financial services	Bank symbol with arrows to and from people (a man and a woman)
	9.4 Upgrade for sustainability	A factory with a solar power roof, an infinity symbol with an arrow (unlimited sustainable growth)
	9.5 Enhance research and technologies	Cube structure related to nodes and arrows
	9.6 Sustainable infrastructure for **DC**	Earth inside a gearwheel in the middle of connections and nodes
	9.7 Domestic technology and diversification	Cubes associated and alone

	9.8 Universal access to information and technology	Similar to 5.8. A laptop, the internet connection symbol, a cell phone, and below a woman, a man, a girl, and a boy.
10- REDUCED INEQUALITIES Icon: an equal sign inside a square with the vertex pointing upwards	10.1 Reduce income inequalities	A few coins with an upward arrow, next to a pile of coins
	10.2 Universal inclusion	Coins, government building (with a flag on the top), people, a woman, a man, a girl, a disabled person and an old woman
	10.3 Equal opportunities, no discrimination	Equal sign surrounded by hands
	10.4 Policies that promote equality	Equal sign inside a square with the vertex pointing upwards on the cover of a folder
	10.5 Regulation of financial markets	Bank sign on the cover of a folder
	10.6 Enhanced representation for **DC** in finances	A person in a podium with the Earth on a gearwheel symbol, and a bank symbol
	10.7 Well managed migration	People with suitcases and hands holding below
	10.8 Differential treatment for **DC**	The Earth inside a gearwheel and hands holding below
	10.9 Development assistance in **LDC**	Coins and the Earth in a gearwheel with arrows connecting them
	10.A Reduce transaction costs for migrant remittances	A man with coins below a <3% arrow to an elderly woman and a child
11. SUSTAINABLE CITIES AND COMMUNITIES: make cities and human settlements inclusive, safe, resilient, and sustainable Icon: a house, three buildings (urban)	11. 1 Safe and affordable housing	A house, two buildings **A tree (G)** A street and a sidewalk
	11.2 Sustainable transport systems	A street, a bus, a bicycle, a train, an elderly woman, and a disabled person in a wheelchair
	11.3 Sustainable urbanization	A building with a solar power roof. **A tree** People: a woman, a man, a girl, a disabled person in a wheelchair and an elderly woman.
	11.4 Protect the world´s cultural and natural heritage	Greek temple with columns. **Mountains with glaciers Three conifers The sea A coral reef A starfish A bony fish**
	11.5 Reduce the adverse effects of natural disasters	Black water (representing oil spills) A building with a **green roof** A couple (a man and a woman) **Two wheat stalks A tree (G)**
	11.6 Reduce environmental impact of cities	A building with a solar roof **Two trees (G)** A bicycle A trash can

	11.7 Safe and inclusive green and public spaces	**Two trees (G)** A park bench and a lamppost People (a man, a girl, a disabled person in a wheelchair, an elderly woman)
	11.8 National and Regional Planning	A house, a government building, a building **A tree** A bus, an underground road
	11.9 Policies for inclusion, disaster risk reduction (Sendai framework)	A folder, the infinity symbol with an arrow, a disabled person with a wheelchair, a hooter **A tree**
	11.A Support for **LDC**	Coins with an arrow to bricks and infinity with an arrow sign
12. RESPONSIBLE CONSUMPTION AND PRODUCTION Icon: Infinity symbol with an arrow (acron. IFA)	12.1 Implement 10-year sustainable consumption	The IFA with four arrows outwards
	12.2 Sustainable use of natural resources	The Earth with arrows surrounding it.
	12.3 Halve food waste	A trash can with a bowl of hot food and a bone fish, and a 50% sign
	12.4 Responsible management of chemicals	A trash can with a dangerous chemical sign inside
	12.5 Reduce waste generation	A trash can and a t-shirt, a bottle and cup with straw with arrows circling them
	12.6 Companies, sustainable practices	A document with the IFA in the cover and a pen
	12.7 Public procurement practices	A government building, a document, the IFA
	12.8 Sustainable lifestyles	The IFA symbol above, People: two women, a boy, a girl, a man, and an elderly man
	12.9 Support **DC** scientific and tech capacities for sustainability	The Earth inside a gearwheel, a gearwheel, and a **plant leaf**
	12.A Monitor sustainable tourism	A profit gain chart with a woman and a man with suitcases
	12.B Remove market distortions	Left arrow pointing to a trash bin in black, right arrow pointing the IFA symbol
13. TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS Icon: An eye with the Earth inside (acron. EE symbol)	13.1 Strengthen resilience and adaptation	Building with a solar roof People: a man, a woman, a child and an elderly woman **A tree A bird (seagull)** A street A sidewalk Black water
	13.2 Integrate climate change measures into policies and planning	A folder with an EE in the cover and a judge's gavel
	13.3 Knowledge and capacity	EE symbol above people: two women, a boy, a girl, a man, and an elderly man.
	13.4 Implement the UN framework convention on climate change	EE and the United Nations Framework Convention on Climate Change UNFCCC acron.
	13.5 Raise capacity for planning	EE logo in a folder cover and two women, one adult, one elderly and a child

14 CONSERVE AND SUSTAINABLE USE THE OCEANS, SEAS, AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT Icon: sea surface with small waves and a bony fish below	14.1 Reduce marine pollution	Small waves Black trash pieces **A bony fish**
	14.2 Protect and restore ecosystems	**Cartilaginous fish. A shark Three bony fishes Starfish A turtle Coral Algae** The sea bottom
	14.3 Reduce ocean acidification	A black cloud of CO2 with arrows pointing towards the sea
	14.4 Sustainable fishing	**Cartilaginous fish. A shark Four bony fishes A fish caught with a hook**
	14.5 Conserve coastal and marine areas	Sea surface with small waves. On the bottom: **starfish jellyfish coral bony fish algae**
	14.6. End subsidies to overfishing	A fishing boat
	14.7 Economic benefits of sustainable use	Aquaculture network with **7 bony fish in aquaculture 1 free bony fish starfish coral** a diver a boat
	14.8 Increase scientific knowledge	A pen and an Erlenmeyer flask The surface of sea
	14.9 Support small-scale fisheries	**4 bony fish** Small-scale fishing boat
	14.A Enforce International sea law	A folder with fish and sea drawings in the cover. A Judge´s gavel
15 PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF TERRESTRIAL ECOSYSTEMS, SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, AND HALT AND REVERSE LAND DEGRADATION AND HALT BIODIVERSITY LOSS Icon: Ground, a tree, and three birds	15.1 Conserve and restore terrestrial and freshwater ecosystems	**Mountains, glaciers, a river 3 conifers** Two people (a woman and a man) water
	15.2 End deforestation and restore degraded forests	**Two conifers Three trees (G)**
	15.3 End desertification and restore degraded land	Left: 2 **dry trees** in black. **Cracked soil** Right: **a tree. Soil in white**
	15.4 Ensure conservation of mountain ecosystems	**Sharp mountains** a cloud **three birds two conifers an antelope/deer Genus Panthera (leopard shape)**
	15.5 Protect biodiversity and natural habitats	sun **two fungi grasses with flower a dragonfly a baobab rhinoceros two birds a river**
	15.6. Promote access to genetic resources and fair sharing of the benefits	DNA with a **leaf and wheat** (same as 2.6)
	15.7 Eliminate poaching and trafficking of protected species	**A tiger** inside a prohibited signal
	15.8 Prevent invasive alien species on land and water ecosystems	**fungi toads two plants (one germinating) leaves a dragonfly a snake**
	15.9 Integrate ecosystem and biodiversity in governmental planning	the sun **a raptor a tree a dragonfly genus Panthera (leopard shape) a river** a government building

	15.A Increase financial resources to conserve and sustainably use ecosystem and biodiversity	Coins arrow towards **a baobab a giraffe a raptor a river**
	15.B Finance and incentivize sustainable forest management	**a pine and a conifer** with arrows making a circle with coins inside it
	15.C Combat global poaching and trafficking	**a lotus plant a tiger a rhinoceros a flower reeds an elephant**
16 PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT, PROVIDE ACCESS TO JUSTICE FOR ALL, AND BUILD EFFECTIVE, ACCOUNTABLE AND INCLUSIVE INSTITUTIONS AT ALL LEVELS Icon: a dove of peace perched on the judge's gavel	16.1 Reduce violence everywhere	pistol with knotted barrel
	16.2 Protect children from abuse	A boy and a girl with a heart held by a hand
	16.3 Equal access to justice	Balanced scale above, below people: two women, one man, a girl, a boy, and an old man
	16.4 Combat organized crime	Coins and arrows moving back and forth towards a gun, pills, and a syringe. In the middle, a hand making a stop sign.
	16.5 Reduce corruption	Hands exchanging banknotes inside a prohibited sign
	16.6 Effective and transparent institutions	A government building, a folder with a magnifying glass
	16.7 Inclusive and representative decision-making	A judge on a bench, people beside him: a man, a woman, a child, and an old man.
	16.8 Participation in global governance	A man on a bench with the Earth in a gearwheel
	16.9 Universal legal identity	A notebook with a pen and a baby
	16.A Public access to information	A judge´s gavel with a **peace dove** on the cover of a folder
	16.B Strengthen national institutions to prevent violence	A government building and people (two women, one man, a girl, a boy, and an old man)
	16.C Non-discriminatory laws	A balance scale in the cover of a folder, a judge´s gavel.
17.STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT Icon: Nested circles	17.1 Mobilize resources to improve domestic revenue	Coins with an arrow pointing upwards and a government building
	17.2 Implement all development assistance (ODA) commitments	ODA book and arrow towards the Earth inside a gearwheel
	17.3 Financial resources for **DC**	Coins with arrows pointing upwards towards the Earth inside a gearwheel
	17.4 Assist **DC** in attaining debt sustainability	Timeline graph with the zero x-axis marked. Below the zero there is a growth line, and above the zero there are coins.
	17.5 Invest in **LDC**	Coins with an arrow pointing to the Earth in a gearwheel and another arrow pointing back from the Earth to the coins

17.6 Knowledge sharing	Linking graph with nodes, two people wearing suits
17.7 Sustainable technologies	Similar to 12.9. The Earth inside a gearwheel and a gear
17.8 Strengthen science technology for **LDC**	Similar to 5.8 and 9. A laptop, the internet sign, a cellphone, and a large computer
17.9 Enhance SDG in **DC**	The Earth inside a gearwheel inside the SDG icon
17.A Universal trading system. World trade organization	Several outward-pointing curved arrows
17.B Increase the exports of **DC**	The Earth inside a gearwheel with four arrows pointing outward
17.C Remove trade barriers for **LDC**	The Earth inside a gearwheel related to the Earth with arrows coming and going
17.D Enhance macroeconomic stability	Coins inside an open circle
17.E Policy coherence for sustainability	Books related by arrows having the SDG icon in the middle
17.F Respect national leadership	a man on the podium
17.G Enhance global partnership for sustainable development	A hand holding a symbol of several nested circles
17.H. Effective partnerships	A symbol of several nested circles above, shaking hands below
17.I Availability of reliable data	Interconnections with lines and nodes in a circle
17.J Measurements of progress	Positive profit graph with increasing columns and an arrow

Add File 2. Table describing the natural world components of the target icons based on the drawings from the Everyone project consulted at (https://globalgoals.org/goals. T = Total) in May 2026.

GROUP	Taxon	1					2				5	6					11					13			14						15								
		4	5	1	3	4	5	6	7	8	7	2	6	1	3	4	5	6	7	8	9	1	1	2	4	5	7	9	1	2	3	4	5	7	8	9	A	B	C	**T**
plants	tree		1									1		1	1		1	2	2	1	1	1								3					1				16
	conifers											1	3				3												3	2	3*	2					2		19
	wheat	1		1	3	1	1	1	3	4	2	2					2																						21
	cereal						1																																	1
	corn						1																																	1
	carrot			1		1																																		2
	pear					1																																		1
	algae																							1		1														2
	lotus																																						1	1
	cattail																																						1	1
	grasses																																1		2				1	4
	baobab																																1				1			2
animals	bony fish			1									2			1								1	3	5*	1	8*	4											26
	shark																								1	1														2
	starfish																			1				1		1	1													4
	jellyfish																								1		1	1												3
	coral																			1				1		1														3
	sea turtle																																						1	1
	dragonfly																																1		1	1				3
	toad																																			1					1
	snake																																			1					1
	birds																					1										3	2							6
	raptor																																				1	1		2
	antelope																															1								1

Continued...

(Continued)

	rhinoceros																1					1	2
	giraffe																				1		1
	elephant																					1	1
	Panthera																1			1			2
	tiger																		1			1	2
fungi	fungi																	2	2				4
Landscape	sea				1			1	1	1	1	1	1										7
	river		1											1			1		1	1			5
	Mountain		1G		1G									1G		1						4	
	sea bottom									1		1											2

Others: 2.6: DNA with a leaf and a wheat. 7.2: cables with plugs and leaves. 9.2: a factory with leaves. 12.9: the Earth inside a gearwheel with a plant leaf. 15.6: DNA with a leaf and a wheat (similar to 2.6). * 14.4: one bony fish caught with a hook. 14.7: aquaculture, 7 bony fish in a net in the sea. 15.3: on the left, two of the trees are dry in a cracked soil. The number of wheat plants is related to the number of stalks represented.