ADHERENCE OF THE FEDERAL INSTITUTES OF EDUCATION TO THE ENVIRONMENTAL AGENDA IN THE PUBLIC ADMINISTRATION

ADERÊNCIA DOS INSTITUTOS FEDERAIS DE EDUCAÇÃO À AGENDA AMBIENTAL NA ADMINISTRAÇÃO PÚBLICA

ADHERENCIA DE LOS INSTITUTOS FEDERALES DE EDUCACIÓN A LA AGENDA AMBIENTAL EN LA ADMINISTRACIÓN PÚBLICA

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ABSTRACT

The Environmental Agenda in Public Administration (A3P) is a voluntary action by public institutions to reduce their negative socio-environmental impacts, in the context of environmental management and sustainability and in compliance with the principle of efficiency. In this sense, the Public Teaching Institutions (IEP) have a prominent role, because in addition to training professionals and conscious citizens, their campuses must have the same environmental concerns as a small city. The study analyzes how institutions from the same region, with similar structures and objectives, deal differently with the environmental issue. By analyzing these institutions with a single checklist, it becomes possible to externalize these differences. With the objective of evaluating the level of adherence of the Federal Institutes of Education of the Southern Region of Brazil to the axes of the Environmental Agenda in Public Administration. Being a qualitative and descriptive research with secondary data available on the websites of the Institutes, with analysis through a checklist formed by the items of the 6 thematic axes of the A3P. With the systematization of the data, it was verified whether the management procedures that are in accordance with the requirements of the A3P, synthesized in the qualitative analysis of the data. It was identified that the Institutes are not formal partners of A3P, but seek to meet its requirements, with a high adherence to the A3P axes, another point identified is that there is no standardization in management reports. This work demonstrates the need for constant evaluations of the IEP to verify its evolution in environmental management.

Keywords: Environmental Agenda in Public Administration (A3P). Federal Institutes of Education. Management Reports.

RESUMO

A Agenda Ambiental na Administração Pública (A3P) é uma ação voluntária das instituições públicas para reduzir seus impactos socioambientais negativos, no contexto da gestão ambiental e sustentabilidade e atendendo ao princípio da eficiência. Nesse sentido as Instituições de Ensino Públicas (IEP) têm um papel de destaque, pois além de formar

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profissionais e cidadãos conscientes, deve ter em seus campi as mesmas as preocupações ambientais de uma pequena cidade. O estudo analisa como instituições de uma mesma região, com estruturas e objetivos semelhantes tratam de forma diferente a questão ambiental. Ao analisar essas instituições com um checklist único, torna-se possível externalizar estas diferenças. Tendo como objetivo avaliar o nível de aderência do Institutos Federais de Educação da Região Sul do Brasil aos eixos da Agenda Ambiental na Administração Pública. Sendo uma pesquisa qualitativa e descritiva com dados secundários disponíveis nos sítios dos Institutos, com análise por meio de um checklist formado pelos itens dos 6 eixos temáticos da A3P. Com a sistematização dos dados, foi verificado se os procedimentos de gestão que estão de acordo com as exigências da A3P, sintetizadas na análise qualitativa dos dados. Identificou-se que os Institutos não são parceiros formais da A3P, mas buscam atender aos seus requisitos, com uma alta aderência aos eixos da A3P, outro ponto identificado é que não existe uma padronização nos relatórios de gestão. Este trabalho demonstra a necessidade de avaliações constantes das IEP para verificar sua evolução na gestão ambiental.

Palavras-chave: Agenda Ambiental na Administração Pública (A3P). Institutos Federais de Educação. Relatórios de Gestão.

RESUMEN

La Agenda Ambiental en la Administración Pública (A3P) es una acción voluntaria de las instituciones públicas para reducir sus impactos socioambientales negativos, en el marco de la gestión y sostenibilidad ambiental y en cumplimiento del principio de eficiencia. En este sentido, las Instituciones Públicas de Enseñanza (IEP) tienen un papel destacado, pues además de formar profesionales y ciudadanos conscientes, sus recintos deben tener las mismas preocupaciones ambientales que una pequeña ciudad. El estudio analiza cómo instituciones de una misma región, con estructuras y objetivos similares, abordan de manera diferente el tema ambiental. Al analizar estas instituciones con una sola lista de verificación, es posible externalizar estas diferencias. Con el objetivo de evaluar el nivel de adhesión de los Institutos Federales de Educación de la Región Sur de Brasil a los ejes de la A3P. Siendo una investigación cualitativa y descriptiva con datos secundarios disponibles en los sitios web de los Institutos, con análisis a través de una lista de cotejo formada por los ítems de los 6 ejes temáticos del A3P. Con la sistematización de los datos, se verificó si los procedimientos de gestión están de acuerdo con los requisitos de la A3P, sintetizados en el análisis cualitativo de los datos. Se identificó que los Institutos no son socios formales de A3P, sino que buscan cumplir con sus requerimientos, con un alto apego a los ejes de A3P, otro punto identificado es que no existe una estandarización en los informes de gestión. Este trabajo demuestra la necesidad de evaluaciones constantes del IEP para verificar su evolución en la gestión ambiental.

Palabras clave: Agenda Ambiental en la Administración Pública (A3P). Institutos Federales de Educación. Informes de Gestión.

1 INTRODUCTION

The intensity of the consumption of natural resources, exceeding the capacity with which the environment regenerates, has put the survival of future generations at risk. In view of this, governments, the scientific community and society in general seek solutions related to the sustainable development of the planet, defined as "development capable of meeting the needs of the current generation, without compromising the ability to meet the needs of future generations" (CMMAD, 1991, p. 9).

Solidarity with future generations is imperative and is based on the ethical postulate of socio-environmental responsibility (Sachs, 2009), and one of the great challenges faced by contemporary society is to seek development based on sustainable bases, starting from the global to the individual scope and providing greater integration between the economic, social and natural aspects of the development process (Veiga, 2005; Almeida et al., 2017).

In the process of building sustainable societies, it is up to the State to assume the mission of conducting the process, whether through the elaboration and implementation of legislation, or by providing means for research, or by encouraging organizations (Viegas et al., 2015). For A3P (2022), sustainability, in the governmental sphere, has increasingly been a differential of modern public management, where administrators are considered the main agents of change, even in their small and simple actions carried out daily, such as: the efficient use of water and energy, selective collection, responsible consumption of products and services, among others, which contribute to efficiency in sustainability. Based on this awareness, the Brazilian government constituted in 1999 the A3P (Environmental Agenda of Public Administration), coordinated by the Ministry of the Environment (MMA, 2020).

A3P is a voluntary membership program for public agencies, in which Public Educational Institutions are framed, which must include environmental criteria in their activities, whether they are investment, purchasing and/or contracting services, as well as in the proper management of the waste generated, promoting the improvement of the quality of life in the work environment (MMA, 2020).

Given the importance that Public Institutions have in setting an example in relation to the reduction of negative socio-environmental impacts, A3P was structured in six priority thematic axes: rational use of natural resources and public goods; adequate management of solid waste; quality of life in the workplace; awareness and training of civil servants; sustainable public procurement and sustainable construction (A3P, 2022).

The concern of Educational Institutions (IEs) with the environmental issue is not recent. In Europe, it dates back to the late 1970s, with the creation of the University Association for the Environment in Belgium. International conferences followed the theme,

resulting in Declarations - such as the Talloires Declaration, of 1990, in which rectors propose to assume the promotion of sustainability in universities. In Latin America and the Caribbean, this movement has gained more strength in this century, and is always on the agenda of *the Latin American Encuentros de Universidades Sustentables* (ELAUS). Since then, IEs around the world have sought to integrate environmentally sustainable theories, concepts, and practices into their activities (Oliveira et al., 2020; Vallaeys, 2017).

In Brazil, there is a need to incorporate sustainable principles and criteria within university campuses. As much as this fact can already be considered common sense, the dichotomy in a higher education institution (HEI) is remarkable, being one of the main environments for research and professional training, at the same time that its administrators are not yet in full resonance with the theme of sustainability (Zeitoune et al., 2019). In view of these considerations, this work aims **to evaluate the adherence of the Federal Institutes of Education of the Southern Region of Brazil to the axes of the Environmental Agenda in Public Administration (A3P).**

2 ENVIRONMENTAL AGENDA

After the end of World War II, people began to think about the possibility of destroying the planet, initiating, albeit discreetly, environmental awareness, leading the theme of nature to take over public opinion, due to the media repercussions regarding environmental disasters (Gurski et al., 2012; Sornberger et al., 2014). In the 1960s, the publication of the book Silent Spring and the Conference on the Biosphere emphasized the need to reflect on the damage caused to the environment, with the aim of expanding discussions on this theme to other areas, such as economics and politics (Gurski et al., 2012; Sornberger et al., 2014; Viegas et al., 2015; Oliveira et al., 2020).

In the 1970s, the report "The Limits to Growth" stated that Planet Earth was unable to maintain its balance due to the consequences of the population effect and pollution, which generated great international repercussion, as it emphasized the theme in a catastrophic way. (Gurski et al., 2012; Sornberger et al., 2014; Viegas et al., 2015; Oliveira et al., 2020). All this repercussion led the United Nations to hold the Stockholm Conference, the first official meeting, in which government entities from all over the world met to think about the environment. This meeting made the problem of great international relevance, as it allowed the definitive entry of the environmental issue into the political agenda of countries (Gurski et al., 2012; Luiz et al., 2013; Sornberger et al., 2014).

According to Viegas et al. (2015), in 1984 a World Commission on Environment and Development (CMMAD) was created, formed by experts in the field, which prepared the

report entitled "Our Common Future". In this work, the commitments of the Nations to build a development model focused on economic growth linked to concern for the environment, peace and security were defined. This report resulted in the concept of sustainable development, which refers to a development model capable of harmonizing economic development with environmental protection and social justice, in a long-term temporal perspective, which reaches future generations (Viegas et al., 2015). In continuity with the political discussions held in the 1980s, the Earth Summit was held in 1992 in Rio de Janeiro; a conference that represented a milestone in the trajectory of sustainable development due to the significant participation of governments, which resulted in numerous documents, including Agenda 21, where the intentions of the participating countries in the adoption of sustainable initiatives were established (Almeida et al., 2017).

According to Sornberger et al. (2014), Agenda 21 encompasses aspects of Public Administration, not only addressing the preservation and conservation of nature, as it considers strategic issues related to the generation of employment and income; the mitigation of regional and interpersonal income inequalities; changes in consumption and production patterns; the possibility of sustainable construction of cities; and also the incorporation of new management instruments and models. In 2012, in Rio de Janeiro, another World Conference on the Environment was held: Rio+20. The objective of this Conference was to promote an evaluation of the progress and gaps observed in the processes of implementation of the decisions taken within the framework of the summits on the environment, as well as to discuss the ways of operationalizing the concepts of "development and sustainability", which contributed to defining the sustainable development agenda for the coming decades. with the agreement of all the governments represented there regarding the establishment of goals favorable to sustainable development (Sornberger et al., 2014; Viegas et al., 2015).

In 2015, the 2030 Agenda was created, a plan with 17 Sustainable Development Goals (SDGs). These goals are integrated and indivisible, and mix, in a balanced way, the three dimensions of sustainable development: economic, social and environmental (Agenda 2030, 2015). According to the 2030 Agenda (2015), in order for sustainable development to occur in all its dimensions (social, economic and environmental), it is necessary that, in addition to awareness, tools are also offered for this development that have a direct or indirect relationship with technological innovations, going beyond mere bureaucratic activities, with actions that contribute to improving people's quality of life.

2.1 ENVIRONMENTAL AGENDA IN THE BRAZILIAN PUBLIC ADMINISTRATION

According to Batista et al. (2019), the activities of the public administration are seen as potentially polluting, so the inspection with private companies is the same as that which should be applicable to the public service, which must adapt to the demands. In other words, it is the role of the State as a manager of the environment and on equal terms in the ethical responsibilities of sustainability. Thus, one must add the attitudinal aspects in the search for quality and good political and ecologically correct image that make up the new ways of managing the public service (Sornberger et al., 2014).

The Environmental Agenda in Public Administration (A3P) emerged with the objective of inserting public entities in the context of environmental management and sustainability, in order to take another step towards meeting the principle of efficiency. A3P is a program of the Brazilian Federal Government, created based on principle 8 of Agenda 21, the Rio 92 Declaration and the Johannesburg Declaration, which called on participating countries to establish, set and monitor new sustainability standards. The Program is developed through the Secretariat for Institutional Articulation and Environmental Citizenship, of the Ministry of the Environment (MMA), for the Federal Government (Viegas et al., 2015). According to available information (MMA, 2020), A3P is a way to include public organizations in sustainability discussions, meeting the principle of efficiency, established by the 1988 Magna Carta and recognized by UNESCO, also having a direct relationship with the "Sustainable Development Goals (SDGs)", the global agenda adopted during the United Nations Summit on Sustainable Development that took place in September 2015.

According to A3P (2022),

> the A3P program is aimed at public agencies at the three levels: federal, state and municipal; and to the three branches of the Republic: executive, legislative and judiciary. It is a voluntary agenda – there is no rule imposing or sanctioning for those who do not follow its guidelines, but adherence to the Program is increasing for two reasons: 1. To adopt an environmental agenda in the agency to use natural resources rationally and 2. Society demands from the public administration the implementation of practices.
> that have the sustainability of the planet as a principle, which are the guidelines of the A3P.

According to Barbosa (2018), most public agencies already adopt procedures considered sustainable. In several institutions, selective collection, for example, is a common practice; in some a system was adopted to avoid wasting water; Others have established that all bidding will be within sustainability criteria. Playing a strategic and fundamental role in the promotion and indication of new production and consumption patterns, it must be an example

in reducing negative socio-environmental impacts generated by its activity (A3P). This management model also aims to establish new forms of environmental education through awareness and motivation of employees, preparation of didactic-pedagogical and informative materials, and the promotion of events for a relaxed exchange of information. A consolidated planning process on a participatory basis should be the driver of strategies, that the entire system should be a collective achievement and that it should be used to increase the transparency of public actions (Kruger et al., 2011).

What the A3P Program did was to systematize in six thematic axes what is fundamental for a sustainability project, currently dispersed in several agencies: Use of natural resources; Quality of life in the workplace; Awareness of civil servants for sustainability; Sustainable procurement; Sustainable buildings ; and Solid waste management (A3P, 2020). Having similarities in some points with NBR ISO 14001 (Oliveira et al., 2020), it prioritizes as one of its principles the policy of the 5 R's: Rethinking the need for consumption; Reduce the amount consumed; Refuse to consume products that generate significant socio-environmental impacts; Reuse and Recycle all possible waste (Kruger et al., 2011). This principle guides the six thematic axes of A3P (Table 1).

Table 1

Directions of the Thematic Axes of the A3P

A3P Thematic Axes	Direction of actions
Rational use of natural resources and public goods	It aims at the rational use of natural resources and public goods. The focus is to avoid all forms of waste, using water, energy, wood with economy, in addition to reducing the consumption of paper, plastic cups, recycling fluorescent lamps.
Proper management of waste generated	It aims to promote the environmental management of waste, including partnerships with cooperatives of waste pickers to generate work and income. The objective is to motivate the reduction of waste, through the 5R's: rethink; refuse; reduce; Reuse and recycle
Quality of life in the workplace	Facilitate and satisfy the needs of workers when developing their activities, through actions for personal and professional development aimed at the use of skills; autonomy in the activity developed; social and internal integration; occupational health and other conditions.
Awareness and training of civil servants	Create and consolidate citizen awareness of socio-environmental responsibility among civil servants, with campaigns focused on socio-environmental issues. Training process for the development of institutional and individual skills, strengthening attitudes for a better performance of activities.
Sustainable Bidding (Procurement, Contracting of Services)	Ensure the acquisition of material goods and contracting services efficiently, through the requirement of sustainability criteria, stimulate competition between industries for the environmental performance of their products, obtaining lower prices and greater supply.
Sustainable Buildings	It was included in the Program in 2014, and was previously part of the previous axis. Sustainable buildings are buildings and environments that consider, from their conception, construction, operation and renovation, the use of recognized sustainability concepts and procedures.

Source: Adapted from MMA (2020) and Barbosa (2018)

A3P is an invitation to individual and collective commitment to the adoption of a public management model that corrects and reduces negative impacts generated during the workday (MMA, 2020). To achieve this goal, it is necessary to make efficient use of natural, material, financial and human resources. This model aims to put public agencies in line with the concept of producing more and better, including socio-environmental criteria in investments, purchases and contracting of services by government agencies (Almeida et al., 2017). Even though it is voluntary, adherence to A3P is encouraged for all levels of the Brazilian public administration, including educational institutions, which must become sustainable educational institutions.

2.1 ENVIRONMENTAL AGENDA IN PUBLIC EDUCATIONAL INSTITUTIONS

Higher Education Institutions (HEIs), in Brazil and in the world, serve as a model for other organizations, and are called upon to be part of the construction of a new management concept, based on sustainability (Lanzarin et al., 2018). The expectation of social groups, users of the services offered by HEIs, is that such organizations, because they have a differentiated intellectual capital and are centers that promote teaching, research and extension, can position themselves at the forefront of the processes of acquiring new values, principles and ways of functioning (Viegas et al., 2015).

According to MMA (2017), it is necessary for the university to have in all undergraduate courses in the areas of health sciences, exact sciences, agrarian sciences, human sciences, social sciences, biological sciences and technological sciences, disciplines that deal with environmental and sustainability themes, because A3P understands that society needs professionals and managers from different areas with academic training and knowledge in the environment, sustainability and socio-environmental responsibility. The professional's commitment to these topics is what will make a difference in the job market and, more importantly, in the care he will have in the face of dilemmas and challenges to preserve the planet (A3P, 2022).

What is done at the university, due to the symbolism it represents, causes effects that transcend economic and environmental aspects (MMA, 2017). The community's view will be different when it realizes that the university is implementing socio-environmental measures with A3P. It will be, mainly, a look of recognition that university management is concerned with the education of students and with life in the community and on the planet (A3P, 2022). Normally, according to Viegas et al. (2015), Sornberger et al. (2014) and Zeitoune et al. (2019), the administrative management of the public university already deals with a set of factors that concern the A3P Program. For example: people management; bidding and

purchases of durable goods and consumables; maintenance of buildings and physical spaces; waste and effluent management (MMA, 2017).

Encouraged by national and international agendas to make sustainable commitments, HEIs are conquering their prominent place, positioning themselves more strategically, developing more proactive actions at the forefront in favor of socio-environmental sustainability (Lozano et al., 2013). There are also barriers to developing sustainable work in institutions, which need to be known, understood and circumvented. It is important to emphasize that stakeholders, especially internal stakeholders, will be the major disseminators in the process, so they need to be aligned with the strategic context of changes (Barbieri & Silva, 2011; Leal Filho et al., 2015; Vallaeys, 2017).

3 METHODOLOGICAL PROCEDURES

This article is the result of a descriptive documentary research, carried out from public secondary data. This is a multiple case study with a sample consisting of the 5 Federal Institutes of the Southern Region of Brazil. The data were selected based on the last Management Report, in addition to the PDI (Institutional Development Plan) and PLS (Sustainable Logistics Plan) and other environmental information were consolidated and made available on the website of each institution.

The research assumes a descriptive character, since it observes and analyzes the adherence of the Federal Institutes to the A3P agenda, in order to evaluate its effectiveness and its status quo as a tool to support strategic management. Thus, descriptive research aims to make statements that describe aspects of a population or to analyze specific characteristics and attributes. In descriptive research "the researcher does not focus his attention on why a certain distribution is observed, but on what that distribution is". (Richardson, 2017, p.91)

As an analysis and comparison tool, a checklist adapted from Kruger et al. (2011), Luiz et al. (2013) and Almeida et al. (2017) was used. It is formed by the 52 items of the 6 thematic axes of the A3P: Use of natural resources; Quality of life in the workplace; Awareness of civil servants for sustainability; Sustainable procurement; Sustainable constructions; and Solid waste management. In addition to information about vision, mission and values. In the data analysis, we seek to identify possible congruences between the actions of this HEI with the principles defined in the A3P. From the systematized answers according to the *adopted checklist* , we sought to identify the management procedures that are in accordance with the requirements of the A3P, summarized in the qualitative analysis of the data.

All of the extracted indicators were then compiled, resulting in a comprehensive list of indicators. This list was transformed into tables, divided by axes, allowing the identification of the level of indicators found in relation to the total of the procedures specified in the A3P, evidencing those indicators that are more and less frequent. Result in the level of adhesion to the A3P Axles: NO: 0%; LOW: <=30%; MEDIUM; >30% and <=70; INCREASE > 70%; TOTAL: 100%.

The Federal Institutes are present in all Brazilian states, and have the following purposes and characteristics: to offer professional and technological education with an emphasis on regional development; promote the integration and verticalization of basic education in accordance with professional and higher education; to train professionals with a view to strengthening local productive, social and cultural arrangements; qualify teachers to offer quality education; develop extension programs and scientific and technological dissemination; conduct applied research; and to promote the development of social technologies aimed at preserving the environment (Law 11.892, 2008, art. 6).

The 6 institutes in the southern region were chosen due to the similarity of structure, facilitating the comparison of data. In total, they have 104 campuses, with 1724 courses, 11,978 servers (teachers and technicians) and 141,032 students (PNP, 2020). The 104 campuses of these Federal Institutes have a structure of a small city such as the large circulation of people, works, use of water and electricity.

4 ANALYSIS AND DISCUSSION OF THE RESULTS

After analyzing the documents, it was possible to generate Table 2, referring to the A3P checklist.

Table 2

Results of the Analysis of the Adherence of FIs to the A3P Axes

INDICATOR	IF1	IF2	IF3	IF4	IF5	IF6
Do you have environmental care mission/vision/values?	NO	M/VL**	M/VL**	M/VL**	VL*	VL*
Is the Institute a formal partner of the A3P Network?	NO	PARTIAL	PARTIAL	PARTIAL	NO	NO
AXIS 1 – Rational use of natural resources and public goods	HIGH	TOTAL	TOTAL	TOTAL	HIGH	TOTAL
AXIS 2 – Proper management of waste generated	AVERAGE	HIGH	HIGH	HIGH	AVERAGE	HIGH
AXIS 3 – Quality of life in the workplace	LOW	AVERAGE	LOW	AVERAGE	LOW	LOW

AXIS 4 – Awareness and training of civil servants	HIGH	HIGH	HIGH	HIGH	AVERAGE	AVERAGE
AXIS 5 – Acquisition of Goods	LOW	AVERAGE	HIGH	LOW	LOW	LOW
AXIS 5 – Contracting of Services	HIGH	HIGH	HIGH	HIGH	AVERAGE	HIGH
AXIS 6 – Sustainable Buildings	HIGH	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL

* Disclosure of sustainability or environmental responsibility: N – Does not mention; M – In Mission; VS – In Vision and In VL – In Values
Adherence to A3P Axles: NO: 0%; LOW: <=30%; MEDIUM; >30% and <=70; INCREASE > 70%; TOTAL: 100%

As shown in Table 2, it was identified that only 1 institution has no mention of environmental concern or sustainability in its Mission, Vision and Values statements, while 3 FIs present both mission and values. This analysis is important because these statements are fundamental for the preparation of a Strategic Plan and, more than that: these definitions are important because they serve as guidelines for all decisions to be made by managers on a daily basis and will serve as a basis for defining behaviors, and should make it very clear which path to follow, and where the company intends to go (Bianchi et al., 2013; Jacomossi & Demajorovic, 2017).

This result demonstrates a greater commitment of the Federal Institutes to their organizational objectives, when compared to the Federal Universities which, according to the study by Freitas et al. (2019) who surveyed 41 Federal Universities and only 25 had the issue of sustainability or environmental in their statements. This environmental vocation of the institutes has been since their creation in 2008, since already in the law of creation they already had as one of their purposes " to promote the production, development and transfer of social technologies, notably those aimed at the preservation of the environment" (BRASIL, 2008).

The incorporation of environmental concern in the intentions and management policies of the IEs does not always translate into effective sustainability practices in the organizational routine, demonstrating a rupture between organizational discourse and practice. A common situation in Brazilian organizations, the challenge for organizations, especially public organizations, is to go beyond the merely theoretical discourse of socio-environmental responsibility and make solid long-term commitments to environmentally responsible management (Ribeiro et al., 2015; Prado et al., 2019). Araujo et al. (2015) corroborate the idea that a paradigm review is necessary for environmental management to be truly inserted into the daily practice of public agencies.

It was verified in the second item that the Institutes are not formal partners of the A3P network in its entirety, only a few isolated campuses took this initiative. In the management

reports and PDI, the Institutes have this objective of formally following this agenda, but they have not yet put this action into practice. This, according to Wals and Jickling (2002) and Araujo et al. (2015), is justified because environmental concern is incorporated into management intentions and policies, but which do not always translate into effective sustainability practices in the organizational routine, demonstrating a rupture between organizational discourse and practice, a common situation in Brazilian organizations, because Institutions find it very difficult to overcome barriers, because there is no prioritization when allocating resources in order to transpose them, so efforts are dispersed and lose strength, making the process of formal adhesion even more difficult.

Sustainable consumption involves everything from opting for products that aim to use fewer natural resources in their production, and that can be reused or recycled, to the issue of guaranteeing decent employment for those who produced them (Souto-Maior & Bocasanta, 2019). Be aware of buying what is really necessary and consume in a sustainable, conscious, and responsible way. It is important to understand that certain consumption will have environmental and social consequences, whether positive or negative (A3P, 2022). In this sense, all institutes, even though they are not formal partners of the A3P network, showed total/high adherence to the first axis of the Rational Use of Natural Resources and Public Goods, because they use a large amount of the available resources. This is mainly due to the large flow of people, information and activities developed. Thus, they must research and develop sustainable practices in their institutional spaces, where the elimination of waste and the reduction of the consumption of natural resources must prevail, necessarily implying a change in behavior (Tauchen & Brandli, 2006). For Alshuwaikhat and Abubakar (2018), and Gazzoni et al. (2018), the institution must be environmentally sound, with the possibility of saving financial resources through rationalization in energy consumption and resource conservation, waste reduction and efficient environmental management; and it must promote equity and social justice and export these values to the community.

Federal Educational Institutions, as well as other public bodies and entities that have the challenge of managing the different types of waste generated in the performance of their activities, must observe the provisions of Decree No. 5,940/2006 and Law 12,305/2010 in the incorporation of sustainable practices in the management of solid waste, among which are recyclables, (Marques et al., 2017 and Freitas et al., 2020). In the implementation of this selective collection modality, as well as in other selective collection systems, the awareness and adherence of those responsible for waste generation (teachers, students, technical-administrative staff and outsourced workers) is a great challenge and constitutes a

determining factor for its consolidation. Social participation is a fundamental requirement for selective collection to achieve its objectives, since if the generating source does not carry out the correct separation and disposal of recyclable waste, the entire system will be compromised (Beluque et al., 2015; Bringhenti et al., 2019).

In the second axis referring to the Proper Management of Waste Generated, the adherence of most institutes to A3P is high, this is because the institutes carry out selective collection, but there are few campuses that have 5R programs, and also do not fully carry out the Solidary Selective Collection, regulated by Decree 5.940 of 2006, which instituted the separation of recyclable waste discarded by the bodies and entities of the federal public administration and its destination to the associations and cooperatives of recyclable material collectors (Brasil, 2006). Even with the decree, the institutes do not have a formal procedure to carry out this type of partnership with the waste pickers' association. Because there is no formal procedure, it is not possible to measure the efficiency and scope of solidary selective collection in the institutes.

Regarding quality of life in the workplace (QWL), most federal institutes in the southern region have low adherence to A3P. Even appearing in all management reports, the actions do not meet all the premises of the A3P, which contains at least 19 variables for full quality of life at work. The issue of physical health is the most worked on by the institutions, leaving out issues related to nutritional guidance, psychological problems and addictions, and issues of integration and prejudice. According to Pinto et al. (2014) and Klein et al. (2018), physical and psychological exhaustion, low self-esteem, pressure for results and dissatisfaction are aspects that lead to a loss of efficiency in the public service.

QWL is a very broad field. According to Klein et al. (2018), it comprises the living conditions in the work environment and encompasses aspects of well-being, health, physical, mental, and social safety, and training to perform tasks with precision and good use of personal energy. However, despite the extensive discussion and long study of the QWL issue, there is no common understanding of the factors that influence the formation and development of QWL. In addition , Liliy et al. (2015) and Pinto et al. (2014) describe that there is a lack of awareness of QWL in the academic community, and argue that a QWL balance must be maintained effectively to ensure the work potential for all civil servants and other groups. For the effectiveness of QWL, it is also necessary that the institutes have a formal program, to be constantly evaluated in order to correct errors and make continuous improvements, with programming and actions that serve all employees (Klein et al., 2018).

Moving on to the fourth axis of Awareness and Training of Civil Servants, that is, the management of people in the sense of involving them in the search for means to preserve

the environment and actions that promote institutional development in a sustainable way (Madu et al., 2017), it was found that federal institutes have a high adherence to A3P. This is due to the fact that most campuses have environmental management bodies, which deal with this awareness and training of servers, working with servers, students and outsourced workers. The high adherence to this axis also influences the high adherence to axis 2 of the Proper Management of Waste Generated, because with the community aware and trained, the waste disposal process becomes more efficient.

The adherence was not total only because once again there is no integrated program of environmental awareness and training in the institutions, and the actions are taken by internal environmental agencies, independently. According to Silva (2018), an effective and efficient training program needs the support of a management sensitive to the true sectoral needs, and its planning must be integrated, participatory, in a dynamic way, through mechanisms that allow a continuous evaluation and open to all stakeholders. Thus, sustainability must be achieved by all organizations and institutions, whether social or not. In this sense, educational institutions also have a preponderant role in the process of raising awareness in society and encouraging other agents to seek sustainable development. For Tauchen and Brandli (2006), educational institutions have assumed a prominent role in relation to the concern with the environment with the development of students and in the preparation of the provision of information to improve knowledge. For this, it is necessary that institutions incorporate sustainable practices into their actions to achieve awareness in their internal environment, such as servers, students and outsourced workers.

This awareness of the management in relation to the environmental issue also influences the actions of the fifth axis, Acquisition of Goods. Despite the efforts of the institutes to carry out sustainable bids, their adherence to this axis is still low. According to the management reports, there are environmental requirements in its purchases, but not meeting all the requirements regarding the actions defined by the fifth axis of A3P. Sustainable bidding is a process in which organizations satisfy their needs for goods, services, works and facilities, in an economical way considering the totality of life cycles with regard to the generation of benefits not only for the organization, but also for society and the economy, while minimizing the damage caused to the environment (Yaker et al, 2014; Castro & Lobato, 2020).

The Public Administration is a major consumer of goods and services with purchasing power through bidding, and, therefore, should be an example of good practices in the activities that fall to them, fulfilling their responsibility imposed by public policies (MMA, 2020). For Gallon et al. (2019), the Brazilian Public Administration seeks, through sustainable

bidding, to introduce environmental, social, and economic aspects in its routine procurement and contracting actions, fostering good management and consumption practices.

Among the main reasons for the low adhesion to this axle, the issue of price stands out. According to Castro and Lobato (2020)

Due to the constitutional principle of economy, federal institutions seek to acquire products and services at a lower cost within the requested quality. It is a fact that many sustainable products have a slightly higher cost than traditional ones, and among the reasons that lead to this high price, we can mention the technological innovation that is used in their manufacture, and the demand that has not yet reached high levels, due to the low adherence to this type of product, The market for sustainable products and services is a promising market, but it is still restricted and far from reaching a high level.

The bids for contracting services by the institutions are already more adapted to environmental issues. In this axis of Contracting Services, the institutes have a high adherence, as the bids follow rules by the Federal Government, generating a standardization of notices through outsourced service notebooks with the inclusion of socio-environmental criteria and registration of materials with the specification of products with these criteria. The insertion of ecological criteria should not be carried out at any cost, and it is up to the Public Administration to weigh the cost-benefit of the good or service to be contracted, and then decide which is the best option within its financial possibilities (Gallon et al., 2019). Even so, according to Martins (2014) and Souza and Sander (2019), there is a certain difficulty in finding suitable partners in the public service, and this is due to the fact that the contracting is carried out by bidding where the criterion for choosing the contracted company is the lowest value, and this can become a disadvantage when the chosen company does not have the competence to carry out the activities that are required and financial sustainability to honor its obligations.

Completing the axes related to contracting, it was found that in the Sustainable Constructions axis, the adherence of federal institutes to A3P is practically total. This is due to the standardization of works, by the Federal Government, through booklets of Sustainable Private Constructions and Reforms of the Ministry of the Environment. This axis treats as a priority the hiring of labor, materials, technologies and raw materials of local origin; in addition to requiring the bidder to be certified as to sustainable disposal practices or recycling of goods that are unusable for the reuse process (MMA, 2020). In this logic, the manual of Socio-environmental Management in Public Universities also presents some practical solutions: wood must be certified; the roof must not be made of asbestos; the taps must have automatic flow cut-off; The building structure must choose the use of natural light.

Contributing to this understanding, Roaf et al. (2009) point out that the options for building sustainably are broad and can be initiated with the use of a lower amount of electricity and other natural resources, planning from the construction project and the acquisition of economically viable, ecologically correct and socially fair inputs, through the research and development of construction methods and materials that emit a lower amount of CO2 into the atmosphere (which are more responsible for global warming), to the minimization of the environmental impacts caused by them, through: the reduction of waste and waste generation; the reuse of materials discarded in the environment, including plastics, wood, hardware, construction waste, etc.; the reduction of expenses with the consumption of electricity and water; the optimization of the quality of life of residents; healthy attitudes that contribute to the preservation of nature.

5 FINAL CONSIDERATIONS

This study aimed to identify the adherence of the Federal Institutes of the Southern Region to the axes of the A3P, using as a tool the search for secondary data in the websites of these institutes. With the available data, it was possible to identify that its adherence is high to the A3P axes, but there is still much to be implemented and improved, even between campuses of the same institute there is no standardization of environmental management and control processes.

Through the management reports and other documents available on the website of the Federal Institutes of the Southern Region, it was possible to identify that they have a high adherence to the axes of A3P, despite not being formal partners of this Network. This high adherence occurs due to environmental legislation for public service that has been improved since the beginning of the twenty-first century, in addition to legislation. According to Tauchen and Brandli (2006), there are significant reasons to implement environmental actions in the IFECTs, as these can be compared to small urban centers, since the campus needs basic infrastructure, water and energy supply networks, sanitation networks and rainwater collection and access roads. In addition, they involve various teaching, research, extension activities and activities related to its operation through bars, restaurants, accommodations, convenience centers, among others. As a consequence of its activities and operations, there is generation of solid waste and liquid effluents, consumption of natural resources, that is, the industrial view of inputs and outputs.

For the institutions analyzed, adherence to the A3P axes involves the training of employees and the internal public. Even without requiring significant economic investments, this ended up being a weak point for the maintenance of the programs and projects analyzed.

Results based on environmental education tend to be easily lost when not continuously reinforced, and small investments do not mean large losses if the results are interrupted. Added to this element of fragility is the perception that sustainability practices are associated with activities of secondary importance in most of the organizations analyzed. A3P installation programs and projects are rarely linked to the organization's strategic activities

The institutes with the least adherence to the axes are those that do not have environmental care in their mission/vision/values and do not have any type of partnership with AP3, leading to the conclusion that managers do not have a strategic vision about the impact of sustainability in their institution. This, as analyzed in this study, causes an incomplete education of the students, as they do not have a complete education as citizens, lack of well-being of their employees, and damage to the environment of the region where they are inserted.

A3P's challenge in consolidating itself as part of the public agency's strategic plan is in relation to the organization's core business and more long-term investments. These requirements are necessary for A3P to direct organizations to proactive environmental and social responsibility practices, which go beyond social and legal requirements. Once these challenges are overcome, A3P will demonstrate its potential to contribute to sustainable development, which can stimulate a real and lasting commitment of the management to its social and environmental responsibility.

As limitations of the study, the lack of standardization of management reports in relation to sustainability and other institutional documents can be highlighted, hindering the analysis of actions and comparison with other institutes. This lack of information and sustainability indices was also detected in other studies such as Freitas et al. (2011) and Gazzoni et al. (2018).

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