

IMPLEMENTATION OF THE UN'S 2030 AGENDA AT THE ITAPEVI PARLIAMENTARY SCHOOL

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Summary

This article aims to present the activities of the school of the parliament of Itapevi implemented towards the dissemination of the UN 2030 Agenda, through the Sustainable Development Goals, for which the school developed a simple system, that of including, in a mandatory way, the classification of its activities in a SDG, in this way it tried to involve professors and students, but it hoped that the knowledge would be transmitted to all employees and society. The article tried to present the data of this implantation through graphs. It is agreed as a bibliographical review article supported by documental research, legislation portal and data inserted here. In the theoretical framework are themes: The School of Itapevi, Economic Development, Sustainable Development Goals and the Implementation of the SDGs in the School of the Parliament of Itapevi, and at the end a conclusion about the importance of the activity, but in a realistic way it shows the size and scope of this implementation and what would be the possible ways for the SDGs to become more and more effective from the Itapevi Parliament School for the entire society of Itapevi and Brazil.

Keywords: SDG, School of Parliament, Development

INTRODUCTION

This article aims to demonstrate the implementation of the UN's 2030 Agenda at the Itapevi Parliamentary School. To do so, it presents this introduction, methodology, and theoretical framework. Subsequently, the development of the work

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is divided into four chapters: The Itapevi School, Economic Development, Sustainable Development Goals, and the Implementation of SDGs at the Itapevi Parliamentary School, followed by a conclusion.

In the chapter on The Itapevi School, government schools are presented as public institutions created with the purpose of promoting the training, improvement, and professionalization of public agents. This aims to strengthen and expand the state's execution capacity, considering the formulation, implementation, execution, and evaluation of public policies. The article discusses how the Itapevi School fits into this context and its organization based on its pedagogical political project.

Regarding economic development, this article aims to include the debate on whether the implementation of the Sustainable Development Goals (SDGs) by 2030, specifically the classification of activities of the Itapevi Parliamentary School, fulfills the role of disseminating the SDG ideas, including the potential to invigorate the local economy.

To better understand the topic, it was necessary to introduce a chapter explaining how the SDGs were developed based on the successes and challenges of the Millennium Development Goals (MDGs). While the MDGs mainly focused on eradicating extreme poverty, the SDGs have a broader approach, aiming to comprehensively address poverty eradication, hunger, health improvement, education, gender equality promotion, and climate change containment.

Thus, the decision to implement the 2030 Agenda by the Itapevi Parliamentary School was made in the year 2021. The School Council decided to include the idea of disseminating the Sustainable Development Goals (SDGs) in its pedagogical political project. This led to the classification of activities under the SDGs. In the year 2022, the same council established a system where teachers, while developing their work plans, were required to classify their activities under an SDG. This classification is made public in promotional materials for the activity, and this information is also communicated to students, with the relevant classification data presented to the reader.

As a result, it is believed that the Itapevi Parliamentary School contributes to the dissemination of the UN's Sustainable Development Goals – Agenda 2030, aiding in local development and strengthening the local economy through investment in human capital. This is achieved through training and capacitation activities for employees and the entire Itapevi community.

METHODOLOGY

During the presentations, a quantitative-qualitative research approach was considered to comprehend and explore the complexity and subjectivity of the implementation of SDGs at the Itapevi Parliamentary School.

The collection and analysis of numerical data were also employed to identify patterns and cause-and-effect relationships. The numerical results were presented through graphs.

The qualitative evaluation focused on gaining a deep understanding of the global engagement initiated with the Millennium Development Goals (MDGs), which have now transitioned into the focus on Sustainable Development Goals (SDGs). It is important to emphasize the interpretation of the meanings of each course and event conducted by the Itapevi Parliamentary School, as well as the experiences of the participants.

Document analysis and content analysis were also utilized. These techniques allowed for the collection of rich and detailed data.

Qualitative data were analyzed in an inductive manner. Themes, categories, and patterns were extracted from the data. The analysis involved identifying patterns, relationships, and interpretations, enabling a comprehensive understanding of the nuances related to the research subject.

THEORETICAL FRAMEWORK

The aim is to establish the connection that exists in understanding the role of education in promoting the Sustainable Development Goals (SDGs) by analyzing key concepts and theoretical approaches related to the UN's 2030 Agenda.

The UN's 2030 Agenda seeks to guide sustainable development efforts worldwide, addressing socioeconomic, environmental, and institutional challenges. The analysis undertaken here highlights the interdependence among various aspects of sustainable development.

Areas such as poverty eradication, zero hunger, health and well-being, quality education, gender equality, access to clean water and sanitation, clean energy, inclusive economic growth, among other subthemes, are the focus of the SDGs.

In this context, education, as a fundamental human right and an essential requirement for sustainable development, plays a central role in implementing the Agenda 2030.

Achieving the SDGs is linked to the dissemination of knowledge, values, and skills. Education can empower individuals to become agents of change.

We can refer to the works of Professor Rildo Cosson in the specific context of the Itapevi Parliamentary School. The implementation of the Agenda 2030 can occur through the integration of its training and capacity-building activities with the principles and objectives of the SDGs. The strategy of providing knowledge and promoting debate about the challenges and opportunities related to SDG implementation involving legislators and other political actors by the Itapevi Parliamentary School will be investigated and evaluated.

The integration of SDGs into the Itapevi Parliamentary School can happen through strategies like incorporating Agenda 2030-related topics into courses, lectures, and seminars, as well as promoting research projects and initiatives aligned with the relevant principles and goals.

Significant contributions by Professor Luiz Carlos Bresser-Pereira in the field of economic development will be considered for analysis. According to Bresser-Pereira, economic development is intricately linked to a country's ability to promote sustainable growth, reduce inequality, and improve its population's living conditions. The importance of an active economic policy based on state intervention, industrialization promotion, and domestic market strengthening is emphasized. The necessity of social policies and income distribution as essential components to drive economic development is also highlighted. Bresser-Pereira's approach underscores the significance of combining economic efficiency and social justice as key elements to achieve sustainable and inclusive development.

Important contributions are also presented by Carlos Frederico B. Loureiro. According to Loureiro, besides mere Gross Domestic Product (GDP) growth, economic development encompasses improving people's living conditions, reducing inequalities, and promoting environmental sustainability. It takes into account not just economic indicators but also social, environmental, and institutional aspects, thereby necessitating a multidimensional approach. The author highlights the importance of investing in human capital, technological innovation, infrastructure, and appropriate public policies to drive sustainable and inclusive economic development. The need for

a holistic and integrated view of development is also emphasized, considering both economic and social-environmental aspects to achieve balanced and enduring growth.

The Itapevi Parliamentary School can involve different stakeholders and promote transparency and accountability, encouraging citizen participation and interaction between legislators and civil society in SDG implementation. Therefore, it will also be investigated whether the Itapevi Parliamentary School contributes to sustainability, participatory governance, democracy strengthening, and economic development.

1: THE ITAPEVI SCHOOL

Legislative Schools are Government Schools, as defined in Article 39, § 2, of the Federal Constitution, introduced by Constitutional Amendment No. 19 on June 4, 1998. They are present in the National Congress, Legislative Assemblies, and City Councils. In City Councils, this is a recent phenomenon, with the Municipal Chamber of Natal's School being the pioneer in 2005. Although the constitutional text doesn't explicitly mention municipal schools, they are established based on the principle of similarity and the autonomy of Municipalities, as well as the functions and competencies of City Councils. Throughout the country, there are approximately over 350 Legislative and Accounts Schools, with 70 in the State of São Paulo. Despite this, the number is relatively small, considering that Brazil has 5,568 municipal councils. However, the movement has been gaining momentum, thanks to the pioneering work of the Brazilian Association of Legislative and Accounts Schools (ABEL), established in 2003, and local associations such as the São Paulo Association of Legislative and Accounts Schools (APEL), created in 2017, and the Potiguar Association of Legislative Schools (ASPEL), established in 2019. These states have seen a significant increase in schools following the support of these state associations.

These schools are true schools of Democracy, as stated by Rildo Cosson. Legislative schools have a dual role: a) to train public officials and legislators through courses, lectures, seminars, and events aimed at enhancing their activities in the Legislature, and b) to carry out programs focused on civic education. These programs aim to reach society as a whole and explain the role of the Legislature, Citizenship, Political Participation, and the importance of Democracy, which is closely linked to individual rights, freedom, equal opportunities, and social justice.

Having Legislative Schools signifies a quality leap in how citizens are served and in the daily performance of Legislative Houses. Topics like tenders, contracts, administrative processes, human resources, communication, public speaking, and ceremonial practices are dealt with routinely. Also, interaction with schools, youth, and society at large is achieved through programs such as Junior Councilor, Essay Competitions, Citizenship and Political Courses and Lectures, and Visiting Internships. These programs help bridge the gap between elected officials and voters and demystify politics as something beyond the reach of the citizen. Therefore, they serve a strong purpose in strengthening democracy through political education, which has, dangerously, been relegated to the background for years, potentially challenging the progress and stability achieved by democratic countries, as emphasized by Norberto Bobbio.

The belief is that the role of educating for citizenship by Legislative Schools needs to be reframed and valued, especially following the recent attacks on the Democratic State of Law that occurred on January 8, 2023, in Brasília. This event will likely be recorded in history as a highly aggressive attempt at a coup d'état, driven by a total misunderstanding of the roles of democratic institutions and a refusal to accept election results. This was backed by fake news, which undermines fundamental principles of political participation and exercising citizenship.

Since the emergence of the first legislative school in 1992 at the Legislative Assembly of Minas Gerais, it's evident that there has been a natural evolution in their approach, with various educational programs and formats falling under the scope of public servant training and civic education. Concern for public servant training isn't new; it has been a topic on the agenda of public administration since the early days of the 1988 Federal Constitution. From this theme, the need arose for the construction of a system capable of offering comprehensive courses in the public sphere.

Moving toward the future, Government Schools emerged, aiming not only to train public servants but also to promote political education for society at large.

In recent years, humanity has been experiencing profound and rapid transformations, many driven by technological advancements that significantly shape new paradigms for contemporary society. These changes also substantially impact the processes of teaching and learning. In this context of high complexity, some guiding aspects for collective life include the need for explicit humanistic ethical values, strong political awareness, democratic experience, and social commitment.

The Pedagogical Political Project (PPP) is one way to consolidate the various programs and actions of an educational and research institution. Through this collectively prepared document, broader objectives, actions to be developed, and methods to achieve the set goals are determined. To create the PPP, it's essential to have a diagnosis to understand the community's reality and subsequent discussions about objectives and goals for reflection.

The consolidation of the Pedagogical Political Project of the Itapevi Parliamentary School "Dr. Osmar de Souza" began in February 2016. Members of the School and technical staff of the Itapevi Municipal Council came together to deliberate on the institutional mission and identity based on their recent experience with the School. After identifying the mission and sharing the values that should support their actions and activities, the process of constructing this Pedagogical Political Project began. This project will be constantly refined during the School's journey of consolidation within the scope of the Itapevi Municipal Council.

In addition to formalizing the School's arrangement as defined in its legal provisions, this document outlines the conception, principles, guidelines, orientations, and educational actions to be undertaken. This includes political, pedagogical, and administrative dimensions.

The pedagogical political project aims to indicate the direction for a commitment established collectively by all its members, in fulfilling the mission defined for the School.

According to VEIGA (1998), the pedagogical project isn't merely a guiding tool for academic and administrative management. It also serves to clarify the theoretical-methodological foundations, objectives, organizational type, and methods of institutional implementation and evaluation.

Government Schools are public institutions created with the purpose of promoting the training, improvement, and professionalization of public agents. This aims to strengthen and expand the state's execution capacity, considering the formulation, implementation, execution, and evaluation of public policies.

On the other hand, in contemporary times, political education is of recognized importance and is considered one of the responsibilities of the government sector and public authorities. This is achieved through the development of various formats of political education projects. This significantly contributes to the development of the skills, values, and attitudes necessary for good citizenship.

Since November 2015, with the inauguration of the Itapevi Parliamentary School "Dr. Osmar de Souza," regulated by Municipal Law 2.369/2015, its management has aspired to establish a Pedagogical Political Project. This project, built collectively and based on the legal norms of its creation, will become an integral planning tool, guiding the School's actions and its team in order to prosper within its political and pedagogical intent.

Conceived and installed in a political and democratic environment, the Itapevi Parliamentary School "Dr. Osmar de Souza" is committed to an educational vision as a collective, participatory, democratic, and universal construction. This vision promotes personal, professional, and civic development for all participants. Additionally, it supports institutional development and strengthens the Legislative Power in Itapevi's society, as expressed by its leaders since its conception.

Hence, while respecting republican ideals and the constitutional principles of public administration (legality, impersonality, morality, publicity, and efficiency), every educational action promoted by the School should observe the following principles and values established by its collective:

"Mission:

"Contribute to the empowerment and transformation of public servants and society through civic education."

Vision:

"Be the primary reference for public servants and citizens in their pursuit of empowerment, development, enhancement, and the exercise of democratic citizenship."

Values:

"Democracy, Equality, Freedom, Secularity, Plurality, Effectiveness, Cost-effectiveness, Sustainability, Respect and Cordiality, Accessibility and Inclusion, Universality (access to participation)."

(Pedagogical Political Project of the Itapevi Parliamentary School)"

Thus, at the end of the year 2021, the School Council of the Itapevi Parliamentary School "Dr. Osmar de Souza" convened to plan for the year 2022. In alignment with its pedagogical project, the council decided to innovate by implementing the United Nations' Sustainable Development Goals (SDGs), suggesting that each activity of the School be classified under one SDG.

In 2022, the School Council determined that this action was insufficient to disseminate the SDGs effectively. Consequently, a system was introduced where teachers are required to classify their activities under a specific SDG while developing

their work plans. This classification becomes public in promotional materials for the activity, and the obligation to communicate this information to the students was also established.

As a result, it is believed that the Itapevi Parliamentary School contributes to the dissemination of the United Nations' Sustainable Development Goals - Agenda 2030. This contribution aids in local development and strengthens the local economy through investment in human capital, achieved through training and capacity-building activities for public servants and the entire community of Itapevi.

2 ECONOMIC DEVELOPMENT

In the present day, it is increasingly common for companies and governments to recognize the need to ensure economic development without harming the environment and local communities (BRÜSEKE, 1995). Sustainable economic development emerges as an approach that seeks to balance economic prosperity with environmental protection and social well-being. In this context, adopting responsible business practices, promoting social justice, innovation, and collaboration between government and the private sector are some of the ways to drive this type of development.

However, education and awareness are fundamental elements in creating a culture of sustainability and ensuring a more balanced and prosperous future for all (LOUREIRO, 2014).

Sustainable economic development is an approach aimed at economic activities that do not compromise the quality of life of people and the environment in which they are embedded. This approach seeks to create a healthy and balanced social and economic environment, where current needs are met without impairing the ability of future generations to meet their own needs (BRÜSEKE, 1995).

The sustainable economic development approach takes into account the interdependence between the natural environment, the economy, and society, recognizing that environmental degradation, social inequality, and economic recession are interconnected problems that require joint solutions. Therefore, this approach seeks to integrate economic prosperity with environmental protection and social well-being, promoting balanced development (GOMES, 2018).

The challenges for implementing sustainable economic development are many. Striking a balance between economic, social, and environmental interests can be difficult to achieve and often requires significant changes in how the economy is organized and managed. Additionally, implementing these changes often demands cooperation among different sectors of society, ranging from businesses and governments to non-governmental organizations and the general population.

However, sustainable economic development presents opportunities for creating new business models and promoting innovation. Adopting sustainable practices can make companies more efficient, reduce costs, and enhance brand image, attracting more environmentally conscious consumers. Furthermore, innovation can lead to the development of clean technologies and the creation of new employment opportunities. Therefore, sustainable economic development can be seen as an opportunity to promote economic growth, social justice, and environmental protection, benefiting all individuals and future generations (BRESSER-PEREIRA, 2014).

Sustainable economic development is an approach to economic prosperity that aims to minimize negative impacts on the environment and local communities. This approach seeks to integrate economic prosperity with environmental protection and social well-being. Instead of pursuing economic growth at any cost, sustainable economic development aims to ensure that progress is balanced and that the needs of both present and future generations are met (BRESSER-PEREIRA, 2008).

One of the most important ways to promote sustainable economic development is through the adoption of responsible business practices. This includes implementing sustainability policies such as reducing energy and water consumption, minimizing waste, and reducing greenhouse gas emissions. Companies that adopt these practices can become more efficient, reduce costs, and at the same time, improve their image with consumers.

Furthermore, sustainable economic development requires the promotion of social justice. This means that all individuals should have access to the necessary resources and opportunities to achieve economic prosperity. This can include investing in education and training, social assistance programs, and promoting diversity and inclusion in the workplace (BRESSER-PEREIRA, 2008).

When all individuals have equal opportunities, society as a whole benefits.

Promoting innovation is also a crucial aspect of sustainable economic development. Innovation can lead to creative solutions for economic and environmental issues, such as the development of clean technologies and the creation of new sustainable business models. Additionally, innovation can help improve efficiency and productivity, reducing costs and creating new employment opportunities (PINSKY, 2015).

Sustainable economic development can also be driven through public policies and government initiatives. This may include implementing stricter environmental regulations, providing incentives for companies adopting sustainable practices, and promoting investments in clean energy and other sustainable technologies (PINSKY, 2015). When the government and the private sector work together for sustainable economic development, significant results can be achieved.

Lastly, education and awareness are fundamental to sustainable economic development. People need to understand the impacts their actions have on the environment and society and be willing to make changes to minimize these impacts. Education can help create a culture of sustainability, which is crucial for achieving a more prosperous and balanced future (LOUREIRO, 2014).

In this way, the present article aims to examine whether the implementation of the Sustainable Development Goals (SDGs) system for 2030, specifically the classification of activities of the Itapevi Parliamentary School, fulfills the role of disseminating SDG ideas, including revitalizing the local economy.

3 SUSTAINABLE DEVELOPMENT GOALS

Delving into the realm of SDGs, it is important to contextualize their emergence. In September 2000, the United Nations established the Millennium Development Goals (MDGs), stemming from the Millennium Declaration. This declaration was signed by leaders from 189 countries, committing to collaborate in combating extreme poverty and promoting human development by the year 2015.

The MDGs were a set of eight specific and measurable goals established to guide global development efforts. They represented an ambitious endeavor to address key challenges affecting billions of people worldwide, such as poverty, hunger, health, education, gender equality, and the environment.

The eight Millennium Development Goals were:

- Eradicate extreme poverty and hunger.
- Achieve universal primary education.
- Promote gender equality and empower women.
- Reduce child mortality.
- Improve maternal health.
- Combat HIV/AIDS, malaria, and other diseases.
- Ensure environmental sustainability.
- Develop a global partnership for development.

The MDGs marked a significant milestone in mobilizing global and national efforts toward human development. Despite yielding mixed results in different countries and areas, they led to substantial progress over the 15 years of implementation.

The success and lessons learned from the Millennium Development Goals laid the foundation for the development of the Sustainable Development Goals (SDGs), established in 2015. The SDGs expanded the scope and ambition of the MDGs, seeking broader, integrated, and inclusive sustainable development.

The idea of Sustainable Development Goals (SDGs) emerged during the United Nations Conference on Sustainable Development held in Rio de Janeiro, Brazil, in 2012, known as Rio+20. In this conference, leaders from around the world gathered to discuss issues related to sustainable development.

The Sustainable Development Goals (SDGs) are as follows:

- End poverty.
- Zero hunger and sustainable agriculture.
- Good health and well-being.
- Quality education.
- Gender equality.
- Clean water and sanitation.
- Affordable and clean energy.
- Decent work and economic growth.
- Industry, innovation, and infrastructure.
- Reduced inequalities.

Sustainable cities and communities.
 Responsible consumption and production.
 Climate action.
 Life below water.
 Life on land.
 Peace, justice, and strong institutions.
 Partnerships for the goals.

The observed results thus far have been promising, leading to the creation of a working group led by the UN Secretary-General, with representatives from various countries, to develop a global agenda for sustainable development.

Kronemberger (2019) emphasizes that when analyzing results, the methodology by which indicators are formulated is significant:

"Countries are also encouraged to develop their own set of indicators focusing on specific aspects of national, regional, or local relevance. In an effort to facilitate the implementation of the global indicator framework, at the 3rd meeting of the IAEG (Inter-Agency and Expert Group on SDG Indicators), a classification of indicators into Tiers was adopted based on the existence of methodology and data for their production, as follows:

Tier I: The indicator is conceptually clear, has internationally established methodology and standards, and data are regularly produced by countries for at least 50% of countries and the population in each region where the indicator is relevant.

Tier II: The indicator is conceptually clear, has internationally established methodology and standards, but data are not regularly produced by countries.

Tier III: The indicator does not have internationally established methodology and standards, but the methodology is being (or will be) developed, or the indicator is being tested."

A report was elaborated that established the principles for the post-2015 agenda. September 2015 marked the commencement of this endeavor, when world leaders officially adopted the 2030 Agenda for Sustainable Development during the United Nations Summit on Sustainable Development in New York.

This agenda laid out the 17 Sustainable Development Goals and their associated targets. According to Oliveira Neto (2022), public policies are essential conditions for the successful attainment of the SDGs by each adherent country. To that end, he brings forth different concepts of their applicability:

"Thus, it is possible to notice how the three concepts - policy convergence, policy diffusion, and policy transfer - have different meanings since their respective births, although they are related in some ways. Because of this, there is a plurality in the use of these terms. To avoid the lack of specification of terms, it is considered here that both policy transfer and policy diffusion are

concepts associated with policy dissemination processes that possibly result in an increase in policy similarities between countries. Thus, policy transfer, given the movement of knowledge transfer from one time to another or from one space to another, can result in greater policy convergence. Similarly, policy diffusion, especially through intermediary mechanisms associated with interdependence among actors and the communication of a policy, can also lead to policy convergence.”

The SDGs were developed based on the successes and challenges of the Millennium Development Goals (MDGs). The MDGs primarily focused on eradicating extreme poverty, while the SDGs take a more comprehensive approach, aiming to comprehensively address the eradication of poverty, hunger, health improvement, education, gender equality promotion, and climate change mitigation.

4 IMPLEMENTATION OF SDGs AT THE ITAPEVI PARLIAMENT SCHOOL

As previously discussed, the Itapevi Parliament School has been a reference not only in fulfilling its institutional mission but also in aligning its actions established in 2016 with its pedagogical political project and the SDGs.

Information provided on its official website indicates that in the year 2022 alone, 39 (thirty-nine) activities, including courses and programs, were developed.

A preliminary analysis highlights the course on School Management, linking it to SDG 4. As previously explained, the Itapevi Parliament School is concerned with its structuring, particularly regarding quality educational guidelines.

Similarly, the Official Writing course provides educational parameters not only to the employees but also to the entire community, offering guidance for effective communication.

Following the same educational path, now focusing on public servants, the Ceremonial and Protocol course reflects managers' concern for standardizing official procedures when executing formal events with predominantly external audiences.

In the same vein, the Brazilian Sign Language (Libras) course, now open to the external public as well, seeks to bring communication parity to individuals, which is also practiced during course execution, prioritizing accessibility.

The same concern is evident during the conduct of Forums, discussion spaces for specific topics, which undoubtedly propagate education, as their content is made available on the internet for future reference.

Further addressing education, the programs "Young Councilor" and "Masters" are found. In the "Young Councilor" program, the education of adolescents is supplemented, emphasizing the role of each State power, with an emphasis on the responsibilities of the Legislative branch and citizenship concepts.

The "Masters" program aims to supplement the academic education of municipal employees, equipping them and reflecting a quality improvement in service provision to the population.

The concern with SDG 8 is evident in the training of the Internal Accident Prevention Committee, the Occupational Safety and Health in the Workplace course, and the Internal Week of Occupational Accident Prevention.

The promotion of reducing inequalities (SDG 10) can be seen in accessibility training for employees, the Accessibility, Diversity, and Inclusion Forum, and the Accessible Content Workshop.

The school also did not overlook important discussions related to SDG 15, as evidenced by the Animal Defense Forum.

The community was also remembered with the execution of the Culture Forum and the creation of the Legislative Choir.

The discussion on gender equality (SDG 5) was addressed during the Women's Entrepreneurship Forum.

The Review of the 2030 Agenda solidified the pursuit of establishing partnerships between the Legislative branch and the community, consolidating the "Young Councilor" program.

The Legislative Process course is related to SDG 16. This course strongly emphasizes strengthening legal security, as proper observance of technical parameters during legislative drafting will avoid doubts in the correct execution of a normative command.

Similarly, the New Public Procurement Law course provides public servants with an understanding of legislative innovations in public purchasing, preventing inconsistencies that could be questioned by external oversight bodies.

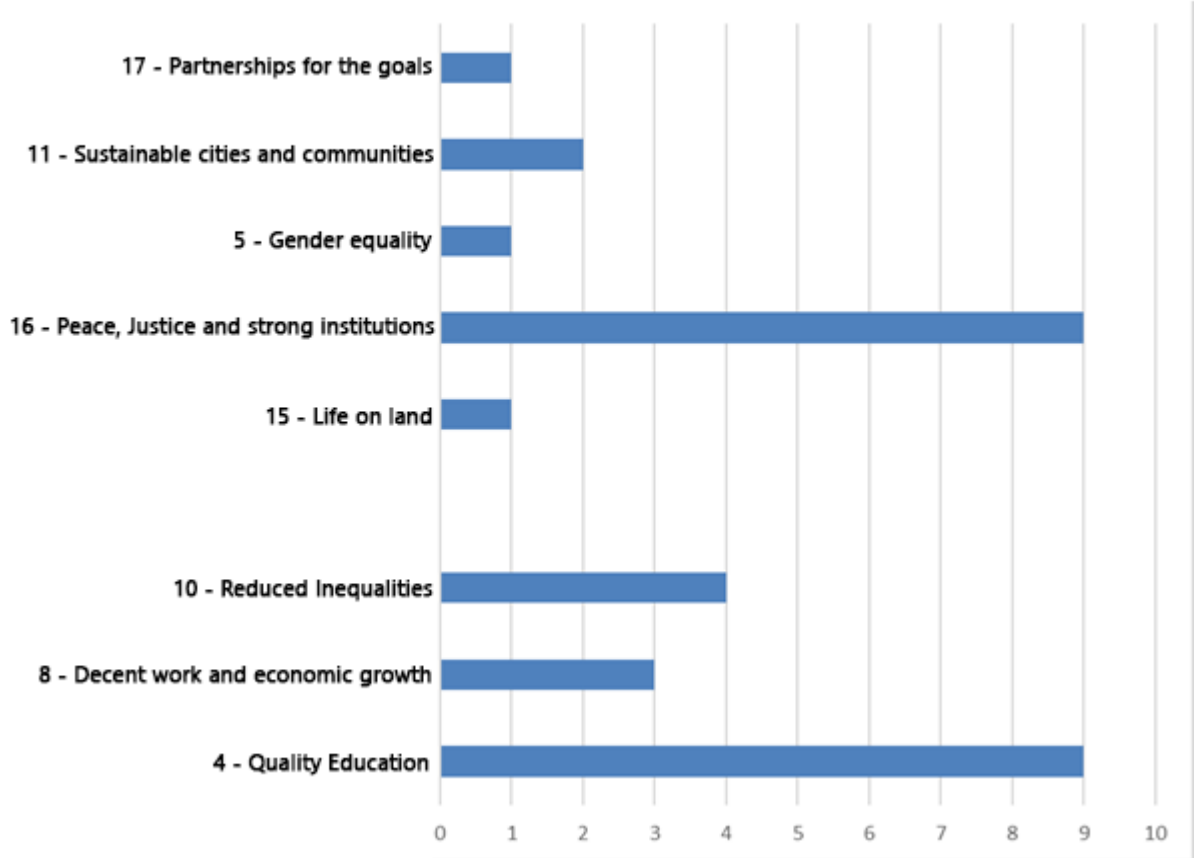
The concern for continually establishing foundations aligned with legal security also permeated the execution of courses and events: Brazilian Budget Structure, Budget Preparation and Execution, Public Finance Fundamentals, Misinformation in democratic societies, Management of archivist content from the perspective of the LAI and LGPD, Training in Ombudsman in Public Administration, Public Security and

Peace Culture Forum, Seminar on the 2022 Elections, Public Policies and Citizenship, From democracy collapse to possibilities of recovery, Nonviolent Communication Course, Podcast: Launch of Citizenship & Politics Notebook, Podcast - Launch of Parliamentary Journal II, Journalistic Text and Public Communication Workshop.

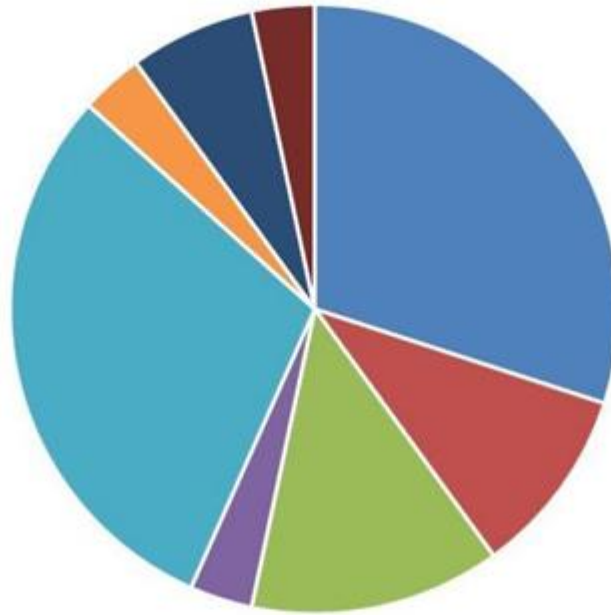
Considering the above, it is undeniable that the Itapevi Parliament School has fulfilled and continues to fulfill its role of disseminating SDG ideas, not only by investing in human capital but also by consistently striving to fulfill its institutional mission of qualifying public servants and providing relevant information to the community. This undoubtedly reflects an expansion of the dynamics of the local economy.

ATTACHMENT I – GRAPHS AND CHARTS

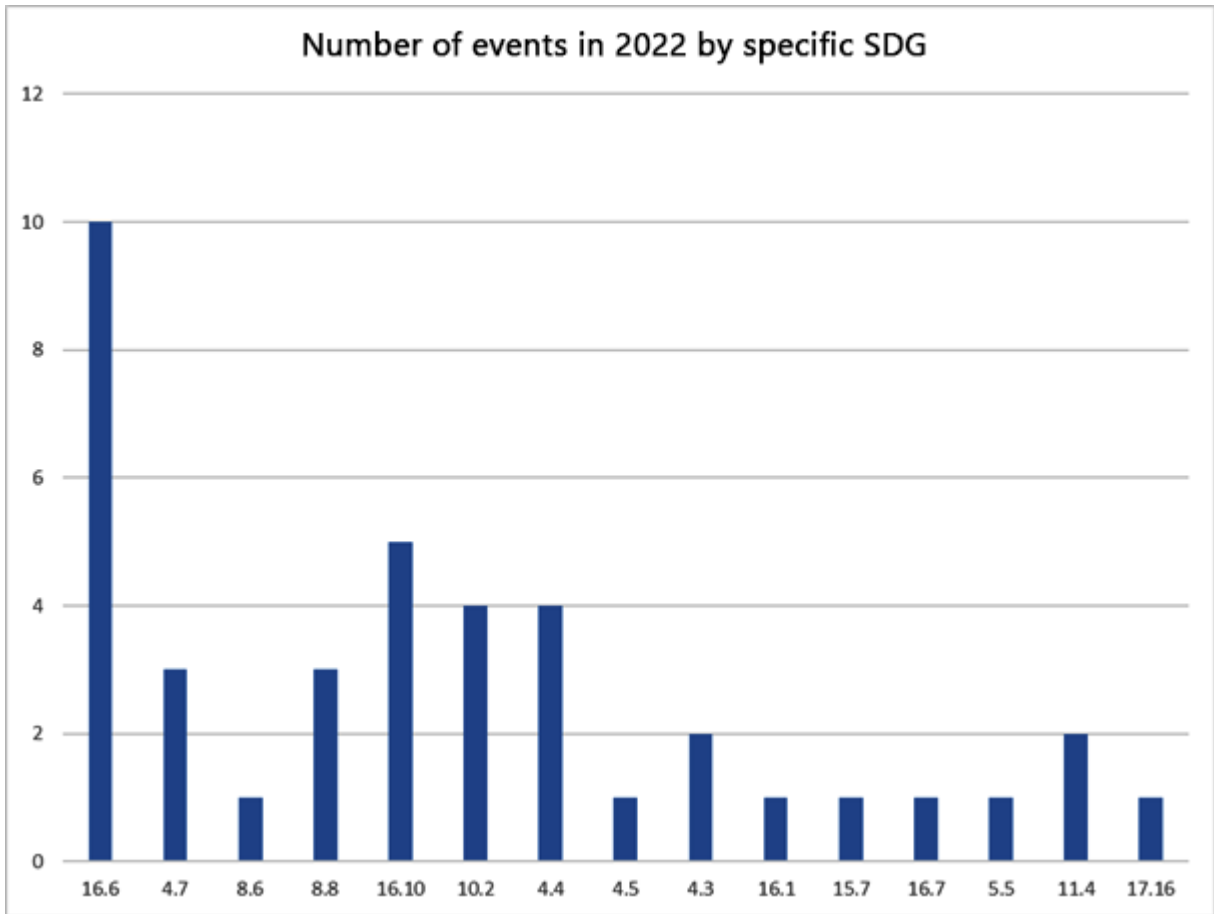
Number of events in 2022 by SDG



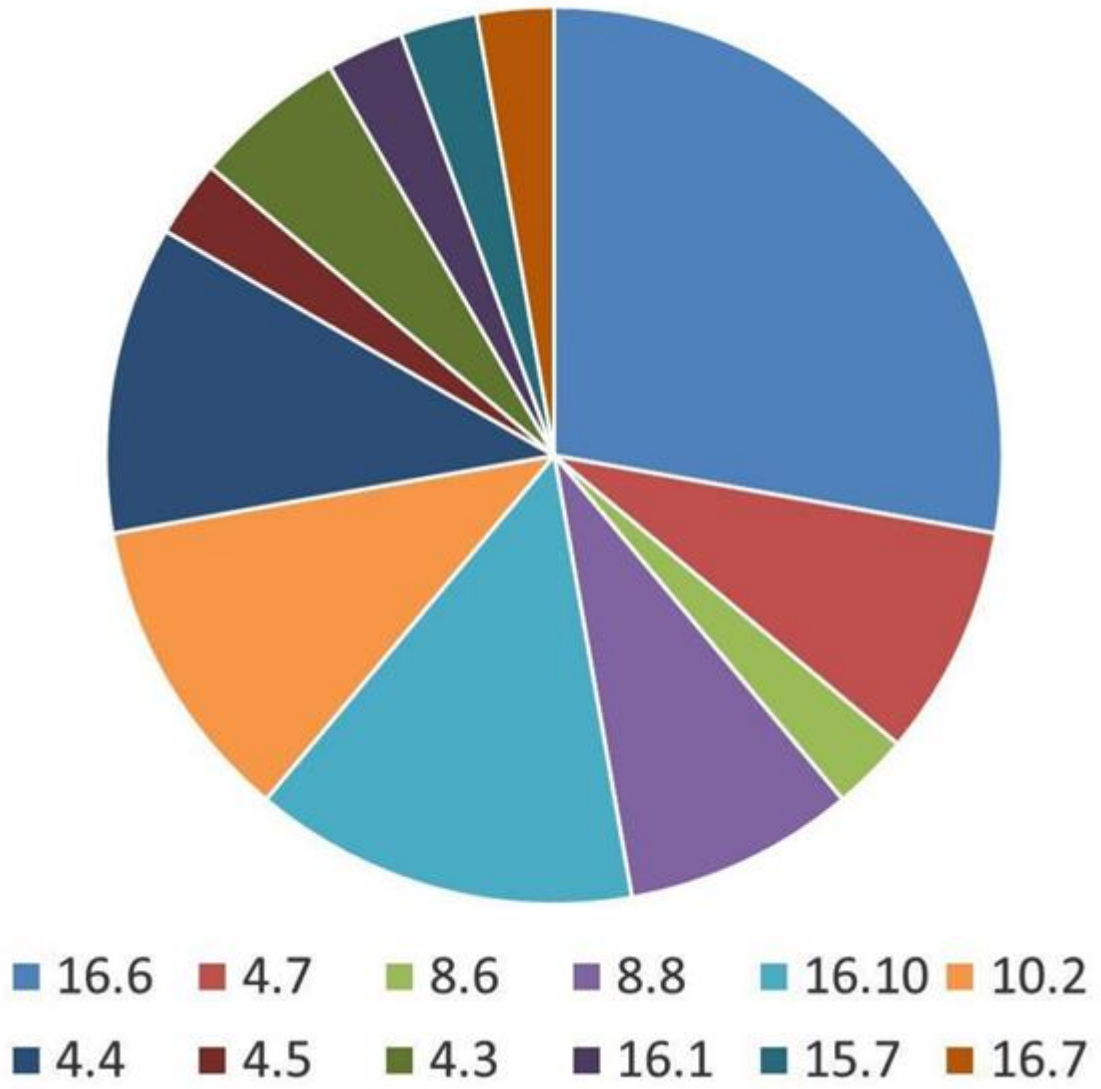
Events in 2022 by SDG



- 4 - Quality Education
- 8 - Decent work and economic growth
- 10 - Reduced Inequalities
- 15 - Life on land
- 16 - Peace, Justice and strong institutions
- 5 - Gender equality
- 11 - Sustainable cities and communities
- 17 - Partnerships for the goals



Events in 2022 by specific SDG



CONCLUSION

There are likely several reasons why the United Nations Sustainable Development Goals (SDGs) may be little known and effective in Brazil. Lack of awareness: many people in Brazil may not be aware of the SDGs and their importance. The dissemination of information about the SDGs may be limited, especially among the general population, resulting in limited knowledge on the subject. Additionally, the inherent communication challenges in a vast country like Brazil, coupled with the everyday issues citizens face, often relegate the SDGs to the background.

However, here lies the paradox. The UN's Sustainable Development Goals should be at the forefront of Brazil's public policy agenda, and their dissemination and effectiveness could lead to medium-term transformation by 2030, as envisaged.

By broadly focusing their objectives on social issues such as eradicating poverty, hunger, improving health, education, promoting gender equality, and addressing climate change, the SDGs could represent a significant shift in economic development conditions and consequently an enhancement of the country's social circumstances.

In this context, the Itapevi Parliament School, a government school, modestly contributes to the dissemination of SDG ideas. As a public entity, it fulfills its role through education, introducing the debate into society, and showcasing the existence of the goals and the need for their fulfillment, thereby exerting pressure on the government.

It is evident that the implementation of the SDGs at the Itapevi Parliament School is a small-scale activity when viewed in terms of its potential influence on Brazilian society and local development. Nevertheless, it holds great value as it not only brings the debate to the Itapevi arena but should also influence numerous government schools across the country to follow suit. The Itapevi school is considered a model among legislative schools in the country, having received numerous awards from the Brazilian Association of Legislative and Accounts Schools (ABEL).

It is hoped that the implementation of the SDGs by the Itapevi Parliament School will not be limited to what is described in this article. Courses should be conducted, authorities should be held accountable, economic development should be measured, and awareness of the goals should increase year by year. With this approach in mind, the Itapevi school submitted this project for presentation at the 6th Edition of the SAEG - Week of Government School Evaluation, scheduled for September 14-15, 2023, in Geneva, Switzerland, with the aim of receiving international cooperation to enhance its SDG dissemination activities.

Thus, the Itapevi School aligns with SDG 16 by promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, responsible, and inclusive institutions at all levels. It also aligns with SDG 17 by strengthening means of implementation and revitalizing the global partnership for sustainable development.

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