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Callu Ribeiro Ferreira Pedreira e Andrade Bamberg

Juliana Marques Ramos

Luciane Paula Vital

Daniella Camara Pizarro

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Permeability of the SDG Book Club in Portuguese Language in public policies towards reading in Brazil and Portugal

*Callu Ribeiro Ferreira Pedreira e Andrade Bamberg*¹

*Juliana Marques Ramos*²

*Luciane Paula Vital*³

*Daniella Camara Pizarro*⁴

ABSTRACT: The study aims to investigate whether the books of the SDG Book Club in the Portuguese Language have permeability in the public policies toward reading in Brazil and Portugal. It describes the main public policies towards reading in these two countries: the National Reading Plan (PNL), in Portugal, and the National Book and Teaching Material Program (PNLD), in Brazil. It also aims to contextualize the SDG Book Club, a project that aims to use books as tools to stimulate the interaction of children between 6 and 12 years with the concepts of the Sustainable Development Goals (SDGs) of the 2030 Agenda. Regarding the procedures, this research is based on the documental analysis of the Catalogs of the SDG Book Club in Portuguese, the Catalog of the PNL

¹ Federal University of Santa Catarina, Florianópolis, Brazil.
E-mail: callubamberg@gmail.com | ORCID ID: <https://orcid.org/0000-0002-1717-1223>

² Santa Catarina State University, Florianópolis, Brazil.
E-mail: juliana.m.amos.97@gmail.com | ORCID ID: <https://orcid.org/0009-0007-6931-6571>

³ Federal University of Santa Catarina, Florianópolis, Brazil.
E-mail: luciane.vital@ufsc.br | ORCID ID: <https://orcid.org/0000-0003-2526-227X>

⁴ Santa Catarina State University, Florianópolis, Brazil.
E-mail: daniella.pizarro@udesc.br | ORCID ID: <https://orcid.org/0000-0003-3544-8529>

of Portugal, and the Catalog of PNLD of Brazil. Of the 102 SDG Book Club titles in Portugal's Portuguese, 63 were in the PNL. SDG14 was the most covered with the most titles in the public policy analyzed, with 7 titles. Of the 175 SDG Book Club titles in Brazilian Portuguese, 37 were in the PNLD. SDGs 5 and 10 were the most covered with the most titles in the public policy analyzed, with 7 titles each. The presence of SDG Reading Club books in school bibliographies increases the scope of access to such books, and, consequently, the impact that the SDGs may have on future generations. It is relevant to address the SDG themes through reading with children and young people, since they will be responsible for the future of the planet and will be able to become active citizens in their communities, stimulating and practising actions aimed at global sustainable development.

KEYWORDS: SDG Book Club. Reading Public Policies. 2030 Agenda . Sustainable Development.

INTRODUCTION

The United Nations (UN) 2030 Agenda establishes 17 Sustainable Development Goals (SDGs) to resolve environmental, social, and economic issues at a global level by the year 2030. After the launch of the Agenda in 2015, several institutions around the world demonstrated support for the cause and, among them, the International Federation of Library Associations and Institutions (IFLA). The participation of this institution highlights the social role that libraries can have in society, contributing to achieving objectives for the sustainable development of the planet through projects and activities developed by librarians, together with users of information units.

Since the launch of the 2030 Agenda, new studies on the topic have emerged in the context of Library Science and Information Science and new projects have been created to strengthen the movement, including the SDG Book Club, a project created by the UN, with the support of the International Publishers Association (IPA). The result of the Club is the publication of a list of children's books that address each of the 17 SDGs of the 2030 Agenda. A separate section of the club was created for books in Portuguese. Among the countries that speak the language, Brazil and Portugal were selected, becoming part of the SDG Book Club in Portuguese Language.

In this article, we sought to identify whether the books of the SDG Book Club in Portuguese Language are present in the main public policies towards reading in Brazil and Portugal, as we recognize that such actions enable access to books and promote the democratization of reading, leading to books available to the population. The inclusion of SDG Book Club books in school collections expands the scope of access to these books, thus increasing the potential impact of the Sustainable Development Goals (SDGs) on future generations. Finally, the relevance of addressing the themes of the SDGs through reading among children and young people stands out, since these individuals will be the protagonists of the future of the planet. They have the potential to become active citizens in their communities, stimulating and practicing actions aimed at sustainable development at a global level.

This paper describes the main public policies towards reading in these two countries: the National Reading Plan (PNL), in Portugal, and the National Book and Teaching Material Program (PNLD), in Brazil. It also aims to contextualize the SDG Book Club.

Of the 102 SDG Book Club titles in Portuguese in Portugal, 63 were located in the PNL. SDG14 - Life Below Water was the most covered with the most titles in the public policy analyzed, with 7 titles. Of the 175 SDG Book Club titles in Brazilian Portuguese, 37 were located in the PNLD. SDG5 - Gender Equality and 10 - Reduced Inequalities were the most covered with the most titles in the public policy analyzed, with 7 titles each.

LITERATURE REVIEW

2030 AGENDA

In 2000, leaders representing UN member countries met and established the 8 Millennium Development Goals, which focused on global development at an environmental, economic, and social level.

During the fifteen years after the objectives were established, significant progress was made. According to the United Nations Information

Center for Brazil (2021), poverty has been decreasing worldwide, the number of children attending primary school has increased and child deaths have fallen drastically. Furthermore, access to drinking water was significantly increased and investment targets to combat malaria, AIDS and tuberculosis saved millions of people.

Thus, it was proven that the measures taken after establishing objectives led to real progress in the development of the planet, bringing positive changes to people's lives. However, the objectives were not completely achieved. Therefore, a new agenda was created to continue the SDGs, now with a focus on sustainability: The 2030 Agenda, with 17 objectives for sustainable development, subdivided into 169 goals. The 2030 Agenda was discussed at the UN General Assembly (where member countries and civil society negotiated their contributions) and launched in September 2015 during the Sustainable Development Summit (United Nations, 2015). The Agenda consists of the following objectives:

Figure 1: Sustainable Development Goals



Source: United Nations. (2015). *The 17 goals | sustainable development*. United Nations. <https://sdgs.un.org/goals>

Once the Agenda was presented, the importance of its objectives can be seen, which cover, in general, social, environmental, and economic issues essential to sustainable development and society's quality of life. The 169 goals contained in the 17 Sustainable Development Goals specify and explain the objectives even better, bringing basis and integrity to them. It is also important to highlight that achieving a goal can positively influence other goals, bringing benefits that connect and strengthen each other. And one of the ways to achieve these goals is through reading, especially in the formation of children and adolescents.

SDG BOOK CLUB

Launched in 2019, at the Bologna Children's and Youth Book Fair, the SDG Book Club is a project created by the UN, with the support of the International Association of Publishers (IPA), which aims to "use books as a tool that encourages children between 6 and 12 years old to interact with the principles of the Sustainable Development Goals" (Brazil United Nations, 2021), through the dissemination of a list of books from various parts of the world that address themes linked to the SDGs. Initially, the project only included books written in the official UN languages: Arabic, Chinese, English, French, Russian and Spanish. However, in 2020, the movement began to develop the SDG Book Club in other languages, including Portuguese.

SDG BOOK CLUB IN PORTUGUESE LANGUAGE

Among the language-speaking countries, only two were selected to form the SDG Portuguese Language Book Club: Brazil and Portugal (United Nations, 2021). In September 2020, entities from the publishing market from both countries came together to make the project viable (Universidade Federal de Goiás, 2021).

According to the United Nations Brazil (2021), the UN invited the Brazilian Book Chamber (CBL) and the National Children's and Youth Book Foundation (FNLIJ) to develop the project in Brazil. The Brazilian

Federation of Associations of Librarians, Information Scientists and Institutions (FEBAB) also participated in the project, working mainly in preparing the catalog of selected books.

In Portugal, the club's founding partners were the General Directorate of Books, Archives and Libraries (DGLAB), the Portuguese Association of Editors and Booksellers (APEL) and the Portuguese Association of Librarians, Archivists, Information and Documentation Professionals (BAD). The selection of books was carried out by DGLAB (General Directorate of Books, Archives and Libraries, 2020).

Thus, in the 2nd half of 2021, the titles selected to make up the SDG Book Club in Portuguese Language were announced: 175 books from Brazil and 102 books from Portugal.

PUBLIC POLICIES TOWARDS READING

There is no fully recognized definition for the term “public policies”, there are authors who elaborate on its definition: Secchi (2016) and Gasparini (2016). Secchi (2016, p.2, our translation) provides the following definition: “a public policy is a guideline designed to face a public problem”. Gasparini (2016), in an attempt to untangle the issue, points out: “As politics, we will understand the art of governing or deciding the conflicts that characterize social groupings” (Gasparini, 2016, p.19, our translation), while “How public, let us understand what belongs to a people, something related to collectivities” (Gasparini, 2016, p.19, our translation). Based on these definitions, it can be inferred that public policy “would be the intentional government action that aims to meet the needs of the community” (Gasparini, 2016, p.19, our translation).

Studies indicate low reading rates in Brazil and Portugal. Among the Portuguese, more than half do not maintain the habit of reading, 61% did not read any book in the year before the study was carried out (Instituto de Ciências Sociais, 2020). In Brazil, there are around 100 million readers, who make up 52% of the population, between 2015 and 2019 there was a reduction of 4.6 million readers (Instituto Pró Livro, 2020). Such data

reinforce the need for public policies aimed at disseminating books and reading.

BRAZIL'S PNLD

Since 1997, the main public policy aimed at encouraging reading, distributing books and teaching support material in Brazil was the PNBE, which had its last distribution of books in 2014, after a gap, in 2017 the program was replaced by the PNLD Literary (Santos & Gonçalves, 2023). A branch of the National Book and Teaching Material Program (PNLD), created from Decree nº 9,099/2017, where all Book Programs were unified.

The PNLD is a public policy implemented by the National Education Development Fund (FNDE) and the Ministry of Education, aimed at evaluating and making didactic, pedagogical and literary books available in a systematic, regular and free manner, being one of the largest distribution programs of books in the world (Brasil, 2018a).

Continuing as a free book distribution program, PNLD Literary was created with the aim of unifying the actions of acquisition and distribution of didactic and literary books, previously carried out individually by PNLD (educational books) and PNBE (literary books), serving children and young students of Basic Education in the public network, on a universal and free basis (Brasil, 2018b).

PNLD Literary provides a guide to books that goes through an evaluation process based on several criteria, such as children's literature should contribute to the development of a taste for reading, stimulating the imagination and expanding knowledge of the world (Brasil, 2018a). Teachers select titles based on the book guide, and the school receives the materials throughout the school year. Annually, PNLD Literary publishes its edition alternately, each year focused on a segment (education level). In PNLD 2018 the Initial Years of Elementary Education (1st to 5th year) were covered, in PNLD 2020 the Final Years of Elementary School (6th to 9th year), in PNLD 2021 High School, and in PNLD 2022 Early Childhood Education.

PORTUGAL'S PNL

The National Reading Plan (PNL) is a public educational policy created in 2006, following the results of Portuguese students in the International Student Assessment Program (PISA), which demonstrated Portugal's persistent delay in reading (Vilar, 2016).

The current PNL is expected to run until 2027, sanctioned by Resolution of the Council of Ministers no. 48-D/2017, and is made up of an inter-ministerial commission, which includes members from the ministries of Education, Culture, Science, Technology and Teaching Superior and Territorial Cohesion, the PNL aims to “implement and develop public reading policies in the area of reader training” as well as “promote the taste, habits and reading skills of the Portuguese population” (Plano Nacional de Leitura, 2017, our translation). The PNL:

has developed diverse and far-reaching work with schools and the community over the last 15 years. With the mission of promoting reading habits and increasing the population's literacy levels, the PNL designs and executes plans, projects, own actions, and actions in partnership with the various stakeholders with responsibility in these areas and supports reading agents from different sectors of society. (Plano Nacional de Leitura, 2023b, our translation).

Its mission aims to enable the Portuguese population to expand reading skills and habits, strengthening their personal, professional, social, and cultural development, becoming “more critical and autonomous citizens, contributing to a culture of civic and democratic demand” (Plano Nacional de Leitura, 2017, our translation).

At the school environment, the PNL has been supporting schools on different fronts: in the provision of books, resources, materials, and training, and also in the execution of initiatives, projects and activities, aimed at mediating and promoting reading at different levels of education.

RESEARCH METHODS AND OBJECTIVES

The research question that guides this study was formulated as follows “what are the books of the SDG Book Club in Portuguese Language listed in the main public policies toward reading in Brazil and Portugal?”

The study aims to investigate whether the books of the SDG Book Club in the Portuguese Language have permeability in the main public policies toward reading in Brazil and Portugal. Therefore, the objective of this study is to identify whether the books of the SDG Book Club in the Portuguese Language are listed in the PNL and PNLD catalogs.

The research was based on the qualitative and quantitative approach. For Prodanov and Freitas (2013, our translation),

qualitative research considers that there is a dynamic relationship between the real world and the subject, that is, an inseparable link between the objective world and the subject's subjectivity that cannot be translated into numbers. [...] Such research is descriptive. Researchers tend to analyze their data inductively. The process and its meaning are the main focus of the approach. (p.70).

According to Alves (2003), quantitative research starts from parameters and is metric, assuming the use of statistics. The research procedures that make it qualitative and quantitative will be characterized below.

Regarding procedures, this is research based on documentary analysis of the SDG Book Club Catalogs in Portuguese, the National Book Plan Catalog (PNL) and the National Book and Teaching Material Program Catalog (PNLD). For Pádua (1997, p.62, our translation), documentary research is that “carried out from documents, contemporary or retrospective, considered scientifically authentic (not fraudulent); it has been widely used in social sciences”.

In the PNL catalog, the Club's titles present in the editions available online were collected (Before 2017, 2017, 2018 1st semester, 2018 2nd semester, 2019 1st semester, 2019 2nd semester, 2020 1st semester, 2020

2nd semester, 2021 1st semester, 2021 2nd semester, 2022 1st semester, 2022 2nd semester, and 2023 1st semester).

In the PNLD catalog, the Club's titles present in editions published since Decree nº 9,099, of July 18, 2017, which unified the acquisition and distribution actions of textbooks and literary books (with the exception of the 2019 edition, in which no literary collection was located). The clippings of the documentary survey were prepared according to the publication characteristics of each public policy edition.

The number of books per SDG was analyzed, within the SDG Book Club in Portuguese Language, making a comparison between the focus of titles from Brazil and Portugal. The SDG Book Club titles present in each policy analyzed were collected, in addition to the name of the author(s), the SDG to which each title belongs, the edition in which the title was included and the age group category indicated. The focus of each public policy in relation to the SDGs to which their titles belong was also analyzed.

FINDINGS

Firstly, we sought to identify the SDGs on which the Portuguese Language Book Club focuses. In other words, we seek to discern which SDGs are most addressed through title suggestions, providing several opportunities to address topics related to the 2030 Agenda with children.

Table 1: Number of titles per SDG

SDG	SDG Book Club in the Portuguese Language - Brazil	SDG Book Club in the Portuguese Language - Portugal
SDG 1 - No Poverty	9	4
SDG 2 - Zero Hunger	2	5
SDG 3 - Good Health and Well Being	8	5

SDG 4 - Quality Education	17	9
SDG 5 - Gender Equality	27	7
SDG 6 - Clean Water and Sanitation	2	7
SDG 7 - Affordable and Clean Energy	2	4
SDG 8 - Decent Work and Economic Growth	4	7
SDG 9 - Industry, Innovation and Infrastructure	2	6
SDG 10 - Reduced Inequalities	20	6
SDG 11 - Sustainable Cities and Communities	15	8
SDG 12 - Responsible Consumption and Production	12	6
SDG 13 - Climate Action	5	5
SDG 14 - Life Below Water	8	8
SDG 15 - Life on Land	23	7
SDG 16 - Peace, Justice and Strong Institutions	18	4
SDG 17 - Partnerships for the Goals	1	4
Total	175	102

The Brazilian edition of the Book Club focused mainly on SDG 5 - Gender Equality, SDG 15 - Life on Land and SDG 10 - Reduced Inequalities, with 27, 23 and 20 titles, respectively. On the other hand, in the Portuguese edition of the Book Club, SDG 4 - Quality Education, SDG 11 - Sustainable Cities and Communities and SDG 14 - Life Below Water stood out, with 9, 8 and 8 titles, respectively.

In relation to the total volume of titles, the Brazilian SDG Portuguese Language Book Club presents a higher number of titles compared to the Portuguese edition, accounting for 175 titles against 102, respectively.

PERMEABILITY OF THE SDG BOOK CLUB IN PORTUGUESE LANGUAGE IN PUBLIC POLICIES TOWARDS READING IN BRAZIL AND PORTUGAL

Concerning the permeability Of SDG Book Club in Portuguese Language within the main public reading policy in Brazil, of the 175 SDG Book Club titles in Brazilian Portuguese, 37 were in the PNLD. When crossing the titles from the Club's catalog with the PNLD catalogues, the following titles were identified:

Table 2: SDG Book Club titles present in the PNLD.

SDG 1 – NO POVERTY			
Title	Author	Public policy edition	Age group
Da minha janela	Otávio Júnior	PNLD 2022 - Childhood education	Preschool/Mixed
SDG 3 – GOOD HEALTH AND WELL-BEING			
Title	Author	Public policy edition	Age group
O menino que amava o passupreto	Adriano Messias	PNLD 2018 - Early grades of Elementary school	4º and 5ª grades
SDG 4 – QUALITY EDUCATION			
Title	Author	Public policy edition	Age group
Os casamentos da dona baratinha	Elma	PNLD 2022 - Childhood education	Preschool/Mixed
Palavras sapecas	Katia Canton	PNLD 2022 - Childhood education	Preschool/Mixed

Direitos do pequeno leitor	Patricia Auerbach	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Rosa	Odilon Moraes	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
SDG 5 – GENDER EQUALITY			
Title	Author	Public policy edition	Age group
Caderno sem rimas da Maria	Lázaro Ramos	PNLD 2018 - Early grades of Elementary school	4º and 5ª grades
Coisa de menina ou coisa de menino?	Pri Ferrari	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Pinóquia	Jean Claude R. Alphen	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
As aventuras de sargento verde	Helena Gomes	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
Layla, a menina síria	Cassiana Pizaia; Rima Awada; Rosi Vilas Boas	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
Princesas, bruxas e uma sardinha da brasa: contos de fadas para pensar sobre o papel da mulher	Helena Gomes; Geni Souza	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
A valentia das personagens secundárias	Stella Maris Rezende	PNLD 2021 – High School	High School - 1º to 3º grade
SDG 7 – AFFORDABLE AND CLEAN ENERGY			
Title	Author	Public policy edition	Age group
No corredor dos cobogós	Paula Fábrio	PNLD 2021 – High School	High School - 1º to 3º grade

SDG 8 – DECENT WORK AND ECONOMIC GROWTH			
Title	Author	Public policy edition	Age group
Se os tubarões fossem homens	Bertolt Brecht	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
SDG 10 – REDUCED INEQUALITIES			
Title	Author	Public policy edition	Age group
Amarelindo	Adriano Messias	PNLD 2022 - Childhood education	Preschool/Mixed
A boca da noite	Criatino Wapichana	PNLD 2018 - Early grades of Elementary school	4º and 5ª grades
A cor de Coraline	Alexandre Rampazo	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Gente de cor, cor de gente	Maurício Negro	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Macapacarana	Giselda Laporta Nicolelis	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
As aventuras de sargento verde	Helena Gomes	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
Layla, a menina síria	Cassiana Pizaia; Rima Awada; Rosi Vilas Boas	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
Princesas, bruxas e uma sardinha da brasa: contos de fadas para pensar sobre o papel da mulher	Helena Gomes; Geni Souza	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
A valentia das personagens secundárias	Stella Maris Rezende	PNLD 2021 – High School	High School - 1º to 3º grade

SDG 7 – AFFORDABLE AND CLEAN ENERGY			
Title	Author	Public policy edition	Age group
No corredor dos cobogós	Paula Fábrio	PNLD 2021 – High School	High School - 1º to 3º grade
SDG 8 – DECENT WORK AND ECONOMIC GROWTH			
Title	Author	Public policy edition	Age group
Se os tubarões fossem homens	Bertolt Brecht	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
SDG 10 – REDUCED INEQUALITIES			
Title	Author	Public policy edition	Age group
Amarelindo	Adriano Messias	PNLD 2022 - Childhood education	Preschool/Mixed
A boca da noite	Criatino Wapichana	PNLD 2018 - Early grades of Elementary school	4º and 5ª grades
A cor de Coraline	Alexandre Rampazo	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Gente de cor, cor de gente	Maurício Negro	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Macapacarana	Giselda Laporta Nicolelis	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
O Menino Nelson Mandela	Viviana Mazza; Maurício Negro; Paolo D’Altan; Silvana Cobucci Leite	PNLD 2020 - Final Years of Elementary School	8º and 9ª grades
Um lençol de infinitos fios	Susana Ventura	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades

SDG 11 – SUSTAINABLE CITIES AND COMMUNITIES			
Title	Author	Public policy edition	Age group
O que tem no bairro de Ana?	Ana Cristina Melo	PNLD 2022 - Childhood education	Preschool/Mixed
SDG 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION			
Title	Author	Public policy edition	Age group
Carona	Guilherme Karsten	PNLD 2022 - Childhood education	Preschool/Mixed
Gigi e Napoleão	Cláudia Ramos	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Terra de cabinha: pequeno inventário da vida de meninos e meninas do Sertão	Gabriela Romeu	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
SDG 13 – CLIMATE ACTION			
Title	Author	Public policy edition	Age group
Cadê os bichos?	Cris Eich	PNLD 2022 - Childhood education	Preschool/Mixed
O amuleto da chuva	Maté	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
SDG 15 – LIFE ON LAND			
Title	Author	Public policy edition	Age group
A alma secreta dos passarinhos	Paulo Venturelli; Elisabeth Teixeira	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Chove chuva: aprendendo com a natureza - sabedoria popular	Magali Queiroz	PNLD 2018 - Early grades of Elementary school	4º and 5ª grades

Poemas da minha terra Tupi	Maté	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
O olho do lobo	Daniel Pennac	PNLD 2020 - Final Years of Elementary School	6º and 7ª grades
SDG 16 – PEACE, JUSTICE AND STRONG INSTITUTIONS			
Title	Author	Public policy edition	Age group
Cada um no seu lugar	Denise Rochael	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Paz	Angela Leitre de Souza	PNLD 2018 - Early grades of Elementary school	1º to 3ª grade
Memórias de um adolescente brasileiro na Alemanha nazista	Elisabeth Loibl	PNLD 2020 - Final Years of Elementary School	8º and 9ª grades
Você é livre!	Dominique Torrès	PNLD 2020 - Final Years of Elementary School	8º and 9ª grades
Lampião e o vovô da vovó na cidade de Mossoró	Marcela Fernandes de Carvalho	PNLD 2021 – High School	High School - 1º to 3º grade

SDGs 5 - Gender Equality and 10 - Reduced Inequalities were the most covered with the most titles in the analyzed public policy, with 7 titles each. Finally, SDGs 2 - Zero Hunger, 6 - Clean Water and Sanitation, 9 - Industry, Innovation And Infrastructure, 14 - Life Below Water, and 17 - Partnerships for the Goals have no titles from the club in the PNLD.

In relation to the age groups most covered in the Club's titles located in the PNLD, the Early Years of Elementary School (1st to 5th year), which serves children aged 6 to 10, had the most titles, with 14 located. The PNLD 2018 document, aimed at this segment, divides its collections between Elementary Education - 1st to 3rd Year, and

Elementary Education - 4th and 5th Year, the first had 10 Club titles located and the second with 4 titles.

Then, the Final Years of Elementary School (6th to 9th year) which serves children aged 11 to 14, with 13 localized titles. The PNLD 2020 document, aimed at this segment, divides its collections between Elementary Education - 6th and 7th year, and Elementary Education - 8th and 9th year, the first had 10 Club titles located and the second with 3 titles.

Early Childhood Education in Brazil is divided between Nursery, for children up to 3 years of age, and Preschool, for children from 4 to 5 years of age. The PNLD 2022 document, aimed at this segment, divides its collections between Daycare I - Babies (0 to 1 year and 6 months) - Daycare II - Very young children (1 year and 7 months to 3 years and 11 months) and Preschool

Young children aged 4 and 5. In addition to offering mixed collections, which can be used by more than one segment. 7 Book Club titles were located for this level of education, all oriented by the PNLD for collections for Pre-School or mixed collections.

For the High School age group, which serves young people between 15 and 17 years old, 3 titles were found.

Concerning the permeability Of SDG Book Club in Portuguese Language within the main public reading policy in Portugal, of the 102 ODS Book Club titles in Portuguese in Portugal, 63 were located in the PNL. When crossing the titles from the Club's catalog with the PNL catalogues, the following titles were identified:

Table 3: SDG Book Club titles present in the PNL.

SDG 1 – NO POVERTY			
Title	Author	Public policy edition	Age group
O Príncipe feliz	Oscar Wilde	Before 2017	Over 18 years old - Fluent

Os Miseráveis	Victor Hugo	Before 2017	12-14 years old - Fluent
As vinhas da ira	John Steinbeck	Before 2017	15-18 years old - Fluent
SDG 2 – ZERO HUNGER			
Title	Author	Public policy edition	Age group
Sopa de pedra	Cas Willing	Before 2017	9-11 years old - Middle
A surpresa de Handa	Eileen Browne	Before 2017	6-8 years old - Initial
Lobo grande e lobo pequeno	Olivier Tallec	Before 2017	3-5 years old - Pre reader
SDG 3 – GOOD HEALTH AND WELL-BEING			
Title	Author	Public policy edition	Age group
Viagem à volta do meu quarto	Xavier de Maistre	Before 2017	15-18 years old - Fluent
A Peste	Albert Camus	Before 2017	15-18 years old - Fluent
SDG 4 – QUALITY EDUCATION			
Title	Author	Public policy edition	Age group
Máquina	Jaime Ferraz	2017	6-8 years old – Initial
A coisa terrível que aconteceu a Barnaby Brocket	John Boyne	Before 2017	12-14 years old - Fluent
Ecologia	Joana Bértholo	2019 2.º Sem.	15-18 years old - Fluent /Over 18 years old - Fluent
SDG 8 – DECENT WORK AND ECONOMIC GROWTH			
Title	Author	Public policy edition	Age group
Os bebés da água: conto de fadas para um bebé terreno	Charles Kingsley	Before 2017	12-14 years old - Fluent
O custo de vida	Deborah Levy	2019 2.º Sem.	Over 18 years old - Fluent

Se isto é um Homem	Primo Levi	Before 2017	15-18 years old - Fluent
Ratos e Homens	John Steinbeck	Before 2017	15-18 years old - Fluent
SDG 9 – INDUSTRY INOVATION AND INFRASTRUCTURE			
Title	Author	Public policy edition	Age group
Esteiros	Soeiro Pereira Gomes	2021 2.º Sem.	12-14 years old – Fluent/ 15-18 years old - Fluent /Over 18 years old - Fluent
A construção do mundo	Fábio Monteiro	2018 2.º Sem.	3-5 years old - Pre reader / 6-8 years old Initial
Da Terra à Lua	Júlio Verne	Before 2017	12-14 years old – Fluent
Admirável mundo novo	Aldous Huxley	2022 1.º Sem.	15-18 years old - Fluent /Over 18 years old - Fluent
As cientistas: 52 mulheres intrépidas que mudaram o mundo	Rachel Ignatofsky	2018 2.º Sem.	12-14 years old – Fluent/15-18 years old - Fluent /Over 18 years old - Fluent
SDG 10 – REDUCED INEQUALITIES			
Title	Author	Public policy edition	Age group
A ilha	João Gomes de Abreu	Before 2017	9-11 years old - Middle
Os direitos das crianças	Os direitos das crianças	Before 2017	3-5 years old - Pre reader / 6-8 years old – Initial
Meninos de Todas as Cores	Luísa Ducla Soares	Before 2017	3-5 years old - Pre reader
As cartas da prisão de Nelson Mandela	Nelson Mandela	2019 2.º Sem.	Over 18 years old - Fluent
SDG 11 – SUSTAINABLE CITIES AND COMMUNITIES			
Title	Author	Public policy edition	Age group
Conta-quilómetros	Madalena Matoso	2017	Over 18 years old - Fluent

A rua dos sinais diferentes	José Fanha	2017	3-5 years old - Pre reader / 6-8 years old – Initial
Greta Thunberg : uma história incrível : está nas nossas mãos salvar o planeta!	Valentina Giannella	2019 2.º Sem.	9-11 years old - Middle / 12-14 years old – Fluent/15-18 years old - Fluent
As cidades invisíveis	Italo Calvino	Before 2017	15-18 years old - Fluent
SDG 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION			
Title	Author	Public policy edition	Age group
Sementes à solta	Fernanda Botelho	Before 2017	3-5 years old - Pre reader
Comprar, comprar, comprar	Luísa Ducla Soares	Before 2017	9-11 years old - Middle
O meu pé de laranja lima	José Mauro de Vasconcelos	Before 2017	12-14 years old – Fluent
O mundo à beira de um ataque de nervos	Matt Haig	2019 2.º Sem.	15-18 years old - Fluent /Over 18 years old - Fluent
Capital	Afonso Cruz	Before 2017	9-11 years old - Middle /12-14 years old – Fluent
A grande fábrica de palavras	Agnès De Lestrade	Before 2017	9-11 years old - Middle
SDG 13 – CLIMATE ACTION			
Title	Author	Public policy edition	Age group
Lá fora: guia para descobrir a natureza	Maria Ana Peixe Dias; Inês Teixeira do Rosário	Before 2017	12-14 years old – Fluent
SDG 14 – LIFE BELOW WATER			
Title	Author	Public policy edition	Age group
Irmã, ouves o azul profundo do mar?	Gilda Nunes Barata	2021 1.º Sem.	6-8 years old – Initial
Plasticus maritimus, uma espécie invasora	Ana Pêgo; Isabel Minhós Martins	2018 2.º Sem.	6-8 years old – Initial /9-11 years old - Middle /12-14 years old – Fluent

Descobri um esconderijo	Maria Teresa Maia Gonzalez	Before 2017	6-8 years old – Initial
Roubar ao mar	Carmen Zita Ferreira	2020 2.º Sem.	6-8 years old – Initial /9-11 years old - Middle
Mar: ativadário	Ricardo Henriques	Before 2017	6-8 years old – Initial
Moby Dick	Herman Melville	2018 2.º Sem.	15-18 years old - Fluent /Over 18 years old - Fluent
O dia em que o mar desapareceu	José Fanha	Before 2017	3-5 years old - Pre reader / 6-8 years old – Initial
SDG 15 – LIFE ON LAND			
Title	Author	Public policy edition	Age group
Sou o lince - ibérico: o felino mais ameaçado do mundo	Maria João Freitas	2018 1.º Sem.	12-14 years old – Fluent/15-18 years old - Fluent /Over 18 years old - Fluent
O Livro da Tila	Matilde Rosa Araújo	Before 2017	6-8 years old – Initial
O que há neste lugar?: guia de exploração da paisagem	Maria Manuel Pedrosa	2019 2.º Sem.	6-8 years old – Initial /9-11 years old – Middle / 12-14 years old – Fluent
SDG 16 – PEACE, JUSTICE AND STRONG INSTITUTIONS			
Title	Author	Public policy edition	Age group
Uma questão de azul escuro	Margarida Fonseca Santos	Before 2017	9-11 years old – Middle
Por favor, não matem a cotovia	Lee Harper	Before 2017	9-11 years old – Middle
As aventuras de Robin dos Bosques	Roger Lancely Green	2019 1.º Sem.	12-14 years old – Fluent/15-18 years old - Fluent /Over 18 years old – Fluent
SDG 17 – PARTINERSHIPS FOR THE GOALS			
Title	Author	Public policy edition	Age group
Cem sementes que voaram	Isabel Minhós Martins	2018 1.º Sem.	3-5 years old - Pre reader / 6-8 years old – Initial

SDG14 - Life Below Water was the most covered with the most titles in the public policy analyzed, with 7 titles. The SDGs least covered were SDG13 – Climate Action and SDG17 – Partnerships for the goals, both with 1 title each.

Among the Club's 63 books found in the PNL, 14 are recommended for pre-readers (children aged 3 to 5) and 21 for children aged 6 to 11, an age group determined as the target audience for the titles of SDG Book Club. The rest of the titles found are recommended for fluent readers aged 12 to 18 (23 titles) and over 18 years of age (5 titles).

In relation to the period in which they were included in the PNL, more than half of the 63 books (35) were included in the "Before 2017" editions. From 2017 to 2019, 21 Club titles were included in the PNL. From 2020 to 2022, 7 titles were included.

DISCUSSION

Although the list of the Brazilian SDG Book Club in Portuguese Language presents more titles than the Portuguese edition (175 titles and 102 titles, respectively), fewer Club titles were located in Brazilian public policy than in Portuguese public policy.

It is observed that the criterion of indicating the age range of 6 to 12 years was not followed for a considerable part of the titles selected by Portugal to compose the SDG Book Club in Portuguese Language. According to the General Directorate of Books, Archives and Libraries (2020), this difference in relation to the age group is due to the participation of the Portuguese Association of Librarians, Archivists, Information and Documentation Professionals (BAD) in the selection of the Club's works which, "in addition to the UN SDG Book Club, it expanded the scope of the action and also selected works aimed at an adult audience, thus enhancing the original initiative."

The PNLD's education level indications are in line with the age group that the Club seeks to reach, focusing mainly on Elementary Education, with 27 of the 37 titles raised.

Furthermore, Portugal's PNL demonstrates that it is in compliance with the SDGs, despite not mentioning the SDG Book Club, it released a document that confirms its concern with the cause of the SDGs. Simultaneously with the development of this work, the project "Books PNL2027 and the SDGs" was published on the PNL page, with the aim of presenting "a broad set of reading suggestions to learn about each of the seventeen objectives and as a motto for reflection on the same." (Plano Nacional de Leitura, 2023a).

The PNL focuses mainly on the SDG related to Life Below Water, while the PNLD covers focuses mainly on the SDG related to Gender Equality. Furthermore, we underline that the PNL presents titles from all of the Book Club's SDGs, while the PNLD covers 12 of the 17 SDGs. In this way, the principles of the SDGs that the Book Club seeks to disseminate are mostly included in the main public policies in Brazil and Portugal.

The main limitation of the research was the scarcity of previous studies on the subject, which could contribute to an in-depth literature review.

CONCLUSION

We emphasize that the presence of these titles in public policies is an initiative of the institutions that govern them and is not linked to the SDG Book Club.

The titles selected for the SDG Book Club were released in 2021 and most of the titles raised in public policies were included before this date. However, from now on, it would be interesting to have a dialogue between the institutions responsible for the Book Club and those responsible for developing public policies toward reading, to encourage children's interaction with the principles of the SDGs through reading.

The present study achieved the proposed objectives, however, the development of new studies on the topic is suggested, since the SDG Book Club can be a tool with the potential to stimulate the search for sustainability from a young age. As suggestions for possible themes, we

point to the analysis of the works of each SDG and the PNL document that suggests titles to work on the objectives of sustainable development.

Finally, the presence of SDG Book Club books in schools' bibliographical references, increasing the scope of access to such books, and consequently increasing the impact that the SDG may have on future generations. It is relevant to address SDG themes through reading with children and young people, since they will be responsible for the future of the planet and will be able to become active citizens in their communities, stimulating and practicing actions aimed at global sustainable development.

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