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# THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT: A READING OF PUBLIC POLICY IN THE KEY OF THE SCHOOL LIBRARY

AGENDA 2030 PARA O DESENVOLVIMENTO SUSTENTÁVEL: UMA LEITURA DE POLÍTICA PÚBLICA NA CLAVE DA BIBLIOTECA ESCOLAR


AGENDA 2030 PARA EL DESARROLLO SOSTENIBLE: UNA LECTURA DE POLÍTICA PÚBLICA LA CLAVE DE LA BIBLIOTECA ESCOLAR

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<sup>1</sup>Claudio Marcondes de Castro Filho

<sup>1</sup>*Universidade de São Paulo*

## *Correspondência*

<sup>1</sup>Claudio Marcondes de Castro Filho   
Universidade de São Paulo  
São Paulo, SP  
E-mail: [claudiomarcondes@ffclrp.usp.br](mailto:claudiomarcondes@ffclrp.usp.br)



**JITA:** DE. School libraries.

**Submitted on:** 07/11/2017

**Accepted on:** 11/06/2018

**Published on:** 27/08/2018

**RESUMO:** Este artigo apresenta os 17 Objetivos de Desenvolvimento Sustentável (ODS), programa da Organização da Nações Unidas que visa transformar o mundo. Essa apresentação é interpretada à luz dos parâmetros da biblioteca escolar. A articulação entre o desenvolvimento sustentável e os objetivos da biblioteca escolar permite situar as contribuições no âmbito mais amplo de uma política pública para a educação. Essa articulação gerou alguns pressupostos como: possibilitar o aumento do índice de leitura; a biblioteca escolar deve fazer parte do movimento social que busca efetivar as políticas públicas educacionais e culturais; fornecer instrumental necessário para a formação, o desenvolvimento e o aprimoramento das competências do aluno; abrir um espaço de criação e de compartilhamento de experiências. Como conclusão, entendemos que a existência da biblioteca escolar pode contribuir para propor soluções para os objetivos do desenvolvimento sustentável.

**PALAVRAS-CHAVE:** Biblioteca escolar. Desenvolvimento sustentável. Educação - Biblioteca. Política pública.

**ABSTRACT:** This article presents the 17 Sustainable Development Objectives (ODS), a United Nations program that aims to transform the world. This presentation is interpreted in light of the parameters of the school library. The articulation between the sustainable development and the objectives of the school library allows to place the contributions in the broader scope of a public policy for education. This articulation generated some assumptions such as: enable the increase of reading index; the school library should be part of the social movement that seeks to implement educational and cultural public policies; provide the necessary tools for the formation, development and improvement of the student's competences; open a space for creating and sharing experiences. In conclusion, we believe that the existence of the school library can contribute to propose solutions for the objectives of sustainable development .

**KEYWORDS:** School library. Sustainable development. Education - Library. Public policy.

**RESUMEN:** Este artículo presenta los 17 ODS (Objetivos de Desarrollo Sostenible), programa de la Organización de las Naciones Unidas para transformar el mundo. Esta presentación se interpreta a la luz de los parámetros de la biblioteca escolar. La articulación entre el desarrollo sostenible y los objetivos de la biblioteca escolar permite situar las contribuciones en el ámbito más amplio de una política pública para la educación. Esta articulación generó algunos supuestos como: posibilitar el aumento del índice de lectura; la biblioteca escolar debe formar parte del movimiento social que busca efectivizar las políticas públicas educativas y culturales; proporcionar instrumental necesario para la formación, el desarrollo y el perfeccionamiento de las competencias del alumno; abrir un espacio de creación y de compartir experiencias. Como conclusión, entendemos que la existencia de la biblioteca escolar puede contribuir a proponer soluciones a los objetivos del desarrollo sostenible.

**PALABRAS CLAVE:** Biblioteca escolar. Desarrollo sostenible. Biblioteca - Educación. Política pública.

## 1 INTRODUCTION

The year 2015 could go down in history as the year of definition of the 17 Sustainable Development Objectives (SDO), a global action program to improve the living conditions of peoples and the planet, set at a summit conference of the Organization of the United Nations (UN), held in New York from 25 to 27 September. This was a new agenda for action planned for 2030, based on the progress and lessons learned from the eight Millennium Development Goals (MDGs) between 2000 and 2015.

The agenda is the fruit of the joint work of governments and citizens around the world to create a new global model that can end poverty, promote prosperity and well-being for all, protect the environment and combat climate change. Since then, the United Nations has developed forms of cooperation and partnerships with governments, civil society and other social actors in order to make such an ambitious project possible.

This paper intends to present and describe the origins of the 17 SDO and specifically the characteristics of SDO 4 "Quality Education", which aim to transform the world, and interpret them in the light of the parameters of the school library. These parameters will also be considered according to the concepts presented in the Guidelines for the School Library (2015) of the International Federation of Library and Librarians Associations (IFLA), which deals with the objectives, orientations, human resources collections, educational programs, and support to school libraries to assist school library professionals and educational decision-makers in their efforts to ensure that all students and teachers have access to effective school library programs and services provided by qualified professionals, and other relevant references, such as the IFLA Guidelines on Public Library Services (2013), which addresses its mission, objectives, financial, collections, human resources, management and marketing.

For this research exploratory research was used to develop and elucidate concepts and ideas about sustainable development and the school library, which involve bibliographical and documentary research. According to Gil (1999, p. 43), this method aims to "provide an approximate general view of a certain fact". For Marconi and Lakatos (2006), the bibliographical research uses documentation of diverse nature and published in different supports.

This research intends to configure a point of view that may be unique and original, in the expectation of contributing to the debate on some aspects of Brazilian education. It also intends to propose ways of thinking about and tackling the search for alternatives to improve the quality of life understood as culture and education of children and young people, extracts that form the matrix of new generations and hopes for a better country. The articulation between the objectives of sustainable development and the objectives of the school library makes it possible to situate the analysis in the broader scope of a public policy, since it places the role of the school library in the arena of sustainable development, that is, as an active

agent in the constitution of a more socially just world.

## 2 MILLENNIUM DEVELOPMENT GOALS

Based on the 17 Sustainable Development Goals (SDOs), the 8 Millennium Development Goals (MDGs) aim to improve human lives and improve social, cultural, economic and educational conditions in the world.

The first objective is to "eradicate hunger and extreme poverty" (MDG 1), as the UN Secretary-General's report (March 2010) emphasized that "the number of people in hunger increased from 842 million in 1990/92 to 1.02 billion people in 2009 "(CENTRO, 2010). However, according to the State of Food Security and Nutrition Report in the World 2017 (2017), after a decade-long downward trajectory, world hunger appears to be increasing again, currently affecting 11% of world population. In addition to the increase in the proportion of the world's population suffering from chronic hunger (prevalence of malnutrition), the number of undernourished people on the planet also increased to 815 million, compared with 777 million in 2015. The report also points out that, as reflected in MDG 2, one of the biggest challenge the world faces is how to ensure that a growing global population - projected to increase to around 10 billion by 2050 - has enough food to meet its nutritional needs. Although the sources are diversified in relation to the increase of undernourished people, the number is still very high.

In 2012, Brazil reduced poverty and hunger: from 25.5% in 1990 to 3.5%. In 2012, the proportion of those living in extreme poverty between an illiterate-led family and a family whose leader had a college degree was 11: 1. In 1990, the chance was 144 times higher for the first case (PROGRAM, 2015a). According to the United Nations document entitled Thematic Documents: Sustainable Development Objectives 1 · 2 · 3 · 5 · 9 · 14, Brazil in 2014 reduced to less than 5% the population living under undernourishment conditions, a limit below which is considered that the hunger ceases to be a structural problem for the country.

Considering the indices adopted by the UN for monitoring SDO 1, Brazil reached international and national targets, and was one of the countries that most collaborated to achieve this goal.

The second objective presents, within the educational framework, proposals for "achieving universal primary education" (MDG 2), so that all children complete a full course of primary education. In Brazil, the search for the universalization of primary education focused on expanding compulsory access. In 2012, young people aged 15 to 24 with at least six full years of study made up the 84% range. In 1990, the share was 59.9% (PROGRAM, 2015b). For children from 7 to 14 years of age, the inequality of access to school was overcome due to the universal education policies that reduced the lack of educational services.

The third objective is to "promote gender equality and empower women" (MDG 3), so that women can achieve better job opportunities in civil society and politics. According to the Global Gender Gap Report (2017), that year Brazil fell to 90th place in the World Economic Forum's ranking on equality between men and women in 144 countries. In 2016, the country was in 79th place, in 2015, 85th, and in 2006 (first edition of the survey), 67th. Even with "modest improvements" in economic terms and with relative parity in health and education indicators, Brazilian women were still faced with challenges in the area of political representation. In the sub-index "Political Empowerment", Brazil fell from 86th place to 110th. Of 513 federal deputies, 51 are women (10% of the total). Of the 81 senators, 13 are women (16%). Under the government of President Michel Temer, of 28 ministers, 2 are women (7%). The report pointed out that the average income of women was equivalent to 58% of the income of men (same index of 2016). The "average salary in 2017 was \$ 11,132 for women and \$ 19,260 for men." In the Latin American economic scenario, Brazil was in the worst position, behind "Argentina (33rd), Colombia (36th), Peru (48th), Uruguay (56th), Chile (63rd) and Mexico (81th)." Brazilian women have better rates of health and education. For each pupil of higher education, the students had 1.4 of the vacancies. Regarding life expectancy, "women had 67.8 years and men, 63.1 years" (ALVARENGA, 2017, p.1).

The fourth objective is to "reduce child mortality" (MDG 4). Some statistical data showed that this reduction was taking place in developing regions, but that this reduction would have to be improved. According to the United Nations Children's Fund (UNICEF) report (2017), every day in 2016, 15,000 children died before the fifth birthday, with 46% dying within the first 28 days of life. The report Levels and trends in child mortality shows that the proportion of deaths in the first 28 days of life increased from 41% to 46%, were 5.6 million in 2016 and 9.9 million in 2000. If trends are stable, 60 millions of children will die before the fifth year of life between 2017 and 2030, half being born. This is analyzed by the report published by UNICEF (2017).

The fifth objective is to "improve maternal health" (MDG 5). Research by the United Nations Development Program (UNDP) (PROGRAM, 2015c) indicated that the reduction in Brazilian maternal mortality was better than the averages of other developing and Latin American nations, despite the challenges still to be faced. From 1990 to 2011, the death rate fell by 55%, from 141 to 64 deaths per 100,000 live births. In 2011, 99% of deliveries were made in hospitals or health institutions, and 90% of pregnant women had four or more prenatal visits. Brazil has been able to halt and reverse the growth in mortality from cervical cancer, but breast cancer mortality is still rising.

The sixth objective is to "combat HIV, malaria and other diseases" (MDG 6). According to the (PROGRAM, 2015d), ten years ago the HIV / AIDS detection rate was stable in Brazil, with about 20 per 100 thousand inhabitants diagnosed per year. The mortality rate from the disease decreased. In the context of increasing diagnostic potential, stabilization

of detection rate would point to the cessation of disease spread and the reduction of incidence, as required by the MDG target (PROGRAM, 2015d).

The seventh objective is on "environmental sustainability" (MDG 7). One goal was to reduce the proportion of the population without continued access to safe drinking water and basic sanitation (by 2012, the percentage was already below half the 1990 rate) and by 2020 it was intended to improve the life of 100 million people living in degraded areas (in 2012, the percentage of the population living in precarious housing was 36.6%, compared to 53.3% in 1992). Brazil is one of the world's biodiversity reserves and, by reducing deforestation rates in the national biomes (from the Amazon to the Pampas), it participates in the contribution to preserve such biodiversity (PROGRAM, 2015e).

The eighth objective addresses a "global partnership" (MDG 8) which aimed, in cooperation with the private sector, to make accessible new technologies and their benefits, particularly in the areas of information and communications. In order to expand the participation of developing countries in the perspective of a reconfiguration of the international economic order, be it in the reform of the international system or in the relevance of its action to stimulate development, Brazilian diplomacy focuses on commercial multilateralism. In an active and proactive manner, Brazil is working to ensure the success of the WTO Doha Round, whose central objective is to make the multilateral trading system a more balanced and fair forum, thus contributing to socio-economic development (PROGRAM, 2015f).

Of the eight Millennium Development Goals, it is number two that deals with education. When the question of the universalization of Elementary Education I is presented, we can immediately think of the school library that, according to the Law of Guidelines and Bases of National Education - LDB (1996), the care of the student in public primary education can be expanded by means of supplementary school materials, transportation, food and health care, and that we can include the school library as a framework for teaching and learning, since the IFLA (2013) guidelines for school libraries advocate recommendations covering collections, continuous improvements for the growth and development of the school library, qualified professionals and especially school library legislation. In this regard, one of the missions of the school library is "to provide learning services, books and resources that enable all members of the school community to become critical thinkers and effective users of information across all means of communication" (IFLA, 2015).

With its 17 Sustainable Development Objectives and its 169 goals, Agenda 2030, derived from these 8 Millennium Development Goals, is a program of action for humanity and the planet, which seeks prosperity, social justice, peace and security, economic, social and environmental dimensions. These goals brought challenges, and even if some of them are achieved, society is again invited to mobilize and face new challenges in the next 15 years. For this, education has a fundamental contribution. And in this context, the school library

fulfills one of its noblest functions, in a broader sense: the consolidation of citizenship and education for social justice.

### **3 SUSTAINABLE DEVELOPMENT AND THE SCHOOL LIBRARY**

From the perspective of the School Library, we chose SDO 4 "Quality Education" from Agenda 2030 as the axis of this article. We will present the declarations of this Sustainable Development Objective and we will make comments that, in our opinion, link them to the school library, which, it should be noted, is not mentioned in any of the objectives of this Agenda.

SDO 4 "Ensuring inclusive, equitable and quality education, and promoting lifelong learning opportunities for all" (NATIONS, 2015a, p. 1) aims to ensure a quality and fair education that offers school inclusion (which also covers inclusion, be it digital, social and others) and to provide lifelong learning opportunities for all Brazilian society.

This is one of the basic goals of the school library, whose mission is to provide vital information (in the sense of meaningful to life itself) to society, which is currently structured on the pillars of knowledge and information. By its constitution, the school library develops the students' competences for lifelong learning, instigating imagination, creation and curiosity, contributing to the development of citizens (IFLA 2000).

Regarding the goals of SDO 4, we present the following assumptions:

In SDO goal 4.1, "relevant and effective learning outcomes" (NATIONS, 2015a, p.1). The school library has a marked and far-reaching influence on the process of lifelong learning, since it allows for an increase in the reading index, which, in turn, contributes to the increase in the Program for International Student Assessment (PISA). Among the objectives of the school library according to the IFLA (International Federation of Library and Librarians Associations) manifesto is "to create and maintain in children the habit and pleasure of reading, learning and using libraries throughout life "(IFLA 2000, p.2).

The school library is also a place of cultural production where children and young people are creators, not just consumers, of culture. According to Portraits of Reading in Brazil (2016), the school library is not a factor that can influence the choice of a book, and only one in four Brazilians fully masters reading, writing and mathematics skills. SDO goal of the school library, according to the IFLA manifesto, is in tune with goal 4.1 of SDO 4, as it provides a result of importance and effectiveness: "to promote reading, resources and services of the school library within the school community and beyond" (IFLA 2000, p. 2).

In goal 4.2, "quality development in early childhood care and pre-school education" (NATIONS, 2015a, p.1). The school library is a first concrete opportunity for access to scientific and cultural heritage. It is an active area of pedagogical action, of incentive and

practices to the reading, with insertion of playful activities complementary to the traditional process of teaching-learning. It should be part of the social movement that seeks to implement educational and cultural public policies. It should include spaces for learning a foreign language.

Thus, it is necessary to work with parents' influence on technology among children aged 5 to 10: "34% in this age group use the internet to play games and 66% use them for WhatsApp" (PORTRAITS, 2016, p.257), when, in that sense, technologies can also be used for educational and cultural purposes. It is as if we could reverse the apparent technological damage to new learning benefits: "The changes induced by communication technologies (especially cell phones and iPads) will continue to provoke a 'positive earthquake' in people's lives, as well as an increase in the supply of culture and a diversification of alternatives " (MASI, 2015, p.304). Another goal of the school library according to the IFLA manifesto can be brought here to dialogue with goal 4.2, in the sense of caring for a pre-school education that prepares for lifelong development: "to defend the idea that freedom intellectual property and access to information are essential for building effective and responsible citizenship and for participation in democracy" (IFLA 2000, p. 2).

In goal 4.3, "technical, professional and higher quality education" (NATIONS, 2015a, p.1). The school library follows the student's educational career, contributing to its development in all later stages of lifelong learning. The school library is a center of information and culture, so it is necessary to take care of the formation and dissemination of the collection by various types of documents and different information media. Another objective of the school library, according to the IFLA manifesto, can be summoned to the dialogue with goal 4.3 of SDO 4, since it allows a direct relation with this goal: "to provide opportunities of use and production of information that make possible the acquisition of knowledge, understanding, development of the imagination and leisure" (IFLA 2000, p.2).

In goal 4.4, "relevant skills, including technical skills" (NATIONS, 2015a, p.1). The school library provides necessary tools for the training, development, and enhancement of student competencies. It is also a space for creating and sharing experiences. It is necessary to use technical and public policy mechanisms for the formation of networks of school libraries, of information skills, with the main focus being the construction of knowledge and human understanding, implemented through scientific research.

In this sense, a network can be considered as [...] "an organization formed by a set of connected libraries that are formally committed in the pursuit of common objectives" (VARELA OROL, GARCÍA MOLERO, GONZÁLEZ GUITIAN, 1988, our translation). Therefore, one of its objectives is to reach out to the formation of new readers, the product of a project that intends to emerge at the heart of the Brazilian national network, as a guiding light on the road to a transformation in the aspect of the development of citizenship, culture and education. We can understand that a library network is important for the development of



reading practice and for the mediation of information involving the reader, the librarian and the collection, in the constitution of skills and competences. Thus, the network functions literally as a series of connections that form and inform the propagation of knowledge and educational training.

Another objective of the school library according to the IFLA manifesto is in the frame of goal 4.4, since it provides the stimulus for the formation of skills and competences: "to support students in learning and practicing evaluation and information utilization skills, regardless of the nature and support, taking into account the forms of communication within the community" (IFLA 2000, p.2). The school library makes a difference in student learning and teacher training, through their actions and evidences.

In goal 4.5, on the elimination of "gender disparities in education" (NATIONS, 2015a, p.1). With the availability of its collection, accompanied by dissemination activities (meetings with authors, commented readings, etc.), the school library would also contribute to the expansion of the notion of gender (given its diversity in the contemporary world). The civilizing function of the school library allows "equal access to all levels of education" without social or gender distinctions. Another support resource would be to carry out workshops for young people and adults, in order to allow the understanding of the gender issue in school coexistence.

In goal 4.6, the "basic mathematics" (NATIONS, 2015a, p.1). Mentioning literacy at the "basic math" level, this goal can be extended to all other disciplines that contribute to the full existence of the student-citizen by configuring a real competence in information and affirming the value of the skill considered "necessary for the exercise full of citizenship, "according to the Organization for Economic Co-operation and Development (OECD). The school library participates in and contributes to the improvement of PISA levels. The participation of state and municipal education secretariats is necessary for the integration of young people into public schools.

In goal 4.7, which deals with "global citizenship", in "that all students acquire knowledge and skills" (NATIONS, 2015a, 1). The school library is, for students, the gateway to the knowledge and information society. It is at the beginning of information competence and therefore integrates the student's "sustainable development" into citizenship. School libraries "should be spaces for creating and sharing knowledge, not just a space for book consumption and loan. We know that the function of a library must transcend the four walls" (LANKES, 2016 p. 116). They impose themselves as a meeting place for people. To the extent of their attributions and the extension of their ambitions, they extend the educational field to the larger sphere of society, not circumscribed to the narrow square between their shelves. Another goal of the school library, according to the IFLA manifesto, seems to fit the right goal in goal 4.7: "provide access to local, regional, national and global resources

and opportunities that confront students with diverse ideas, experiences and opinions” (IFLA 2000, p. 3).

A possible answer to goal 4.7 would be the participation of school libraries in national and international networks, in the sense of seeking and exchanging experiences and projects. On the other hand, "66% of the population does not attend libraries or rarely attend 14%. Only 5% of the population ever attend, and 15% sometimes. The library most frequented by those who always attend or sometimes is the school, followed by the public library" (PORTRAITS, 2016, page 40). Such a diagnosis finds confirmation from other sources. According to Botelho (2016, p.179), in the survey *The use of free time and cultural practices in the metropolitan region of São Paulo*, "Data showed that about two-thirds of those who read at least one book for pleasure did not attend a library in this period".

In this sense, the State should be concerned with the field of reading in school libraries and with the continuity in public libraries. It is important that in Brazil, national programs such as the Program International Reading Literacy Study (PIRLS) of the International Association for the Evaluation of Education Achievement (IEA) are created. This program provides international data on how much children read when assessing student reading achievement. It also collects information on: educational systems in national curriculum policies in reading; how the educational system is organized to facilitate learning; the domestic environment of students to learn; climate and school resources; and how instructions actually take place in classrooms.

The IEA is a non-governmental, non-profit organization founded in 1958, which, in conjunction with other associations, conducts comparative research in education, providing "high quality data that points to key factors influencing teaching and learning; which guide educational reforms; and contributes to educational research by developing a worldwide network of researchers "(INTERNATIONAL, 2102). Brazil is a member of the IEA, but there are few advances for the perpetuation of the school library in public schools, despite the existence of Law 12244/2010.

In goal 4a, improvement of "physical facilities for education" (NATIONS, 2015a, p.1). One of the assumptions of the school library is to provide a social space without physical barriers: instead of the classroom invading the library, the school library begins to invade, occupy, and expand its perimeter. It is as if the library creates almost a need to redefine the architecture of the city in terms of the uses of public space as a place of coexistence and learning: "Although librarians need less and less space to work, the community needs more and more space to interact and create. The facilities of the physical libraries are being transformed into a third space "that can be any social environment, such as a barbershop, a park or bar (LANKES, p. 129).

It is worth taking advantage of the consolidated national and international surveys on ideal facilities, taking as model suggestions for application within the framework of the Brazilian school libraries network. It is important to promote the integration with professionals of the most different areas of action in the system of integration of common projects. Here is another goal of the school library, according to the IFLA manifesto, which can be called for dialogue with the goals of the SDO, in the case of Goal 4a: "Organize activities that promote awareness and awareness of cultural and social issues" (IFLA 2000, p.2).

Goal 4c, which deals with "qualified teachers" and "teacher training" (NATIONS, 2015a, p.1). In addition to the specialized professionals, the school library should have several professionals. Partnerships with universities generate specialization courses and professional master's degree in the area of the school library. Distance librarian courses are another means of directing the labor market to school libraries. Finally, it is a question also of public policies that aim at the insertion of the position of librarian in the schools of the municipalities. It is important the continuous training of professionals working in the school library, taking into account the fact that the world is constantly changing. Another objective of the school library, according to the IFLA manifesto, is to complement and reinforce the training and qualification of teachers, as a result of shared efforts: "to work with students, teachers, management to fulfill the mission of the school" (IFLA 2000, p. 2).

Reflecting on these topics in SDO 4, we consider that for a sustainable development, the professional librarian must learn to work with multi and interdisciplinary teams, since the work with information is, precisely because it involves multiple disciplines, a complex activity. Still for a good sustainable development, it is necessary the active commitment in the planning of information policies for Brazil and the active positioning of agents of social transformation (combining the technical questions librarians with the broader social issues). In order to achieve sustainability, in a technology-saturated world, it would be incumbent upon the librarian to contribute to the restructuring of the distribution, dissemination and information transfer channels, with the objective of optimizing the use of telecommunications and information technologies (even more so in a scenario where more is spent on technology and less on the social issue). Finally, for sustainable development, it is the librarian's responsibility to be an ethically and socially responsible professional, open and critical, adaptable to change.

The SDO 4 shows how important it is to reinforce links between the school library and the environment, with the social and cultural community, involving areas such as economics, politics and health, among others. Cooperation between international school library networks, particularly in Mercosur countries, in South America and in European countries of Latin culture and language, allows the exchange of information and experiences.

## 4 OTHER SDOs AND THE SCHOOL LIBRARY

Objectives such as SDO 3 Health and Welfare, SDO 6 Drinking Water and Sanitation, SDO 7 Clean and Affordable Energy, ODS 13 Action against Global Climate Change and SDO 16 Peace, Justice and Effective Institutions naturally have shelter within the library which includes interdisciplinary and multi-media actions, such as working with video, elaboration of research and specialized bibliography to users.

In SDO 8 "Decent Work and Economic Growth," the topic of "technological modernization and innovation" (NATIONS, 2015b, p.1) touches directly on the basic elements of an information network, which depends on advances and constant technological upgrades to satisfy their training and information functions. On another topic, the issues of "entrepreneurship, creativity and innovation" (NATIONS, 2015b, p.1) are complementary elements to the specifically educational elements required for the management of a network of school libraries.

The same is true of the SDO 9 "Industry, Innovation and Infrastructure" (NATIONS, 2015c, 1), which explicitly mentions information and communication technologies, which can be established as a support for digital and informational resources to improve teaching and learning in the school library, but that does not justify forgetting social and educational issues.

In ODS 10 "Reducing Inequalities" (NATIONS, 2015d, p.1), we could add the thought that with the school library, it can contribute to the formation of students' cultural and social inclusion and rise. When mentioning the least developed countries, this ODS suggests looking for successful models in more developed countries, which could propose the sharing of experiences and models through publications that disseminate the projects carried out.

In ODS 11, "Strengthening efforts to protect and safeguard the cultural and natural heritage of the world" (NATIONS, 2015e, p.1) finds an adequate place in the library space, understood as a knowledge station which, in the case of the school library, also adds the value of education and training.

In SDO 12 "Responsible Consumption and Production" (NATIONS, 2015f, p.1), the idea of an education for citizenship anchored in the school library can also find space, ensuring that the school community has relevant information and through projects that the school library can design and carry out to raise awareness about sustainable development and lifestyles in harmony with nature

In SDO 17, which deals with "Strengthening the means of implementation and revitalizing the global partnership for sustainable development" (NATIONS, 2015g, p.1), the notion of school library networks, with their exchange of experiences, models and

technologies, reveals a field of application and exploration of this collaborative mechanism. In this sense, to think of the library network as an integral part of the national education system in Brazil, is to have it as an important partner in the strategy to improve education and combat the aspects that involve school failure (PORTUGAL MINISTRY OF EDUCATION AND SCIENCE, 2013).

Still under this objective 17, when it comes to "Increasing the coherence of policies for sustainable development" and "Respecting the political space and leadership of each country to establish and implement policies for poverty eradication and sustainable development" (NATIONS , 2015g, p. 1), falls on a fundamental and urgent aspect not only for the school library but for education as a whole: the creation and good development of public policies of a social and cultural character. Finally, for its own continuity and sustainability:

well-formulated, these policies can have an effective action, since they represent a dimension that allows to make diagnoses to attack the problems in a programmed way, to estimate resources and to solve needs, by means of establishing short, medium and long term goals (BOTELHO, 2016, p. 23).

Other SDOs other than ODS 4 may have relationships with the school library even if they do not explicitly refer to the educational issue; on the other hand, the school library may offer technological and informational resources in areas as diverse as health and economy.

## **TO CONCLUDE [...] TO NOT CONCLUDE**

This reflective research sought to contribute information and reflections on the Agenda 2030 in the school library key, addressing society in general and academic researchers, since Brazil's public educational, social and cultural policies are still embryonic and sometimes, not applied. It is essential that the entities carry out the public policies in partnership with librarians and other professionals involved with the school library and reading. However, the efforts of some members of the library class have to be valued because they are concerned about the problem that reading and school libraries face.

This article attempted to interpret the Sustainable Development Objective 4, part of the Agenda 2030 programmed by the UN, according to the parameters of the school library. Introducing the topics of SDO 4, taken as the core of this research, being the one most closely related and best identified to education. The article brought together for reference and dialogue references on the nature and functions of the school library that could instigate reflection on aspects of Brazilian education, in view of the notion of sustainable development for the nation.

The UN Agenda 2030 privileges primary education, which allows a direct relationship with the school library on account of its own medium and "target audience": children and

adolescents. Thus, it was possible to establish propositions around alternatives for improving the quality of life of these students, which are elements that constitute a promise of the future.

By articulating objectives for sustainable development and objectives of the school library, it was possible to design a framework in which the school library configures its role in the broader spectrum of a public policy for education, precisely because of the harmony and affinity with the guidelines of sustainable development, such as designed by Agenda 2030.

The UN SDO 4 shows how important it is to strengthen links between the school library and the environment, the social and cultural community, involving areas such as economics, politics, health and culture. And how the school library has a role and a contribution of the most relevant, despite the poor visibility of its condition. Cooperation between international school library networks, particularly in Mercosur countries, in South America and in European countries of Latin culture and language, makes it possible to exchange information and experiences.

The school library plays a decisive role in the organization and dissemination of the collection of works covering all areas of knowledge, including issues such as public health, health education, healthy eating, for example. Its network configuration allows knowledge through the exchange of information and experiences, mirroring the process of the Agenda 2030 in its collaborative aspect, in a call to the nations to participate in the initiative for the common good.

In analyzing the premises of the school library in close proximity to other references, such as the UN Agenda 2030 and the IFLA Manifesto, it has been possible to verify and hopefully demonstrate that the school library is a key element in an ethically generous and responsible project, such as the sustainable development, for the planet and humanity, from something so vital, and at the same time fragile (to be subject not to the intemperes of nature but to the mismanagement of governments), as the air we breathe: education.

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