

Contributions of the 2022 literary PNLD to the human and cultural development of young children¹

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Abstract

This article presents an excerpt from our master's research in Education, which aimed to examine the contributions of the 2022 Literary National Textbook and Teaching Materials Program (PNLD) to the human and cultural formation of young children from the perspective of the Sociology of Childhood. This qualitative and bibliographic study discusses the role of children's literature in Early Childhood Education and its significance as an aesthetic and formative mode of expression. The findings indicate that the Literary PNLD, by providing diverse and high-quality collections, strengthens the right to reading and to cultural participation, fostering experiences that stimulate imagination, sensitivity, and empathy. The analysis of the collections reveals that the selected works address themes such as identity, diversity, social interaction, and nature, thereby encouraging meaning-making processes and promoting children's agency. The study concludes that the program constitutes a key public policy for the democratization of reading and for the valorization of childhood, integrating literature, education, and teacher development.

Keywords: Human formation; literary PNLD; sociology of childhood.

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Contribuições do PNLD literário 2022 à formação humana e cultural de crianças pequenas

Resumo

Este artigo tem como objetivo principal analisar as contribuições do Programa Nacional do Livro e do Material Didático (PNLD) literário 2022 à formação humana e cultural de crianças pequenas sob a perspectiva da Sociologia da Infância. O estudo aqui apresentado, resultado de nossa pesquisa de mestrado em educação, de caráter qualitativo e bibliográfico, discute o papel da literatura infantil na Educação das crianças e sua relevância como linguagem formativa. Evidencia-se que o PNLD Literário, ao disponibilizar acervos diversificados e de qualidade, fortalece o direito à leitura e à cultura, promovendo experiências que estimulam a imaginação, a sensibilidade, a criação e a empatia. A análise dos materiais bibliográficos e dos acervos selecionados mostra que as obras contemplam temas como identidade, diversidade, convivência e natureza, favorecendo a construção de sentidos e o protagonismo infantil. Conclui-se que o Programa representa uma política pública essencial à democratização da leitura e à valorização da infância, integrando literatura, educação e formação humana.

Palavras-chave: Formação humana; PNLD literário; Sociologia da infância.



Contribuciones del PNLD literario 2022 a la formación humana y cultural de niños pequeños

Resumen

Este artículo presenta un recorte de nuestra investigación de maestría en educación, cuyo objetivo fue analizar las contribuciones del Programa Nacional del Libro y del Material Didáctico (PNLD) Literario 2022 para la formación humana y cultural de niños pequeños desde la perspectiva de la Sociología de la Infancia. El estudio, de carácter cualitativo y bibliográfico, discute el papel de la literatura infantil en la Educación Infantil y su relevancia como lenguaje estético y formativo. Se evidencia que el PNLD Literario, al poner a disposición acervos diversificados y de calidad, fortalece el derecho a la lectura y a la cultura, promoviendo experiencias que estimulan la imaginación, la sensibilidad y la empatía. El análisis de los acervos muestra que las obras contemplan temas como identidad, diversidad, convivencia y naturaleza, favoreciendo la construcción de sentidos y el protagonismo infantil. Se concluye que el programa representa una política pública esencial para la democratización de la lectura y la valorización de la infancia, integrando literatura, educación y formación docente.

Palabras clave: Formación humana; PNLD literario; sociología de la infância;



Introduction

The primary objective of this article is to understand how the literary works of the *Programa Nacional do Livro e do Material Didático* (PNLD Literário/2022), intended for Early Childhood Education, contribute to the human and cultural formation of young children in light of the Sociology of Childhood.

The interest in this study emerged from my professional and academic trajectory, particularly from my experience as a librarian, a Master's student in Education, and a pedagogue in educational spaces, where children's literature has always stood as a central element of cultural and formative mediation. From these experiences, it became evident that there is a need to understand how literary works can contribute not only to cognitive development but also to the human and cultural formation of young children. In this scenario, the inclusion of Early Childhood Education in the PNLD Literário/2022 sparked the interest in investigating how the selected works dialogue with conceptions of childhood and how they contribute to the promotion of more meaningful pedagogical practices.

The choice of this theme proves to be of great importance for school education, as children's literature constitutes a fundamental resource for the integral formation of children. Beyond the development of reading and writing skills, literary books broaden cultural horizons, stimulate the imagination, promote ethical and social values, and favor the construction of identity. In Early Childhood Education, the initial stage of basic education, literature acts as a mediator of symbolic and affective experiences, ensuring children the right to contact with multiple languages.

In this sense, the PNLD Literário presents itself as an essential public policy by guaranteeing democratic access to quality works, strengthening the school as a space for cultural formation. By making literary collections available to educational institutions, the PNLD Literário expands the pedagogical possibilities for teachers, contributing to making educational practices more



meaningful and recognizing the child as an active subject in the production of meaning and culture.

Reflecting on the PNLD Literário/2022 and its relationship with the human and cultural formation of young children is fundamental, as these are policies that ensure school access to literary collections destined for Early Childhood Education. The selection and circulation of these works directly impact children's experience with literature, interfering in their formation as subjects of rights capable of producing meaning, interacting with different languages, and constructing social and cultural references.

Considering that children's literature is not limited to favoring the learning of reading and writing but contributes to ethical, social, affective, and cultural development, it becomes necessary to reflect on how the works provided by the PNLD dialogue with contemporary conceptions of childhood and with the normative documents of basic education, such as the *Base Nacional Comum Curricular* (BNCC) and the *Diretrizes Curriculares Nacionais para a Educação Infantil* (DCNEI). This reflection allows for an understanding of whether the offered collections promote pedagogical practices that recognize the child as the protagonist of their formation and ensure the right of access to cultural and literary diversity from the early school years.

Given the above, this article is structured into five sections. The first section specifies the methodological design of the study. The second, titled "The *Programa Nacional do Livro Didático* (PNLD): Genesis, Consolidation, and Articulation with Early Childhood Education," presents the historical overview of the PNLD, discusses official documents, and the importance of children's literature for children's education. In the third section, "Contributions of PNLD 2022 to the Human and Cultural Formation of Young Children from the Perspective of the Sociology of Childhood," central concepts of this theoretical current are addressed, analyzing how it enables an understanding of the PNLD in the integral formation of children. In the fourth section, "Teacher Training, PNLD, and Childhood Education," the implications of initial and continuing



teacher education and its articulation with educational work guided by the PNLD are discussed. Finally, in the “Final Considerations,” the objectives of the study are revisited, the research question is answered, and the social and educational impacts that the theme may offer to the field of Early Childhood Education are highlighted.

Methodological Design

This study takes on a bibliographic character by relying on theoretical frameworks from the Sociology of Childhood to study concepts regarding human formation and children’s literature, in addition to drawing on official documents that offer normative parameters for understanding the object of study.

Bibliographic research is that which develops from pre-existing material, consisting mainly of books and scientific articles. It involves a survey of all the published bibliography on the studied theme, allowing the researcher to identify, analyze, and discuss existing scientific contributions. Through this type of investigation, it is possible to understand the state of the art and theoretically ground the object of study (Marconi; Lakatos, 2017, p. 66).

Thus, the bibliographic research involved a survey of the existing production published over the last five years on the Google Scholar portal, allowing the researcher to identify, analyze, and discuss the scientific contributions already produced. The works selected for the study are represented in the chart below.



Chart 1 – Research related to the National Program for Books and Instructional Materials 2022 Literary (PNLD/2022)

Authors	Title	Year	Objectives	Type of Material
Domingues D; Klayn D.	Literary collections in school: conceptions of literature, literary books, and literary texts in the 2020 PNLD Literary Guide	2022	With the objective of investigating conceptions of literature, literary books, and literary texts in the 2020 PNLD Literary Guide, the article traces a history of the main government programs promoting literary reading in the Brazilian context—from the National School Library Program (PNBE) to its most recent version: the 2020 PNLD Literary.	Article
Corrêa, Cintia Chung Marques; Doro, Fernanda Gonçalves.	Origin and trajectory of the National Plan for Books and Instructional Materials and the relationship with the development of reader formation.	2023	Objective: to show the trajectory of the National Plan for Books and Instructional Materials (PNLD), from its origin to the current format, highlighting its importance for the work of encouraging reading and the formation of readers developed in schools throughout Brazil.	Article
Nunes, Marília Forgearini; Melo, Camila Alves de; Silva, Carolina Medronha Figueira da	Comparative Analysis of the National School Library Program (PNBE) and the National Textbook Program (PNLD Literary) based on the relationship between reading and cultural democracy	2023	Analyzes the two main Brazilian programs for book distribution between 2013 and 2023 based on the relationship between literary reading and cultural democracy presented in Reading and Cultural Democracy.	Article
Moura, Beatriz Alves	The book within the book: reflections on children's literature in works from the 2018 PNLD Literary	2023	The general objective is to understand how the book is represented, sometimes as a character, sometimes as an object of reading, in the narratives of children's literature works of the aforementioned Program.	Thesis

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<p>Tolentino, Jéssica Mariana Andrade</p>	<p>Literature for children and young people under constraints: a critical analysis of the PNLD Literary</p>	<p>2020</p>	<p>Seeks to understand how the National Program for Books and Instructional Materials (PNLD) conceives literature for children and young people. To this end, the calls for registration and evaluation of books from the 2018 and 2020 PNLD Literary are analyzed, covering evaluation criteria adopted by the program to the characterization of the works and the complementary support material for teachers.</p>	<p>Thesis</p>
<p>Ribeiro, Silvanne; Albuquerque, Simone Santos de</p>	<p>(Mis)steps of early childhood education in the national program for books and instructional materials (PNLD)</p>	<p>2023</p>	<p>The objective was to analyze the contributions of this important public policy to the field of the right to Early Childhood Education, and, consequently, to the field of teacher training, providing considerations on the first calls for the analysis of teaching materials for PNLD 2019 – Edicts No. 01/2017 and No. 01/2019 – and their material and formative contributions for education professionals.</p>	<p>Article</p>

Source: Prepared by the authors (2025).

In addition to the bibliographic survey, this research is documentary in nature, as it analyzes institutional and normative materials that were not originally produced for research purposes but are fundamental to understanding the context and guidelines that orient the selection and use of literary works in the PNLD Literário 2022. As stated by Lakatos and Marconi (2017, p. 183), “documentary research makes use of materials that have not yet received analytical treatment or that can be reworked according to the research objectives,” which reinforces the relevance of this procedure in the present study.



Among the documents analyzed, key highlights include the PNLD Edict, the 2022 PNLD Literary Guide, the collections intended for Early Childhood Education, and, complementarily, official documents such as the BNCC (Brasil, 2017b) and the National Curricular Guidelines for Early Childhood Education. Consulting these sources allowed for the identification of how public policy treats children's literature and how it articulates this language with the human formation of young children, offering normative and conceptual support that dialogues directly with the object of study.

To establish the inclusion criteria, the suitability for the specific audience was initially considered, selecting only narrative works (short stories, fables, storybooks, retold oral traditions, short narratives, visual or verbo-visual narratives) intended for Early Childhood Education, specifically for preschool (collections 19 to 23). Subsequently, thematic relevance was analyzed, prioritizing books that addressed fundamental dimensions of human formation, such as identity, alterity, ethics, coexistence, imagination, playfulness, affective bonds, and symbolic expressions. Finally, the works were analyzed based on the Sociology of Childhood, valuing titles that recognize the child as an active subject, a producer of culture, and capable of assigning meaning to lived experiences.

The exclusion criteria were defined complementarily to precisely delimit the *corpus* of analysis. Works that did not present a narrative structure and those whose content did not dialogue with human formation or the symbolic dimensions of childhood were excluded.

Based on these systematic criteria, the set of works that best met the research objectives and allowed for an in-depth analysis of the formative contributions present in the PNLD Literário 2022 was reached. The choice of the 31 narrative works from collections 19 to 23 of the PNLD Literário 2022 resulted from a careful analysis process guided by the research objectives. An initial screening of all works intended for preschool was carried out, selecting only those belonging to the narrative genre, as they present greater potential



for expressing human experiences, symbolisms, and elements of childhood cultures. The selection was therefore based on the content of the narratives and their relevance to addressing themes related to human formation.

The analysis of the works was guided by the assumptions of the Sociology of Childhood, an approach that understands the child as an active social, historical, and cultural subject, a producer of culture, and capable of interpreting and attributing meanings and significances to daily life and experiences. For Sarmiento (2004, p. 12), “childhood cultures express the culture in which they are inserted, but they do so in a way distinct from adult cultures, while simultaneously conveying specifically infantile forms of intelligibility, representation, and symbolization of the world.” Based on this framework, eight thematic criteria were defined: 1. identity and self-esteem; 2. affective and family relationships; 3. coexistence and friendship; 4. diversity; 5. feelings and emotions; 6. imagination and fantasy; 7. nature and sustainability; 8. autonomy and protagonism—which emerged from the exploratory reading of the works and the identification of relevant recurring themes in the children’s universe.

These criteria, developed in light of the Sociology of Childhood, allowed for the analysis of the works beyond their instructional content, valuing the ways in which the narratives dialogue with children’s experiences, their modes of expression, affects, and ways of constructing meaning. Furthermore, they made it possible to identify how the books articulate with the integral development of children by mobilizing imagination, language, affective bonds, aesthetic sensitivity, and social awareness.

In this way, the constructed methodological path allowed for the mapping and interpretation of the formative contributions of the literary works of the PNLD Literário 2022, recognizing the role of literature as a cultural practice and a privileged language in the constitution of childhood experiences, in the expansion of sensitivity, and in the strengthening of affective, social, and cultural bonds, contributing to the formation of critical, creative, and participatory subjects.



The National Program for Books and Instructional Materials (PNLD): Genesis, Consolidation, and Articulation with Early Childhood Education

The PNLD has a historical trajectory marked by the expansion of access to reading and public education in Brazil. Historically, it emerged in 1937 with the creation of the *Instituto Nacional do Livro* (INL), which was responsible for organizing the *Enciclopédia Brasileira* and the *Dicionário da Língua Nacional*, as well as encouraging the opening of public libraries.

In 1938, Decree-Law No. 1,006 established the *Comissão Nacional do Livro Didático* (CNLD), creating a policy for controlling the production and circulation of textbooks. In 1945, Decree-Law No. 8,460 consolidated the legislation and transferred the choice of books to teachers (Brasil, 1945).

During the military regime, Decree No. 77,107/1976 transferred the execution of the Program to the *Fundação Nacional do Material Escolar* (FENAME) using resources from the FNDE (Brasil, 1976). In 1983, the *Fundação de Assistência ao Estudante* (FAE) was created, responsible for incorporating the Textbook Program for Elementary Education (PLIDEF/INL). In 1985, Decree No. 91,542 formally instituted the PNLD, consolidating the choice of books by teachers and the reuse of copies (Brasil, 1985).

In the 1990s, the Program gained regularity and technical improvement. Resolution CD/FNDE No. 6/1993 (Brasil, 1993) allocated fixed resources for book acquisition, and in 1996, the first pedagogical evaluation process and the publication of the *Guia de Livros Didáticos* (Textbook Guide) took place, which began to exclude works with conceptual errors, prejudice, or discrimination. Following the dissolution of the FAE (1997), the FNDE took over the program, expanding it to all grades of elementary education.

Between 2000 and 2012, the PNLD incorporated new materials such as dictionaries, works for deaf students, and digital books. In 2004, it was extended to the final years of elementary school.



In 1997, the *Programa Nacional Biblioteca da Escola* (PNBE) was created, which distributed literary and theoretical works to public libraries. Decree No. 9,099/2017 (Brasil, 2017a) unified the actions of the PNBE and the PNLD, giving rise to the PNLD Literário, which also began to include literary works.

The 2018 edicts marked the implementation of the *PNLD Obras Literárias* with a focus on diversity and pluralism, allowing schools to choose titles according to their pedagogical projects. In 2022, the program included Object 2, aimed at Early Childhood Education, with literary collections selected by teachers.

[...] the selected literary works will be intended for the formation of collections in public schools and the promotion of emerging literacy and family literacy practices, expanding opportunities for the individual use of high-quality literature by students (of Early Childhood Education) during the school year (Brasil, 2022a, p. 23).

Based on what has been presented thus far within the historical scope, the study *Origin and trajectory of the National Plan for Books and Instructional Materials and the relationship with the development of reader formation* traces the beginning of the first debates on the PNLD, highlighting its role in promoting reading and the formation of readers. According to the authors, maintaining the distribution of books, stimulating interaction between students and works, and the social valuation of written culture are decisive for the consolidation of a reading and more equiChart society, reinforcing the school's protagonism in the formation of autonomous and critical citizens (Corrêa; Doro, 2023).

The comparative analysis between the *Programa Nacional Biblioteca da Escola* (PNBE) and the PNLD Literário highlights significant changes in both book distribution and selection criteria following the extinction of the PNBE. Although the provision of collections remains essential for the democratization of access to reading and the promotion of cultural democracy, it is observed that the current format of the PNLD tends to privilege only instrumental pedagogical aspects, which may compromise the formation of critical and sensitive literary readers (Nunes; Melo; Silva, 2023).



Studies on the PNLD Literário show important advances in the democratization of reading in the country, but also point to challenges that still need to be addressed. Research reveals that, although the Program has expanded access to literature and strengthened the school's role in the formation of readers, tensions persist between the pedagogical use of books and the valuation of their aesthetic dimension.

From an early age, the literary book becomes a gateway to written culture and a means of expressing emotions, desires, and discoveries. Through stories, illustrations, and the poetic play of language, the child experiences different realities and perspectives, which favors cognitive, emotional, and social development.

In Early Childhood Education, work with literature should be experienced as an experience of enchantment and pleasure, moving beyond the idea of an activity aimed solely at didactic or formal teaching objectives. Practices such as shared reading, the handling of books, storytelling, and dialogue about narratives promote the pleasure of reading and stimulate reading autonomy, allowing children to approach the literary text in a sensitive and meaningful way.

Furthermore, children's literature strengthens affective bonds between children and adults, creating spaces for interaction and listening. When the school values the literary book as an aesthetic and formative experience, rather than just a pedagogical resource, it contributes to the formation of critical, creative, and sensitive readers. It is with this proposal that we proceed to discuss, in the following section, the contributions of PNLD 2022 to the human formation of young children.

Contributions of PNLD 2022 to the Human and Cultural Formation of Young Children in Light of the Sociology of Childhood

The *Programa Nacional do Livro Didático* (PNLD) constitutes one of the primary public policies for the democratization of reading and written culture



in Brazil. The PNLD Literário 2022, regulated by Edict No. 3/2021, consolidated the inclusion of Early Childhood Education as a stage covered by the Program, expanding young children's access to literature and recognizing the literary book as an essential element of human and cultural formation (Brasil, 2022b). In this edition, the PNLD reaffirms its commitment to the principles of the *Base Nacional Comum Curricular* (BNCC) and the *Diretrizes Curriculares Nacionais da Educação Infantil* (DCNEI) by valuing play, imagination, and sensitive listening as fundamental practices for human formation.

Under the perspective of the Sociology of Childhood, the contributions of PNLD Literário 2022 can be understood through the recognition of the child as a social subject and a producer of culture. This approach breaks with the traditional view of childhood as a phase of incompleteness and dependency, moving toward an understanding of the child as an active social actor with the capacity to act, interact, create, and transform the world in which they live (Corsaro, 2011; Sarmento, 2004). According to Sarmento (2005, p. 25), “children are not merely recipients of culture, but active producers of meanings who transform reality through their languages, games, and imaginations.”

Infant cultural production is also a key element for this understanding, as children construct their own forms of expression, language, and coexistence, generating what is known as childhood cultures (Sarmento, 2004). These cultures reflect specific ways of playing, imagining, and communicating, revealing the creative and symbolic potential of children in the construction of social life.

According to Qvortrup (1991), childhood must be understood as a generational category seen in relation to other generations, especially that of adults, in a dynamic marked by autonomy, care, and interdependence. This view broadens the understanding of social relations, highlighting that childhood exists in constant interaction and dialogue with other ages.

The Sociology of Childhood emphasizes the diversity of childhoods, recognizing that there is no single way of being a child, but multiple experiences



marked by factors such as social class, gender, ethnicity, territory, and culture (Sarmiento, 2005).

Childhood cultures express the societal culture in which they are embedded, but they do so in a manner distinct from adult cultures, while simultaneously conveying specifically infantile forms of intelligibility, representation, and symbolization of the world (Sarmiento, 2004, p. 22).

This plurality demands educational practices that value the listening of children's voices, participation, and the protagonism of children in the decisions that affect them, reaffirming their right to be seen and heard as full social subjects.

Children are, in fact, competent social actors, producers and reproducers of culture, and not mere passive recipients. This requires the recognition of their participation in all areas of social life, their contribution to the daily life of society, and their capacity for agency—that is, for intervention in social relations, for modifying them, and for producing new representations (Sarmiento, 2005, p. 371).

The results of the analysis of the literary collections distributed by PNLD 2022—collections 19 to 23—for preschool demonstrate that the selected works dialogue directly with this conception of childhood. The narratives address themes such as diversity, coexistence, affectivity, autonomy, nature, and culture, promoting aesthetic experiences that stimulate children's imagination, empathy, and critical thinking. This thematic plurality allows literature to act as a space for humanization and the expansion of symbolic repertoires, favoring cultural and ethical formation from the earliest years of childhood.

In line with the Sociology of Childhood, the reading practices proposed by PNLD 2022 enable the expression of childhood cultures, understood as specific modes of playing, speaking, and imagining. As Sarmiento (2004) points out, childhood cultures are specific forms of sociability and meaning construction in which children reinterpret experiences and the adult world, producing new readings of reality. Thus, by promoting access to literature, the PNLD creates



conditions for children to produce their own meanings, exercising symbolic and intellectual autonomy.

First, children are active, creative, social agents who produce their own unique children's cultures while simultaneously contributing to the production of adult societies. When we refer to childhood as a structural form, we mean that it is a category or a part of society, like social classes and age groups. In this sense: children are members or operators of their childhoods. For children themselves, childhood is a temporary period. On the other hand, for society, childhood is a permanent structural form or category that never disappears, although its members change continuously and its nature and conception vary historically. It is somewhat difficult to recognize childhood as a structural form because we tend to think of it exclusively as a period in which children are prepared for entry into society. But children are already a part of society from their birth, just as childhood is an integral part of society (Corsaro, 2011, p. 15-16).

The results further indicate that PNLD Literário 2022 contributes to the human formation of children by enabling them to recognize themselves as subjects of rights and belonging. The literature offered by the Program stimulates dialogue, respect for diversity, and empathy—aspects that compose what Sarmiento (2004) calls the “relational dimension of childhood,” in which the child constructs their identity through interaction with the other.

Without prejudice to the analysis of psychological factors and cognitive and developmental dimensions that govern the formation of children's thinking, childhood cultures possess, above all, relational dimensions; they are constituted in peer interactions between children and adults, structuring distinct representational forms and contents within these relationships (Sarmiento, 2004, p. 21).

In this way, by articulating cultural, aesthetic, and pedagogical dimensions, PNLD Literário 2022 configures itself as a policy that materializes, in practice, the principles of the Sociology of Childhood. The Program recognizes the child as a protagonist in the construction of knowledge and culture, while simultaneously reaffirming the role of literature as a space for encounter, imagination, and humanization.



The results and discussions allow for the assertion that PNLD 2022 contributes to the human and cultural formation of young children by promoting experiences that unite art, sensitivity, and critical reflection, and to teacher training by offering materials and guidelines that stimulate high-quality literary mediation. Thus, literary reading becomes an exercise in freedom and creation in which children recognize themselves as subjects of culture and social transformation.

Teacher Training, PNLD, and Childhood Education

Teacher training is one of the fundamental pillars for the *Programa Nacional do Livro e do Material Didático* (PNLD) to achieve the objectives of democratizing access to reading and strengthening school education.

The PNLD Literário, especially from its 2018 and 2022 editions, has configured itself not only as a book distribution policy but as a formative instrument for teachers. According to Ribeiro-Velázquez and Albuquerque (2023), the inclusion of Early Childhood Education in the PNLD represents significant advances in public educational policies, as it expands the supply of support materials and creates opportunities for continuing education for teachers. The authors highlight that the Program contributes to the enrichment of the formative repertoire of teachers, especially when the choice of materials is made democratically and aligned with the school's pedagogical project.

The PNLD 2019, regulated by Edicts No. 1/2017 (Brasil, 2017a) and No. 1/2019 (Brasil, 2019), marked the beginning of a new phase of the Program with the introduction of materials aimed at teacher training for Early Childhood Education. These edicts aimed to offer theoretical, methodological, and pedagogical support to educators according to the guidelines of the *Base Nacional Comum Curricular* (BNCC), which highlights playing and interaction as structuring axes of the childhood curriculum.

[...] in Early Childhood Education, children's learning and development have interactions and play as structuring axes, ensuring them the rights to coexist, play, participate, explore, express themselves, and know



themselves; the curricular organization of Early Childhood Education in the BNCC is structured into five fields of experience, within which the objectives of learning and development are defined. The fields of experience constitute a curricular arrangement that welcomes the situations and concrete experiences of children's daily lives and their knowledge, intertwining them with the knowledge that is part of the cultural heritage (Brasil, 2017b, p. 40).

The teacher training promoted by the PNLD is understood, therefore, as a process of professional and cultural development that articulates theory and practice, favoring the improvement of pedagogical practices and the understanding of literature. By providing high-quality literary materials and pedagogical support guides, the Program contributes to teachers acting as sensitive and critical reading mediators, capable of promoting significant and rich experiences with children.

According to Domingues and Klayn (2022), although the PNLD expands teacher autonomy in choosing works, this freedom is often restricted by a lack of theoretical and methodological training to handle literary diversity. In this sense, the authors advocate for the expansion of continuing education policies through the creation of workshops, collaborative spaces, and collective studies that bring literature closer to everyday school life.

However, despite a detailed presentation of criteria capable of sustaining literary choices, the high degree of subjectivity in the notions with which the Guide operates—subjectivity inherent to any process of literary evaluation and classification—reminds us of the insufficiency of the Guide and the PNLD Literário program as the majority and almost sole actions to promote reading within the school environment. The teacher, a key piece in the process of choosing and working with the works, lacks initiatives that go beyond the availability of a Guide (Domingues; Klayn, 2022, p. 792).

Continuing education is essential for the construction of teacher autonomy, as it allows the teacher to develop critical, investigative, and transformative stances regarding their practice. In this sense, Tardif (2005) emphasizes that the professional knowledge of the teacher is not limited to theoretical mastery but is constructed through shared experience with other teachers, in relationships of



exchange, reflection, and the resignification of knowledge acquired throughout the career.

In this way, continuing education must be linked to the valuation of the teaching profession, including working conditions, career plans, and consistent public policies. The study points out that, historically, teacher training in Brazil has been marked by isolated and emergency actions, without continuity and without articulation between theory and practice. This fragmentation compromises the professional development of teachers and limits the capacity for pedagogical innovation.

Over the last two centuries, the successive changes introduced in the teacher training process reveal a pattern of discontinuity, though without ruptures. [...] Ultimately, what proves permanent throughout the six periods analyzed is the precariousness of formative policies, whose successive changes have failed to establish a minimally consistent pattern of teacher preparation to face the problems encountered by school education in our country (Saviani, 2009a, p. 154).

Therefore, Saviani (2009a) mentions that teacher training throughout history has been marked by interruptions and a lack of continuity. The author observes that, despite some improvements, solid policies that unite theory and practice in a lasting way still do not exist. This critique shows the importance of thinking about teacher training as a constant and well-structured process that accompanies the transformations of society and the formative needs of the school.

Based on this understanding, it is understood that continuing education is essential for the professional growth of the teacher (Saviani, 2009b). It should provide moments of study, reflection, and exchange of experiences, allowing the educator to better understand their reality and find ways to transform it. Thus, continuing education is not only a professional requirement but an opportunity to strengthen the teacher's commitment to education, to their students, and to the construction of more critical, human, and transformative pedagogical practices.



Continuing education is a different way of viewing the professional training of teachers. It aims at personal and professional development through practices involving teachers in the organization of the school, the organization and articulation of the curriculum, pedagogical-didactic assistance activities alongside pedagogical coordination, pedagogical meetings, class councils, etc. In the new conception of training—of the teacher as a critical intellectual, as a reflective professional and researcher/developer of knowledge, as a qualified participant in the organization and management of the school—the teacher prepares theoretically in pedagogical matters and content to be able to carry out reflection on their practice; acts as a critical intellectual in the sociocultural contextualization of their classes and in broader social transformation; becomes an investigator analyzing their teaching practices, reviewing routines, and inventing new solutions; develops skills for group participation and decision-making, whether in the preparation of the pedagogical project and the curricular proposal or in school activities such as the execution of actions, analysis of problems, discussion of points of view, evaluation of situations, etc. (Libâneo, 2018, p. 71-72).

Since the creation of the PNLD Literário, the Program has begun to integrate teacher training and the qualification of pedagogical work more directly, especially in Early Childhood Education. As mentioned by Ribeiro-Velázquez and Albuquerque (2023), the inclusion of Early Childhood Education in the PNLD represented a milestone in reading policies because, in addition to expanding children's access to literary works, it also contributed to the strengthening of teacher training in contexts with little supply of continuing education. The authors highlight that the Program fulfills a double role: it distributes literary collections and, at the same time, provides guiding materials and pedagogical guides that assist the teacher in transforming the book into formative, aesthetic, and cultural experiences.

The initial and continuing education of teachers is, therefore, indispensable for the successful utilization of the PNLD. Initial education should prepare the teacher to understand the textbook and the literary book as pedagogical and cultural tools, promoting critical and contextualized reading. In turn, continuing education is the space for permanent reflection and updating, allowing the



teacher to appropriate new materials and the methodological guidelines of the Program, sharing reading mediation practices and experiences.

Regarding initial training, Imbernón (2011, p. 64) states:

Preparation courses for initial training should play a decisive role in promoting all aspects of the teaching profession, committing to the context and culture in which it develops. They must be “living” institutions, promoters of change and innovation. Future teachers must also be prepared to understand the transformations that emerge in different fields and to be receptive and open to pluralistic conceptions, capable of adapting their actions to the needs of students in each era and context.

And regarding continuing education, Imbernón (2011, p. 72):

Continuing or permanent teacher training must help develop professional knowledge that allows them to: evaluate the potential need and quality of the educational innovation that must be constantly introduced into institutions, develop skills, planning, diagnosis, and evaluation, and adaptation to the diversity and context of the students.

As stated, Edict No. 3/2021 (Brasil, 2021), which regulated the PNLD Literário 2022, consolidated the inclusion of Early Childhood Education as a stage served by the Program, expanding young children’s access to literature and recognizing the literary book as an essential element for human and cultural formation. In this edition, the PNLD reaffirmed its commitment to the principles of the *Base Nacional Comum Curricular* (BNCC) and the *Diretrizes Curriculares Nacionais para a Educação Infantil* (DCNEI) by valuing literary reading, play, imagination, and sensitive listening as fundamental practices of childhood development (Brasil, 2009).

In this way, the PNLD Literário offers teachers opportunities for reflection on their practice and expansion of their formative repertoire, favoring the construction of a sensitive and critical reading mediator stance. However, as Domingues and Klayn (2022) point out, the Program’s impact is still limited when there is no continuous investment in teacher training.



The importance of initial and continuing education for working with the PNLD means recognizing that the Program only reaches its full potential when teachers are trained to understand, select, and mediate materials critically and creatively. The integration between the PNLD and teacher training policies is what transforms the simple distribution of books into a cultural and pedagogical policy of human formation, promoting reading as an aesthetic, empowering, and socially significant experience.

Final Considerations

This study aimed to analyze the contributions of the *Programa Nacional do Livro e do Material Didático* (PNLD) Literário 2022 to the human and cultural formation of young children in light of the Sociology of Childhood. The goal was to understand how the Program, by inserting Early Childhood Education into the context of public reading policies, favors the recognition of children as subjects of culture, language, and rights—producers of meaning and protagonists of educational experiences.

From this perspective, the research addressed the central question that guided the work: in what way does the PNLD Literário 2022 contribute to the human and cultural formation of young children? The results indicated that the Program plays a central role in democratizing access to children's literature by providing diverse collections of high aesthetic quality that address themes such as identity, diversity, coexistence, affectivity, nature, and imagination. The selected works promote reading experiences that articulate emotion, sensitivity, and critical reflection, favoring the integral development of children and the exercise of empathy, creativity, and autonomy.

Furthermore, it was found that the PNLD Literário 2022 reaffirms the commitment to the principles of the *Base Nacional Comum Curricular* (BNCC) and the *Diretrizes Curriculares Nacionais da Educação Infantil* (DCNEI), valuing literary reading, play, listening, and imagination as central practices of learning. The analysis also showed that the Program constitutes a formative policy, as



it offers teachers and school managers opportunities for reflection and the improvement of their pedagogical practices, contributing to the strengthening of both initial and continuing teacher education.

The PNLD Literário 2022 reveals itself to be an instrument capable of enhancing the recognition of childhood cultures, promoting spaces where children can express their own ways of playing, narrating, and imagining the world. This approach reinforces the importance of the school as an environment for coexistence, creation, and humanization, where the act of reading is transformed into an experience of encounter and the collective construction of meanings.

From a social and academic point of view, this study contributes to strengthening the debate on public policies for reading and the valuation of childhood by highlighting that the right to literature is also a right to citizenship, sensitivity, and cultural diversity. The social impact of this research resides, therefore, in the defense of an early childhood education that recognizes the child as a subject of rights and culture, capable of transforming the school into a space of dialogue, imagination, and integral human formation.

Finally, this work reaffirms that the effectiveness of the PNLD Literário 2022 depends on the collective engagement of teachers, managers, and policymakers to ensure not only access to books but also the full experience of reading as an aesthetic, cultural, and emancipatory practice. Thus, the study expands the field of reflection on literary reading in childhood and offers theoretical and practical support for the improvement of educational policies and practices committed to a more just, democratic, and childhood-sensitive education.

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