



# TÔNA REDE





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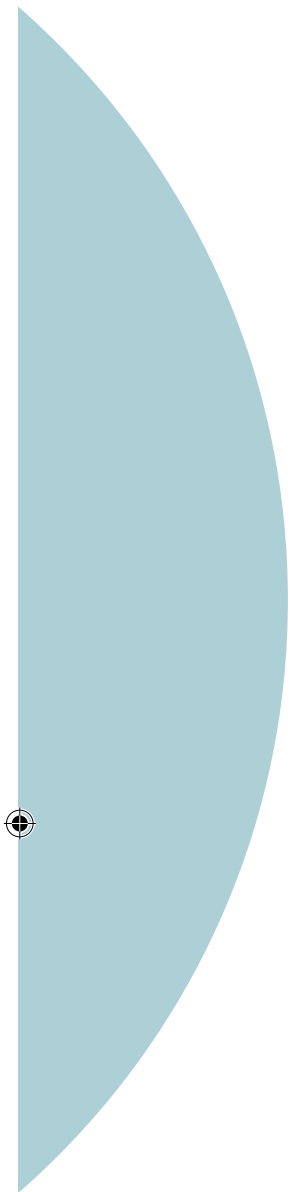
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# TÔNA REDE





# FOREWORD





This book is the result of a process of training and engagement of Brazilian public libraries employees, aiming at qualifying and strengthening its actions through information and communication technologies (ICT) use, and implementing a more integrated and efficient customer service in these cultural facilities to its users. In this training we have used a participatory methodology, working on the groups' internal relationships, fostering talent and creating strategies to transform old, ineffective and crystallized habits in the day-by-day in the workplace.

In order to develop this qualification process, it was also necessary to work on external relationships with local networks and the surrounding communities, beyond the walls of libraries. To this end, we conducted a local mapping, together with the participating groups in training, to meet the social actors present in these contexts and their socio-cultural dynamics. Thus, these teams visited communities and popular culture groups, socially vulnerable neighbourhoods, traditional riverine communities, *quilombos*, *terreir's* people, organized groups of artistic expression, among others.

Throughout the project, with the participation of employees and the community engagement, we prepared together a plan of activities for public libraries involved in this proposal. The *TÔ NA REDE* project was carried out for twelve months in 2014 in three cities with very different profiles (Arapiraca-AL, Belém-PA and São Paulo-SP).

This work was a partnership between the Relational Policies Institute, the National Public Libraries System and the Bill and Melinda Gates Foundation. We hope this book is a stimulus and a reference guide for other public libraries in the country to replicate this initiative.

Enjoy your reading!

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# A NETWORK FOR THE WORLD

Bill & Melinda Gates Foundation

**T**he Bill & Melinda Gates Foundation bases its work on the fundamental principle that every life has equal value. This powerful statement focuses our work on areas where we can have the greatest impact on reducing inequality in order to contribute to a world where every person has the opportunity to live a healthy and productive life.

Gates foundation work is centered on a global scale in the fields of health, development and public policy. In the United States, we support programs to improve the quality of education and reduce social inequality.

Within the Global Development scope of the foundation, there is the Global Libraries program. This program started in the United States almost 20 years ago, connecting more than 10,000 public libraries to the Internet, so that people could have easy access to information and opportunities which connectivity and digital resources make possible.

As the Foundation's work began to expand globally, this program designed for libraries has also expanded. Since the 2000s, we have built our strategy based on the experience implemented in the United States, in order to support similar initiatives in more than 20 countries worldwide.



The mission of the Global Libraries program is to support the transformation of public libraries in engines that drive the development of people and their communities. In times where economic, educational, social and health opportunities depend, increasingly, on the internet and computerization, lack of access and knowledge of digital tools translates into lack of opportunities. Nowadays, more than half of the world's population has no access to the Internet, and those living in poor communities, especially rural ones, are the ones who are less likely to access or acquire knowledge on how to navigate the digital world.

The Global Libraries program supports the efforts led by government institutions and other public and private organizations to expand access to information through digital technologies in public libraries; fostering innovation in libraries; training and increasing leadership of library professionals; promoting changes in public policies that contribute to develop, empowering and modernizing public libraries.

In Brazil, we are proud to have the support of the National Public Libraries System and sponsor organizations such as the *Instituto de Políticas Relacionais* (Institute of Relational Policies) to support the development of public libraries. *Tô na Rede* project contributed to the transformation of public libraries in Arapiraca (AL), Belém (PA) and São Paulo (SP), increasing and improving the relationship of these libraries with the community and promoting a participatory management that allows all its staff to understand the community's needs in order to serve them in the best possible way. Both the use of Information and Communication Technologies (ICT) available, and the new skills acquired by their employees, are attributes that not only improve the quality of services offered by libraries, but also turn them into more representative areas of their communities by welcoming their cultural and social diversity. Public libraries participating in the *Tô na Rede* project have the potential to become benchmarks for other libraries in Brazil and Latin America.

The role of public libraries and librarians in today's society continues to evolve, especially with the use of technology. Libraries are becoming more and more important areas of learning, innovation and places for the community members to meet, due to its immense potential to meet the needs of these communities. Nowadays, more than ever, public libraries are agents of change and constitute places of democratic access to information, knowledge, reading and culture. In Brazil, we are witnessing a transformative work that will benefit thousands of people with the opportunity to live a better life thanks to public libraries.





## A NETWORK FOR BRAZIL

### Public Libraries National System (*Sistema Nacional de Bibliotecas Públicas -SNBP*)

Since 1937, when the National Book Institute (*Instituto Nacional do Livro - INL*) was created, Brazil has been investing in the support and expansion of public libraries in the country. However, it was through Presidential Decree No. 520 on 13 May 1992 that the National Public Libraries System (*SNBP*) was established as a body subordinated directly to the National Library Foundation (*Fundação Biblioteca Nacional - FBN*), institution linked to the Ministry of Culture (*MinC*).


From 1992 to 2014, the *SNBP* was based at Gustavo Capanema Palace in the city of Rio de Janeiro. It was constituted as a General Coordination Body, which consisted of 3 Coordinating Bodies. Up until 2011 they were: Support to the State Public Library System Coordination Body, Registration and Information Coordination Body and Collection Coordination Body. As the results of a situational diagnosis made in 2011, the Coordinating Bodies' names changed to Relationship and Training Coordination Body, Information and Governance Coordination Body and Documental and Administrative Management Coordination Body.

Since its creation, the National Public Libraries System has worked in coordination with the Estate, Municipal and the Federal District Public Library Systems, respecting the federative principle, in order to strengthen the actions of these organs and stimulate collaborative network. Its management is based on dialogue, transparency, accountability and the encouragement of social control within an integrated management model with the Coordinating Bodies of State Public Library System.

In 2004, through the program *Livro Aberto*, the National Public Libraries System started a large movement in favour of increasing the number of public libraries in the country as well as the modernization of existing libraries. From 2004 to 2011, the period in which the program *Livro Aberto* lasted, 1,705 new libraries were created and 682 modernized.

The actions implemented by the National Public Libraries System are planned according to the goals set by the National Culture Plan (*Plano Nacional de Cultura - PNC*). There are 13 targets related to public libraries, among which Meta 32 (100% of Brazilian municipalities with at least one public library in operation) and Meta 34 (50% of public libraries and museums modernized) stand out.





In 2010, along with the Board of Books, Reading and Literature (*Diretoria do Livro, Leitura e Literatura - DLLL*), an agency of the Institutional Coordination Secretariat (*Secretaria de Articulação Institucional - SAI*) of the Ministry of Culture, the National Public Libraries System launched the First National Census of Municipal Public Libraries, in order to identify the profile of this cultural equipment in Brazil. The National Public Libraries System has been working on this data and validating the information gathered, along with the Public Libraries State System, in order to corroborate evidence to support policies, actions and public investments in libraries across the country.

The system formally joined the Ibero-American Program for Public Libraries – IBERBIBLIOTECAS in 2012, which aims at promoting free access to reading and information to all citizens, without discrimination, through the creation of an Ibero-American network of cooperation in the field of public libraries. From this point, the National Public Libraries System has been actively participating in all initiatives proposed by IBERBIBLIOTECAS such as librarians training courses, official public notices for the civil society participation with proposals for new projects, among others, in order to integrate Brazilian public libraries.

In 2012, through the partnership with the Global Libraries program, by Bill & Melinda Gates Foundation, the National Public Libraries System obtained sponsorship for the XVIII Public Libraries System National Meeting and initiated an exploratory study to identify the situation of Brazilian public libraries regarding the use of Information and Communication Technologies (ICTs), and their needs in this field.

Since then, the National Public Libraries System has been working together with the Global Libraries program to implement projects that promote the ownership and use of ICT in public libraries, both by its employees and users.

As a result of this partnership, a pilot project called *Tô na Rede* started, aimed at expanding and improving information services offered by public libraries through the implementation and widespread use of Information and Communication Technologies (ICT). Not only do we intend to attract a larger number of users in libraries, but also democratize digital access in all fields of everyday life for its users, in which these tools have become indispensable. Another intended objective is the interaction of libraries with their surrounding communities, through research of their demands and expectations in relation to the services offered and cultural actions carried out by libraries.

The implementation of this pilot project took place in three cities in different regions of the country: in the North, in Belém (PA), at Arthur Vianna Public Library; in the Northeast, in Arapiraca (AL), at the libraries of the Municipal System of Public Libraries; and in the Southeast, with the Municipal Library System of São Paulo (SP), specifically at Helena Silveira Library, subordinated to the borough of Campo Limpo, in the southern part of the capital.

The project is being conducted by the Relational Policies Institute (*Instituto de Políticas Relacionais - IPR*), with the accompaniment of the National Public Libraries System and Public Libraries Estate Systems of Pará, Alagoas and São Paulo, through the sponsorship of the Global Libraries Program by the Bill & Melinda Gates Foundation.



# A NETWORK FOR LOCAL TERRITORIES

**Relational Policies Institute**  
*(Instituto de Políticas Relacionais – IPR)*

Instituto de Políticas Relacionais is a Civil Society Organization of Public Interest (OSCIP). It was created in March 2004; its principle is to promote actions that generate public policies of inclusion, and strengthening the civil society organization, taking into consideration its economic and social aspects, and cultural differences.

The Institute seeks the clear perception and consistency between values, languages and actions as well as a production towards the assertion of life, in all its manifestations. It is based on the idea that social interaction is inevitably mediated by political connections, not always conscious or desired by the actors involved, but as results generated by dominant subjectivities.

The project *Movimento Ética é Cidadania: Psicodrama da Cidade* (Ethics is Citizenship Movement: Psychodrama City), which took place in 2001 and had as its main aim listening to the population of the city of São Paulo, was the motivation to create the Instituto de Políticas Relacionais (IPR). In a simultaneous action in 96 districts (public squares, cultural centres, clubs, schools, libraries, etc.), the challenge posed by the project generated a network of 700 volunteer social-psychodramatists, involving about 8,000 citizens. Given the repercussion of this act, the work was carried out in several groups between 2001 and 2003, which included about 27 thousand people. The need to build a new framework for continuing this work was already given.

Therefore, since the beginning of the XXI century, and in the wake of times focused on the strengthening of human relationships, either as part of the technological revolution, or in understanding the human being as full of diversity, the Instituto de Políticas Relacionais has given incessant continuity to the work of identifying the needs of communities, government agencies and private companies, and turn them into cultural and social projects and programs reaching different audiences across the country, to the spread and democratization of human and cultural rights, thus, becoming reference in promoting the emancipation of peoples for such guarantees.

The Institute's main focus is the RELATIONSHIPS, by empowering communities – taking into consideration its economic and social aspects, and their different cultures - the Institute is guided by the following pillars: advice and support to the development of citizenship; development of public and private relational policies; training and development of agents and professionals; promoting and incentivising solidarity and volunteering; promotion of scientific, educational and cultural activities; publication of magazines, books and video documentaries in digital media; and creating networking and / or public information databases.







In order to carry out these actions, the Institute fosters the creation of a space in which differences are able to emerge and conflicts can be made evident through psychodrama techniques and other group activities. The purpose of these interventions is to provoke a constant questioning, providing reflection and flexibility among participants and, ultimately, strengthening citizenship and the creation of networks.

With the use of technologies in an educational manner, the actions taken go towards creating, encouraging and fostering networks which facilitate access to information and give them visibility. By sharing resources, services and information, networks stimulate and expand the use of collaborative and participative practices that contribute to building a more democratic society.

Among the projects and programs developed by the Institute (IPR), there are *Pontos de Leitura* (Reading Points), *Ancestralidade Africana no Brasil* (Afro Ancestry in Brazil); *Memória da Ancestralidade Africana* (African Ancestry Memory); *Empreendedor Local* (Local Entrepreneur); *Memória do Esporte Olímpico* (Olympic Sport Memory); and *Memorial da Anistia* (Amnesty Memorial).

In order to expand the involvement of public libraries in Brazil in serving and dialoguing with the population, particularly through the use of information and communication technologies (ICT), the project *Tô na Rede* was born. This was a result of a partnership between the National System Public Libraries, Bill & Melinda Gates Foundation and the Institute itself - IPR.

This publication is reference material for those who, like IPR, wish to carry out work to improve the understanding of the relationships between the many and varied sectors that make up the society in which we live. These are data that once associated with the qualification that we want to produce, become inexhaustible sources of research and knowledge; these texts will help us understand a little more of a universe that is part of daily life pertaining to cities and citizens.

Being part of this process is, for the Relational Policies Institute (*Instituto de Políticas Relacionais*), another opportunity to grow, to develop and to meet various partners and people who carry their rich histories and memories. We only exist in the relationship with the other. As Moreno, creator of psychodrama, taught us:

Meeting of two.  
Eye to eye.  
Face to face.  
And when you are close,  
I rip  
your eyes out,  
and place them instead of mine.  
And you rip  
my eyes out,  
and place them instead of yours.  
So I will look at you with your eyes,  
and you will look at me with mine.







**PUBLIC  
LIBRARIES**

**IN  
ACTION**

**TÔ NA  
REDE  
BRASIL**





## KNOW THE PAST TO REFLECT ON THE PRESENT

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The first library in Brazil was the Royal Library (nowadays the National Library Foundation). It was founded in 1810 with a collection of nearly 60,000 pieces, brought by Dom João VI from the Royal Library in the Ajuda Palace in Lisbon. This collection, however, was only open for public consultation from 1814, after its collection of numerous items, including books, periodicals, maps, prints and others was organised.

However, the opening of Brazil's first public library actually happened in the same period, requested by Pedro Gomes Ferrao of Castello Branco, who sent a project to the Governor of the Province of Bahia at the time. Historically, it was the first project in the country to facilitate access to books and reading, and, oddly enough, came from the civil society, in particular its elite. After that, all the arrangements for the foundation of libraries always came from the government initiative. Bahia Public Library – or Public Library, as it was called at the time - was inaugurated at the Jesuit College in Bahia, on 04 August 1811.

During this period, the libraries moved to makeshift sites, with outdated collections, often with poor facilities and lacking skilled professionals to serve their audience. Another point that should be noted is that the image that people had about libraries was of “a place for a small group of elite scholars” (SUAIDEN, 2000, p. 52).

When Brazil became independent in 1822, the interest in culture and politics in the country gradually increased. The press played an important role in spreading information because it became a crucial media in this context through the printed graphics processes - the book is one of them, having their field of action expanded by the advent of the printing industry (FREITAS; SILVA, 2014).

A century later, the Modern Art Week, held in 1922, brought great strength to Brazilian culture, intensifying intellectual production. The dividing line in the concept of public libraries in Brazil appeared during Mario de Andrade's directorship of the Department of Culture of Sao Paulo, when, in 1926, he inaugurated the Municipal Library of Sao Paulo, making it a reference of Brazilian culture for the country and for Latin America. The idea was the preservation of memories, traditions and national values. Thus, the library would work as an archive of Brazilian history and cultural diversity. It is important to remember that Mario de Andrade, still the head of the Department of Culture, in the 1930s, devised and implemented the Folkloric Research Mission, an extensive ethnographic survey of several regions of Brazil, to collect and catalogue the traditional musical repertoire of their populations, among other records, resulting in a collection that today is a reference for research in this field. Such work testifies one of the primary duties of the role of a library: documenting, organizing and disseminating the diversity of cultural expressions of its country.





### **TYPES OF ACCESS TO LIBRARIES IN BRAZIL**

When dealing with access to information and digital inclusion, it is important to understand how access to a library is given in a particular reality, such as in Brazil. Initially, two distinctions can be made: public or free access libraries and private or restricted access libraries.

### **PUBLIC ACCESS LIBRARIES**

In Brazil, it is important to note that public libraries are usually associated with their subordination to a government, whether municipal, state or federal. However, public access goes beyond the administrative factor. We understand by public libraries, spaces where anyone can freely access the collection; although, the services are not made available to all without distinction. This is because certain services, such as loans, reservations and even access to some types of works may be limited to registered users; but consultation on the spot and circulation spaces are open to anyone. However, other types of library, listed by the National Public Libraries System, can be open to the public, such as community, 'popular', themed, reading rooms and even university libraries. Some of these types can be considered public by their very nature such as the community and 'popular' libraries.

### **PRIVATE OR RESTRICTED ACCESS LIBRARIES**

Private or restricted access libraries, by definition, belong to private institutions or companies, and access is restricted to their specific audiences; they are corporate, university, school libraries or the ones linked to private institutions and foundations. There are private libraries that provide access to their collections, but this does not necessarily characterizes them as public access libraries.

## TYPES OF LIBRARIES ACCORDING TO THE PUBLIC LIBRARIES NATIONAL SYSTEM

The type of a library is determined by its roles and services offered, by the community it serves, and its institutional link.

### **PUBLIC LIBRARY**

It aims at meeting, through its collections and services, different reading interests and information needs of the community where it is located, helping to increase access to information, reading and books for free. It must cater for all publics: babies, children, youths, adults, seniors and people with special needs; and follows the precepts laid down in the Manifesto IFLA / UNESCO on public libraries.

Libraries are considered cultural facilities and are, therefore, within the public policies of the Ministry of Culture (MinC). The majority are created and maintained by the government (city, state or Federation).

There are public libraries that have segmented collections or offer services directed to a specific audience. Those are called Thematic Public Libraries; and they are identified by the public in accordance with their specific nature, such as Children's Public Library or others.

### **THEMATIC PUBLIC LIBRARY**

Public libraries that are specialized libraries in a particular area or subject.

### **COMMUNITY LIBRARY**

It is a space to incentivise

reading and access to books. It is created and maintained by local communities without a direct link to the state.

### **READING POINT**

It is a space to incentivise reading and access to books, created in communities, factories, hospitals, prisons and institutions in general. Its creation was supported by the Programa *Mais Cultura* (More Culture Program). It encourages the creation of community libraries in communities.

### **NATIONAL LIBRARY**

Its function is to gather and preserve all bibliographic production of a country. In each country there is a National Library. All bibliographic production of the country should be sent to the National Library, what is guaranteed by the law *Deposito Legal*. In Brazil, the National Library is based in Rio de Janeiro.

### **SCHOOL LIBRARY**

It aims to meet its community's reading interests and information needs; it works closely with the school educational project in which is located. Primarily serves students, teachers, school's employees, and may also extend its action to serve families of students and residents in the surrounding communities. It is located within a pre-school, elementary and/or secondary schools. It follows the principles of the Manifesto IFLA / UNESCO for the School Library and, in Brazil, the Law. 12 244 provides for the universalization of libraries in educational institutions in the country.

### **UNIVERSITY LIBRARY**

It aims at supporting teaching activities, research and extension through its collections and its services. It serves students, teachers, researchers and the academic community in general. It is linked to a higher education facility and can be a public or private institution. The University Library continues the work initiated by the School Library.

### **SPECIALIZED LIBRARY**

It is directed to a specific field of knowledge. Its collections and services meet the information and research needs of users interested in one or more specific areas of knowledge. It is linked to a public or private institution and may also be characterized as a university library, when linked to a higher education institution. There are specialized public libraries in children's literature often called Children's Libraries. There are others specialized in serving people with special needs and so called Special Libraries.

### **LIBRARY / REFERENCE CENTRE**

They are specialized libraries that work with the focus on access, spreading, production and use of information for a particular audience. They are also known as Reference and Information Centres. Many of them do not have their own collection and work exclusively with referral documents on a particular subject (summaries and reviews).



Thus, a new paradigm was launched in the field of libraries, whose purpose was to “endeavour to promote the contact of the population with the written culture, aiming at the cultural appropriation” (VIANA, 2011 apud FREITAS; SILVA, 2014).

*“The creation of popular libraries seems to me to have been one of the most needed activities for the development of Brazilian culture. Those libraries may not solve any of the painful problems of our culture, literacy, and the lack of secondary school teachers, for example ... however, fostering the habit of reading among the population, if well conducted, will inevitably create a more enlightened urban population, better able to make their own decisions, less indifferent to national life. This is perhaps, a gigantic step in the stabilization of a racial entity that, poor thing, believes it is so devoid of other unifying forces.” (ANDRADE, 1939)*

By examining the history of public libraries, we realize that the legacy of Mario de Andrade was taken to the condition of being referenced when thinking of libraries as socio-cultural spaces responsible for the access to books and reading, and as disseminator of information, and responsible for preserving cultures and national imaginary memories. However, this is not always the case; public libraries are often only a large depository of books.

Public libraries had always been dependent on the National Book Institute, created in 1937. Over its 52 years, the Institute added some contributions to the development of public policies for this field, although it was also responsible for many barriers to the development of public libraries in Brazil. However, a great contribution in this direction was the incorporation of these policies in the government’s agenda.

Thus, it was possible to expand collections and the support for the training of librarians, notable contributions to this field. However, such policies did not follow the changes occurred in Brazilian society, and its actions were led by conservative policies, guided by an elitist view and a highbrow concept of culture, disregarding its anthropological dimension as ways of life and expression of local cultures and causing, in this sense, a stagnation of the library’s role as custodian and disseminator of Brazilian cultural diversity.

Therefore, the difficulty of access to information generates a great impact on people’s lives. Information is essential in the formation of citizens and building their autonomy because it makes the human being capable of organizing their perception of the world; it allows them to express opinions and take sides, transforming information into knowledge. Thus, *“the public library is the gateway to knowledge, as it provides basic conditions for lifelong learning, decision-making autonomy and cultural development of individuals and social groups.”* (UNESCO, 1994).

Another crucial aspect to the devaluation of the library’s role in citizens’ daily lives was the lack of dialogue with the information processes and new technologies of information and communication, turning them into obsolete and unattractive spaces to the population.

*“In the contemporaneity, another demand arises as society is marked by a permanent need, the search and use of information. The public library has to be prepared to offer not only the information recorded in printed form, but also include electronic and digital information, especially the Internet, by the extent of resources that it represents.”* (CUNHA, 2005, p. 7)

UNESCO / IFLA 1994’s Manifesto on public libraries, suggested including information and communication technologies as a public libraries mission, to “facilitate access to information and skills in computer use.”

With regard to digital inclusion, Brazil has made little progress according to the National Census of Public Libraries in 2010: while 45% of public libraries have computers with internet access, only 29% provide the service to users. According to research CGI.BR 2011, it was found that 69% of internet users in social classes D and E use public points to access information





and communication technologies (ICT). The data demonstrate that these public places of ICT are significant in providing access to the underprivileged population, but also that the country still has a big challenge ahead: making ICT access available to 86% of this population (VOELCKER, 2013).

The telecentre was the most frequently adopted model in an attempt to disseminate information on matters that contribute to the human, economic and social development in their local communities. Recent surveys show that in many countries the telecentre is one of three types of public centers of access to information, the others being internet cafes and public libraries. Public libraries are integrated into public government policies and bring in their mission, among other objectives, the promotion of access to information. Although Brazilian libraries have predominantly focused on promoting reading, having rarefied actions in the field of cultural action, it is assumed that they are potential centers for the development of ways of using technology which provide development or improvement of quality of life (VOELCKER, 2013) in their communities.

*Tô na Rede* project was created from the desire to help public libraries face these challenges; it was the result of a partnership between the National System of Public Libraries, the Bill & Melinda Gates Foundation and the Institute for Relational Policies (IPR). This is a partnership that seeks to reduce the asymmetries of access to information, knowledge, culture and the so called ICTs. This is done by training employees of public libraries in three Brazilian cities aiming at expanding their engagement in dialogue and improving services in the surrounding communities.



“In the contemporaneity, another demand arises as society is marked by a permanent need, the search and use of information. The public library has to be prepared to offer not only the information recorded in printed form, but also include electronic and digital information, especially the Internet, by the extent of resources that it represents.”  
(CUNHA, 2005, p. 7)







## WHAT IS A PUBLIC LIBRARY AGAIN?

In order to enhance library spaces as culture and information points for communities, *Tô na Rede* was designed as a pilot project; the methodological approach chosen was an open training process for participation and collective construction, which had as its starting point the involvement of managers, librarians and other employees with communities and local dynamics where these culture tools are located.

This choice allowed the development of a process permeated by experiences and practices that sought to foster a purposeful participation and critical reflection of participants when facing everyday situations, whether in work relations, management of spaces or socio-cultural mediation with territories and their public.

The training process and pedagogical project were designed in order to address two dimensions. The first, reflexive-affective, with a more humanistic approach, which intends to understand how the coexistent relations in activities carried out at libraries happened, both between employees, as well as interaction with the public and dialogue with their surrounding communities. In order to do so, it was necessary to identify what the perceptions of the world of the project participants were and based on what values and beliefs they conducted their trade at the libraries, so that we would be able to interfere in some situations that could trigger changes from collectively shared experiences.





The second dimension, which we call empirical-mobilizing, sought to make the inquiries that the reflective-affective dimension brought to light during this process more concrete. Information and communication technologies (ICTs) were added to the project as action tools and cultural mediation, both in internal work relations in the libraries, and in relation to their users.

In order to deal with those issues, a list of relevant issues for the qualification and the increased engagement in the field of cultural mediation and library science was set. The themes were converted into a program of interdisciplinary workshops (with different durations and multiple methods), englobing hands-on activities guided by experts in library science, psychodrama, social mobilization, group dynamics, body language, local mapping, public policies, information technology, computer skills, communication and educational communication. These professionals have been identified in the project as facilitators of the topics covered.

In this sense, contents and practices with the objective of giving support to the actions of employees in and out of libraries were created in these workshops. The strategies used, as a starting point, dialogues with:

- **psychodrama**  
to build a cohesive group, to elucidate conflict situations when dealing with work relationships and sociability among employees, as well as with the user.

- **educational communication**  
the creation of critical and credible content about local realities, involving various social actors

- **body language**  
artistic expressions and oral history, to work the subjective dimensions of each of them and to create a sense of community among the groups of employees formed by *Tô na Rede*.





• **local mappings**

to encourage social actors in the surrounding areas to dialogue with libraries; reveal the local socio-cultural diversity; establish partnerships that promote development (economic, cultural, educational, human and community); expand the actions of libraries in their neighbourhoods; identify, organize and catalogue local cultures; establish possible public policies from local demands.

• **digital culture**

tangential to information technology, the potential uses of publishing software, the Internet and information management tools such as: collaborative maps, geocoding, *Tô na Rede* website navigation, text editing software, spreadsheets among others others

• **communication technologies**

to foster the responsible use of the Internet and social medias as tools to promote the libraries' activities.





As this was an open approach to participatory processes, the facilitators incorporated their own methods related to their areas of expertise in the workshop experiences with the participants. They were guided by the following syllabus:

<b>Workshops held in Tô na Rede</b>	<b>210 hours</b>
Block I – Self-knowledge, the other and the library: building group	30
Block II – Information and Communication Technologies - ICTs I	12
Block III – Ethics and Citizenship	18
Block IV – Recognizing talents	24
Block V – Know to transform: sociocultural mappings	48
Block VI – Information and Communication Technologies - ICTs II	24
Block VII – Educational Communication I	54
Block VII – Educational Communication II	

\*A total of 246 hours including extra activities.

In this process, each facilitator contributed with their knowledge and their experiences. As the exchanges between facilitators and participants took place, the sociability relations began to change. In some instances it happened when the pressure of conflict was revealed; in others, the epiphanies of discovering a new territory, another reality, other social actors. In this sense, the option was to work theoretical concepts into the studies.

On the recommendation of the National Public Libraries System – SNBBP, the cities chosen for the realization of this project were Arapiraca (AL), Belém (PA) and São Paulo (SP). The choice of these municipalities for the development of this first pilot revealed extremely diverse realities, with their own local dynamics and heterogeneous territories, which ended up attributing unique qualities and different results for each city.

These differences are reflected mainly in the local scenery in each region, which is directly linked to a socio-cultural and socio-economic context that profoundly influences the role of culture equipment in the territory - hereby, public libraries.

In light of that, we sought to work with the territories in two different aspects. The first, from official statistics, which helped create some comparisons between the size of cities, their population dynamics, indicators of quality of life and the public library network, among others. These data are organized further on in *I - Chosen cities*.

However, the second aspect brought face-to-face contact with the territories, allowing other perceptions that the census data is not able to reveal. In order to do this, we sought to work on issues that might bring reflections on work cultures and relations with the public space. Thus, the concept of culture was one of the main threads of the socio-cultural mappings, and this context understood as ways of life, personal relations, customs, beliefs, values, identities and cultural diversity, artistic and cultural expressions and manifestations, memory, mind and body health, communication, bodies, genders, cities and everything that is part of them.



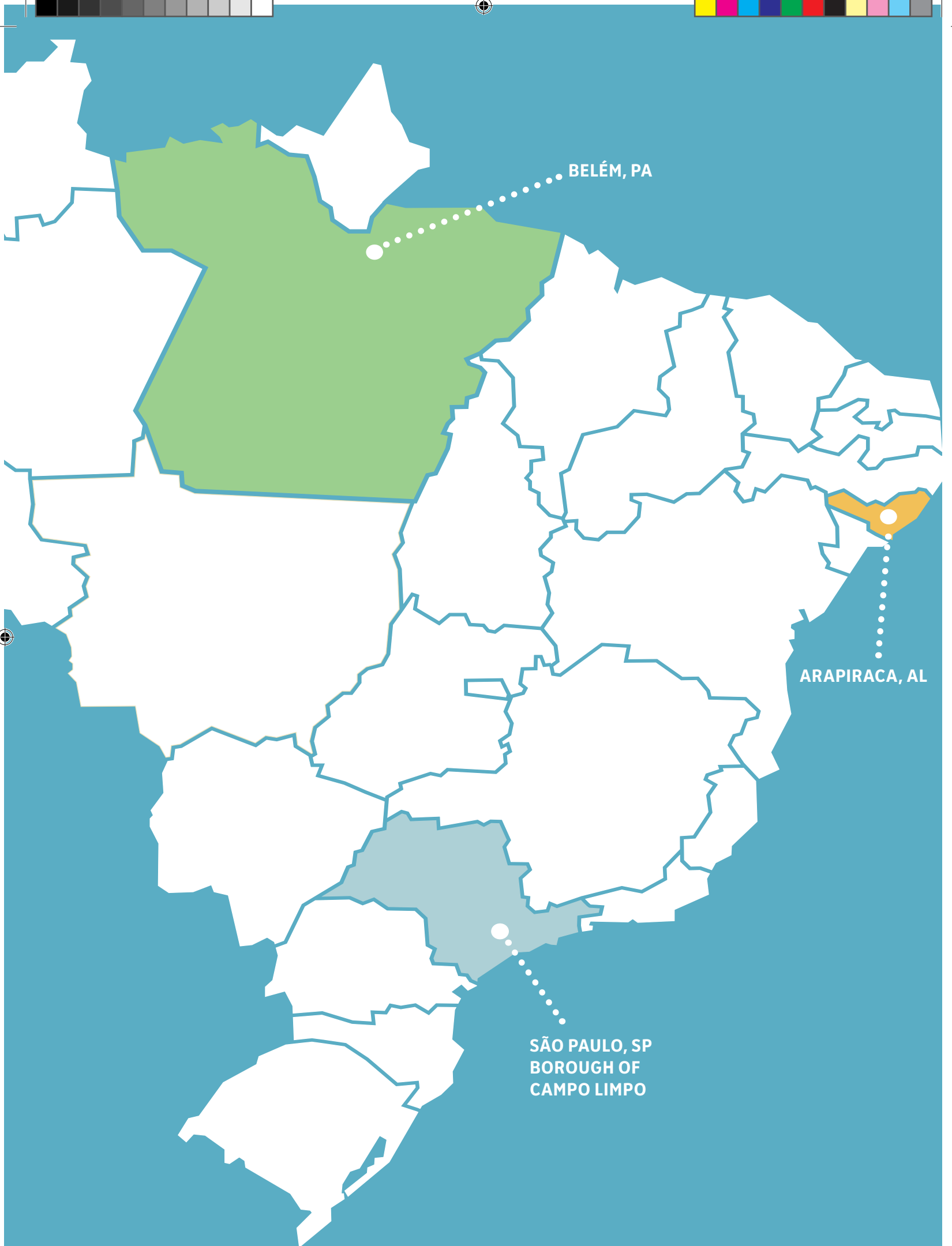
We worked on territorial contexts from their socio-cultural practices. We also interacted with participants from a cultural perspective, taking into account their specificities and their way of life, which are reflected in the performance of their duties in the libraries.

Another aspect that we sought to learn in this process was the profiles of the employees who took part in this project. In order to do so, a quantitative and qualitative questionnaire was designed and applied in the first training block, *Self-knowledge, the other and the library: building group*, and it allowed us analyse data relating to professional qualifications, education, positions held, activities developed, knowledge and interactions with information and communication technologies (ICTs). These survey data are presented in the documents *II - Profile of managers and III - Knowledge and integration of information and communication technologies - ICTs*.

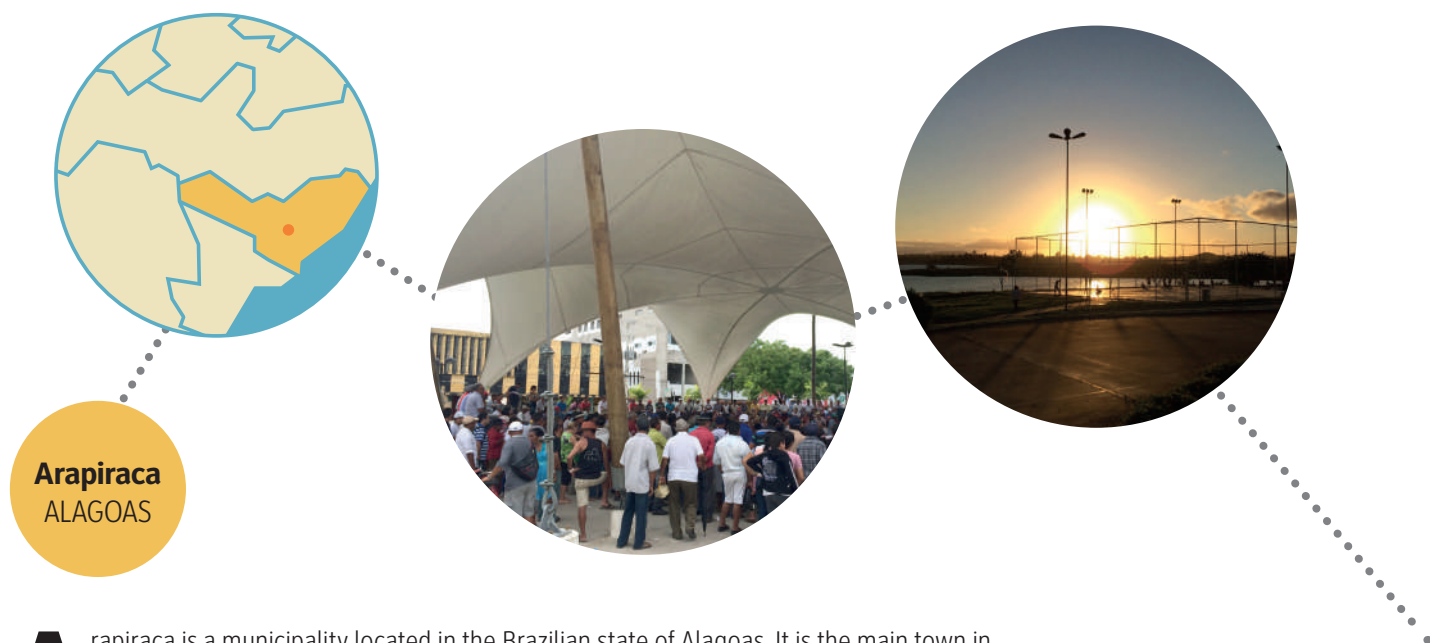
The questionnaire data were the starting point for us to evaluate their stated knowledge. However, in practice and in the melee of the workshops, we realized that the realities were even more complex, both when it comes to human relationships, and infrastructure and state capacity. These issues, however, only came to light in the training process with facilitators or collective mobilization contexts to carry out activities programmed to take place remotely.

Important insights, which revealed some topics for reflection, came up in workshops and were collectively discussed between the project's technical team. Some of these issues were dealt with in the following chapters, from large cuttings, which were grouped by similarity and dealt with in the workshops and in the process of organizing the public event for the library presentation, after the process of training of employees. They are: *1. Libraries in Action: Tô na Rede Brazil; 2. Role playing everyday life; 3. Affective Cartography; 4. Entering the network; 5. Being on the network, 6. Familiarization with the new.*





## CHOSEN CITIES



**A**rapiraca is a municipality located in the Brazilian state of Alagoas. It is the main town in the countryside, located at about 130 km from the capital, Maceio, and its population is estimated to be 229,329 inhabitants (IBGE, 2014). It became known in the 1970s as the “Tobacco Capital” because it is one of the largest tobacco producers in the country. The name Arapiraca comes from a *Leguminosae - Mimosaceae* tree, a kind of angico-white, common in the Northeast’s dry and wild countryside, and in the hinterlands. According to popular belief, the word Arapiraca is of indigenous origin and means “a branch macaws (a bird) visit”. It would have been under an arapiraca tree, located on the banks of *Riacho Seco*, that André Manoel Correia dos Santos, the city’s founder, stopped to rest when traveling through that area; the shade of that tree gave him the idea of building a cabin.

After some time, with the arrival of other families, that arapiraca tree was gradually surrounded by a village. The site began to be inhabited in the first half of the nineteenth century. In 1864, Manoel André built the chapel of Santa Cruz and chose *Nossa Senhora do Bom Conselho* as patroness saint. As a district, Arapiraca had been subjected to *Penedo*, *Porto Real do Colegio*, *São Brás* and *Limoeiro* successively. This village was elevated to a municipality on 30 October 1924, being formed by areas that previously belonged to *Palmeira dos Índios*, *Porto Real*, *São Brás*, *Traipu* and *Limoeiro*.

From the 1980s, the city underwent a significant economic growth, fuelled by trade activities (especially the traditional street market) and services. In addition, the industrial sector of the city has had relative growth in recent years. Today, it is the city hub of the Northeast’s dry countryside’s metropolitan area, created by the Complementary Law No. 27, 2009, which adds 19 municipalities and totals approximately 600,000 inhabitants. Its prime location in the geographical centre of Alagoas, interconnects other geo-economic regions of this state and characterizes it as a hub of agricultural, commercial, industrial and services supplies. The city already has a great potential for tourism, as it presents a rich and varied gastronomy, natural resources and hospitable local people, as well as diverse cultural manifestations, especially of popular cultures.

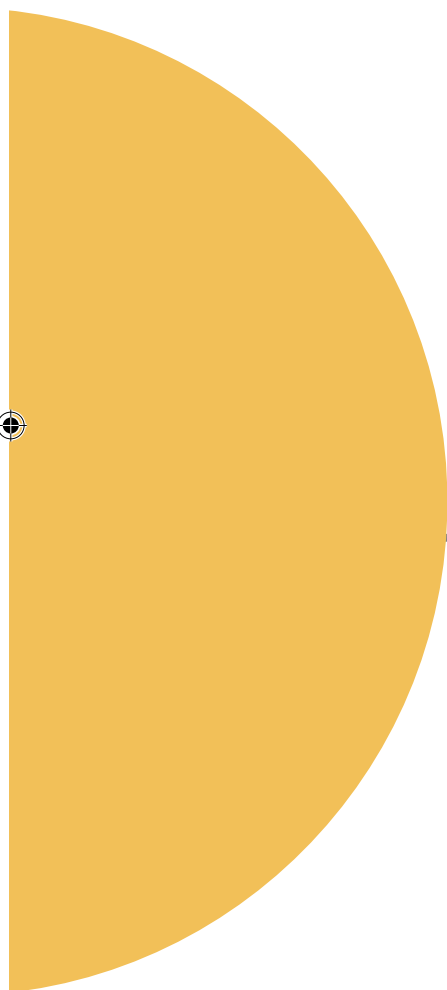


### **Public Libraries State System of the State of Alagoas**

The Public Libraries State System of the State of Alagoas was established on 26<sup>th</sup> July 1995. It is a body of the Ministry of Culture, connected to the National System of Public Libraries of the *Fundação Biblioteca Nacional* (National Library Foundation), whose basic assumption in the development of its actions is the social function of the public library. Similar to other state systems, it plays the role of operational management of the National System of Public Libraries and the programs and projects to encourage reading developed by the Alagoas' Department of Culture, liaising with the municipal public libraries.

### **Municipal Public Library System of the Municipality of Arapiraca**

The System of Public Libraries of Arapiraca Municipality was established on 23<sup>rd</sup> June 2014, by Law No. 3,025 / 2014. It is part of the Department of Culture and Tourism, connected to the National System of Public Libraries of the National Library Foundation. It aims at developing planning, organization, coordination activities as well as supervision and support to public libraries in Arapiraca. The system consists of public, school, community, rural and associated business libraries, articulated within the Department of Culture and Tourism for the Municipal Public Library *Pedro de France Reis*.







**D**uring the rubber boom, *Belém* was considered one of the most developed cities in Brazil, not only for its strategic location - close to the coast - but also because it hosted a large number of rubber tappers' residences, banking houses and other important institutions in that period.

Its heyday was between 1890 and 1920, when the city had technologies, cultural facilities and architectural monuments that southern and south-eastern cities in Brazil did not yet have - for example, the Olympia Cinema (the oldest still working in Brazil) considered one of the most luxurious and modern in that time; the *Teatro da Paz* (Peace Theatre), inspired by the Scala Theatre in Milan and one of the most beautiful in Brazil; the Ver-o-Peso market, the largest open market in Latin America; Antônio Lemos Palace; Batista Campos Square, and several others. Waves of foreign immigrants: Portuguese, French, Japanese, Spanish and other smaller groups were attracted in this period in order to develop agriculture in the lands of Bragantina Zone.

With a population of 1,432,844 inhabitants in 2014, *Belém* is the second most populous city in the Northern Region and the 11th in the country. It is the capital of Pará state and the hub of the Metropolitan Region, made up of four municipalities, totalling 696,000 inhabitants. Its population is spread across 71 districts, comprising eight administrative districts.

Nowadays, *Belém* is considered one of the 10 busiest and most attractive cities in Brazil, for its significant commerce and its tourism potential. It has strategic position, which gives it a prominent role in the Amazon rain forest geopolitics and the region's development. Called "The Amazon's Portal," it is, in fact, the main route of entry and exit of goods and people all over Pará and Amazonia. Its zone of political and commercial influence extends to 161 municipalities in the region (IBGE, 2005). It is one of the Brazilian ports of shorter distance to European countries and the United States. *Belém* is preparing to celebrate its 400<sup>th</sup> anniversary in January 2016.

The topography of the municipality is somewhat variable and generally low, reaching a maximum altitude of 25 meters on the island of Mosqueiro. In the urban area of the city, large areas are about 4 meters below the river's height, suffering influence of high tides and having difficulty in the flow of rain water. They are called "*baixadas de Belém*" (Lowlands of Belém).





The administrative districts of Mosqueiro and Outeiro are formed by nearly 40 islands and occupy the greater part of its territory, but have few inhabitants. The remaining six districts are located in the continental area and concentrate most of the city's population.

The Public Library Arthur Vianna, which is part of Para's Cultural Foundation Tancredo Neves is in Batista Campos neighbourhood, next to the Old City, in the central part of *Belém*, which is the administrative district with the highest income.

### **Public Libraries State System of the State of Pará**

The Public Libraries State System is connected to the library through an executive department and aims at implementing, modernizing and stimulating public libraries in 144 municipalities in Pará. This is the mission of the Public Libraries State System (SEBP - Sistema Estadual de Bibliotecas Públicas) created and reformulated by the State Decree No. 5,766 / 1988 and No. 1436/2004, respectively.

### **Municipal School Libraries System of the Municipality of Belém**

The Municipal School Library System is linked to the Municipal Department of Education of *Belém* and was created to give different meaning to the reading rooms and implement school libraries in the municipal education, turning them into welcoming spaces, offering access to reading to students, teaching staff and the surrounding population.





**São Paulo**  
S. PAULO  
Borough of  
Campo Limpo



**C**ampo Limpo is one of 96 districts of São Paulo. It is in the southwest zone of the city, about 17 kilometers from the city's Ground Zero. It borders the districts of *Villa Sonia*, *Vila Andrade*, *Jardim São Luís* and *Capão Redondo*, and with the municipality of *Taboão da Serra*, divided by Pirajuçara stream. It is also home to one of the 32 boroughs in the capital city, covering the districts of Capão Redondo and Vila Andrade.

Little is known about its foundation; however, older residents speculate that Campo Limpo district originated from *Pombinhos* farm, which belonged to the family Reis Soares, in mid-1937.

Several colonies of Japanese, Italian and Portuguese immigrants settled in the area attracted by the low price of land at that time. By 1950, the landscape of the district was still of many farms, ranches and potteries. There were also three "*secos & molhados*" emporiums, a drugstore, a barbershop, a school made of wood and a monastery of the Catholic Church. The churches of *São Judas Tadeu* and *São José Operário*, built in the 1960s, are important references in the region. Electricity arrived in 1958, the first bus line was established in 1963 and the first paving of streets began in 1968.

From the 1960s and 1970s, there was a population boom in the neighbourhood, hitherto sparsely populated. The new residents were mostly migrants escaping poverty, who came mainly from the countryside of São Paulo and the states of the Northeast and Southern of Brazil.

Growth in the region, as in other peripheral areas of the city, occurred more intensely from that period on, without the necessary planning by public bodies. In 1973, the Regional Administration of Campo Limpo was installed, today transformed into a borough, where all improvements in the three districts covered by the body (Campo Limpo, Vila Andrade and Capão Redondo) are discussed.





From the 1990s, there was a major real estate growth in the neighbourhood with the launch of residential projects for the middle class. Neighbouring major shopping centres and office buildings such as the Business Centre of Sao Paulo (Centro Empresarial de São Paulo), *Marginal Pinheiros* and *Engenheiro Luis Carlos Berrini Avenue* areas - as well as being next to neighbourhoods considered noble like Vila Andrade and Morumbi, Campo Limpo neighbourhood began to attract new residents, with a very different profile to those who came in the first phase of occupation in the 1960s; in general, these newcomers have attended university, many are professionals and are often *Paulistanos* (from the city of São Paulo) from different neighbourhoods in search of cheaper real estate prices and properties that are near new hubs of work.

Since 2001, Campo Limpo has registered a growth in construction of commercial facilities and private educational establishments. In 2006, the district became the home of *Faculdade Horizontes*, on the campus of Concordia College and, most recently, two private universities. Supermarkets and hypermarkets from large chains in the sector were built, in addition to Campo Limpo Shopping Centre, located in the neighbouring district of Capão Redondo. In the latter, there are only five movie theatres in the area and the newly opened branch of the Bank of Brazil. Despite the construction of Unified Educational Centers (CEUs) from 2003, the area still lacks options of leisure and culture for the local population.

In 2009, the first bus terminal in the region was opened, *Terminal Campo Limpo*, linking different parts of the city and other bus and subway terminals - some of them integrated into the metropolitan rail network. These additions significantly changed urban mobility, as this is an area of heavy traffic, especially Campo Limpo Road, and also for being the gateway to neighbouring municipalities, as *Itapeverica da Serra*, *Taboão* and *Embu*.

Although the region has gone through a series of public improvements, it is still marked by a great social division; there are poor people living in slums, sub-standard housing and income housing projects, side by side with middle and upper-middle class horizontal and vertical condominiums. In addition to this type of occupation, there are large areas of popular trade and industrial activity in process of decline in the neighbourhood, with some warehouses and factories still running.

### **Public Libraries State System of the State of São Paulo**

The main objective of the State Library System - Sistema Estadual de Bibliotecas (SISEB) is to encourage reading through the support and appreciation of state and local public libraries, coordinated by the Body of Libraries and Reading of the São Paulo State Culture Department. The system was created by Decree No. 22766 from 10.9.1984 and restated by Decree No. 55,914, from 14/06/10.

### **Public Libraries Municipal System of the Municipality of São Paulo**

The Libraries Municipal System (*Sistema Municipal de Bibliotecas* - SMB) consists of 107 libraries: 51 public libraries in the districts, 6 central libraries, 46 libraries in the Unified Education Centres (CEUs), 1 library in the Municipal Historical Archive, 1 library in the Youth Cultural Centre, 1 Library in Penha's Cultural Centre, and 1 library in the Cultural Training Centre Cidade Tiradentes. The system also includes extension services, consisting of *Caixas-Estantes* (mobile mini-libraries), bus-library with fixed routes in the more peripheral areas of the city, 13 *Bosques da Leitura* (a programme that incentivises reading in parks around the city), and 14 reading points. The neighbourhood libraries in Sao Paulo consist of a total of 51 units, which offer a varied collection, comprising works of different genres.





**SOME**  
COMPARISONS  
**AMONG THE**  
**CHOSEN CITIES**

Data	Arapiraca	Belém	São Paulo	**Borough of Campo Limpo São Paulo
Population	214.006	1.393.399	11.253.503	607.105
Demographic density (inhab/km <sup>2</sup> )	600,83	1.315	7.398	16.542
Area of the territorial unit (km <sup>2</sup> )	352,000	1.059,458	1.521,110	36,7
Biomea	savannah and Atlantic Rainforest	Amazon Rainforest	Atlantic Rainforest	Atlantic Rainforest
Average income	450,90	876,92	1.499,57	958,78
***MHDI	0,649	0,746	0,805	0,806

Source: CPS / FGV from the Census 2010 / IBGE.  
 \*\* Source: Secretariat of Boroughs of the Municipality of São Paulo.  
 \*\*\* Municipal Human Development Index.

### Populational Evolution

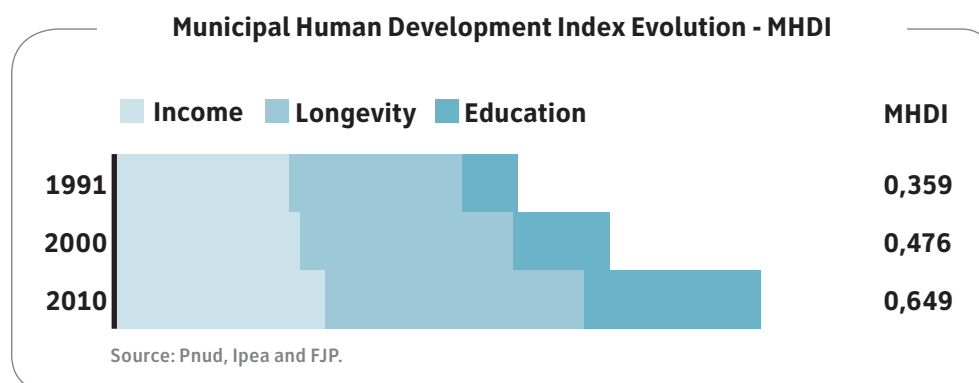
YEAR	Arapiraca	Belém	São Paulo
1991	164.921	1.244.689	9.646.185
1996	172.639	1.140.349	9.736.249
2000	186.466	1.280.614	10.434.252
2007	202.398	1.408.847	10.886.518
2010	214.006	1.393.399	11.253.503

Source: IBGE: Census 1991 Population Count 1996 Census 2000 Population Count 2007 and Population Census 2010.

## >> MUNICIPAL HUMAN DEVELOPMENT INDEX – MHDI

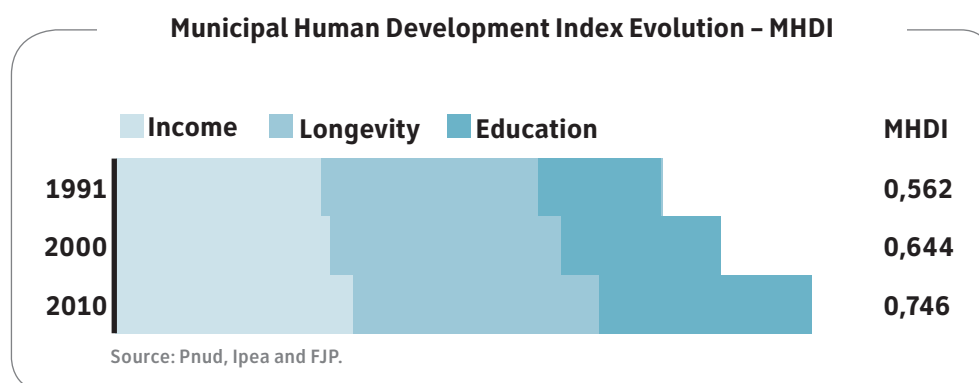
### ••• ARAPIRACA – AL<sup>1</sup>

The Municipal Human Development Index (MHDI) of Arapiraca was **0.649** in 2010. The city is situated in the Medium Human Development group (MHDI between 0.6 and 0.699). Between 2000 and 2010, what grew the most in absolute terms was Education (growth of 0.252), followed by longevity and income. Arapiraca occupied in 2010, the 3,136th position considering the 5,565 municipalities in Brazil. In relation to the 102 municipalities of Alagoas, Arapiraca occupies the 3rd position, but with MHDI value quite far from the capital, Maceió, which had the highest MHDI in the State, **0.721**. But it is very important to be clear that the MHDI of a large municipality like Arapiraca hides huge intra-urban disparities, where more distant neighbourhoods present living condition indicators far worse than the most central districts.



### ••• BELÉM – PA<sup>2</sup>

Belem's MHDI in the year 2010 of **0.746** corresponds to a High Human Development range (MHDI between 0.7 and 0.799). Between 2000 and 2010, the area that grew the most in absolute terms was Education (growth of 0.169), followed by longevity and income. It is observed that Belém had the largest MHDI among 143 municipalities in Pará in 2010, and one of the largest in the entire Northern region of the country, surpassing even Manaus (MHDI of 0.737). But at a national level, Belém is surpassed by no less than 627 municipalities, probably as precarious as the eight municipalities in Pará that showed MHDI below **0.500** in 2010.



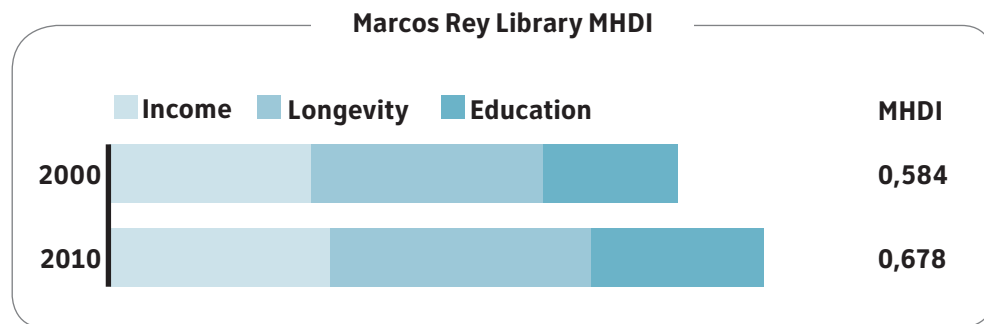
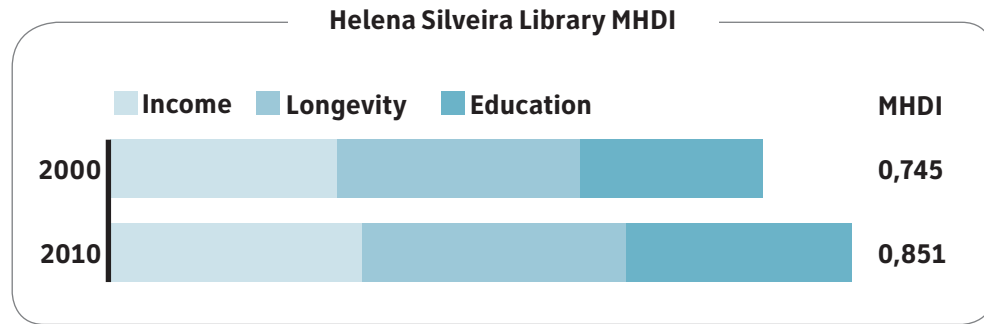
1 Source: Atlas do Desenvolvimento Humano no Brasil 2013.

2 Source: Atlas do Desenvolvimento Humano no Brasil 2013.

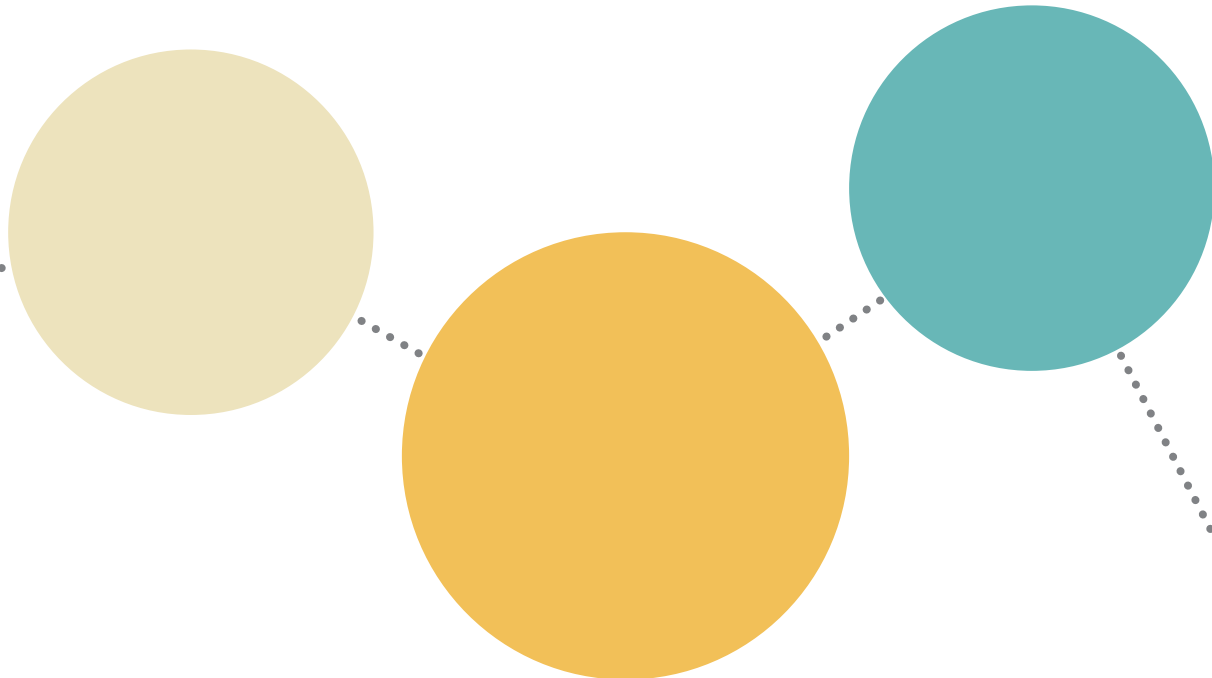
• • • SÃO PAULO - SP<sup>3</sup>

**Borough of Campo Limpo**

The MHDl of São Paulo was **0.805** in 2010 - the MR's is 0.794. Thus, the HDU (Human Development Unit) that hosts Helena Silveira Library has MHDl higher than the municipality, with **0.851**, while the one which hosts Marcos Rey Library is much lower, **0.678**.



3 Source: *Atlas do Desenvolvimento Humano no Brasil 2013*. Graphics MHDl: Helena Silveira and Marcos Rey libraries, by Jorge Kayano.





## >> NUMBER OF PUBLIC LIBRARIES IN THE CHOSEN CITIES

Data	Arapiraca	Belém	São Paulo	São Paulo Borough of Campo Limpo
*Network of state public libraries	95	136	632	–
Network of public libraries by municipality	**11	**71	107	02
Libraries which took part in the project Tô na Rede	10	02	02	02

\* Source: Libraries quantitative in the Brazilian Municipalities - Federation Units - 2012 - IBGE

\*\* Of the total of 11 libraries, there are: 9 public libraries; 01 private library; 01 community library.

\*\*\* Of the total of 71 libraries, 69 are school libraries.

## >> LIBRARIES SELECTED BY THE PROJECT TÔ NA REDE

### Selected libraries' physical and human resources

Data	Arapiraca	Belém	São Paulo Borough of Campo Limpo
Urban Libraries	9	2	2
Rural Libraries	2	–	–
Internet gigabytes	3	10	no information
Number of employees	31	239	no information
Public use computers	90	110	Aprox. 22
Library's monthly public access	2.000	14.830	no information

• • • **ARAPIRACA**

● **Professor Pedro de França Reis Central Library**

Professor Pedro de França Reis Library, which is linked to the Secretariat of Culture and Tourism, is part of Arapiraca's House of Culture, founded in 1998 and is located in the centre of Arapiraca. In addition to literary works, the library has an iconographic collection on the tobacco culture. The space also houses expressions of popular regional culture and local authors, whether in the form of exhibited work or artistic manifestations.

● **Knowledge Industry – Industry Social Service – SESI**

The Knowledge Industries are multimedia centres, comprised of a library (2000 volumes), DVD library, CD Library, Comics Library and Internet access. The venues are maintained by the Social Service for Industry - SESI. In the city of Arapiraca, its head office is located in Lake Perucaba.

● **Local Public library network – Arapiraquinhas**

The *Arapiraquinhas* are linked to the coordination of the Municipal Education Secretariat. They are local public libraries which aim to decentralize reading mediation spaces, taking them to the suburbs and rural areas of the municipality, in addition to providing access to knowledge, information and culture. Each library has a collection of around three thousand titles. The spaces run in three shifts (Monday to Sunday and holidays). The *Arapiraquinhas* are located in open public places in order to encourage reading among children, youths and adults. They are connected to schools that surround them and are run by teachers of municipal schools under the supervision of a coordinator of the Municipal Secretariat of Education.





ARAPIRAQUINHAS	Type	Neighbourhood	Opening
Prof. Neuza Gomes da Silva Nascimento Public Library	Urban	Jardim Esperança	2010
Professor Miguel Valeriano Public Library	Urban	Novo Horizonte	2011
Claudenice de Oliveira Pimentel Public Library	Urban	Canaã	2012
Professor Erasmo Soares de Araújo Public Library	Urban	Primavera	2012
Professora Maria Magdalena Filha Public Library	Urban	Canafistula	2012
Professor Aluizio Gomes Barbosa Public Library	Urban	Planalto	2012
Claudeci Martins Silva Public Library	Rural	Vila São José	2013
Terezinha Oliveira de Macedo Public Library	Rural	Vila Bananeiras	2013



● ● ● **BELÉM**

● **Arthur Vianna Library – Belém**

Arthur Vianna Public Library is part of the Cultural Foundation of Pará, the State Secretary of Culture, and was founded on 25<sup>th</sup> March 1871 by Joaquim Pires Machado Portella, then president of the province.

In the year 1894, the Public Archives of Pará were officially incorporated into the Library. In 1986, the Public Library was separated from the Public Archives and was transferred to the Cultural Foundation of Pará Tancredo Neves - CENTUR, where it operates to this day, receiving the name of Arthur Vianna Public Library.

The equipment serves a growing and heterogeneous audience of children, youths, the elderly, the disabled and people with special needs, students, professionals, and researchers; it has an average attendance of 2,000 users / day. The library's actions aim at promoting access to information and dissemination of cultural assets, as well as disseminating knowledge of cultural memory of Pará state, besides contributing to the integral and sustainable development of society through its services and products.





### ● **Avertano Rock Public Library– Icoaraci District, Belém**

Avertano Rock Municipal Public Library in Belém was created on July 21<sup>st</sup> 1972. Linked to the Municipal Government of Belém / Cultural Foundation of the Municipality of Belém - FUMBEL, it is a space which fosters information democratization and the incentive to read. The library has a collection of approximately 40,000 works.

More recently, the library has been through several temporary locations, due to the refurbishment of Chalet Tavares Cardoso, where it was located until October 2013, when these facilities were closed to the public and the service suspended in order to organise the collection to move it to another space.

It is currently based in a building rented by the city hall, on the outskirts of *Icoaraci* where it operates temporarily until the completion of Chalet Tavares Cardoso's restoration work.

### • • • **SÃO PAULO** **Borough of Campo Limpo**

#### ● **Municipal Helena Silveira Library**

Helena Silveira Library was opened on 5<sup>th</sup> November 1988, in the region of Campo Limpo, south of São Paulo. It is located in front of two schools and has a collection of approximately 31,000 works. In August 2008, a Telecentre was installed in this library.

#### ● **Marcos Rey Library**

When it was inaugurated on 12<sup>th</sup> July 1981, the Children and Youth Library of Campo Limpo comprised an area of 130m<sup>2</sup>, space that was only expanded in 1987. Despite this expansion, the space remained inadequate until the end of 2002, the year the library moved to its present site, having a collection of about 19 thousand works of various genres and formats and a multipurpose room for courses and cultural activities.





# PROFILE OF PROJECT PARTICIPANTS

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In order to establish the participants' profile, an individual quantitative questionnaire containing some qualitative questions was applied. The questions were elaborated taking into account three main areas: participants' profile; professional training; professional activity. O questionário foi respondido por 113 participantes do projeto, sendo 33 de Arapiraca, 64 de Belém e 16 de São Paulo). The questionnaire was answered by 113 participants in the Project; 33 from Arapiraca, 64 from Belém and 16 from São Paulo

The first area refers to participants' personal data and activities they perform. In this area, the focus was to identify individual talents and activities carried out outside the workplace.

The second area refers to professional training. The level of education showed participants' level of professional training and if there are any concerns regarding the qualification of the skilled workforce in the cities chosen for the project. This focus on professional development sought to establish how the participants perceive their performance in the libraries.

The third area focused on better understanding the activities carried out by the library staff and how they see themselves in their roles. It was an attempt to establish the average time these employees spend at their workplace, the activities carried out by each participant within the library, the segment of the population served in their respective libraries and what they consider important for the improvement of the customer service provided to the population.

## >> PROFESSIONAL TRAINING

### Level of education

The average educational level of participants comprises of 45% university graduates and 16% who haven't completed their undergraduate degree, indicating that more than half of the participants of this project (approximately 62%) have or had access to higher education. All participants have at least completed elementary school, although the number of those with only elementary school education is on average the lowest value (6%).

In **Arapiraca**, 70% of the participants had some access to higher education, of those, 42% completed it and only 27% have not yet. The full picture is completed by 30% of participants with access to secondary education, 21% of those complete and only 9% incomplete.

In **Belém** there is the highest rate of participants in higher education, with 63% indicating a university degree and 16% incomplete; 79% had access to higher education.

In **Sao Paulo**, the majority of participating employees indicated incomplete secondary education, 44%, while 31% have finished higher education.





Level	Arapiraca	Belém	São Paulo	Total average
Elementary school (complete)	0%	5%	13%	6%
Elementary school (incomplete)	0%	0%	0%	0%
High school (complete)	21%	16%	6%	14%
High school (incomplete)	9%	2%	44%	18%
Higher education – College/university (complete)	42%	63%	31%	45%
Higher education – College/university (incomplete)	27%	16%	6%	16%

\* Sample: 113 questionnaires.

### Courses at Higher education level (college/university)

The table on higher education presents the data as they were completed by respondents. The question asked them to inform which undergraduate degree course they had attended. Many responded with their last training. If we consider as graduates without a specialisation course those who responded only with the name of the course, we will have a total of 53 graduates and 6 postgraduates. The sample also indicates that 90% of the mentioned courses are in humanities and 7% in exact sciences; no course was selected in biological sciences, and 3% did not indicate any course.

#### ● ● ● ARAPIRACA

- 13 out of 14 respondents (93%) graduated in humanities; 1 did not indicate the course (7%);
- 4 indicated post-graduation and 9 indicated graduation only;
- All courses are in humanities.

#### ● ● ● BELÉM

- Most graduates are trained in Library Science (65%);
- Of the remaining respondents, 10 (25%) in humanities in various courses and 4 (10%) in exact sciences;
- In Belém all respondents indicated a course.

#### ● ● ● SÃO PAULO

- Of the five respondents who indicated training at the college level, 4 took the course of Library Science;
- The only answer that indicated post-graduation does not mention the name of the course.



City	Complete Higher Education	Quantity
Arapiraca	Library Science	2
	Specialization in Information Technology in Education	2
	Specialization in Psychopedagogy	1
	Specialization in File Organization	1
	Degree in Languages	1
	Pedagogia	5
	Psychopedagogy	1
	Not indicated	1
Belém	Library Science	26
	Accounting	1
	Law	1
	Arts	2
	Computer engineering	1
	Human resources management	1
	History	1
	Languages	2
	Degree in mathematics	1
	Pedagogy	1
	Postgraduate degree in Early Childhood Education	1
	Computer network	1
	Information systems	1
São Paulo	Library Science	1
	Unspecified post-graduation	1

\* Sample: 113 questionnaires.

City	Incomplete courses in Higher Education	Quantity
Arapiraca	Not indicated	8
	Pedagogy	1
Belém	Library Science	6
São Paulo	Not indicated	1

\* Sample: 113 questionnaires.





## >> POSITIONS HELD IN LIBRARIES

### ●●● ARAPIRACA

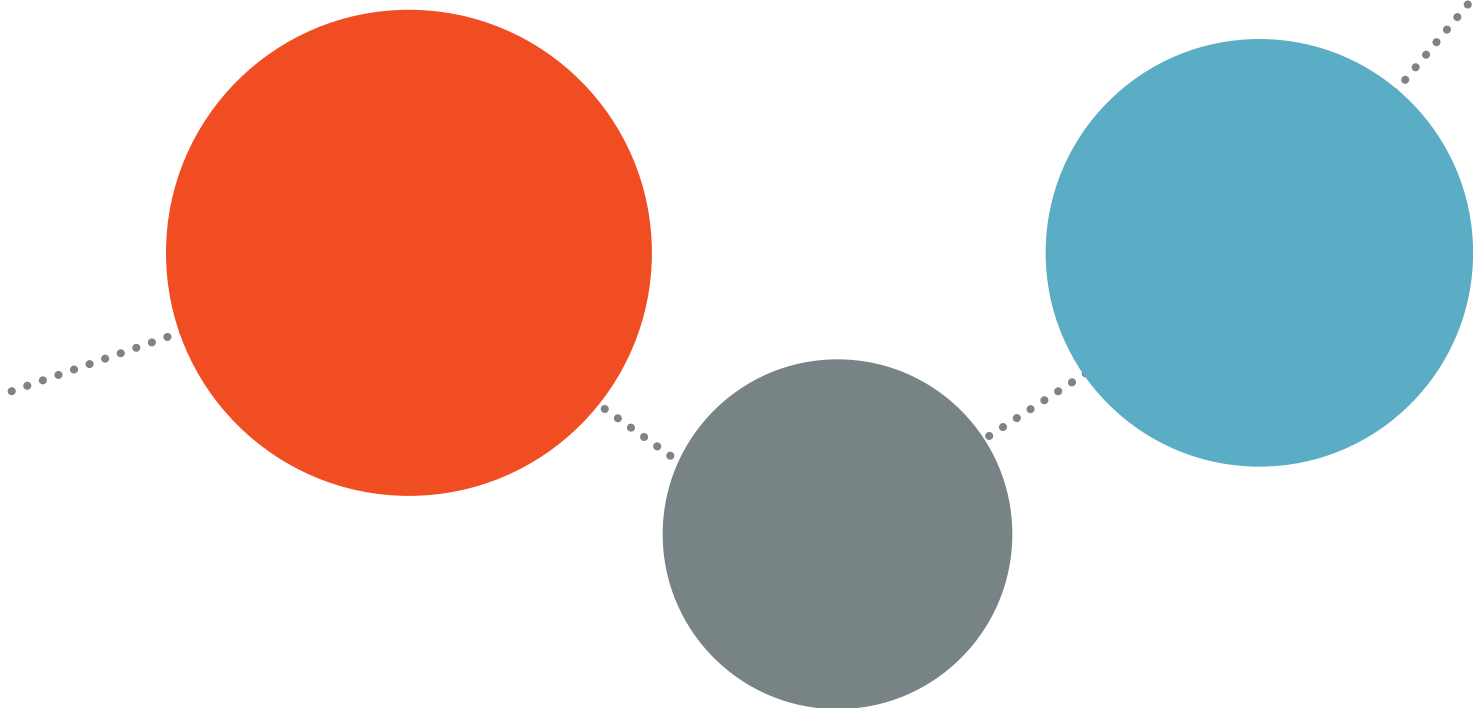
In Arapiraca, 11 positions in the field of libraries and other assistant positions were listed. It was possible to observe that most of the employees with different nominal positions act as teachers, 19 in total. This is explained by the fact that *Arapiraquinhas* are linked to a public school in the region, being coordinated by the Municipal Education Secretariat. The other listed positions represent support activities. In the post of librarian, only 2 out of the 33 respondents act as teacher, both in France Pedro Reis Central Library, which is linked to the Department of Culture..

### ●●● BELÉM

In Belém, there is a greater presence of librarians in both libraries participating in the project, 18 in total. In second place, the post of administrative assistant appears in 10 cases, followed by 7 interns. The other listed positions represent support activities. Belém also presents a greater variety of positions, as well as larger number of participants. Altogether there are 64 participants in 17 listed positions.

### ●●● SÃO PAULO – SUBPREFEITURA DE CAMPO LIMPO

In Sao Paulo, the sample includes 16 respondents, divided into 10 positions. No role has proved dominant in terms of quantity. There are two librarians who occupy the position of coordinator in Marcos Rey and Helena Silveira libraries in Campo Limpo, south of the city of São Paulo.







Position Held in the Library   Arapiraca	Qty.
Administrative staff	1
Library clerk	1
Administrative assistant of educational services	1
Librarian	2
Story teller	1
Coordinator	2
Intern	2
Teacher	19
Regente (*)	2
Security Guard	1
Computer technician	1

\* Sample: 113 questionnaires.  
 (\*) Equivalent to the library coordinator role.

Position Held in the Library   Belém	Qty.
Administrative staff	1
Administrative assistant	10
Cultural assistant – Production	1
Social worker	1
Customer service	1
Junior Administrative Assistant	4
Concierge help	1
Operations assistant	2
Technical assistant	2
Librarian	18
Director	1
Intern	7
Infocenter monitor	1
Workshop facilitator	2
Higher Education level technician	1
Technician in Cultural Management	10

\* Sample: 113 questionnaires.

Position Held in the Library   São Paulo	Qty.
Administrative staff	1
Telecentre staff	2
Support staff	2
Public policy management assistant	1
Library Assistant	2
Librarian	2
Coordinator	2
Young cultural monitor	2
Guard	1

\* Sample: 113 questionnaires.





## >> WORKPLACE

### ●●● ARAPIRACA

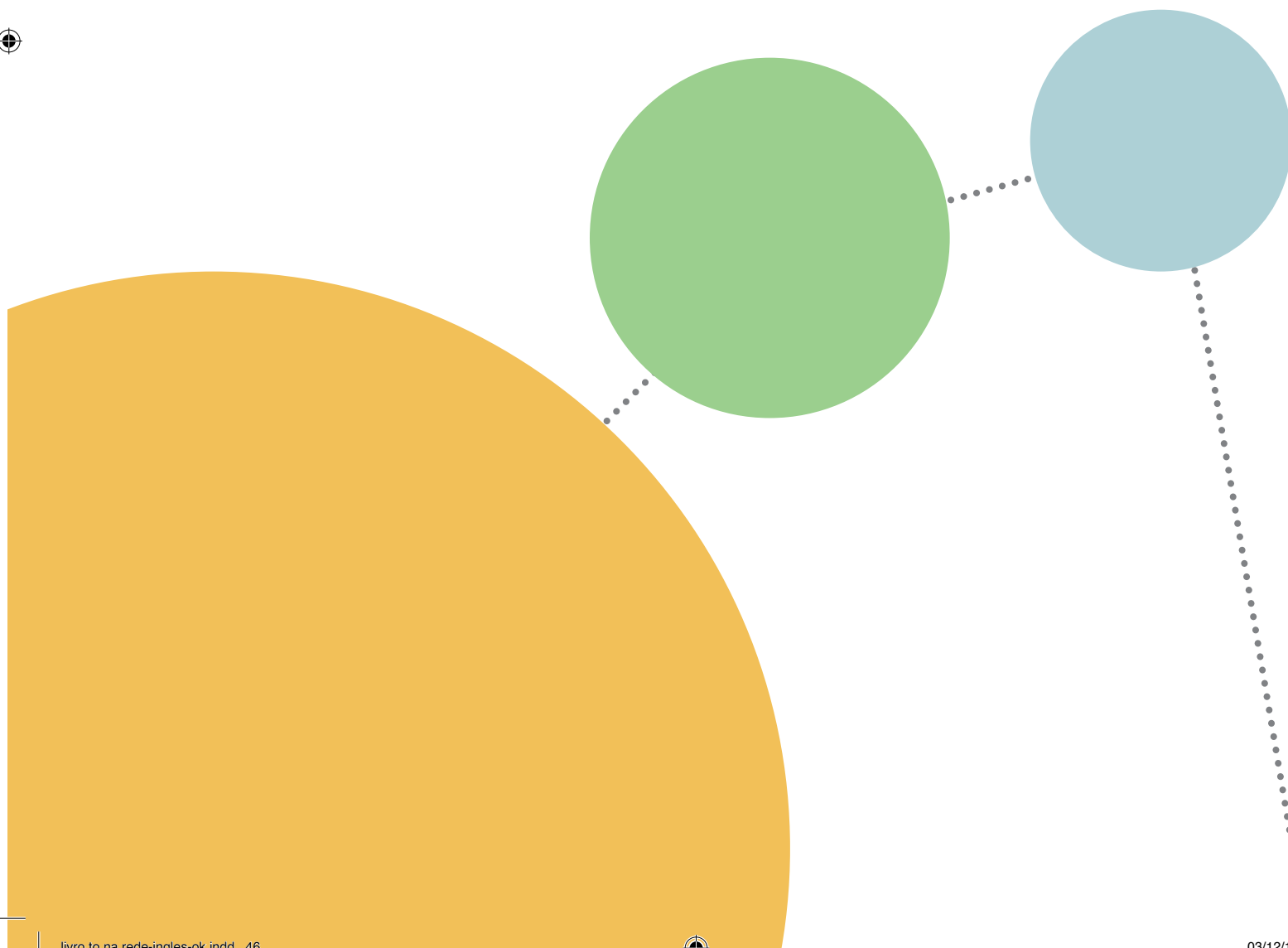
In this municipality, the majority of respondents (23 of 33) work in the *Arapiraquinhas*, libraries further away from the centre of Arapiraca. Also away from the centre there is SESI library – Knowledge Industry – indicated by two respondents as their workplace. There were also 4 references to France Pedro Reis Central Library; 2 for Municipal Technology Centre and 2 references to the local government (city hall and Department of Education).

### ●●● BELÉM

Belém presents the highest division into sectors, with 39 in total. Respondents made 11 direct references to public libraries, with 6 of them to the Avertano Rocha Library; 1 reference to the Cultural Centre *Nossa Biblioteca*; 1 for the Cultural Foundation of Pará; 2 for the State System of Public Libraries (which operates in the premises of Arthur Vianna Library). The rest of the answers totalled 50 references that indicate some sector of Arthur Vianna Library.

### ●●● SÃO PAULO – SUBPREFEITURA DE CAMPO LIMPO

In São Paulo, some references to the workplace were too vague. In total, 14 respondents indicated the library in which they work, 2 indicated the telecentre, annexe to Helena Silveira Library and 4 indicated Marcos Rey Library.





### ARAPIRACA

Library	Qty.
Arapiraquinha I	1
Arapiraquinha II	4
Arapiraquinha III	3
Arapiraquinha IV	8
Arapiraquinha V	2
Arapiraquinha VI	1
Arapiraquinha VII	2
Arapiraquinha VIII	2
Sesi Library- Knowledge Industry	2
Prof. Pedro de França Reis Public Library	4
Municipal Technology Centre of Arapiraca - NTM	2
City Hall	1
City Department of Education	1

\* Sample: 113 questionnaires.

### SÃO PAULO

Workplace	Qty.
Telecentre - annexe to Helena Silveira Library	2
Helena Silveira Library	6
Marcos Rey Library	4
Council	1
Department of Culture	1

\* Sample: 113 questionnaires.

### BELÉM

Work Sector	Qty.
Library - without reference to the sector	4
Pará's Cultural Foundation Tancredo Neves	1
Avertano Rocha Municipal Public Library	6
Management of Avertano Rocha Library	1
Arthur Vianna Public Library	2
Management of Arthur Vianna Public Library	3
Technical processing management	5
Reading fomenting management	4
Editorial fomenting management	2
Rare works	3
Cataloguing	2
Children's	2
Reference and Collection	1
Cultural Center <i>Nossa Biblioteca</i>	1
Audio Library	2
Mobile	7
Comics Library	1
Newspaper and magazine Library	1
Infocenter	1
Reading centre	1
Reference - mobile	1
audio-visual	1
Braille	6
Toy Library	1
Periodicals	1
Works of Para - Periodicals	1
Reference Service	1
State System of Public Libraries	2

\* Sample: 113 questionnaires.

## >> EMPLOYMENT SCHEME

Regarding the type of contract, the three cities present mostly civil servants: 85% in Arapiraca, 72% in Belém and 69% in São Paulo. There are other forms of employment, with or without an employment contract - as interns, self-employed contractors, temporary workers, volunteers - though these appear in less significant numbers.

### ●●● ARAPIRACA

In Arapiraca, in addition to civil servants, there are three interns and three other participants: a contractor (no specification on a contract basis), a volunteer and an independent consultant.

### ●●● BELÉM

In Belém, there are 9 trainees, 46 civil servants, 9 temporary workers and 2 workshop instructors.

### ●●● SÃO PAULO - SUBPREFEITURA DE CAMPO LIMPO

There are only 11 civil servants and 2 interns in São Paulo; it is the only one of the three cities to have the item *outsourced* ticked by 3 respondents.

ARAPIRACA			
Type of contract		Qty.	
Intern		3	
Civil Servant		28	
Other	Contractor	1	3
	Volunteer	1	
	Consultant	1	

BELÉM	
Type of contract	Qty.
Intern	9
Civil Servant	46
Temporary workers	9
Workshop instructors	2

SÃO PAULO	
Type of contract	Qty.
Intern	2
Civil Servant	11
Outsourced	3

\* Sample: 113 questionnaires.



## >> PROFESSIONAL DEVELOPMENT

Respondents were asked to identify what they considered to be the most important factor in relation to their professional development. In the three cities, there is not a uniform response. This is probably due to the fact that, in relation to their professional activity, each city is subject to a distinct structure of command; therefore, labour relationships correspond to the characteristics of each municipality.

However, it is possible to draw some common grounds. The first item, *more knowledge*, was the one which obtained the largest number of positive responses in the three cities. It can be identified as the most important for professional development. This index may also reflect a desire for continuing education or even a career plan in their areas. Having a good work environment was another common thread among the respondents in the three locations, which seem to miss this condition, given the number of positive responses in this regard.

It is also possible to notice that the second item - being recognized as a good professional - did not appear as a concern of the majority in the three cities. This is intriguing data, as it may represent a certain altruism or on the other hand, a lack of interest in the activity itself. This analysis, however, could only be done conducting a more thorough investigation.

In Arapiraca and Belém, the items *dialog in the workplace*, *seminars and courses*, *getting to know the opinion of the population on the services provided*, *getting to know the population served better* and *having a good work environment* were nominated by most respondents as important for professional development.

In São Paulo, these items do not have the same uniform answers. The majority consider *seminars and courses*, and *having a good work environment* to be important items. There were 50% of affirmative answers for the item *getting to know the population served better*. The other items were not considered important for professional development.

The item *other* was not significantly indicated in any of the three cities. Overall, eight respondents chose this item, but only 3 of these have described what they consider important: *partnership with the private sector*, *better technological structure for blind users* and *humanistic approach*.

Thus, one can draw a profile of the most relevant aspects for professional development for each city as follows:

- In Arapiraca and Belém, professionals value the access to knowledge, be it formal, via courses and seminars, or via the very population they serve, their needs and opinions on the services provided by the library. They also value dialogue with co-workers in order to maintain a good work environment so that they can best performing their activities.
- In **São Paulo**, the professionals consider knowledge the most important aspect, and want to participate in more courses, lectures and seminars. Good work environment, combined with knowledge, seems to be the chosen path to improve services and their professional practice.

Professional Development	Arapiraca		Belém		São Paulo	
	yes	no	yes	no	yes	no
More knowledge	85%	15%	86%	14%	88%	13%
Being recognized as a good professional	39%	61%	44%	56%	38%	63%
Dialogue in the workplace	61%	39%	61%	39%	44%	56%
Seminars and courses	70%	30%	67%	33%	56%	44%
Knowing the opinion of the population on services provided	70%	30%	56%	44%	38%	63%
Getting to know the population served better	70%	30%	61%	39%	50%	50%
Having a good work environment	73%	27%	67%	33%	81%	19%
Other	6%	94%	8%	92%	6%	94%

\* Sample: 113 questionnaires.

## >> TIME WORKING IN LIBRARIES

With regard to the participants' time working within their respective libraries, we have the following:

- In **Arapiraca**, the average shows 73% of respondents had less than 5 years of "length of service", the highest responses being from 6 months to 1 year and 1-2 years with 24% each; less than 6 months and 2 to 5 years, had 12% each;
- In **Belém**, the highest rates indicate a long length of service, an average of 34% over 15 years, 14% between 15 and 19 years of service and 20% for people over 20 years of service; however, the most popular item was 5-9 years with 33% of responses;
- In **São Paulo**, as in Belém, the highest average is in respondents who have over 15 years of service, reaching 38%: 13% for 15-19 years and 25% for more than 20 years; the item 5 to 9 years had the second highest rate with 19%;

Based on the data above, it is possible to observe that Arapiraca has the newest workforce in comparison to the other two cities. This is probably due to the recent expansion of libraries in the Municipality, via Arapiraquinhas, whose first unit was inaugurated in 2010. In Belém, most respondents work at Cultural Foundation of Pará.

Options	Arapiraca	Belém	S. Paulo
Less than 6 months	12%	11%	25%
6 meses to 1 year	24%	5%	0%
1 to 2 years	24%	6%	6%
2 to 5 years	12%	8%	0%
5 to 9 years	3%	33%	19%
9 to 12 years	3%	3%	6%
12 to 15 years	9%	0%	6%
15 to 19 years	9%	14%	13%
More than 20 years	3%	20%	25%

\* Sample: 113 questionnaires.

## >> TALENTS

This question sought to identify a specific skill in each respondent, something they do better than anything else. However, what was noticeable was a difficulty in understanding the idea of a concrete skill. As the questionnaire was formulated using open questions, the answers have not configured a pattern. Overall, people seem to interpret the question more like an innate characteristic, a personal taste or a preferred leisure activity. Responses were grouped into some categories according to their similarity or frequency, as shown in the table below:

<b>CRAFTWORK</b>	Any craft or manual labour to produce an object.
<b>VISUAL ARTS</b>	Drawing, painting, graffiti etc.
<b>MUSIC</b>	Playing an instrument, singing, composing etc.
<b>DANCE</b>	Any type of dance.
<b>READING OR TELLING STORIES</b>	Some respondents identified reading as their talent, either individually or when telling a story.
<b>THEATRE</b>	Actresses and actors working in groups or individually.
<b>SPORTS</b>	Any sporting activity, for competition or leisure.
<b>CULINARY</b>	Any food production activity - savoury, sweet, confectionery, special recipes etc.
<b>WORK OR TECHNICAL ACTIVITIES</b>	Some respondents claim that they conduct technical activities or work so well that they consider them to be their talents. Teaching activity or related activities were not considered here.
<b>KNOWLEDGE AND EDUCATION</b>	Some respondents highlighted their personal knowledge as their talents considering teaching as transmission of this knowledge.
<b>QUALITIES OR PERSONAL TASTE</b>	Some respondents understood that their talents are expressed in personal qualities or their taste in leisure activity.
<b>TRADITIONS AND CULTURE</b>	Culture and traditions of a people or place related activities.
<b>I DON'T HAVE ONE / I DON'T KNOW</b>	Negative responses



From the analysis of these categories we have the following:

Talents	Arapiraca		Belém		São Paulo	
	Main	Secondary	Main	Secondary	Main	Secondary
Craftwork	8	4	6	3	0	0
Visual arts	3	1	0	0	0	0
Music	3	0	7	3	2	0
Dance	2	1	2	1	0	0
Reading or telling stories	3	2	4	2	0	0
Theatre	0	0	1	0	0	0
Sports	0	0	1	0	0	0
Culinary	3	1	4	1	1	0
Work or technical activities	1	1	6	2	2	0
Knowledge and education	4	0	3	2	0	0
Qualities and personal taste	5	2	26	1	10	1
I don't have one/I don't know	1	0	3	0	1	0
Traditions and Culture	0	0	1	0	0	0

\* Sample: 113 questionnaires.



## >> ACTIVITIES CARRIED OUT IN THE LIBRARY

To better understand this question, as addressed in the survey, it is necessary to know the specific functions of a library that characterizes itself as such, distinguishing it from other similar cultural facilities. We describe below some basics about the dynamics of its operation, without the intention of detailing every single procedure of its internal routine, seeking to draw a picture that facilitates the understanding of its processes and their purposes.

From the entry of a work in the library to their availability to the user, it follows the process below:

**>> Development of collections:** a library should at first carry out a study of its community to understand their needs and desires with regard to access to information. From this action, the selection of works that will make up the collection of this library is carried out. Then we have the acquisition process which happens through purchase or donation. The valuation of donations, collection valuation, disposal, wearing out and restoration are also included as part of this stage.

**>> Technical processing:** once the work is acquired, it must be documented. This process comprises of a series of procedures to raise all relevant information about the work and systematize them, so that they can be understood and accessed by users. These activities include, broadly speaking, cataloguing, indexing and classification of works, which are the standard procedures to integrate them into the library collection, namely:

- **Cataloguing:** data entry in the catalogue and creation of a catalogue card.
- **Indexing:** Alphanumeric sorting of the set of works;
- **The rating:** stamping and tagging;

**>> Reference service (customer service):** it is literally the service delivered to the public. The reference activities comprise of everything

that is done in the library space regarding the collection and the user: lending, returning and reserving books, research support, putting books away and registration of users.

These can be understood as base-activities to any library. Other activities may be carried out within its premise, and some can even be carried out in areas or outdoor spaces related to it. Variations can occur according to the size of the staff, the library and the resources available. These activities should ideally be carried out by different people in different sectors. But, sometimes, the same employee may perform a combination of activities that do not necessarily need to be part of the same step. And, often, some librarians may even be responsible for all these activities.

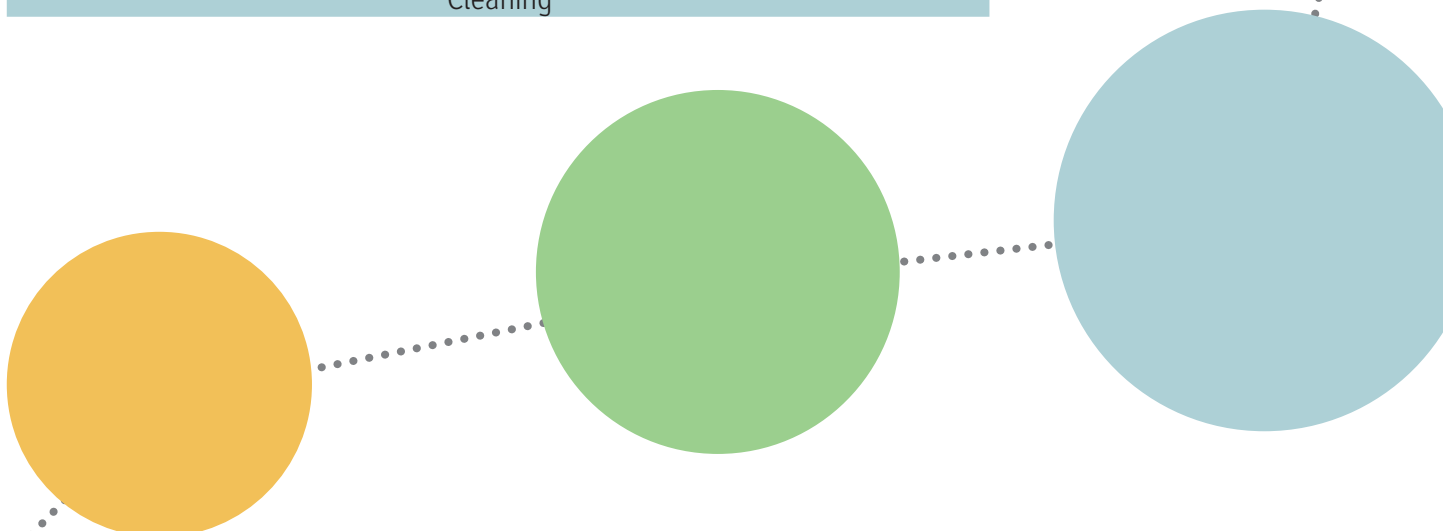
However, for the library science, the librarian is not necessarily the professional who performs such activities, but rather the one who coordinates, evaluates, plans and ensures the execution of them. The development of all policies and library services from the community study to the lending of works, the choice of professionals and structuring of the sectors that carry out the activities listed are part of the librarian's duties, so that other activities can also be included on the running of the library. These other functions are referred to in Library Science as mediation actions, and are usually associated to reading, but may also be related to cinema, music, dance and any other cultural activities.





Considering the answers given to the question of which activities are currently performed by the respondents, it was possible to create the following categories given this brief explanation of the action concerning a library:

<b>MEDIATION</b>	<ul style="list-style-type: none"> <li>Reading groups</li> <li>Training (computer skills, pedagogy)</li> <li>Recreation</li> <li>Story telling</li> <li>Children's activities</li> <li>Bus-library</li> <li>Assistance to Cultural activities</li> </ul>
<b>TECHNICAL PROCESSING</b>	<ul style="list-style-type: none"> <li>Cataloguing</li> <li>Indexing</li> <li>Classification</li> </ul>
<b>COLLECTION DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>Book reviews</li> <li>Acquisition</li> <li>Selection</li> <li>Digitalisation</li> </ul>
<b>CUSTOMER SERVICE (REFERENCE)</b>	<ul style="list-style-type: none"> <li>Customer service for people with disabilities</li> <li>Lending</li> <li>Returning</li> <li>Support to research</li> <li>Book organisation</li> <li>Bibliographical survey</li> </ul>
<b>COORDINATION</b>	<ul style="list-style-type: none"> <li>Registration</li> <li>Cultural agenda</li> <li>Planning</li> <li>Administrative tasks</li> </ul>
<b>SUPPORT ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Reprographics</li> <li>Safety</li> <li>Cleaning</li> </ul>



The main categories in relation to the activities for the assessment will be used below. The main and secondary activities were identified in the answers within the categories listed above. *Main activities* were considered as the ones which first appear in the answers, or that included more detail; and as secondary the ones which follow the main activity, and usually in less detail.

Categories of activities in the libraries	Arapiraca		Belém		São Paulo	
	main activity	secondary activity	main activity	secondary activity	main activity	secondary activity
Mediation	21	8	5	6	1	4
Atendimento service (reference)	8	3	30	4	8	1
Coordination	2	0	7	0	3	0
Support activities	2	0	3	0	2	0
Technical processing	0	0	13	5	1	0
Collection development	0	0	6	3	1	0

\* Sample: 113 questionnaires.

The difference in the focus of activities of libraries in the three cities is remarkable. This is because they are characterized in different ways, both as to their size and structured activities, and the distribution of these activities among employees.

In Arapiraca, the survey indicates that most participants operate in Arapiraquinhas, which focus on children and teenagers; therefore, this is corroborated by the 21 respondents who carry out mediation as the primary activity and the 8 that carry it about as a secondary activity, a figure that comes as the second most common response, also with 8 respondents indicating it, is customer service (reference) as a primary activity. It is interesting to note that both “technical processing” and “collection development” were not indicated by any respondent either as primary or as a secondary activity.

In Belém, the main categories of activities are “customer service”, with 30 respondents, and “technical processing”, with 13 respondents. Secondary activities most frequently performed were “mediation” with 6 answers, and “technical processing” with 5. With the exception of the two most answered categories, all other showed some balance, indicating that there is a concern regarding all activities which are part of the library routine, with a greater focus on the user of the services provided and technical work, regarding the making of the collection accessible to the user. In São Paulo, the main focus is on “customer service”, with 8 responses, and “coordinating activities”, with 3 answers. The secondary activity most carried out is “mediation” with 4 respondents, and only 1 respondent states it as their primary activity. In other categories there was also at least one response, indicating that even in smaller libraries there is a concern about all kinds of activities.

It is possible to observe that neither São Paulo nor Arapiraca attribute secondary activities to most of its employees. However, it is worrying to note that in Arapiraca, two of the most important categories of a library’s routine (technical processing and collection development) were not even mentioned in the answers. It is necessary to identify who carries out these activities for the participating libraries, and find out a way to integrate them into the libraries.

In Belém, a large focus on customer service shows a concern for the user; however, it would be interesting to have a better balance between activities. It is important to continue having customer service as the main focus, but not so far removed from the rest of activities. There is a difference of 17 answers between the activity most frequently performed to the second one (more than half of answers in this questionnaire). The item “collection development” denotes the same concern for the user as in the item “service” or even more if we consider that it is in the development of collection that the information gathered from the users themselves about what most interests them in how the library is used.

## >> PUBLIC SERVED

The questions related to this topic were open, therefore the answers presented were quite varied. However, the wording of the question suggested the segments that could be chosen in the response - in this case, elderly, children, youth and adults.

Still, the answers do not present a pattern that could be easily accounted for. For this question, we grouped common terms appearing in the responses, which were tabulated for reference. The terms mentioned do not represent the number of respondents, but how often the term is mentioned in the responses.

In **Arapiraca**, it is possible to notice an emphasis on *children* and *youth*, which together were mentioned 41 times; *adults* and *all segments* come next, being mentioned 15 and 13 times respectively. This can be explained if we take into consideration the fact that Arapiraquinhas make up the largest number of libraries, which are associated with local schools.

In **Belém**, the focus becomes less apparent. The highest level of responses, with 29 mentions, was for “adults”, while “all segments” was mentioned 28 times and “youth” 27. The fourth most mentioned term was *children*, 18 times. This balance in the responses can be explained by the variety of departments within the Cultural Foundation of Pará, which has the largest number of respondents. It is also possible to infer, considering this balance, that the library considers all age groups as their target audience.

*All segments* was mentioned 14 times in **São Paulo**: it was the only option mentioned more than 5 times. The second most mentioned alternative was *children*, 5 times. It seems safe to assume that in São Paulo all segments are covered by the service.

Term	Arapiraca	Belém	São Paulo
Children	19	18	5
Youth	22	27	3
Teenagers	0	5	0
Adults	15	29	3
Elderly	5	10	3
Representatives	0	1	1
All (or similar)	13	28	14
Does not serve (or similar)	2	4	1

\* Sample: 113 questionnaires.

## >> IMPROVING CUSTOMER SERVICE FOR THE POPULATION

This question deals with the most important aspects to be improved regarding the customer service delivered to the user in order to provide a more efficient and satisfactory library service in the view of the participants.

The results are shown in the table below.

Improving customer service	Arapiraca		Belém		São Paulo	
	yes	no	yes	no	yes	no
Awareness of users' reality	79%	21%	73%	27%	63%	38%
Clarity regarding job goals	61%	39%	59%	41%	69%	31%
Greater agility in the procedures	48%	52%	59%	41%	63%	38%
Having autonomy of action / Having greater decision making power in work processes	67%	33%	45%	55%	50%	50%
Increased staff	42%	58%	75%	25%	69%	31%
Survey answered by the population served	70%	30%	73%	27%	56%	44%
Investment in the training of civil servants and outsourced workers	52%	48%	67%	33%	88%	13%
Recognition / valorising civil servant effort and outsourced workers	36%	64%	55%	45%	69%	31%
Establishing public libraries Professionals Network	52%	48%	56%	44%	50%	50%
Understanding the population as a major player in the developed actions	79%	21%	66%	34%	69%	31%
Other	0%	100%	0%	94%	6%	94%

\* Sample: 113 questionnaires.



Some options in common were prioritized by all three cities. They are: awareness of users' reality, clarity in relation to the work goals, survey answered by the population served, investment in the training of civil servants and workers, and understanding the population as a major player in the developed actions.

In general, all alternatives were considered important for most respondents. In Arapiraca, three alternatives did not obtain mostly positive responses: greater agility in procedures, increased staffing, and recognition and valorising civil servant effort and outsourced workers. In Belém, just one response obtained mostly negative responses: having autonomy of action / having greater decision power on the work processes, but by a margin of only 5% compared to positive responses.

In Sao Paulo, two responses were split 50/50 for yes and no: having autonomy of action / having greater decision power on the processes of work and establishing a network of public libraries professionals.

The areas considered most relevant in Arapiraca were awareness of users' reality and understanding the population as a major player in the actions developed as important, each with 79% of positive responses. This denotes a concern for the community, as the two responses are similar in the sense that the library has to worry about the reality and take the population into consideration regarding their services. The Arapiraca respondents also emphasized the mediation of reading, which can corroborate the answers given in this question.

Belém also indicated two prioritized answers. Most respondents consider crucial awareness of users' reality and survey answered by the population served, with 73% each. As in Arapiraca, there is here a direct concern for the population and the quality of services offered, meaning the two most chosen alternatives show aspects related to the community served.

In Sao Paulo, investment in the training of servers and outsourced workers was the alternative considered most important, with 88% of positive votes.



# KNOWLEDGE AND INTEGRATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs)

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**K**nowledge and integration of technology in the activities of librarians were evaluated throughout the total answers to the questionnaire and not city by city, as responses were more open and addressed personal views. When reading the answers, it was possible to identify some common themes, which were set in categories, grouped by meanings and similar contexts

- **Positive and negative adjectives or confusing answers** – answers that were too generic and overall expressed as a single adjective or some formulation difficult to be understood.
- **Agility, efficiency, effectiveness or speed** – these terms are found when the respondent seeks to highlight the improvement of the activity that is being questioned in practical terms. All listed terms seem to focus on the dynamism that technology can offer to the activity.
- **Computer, software, internet or equipment** – answers containing these terms - or similar - seek to highlight the tools, either by its positive aspect which they provide to the activity in question, or the lack of these tools.
- **Knowledge** – answers that highlight the term “knowledge” do it in a broad and generally positive meaning; but there are also answers which focus on the lack of knowledge to use technologies.
- **Promotion** – When technology aids in spreading information about events and activities through the use of social networks.
- **Research** – here the meaning of research can be understood as searching for content, information or data.
- **User, library services, events or mediation** – all answers that highlighted the actions to encourage users to visit the library through the services offered, the mediation of information, promotion of cultural events etc.







## >> INTEGRATING TECHNOLOGY IN CUSTOMER SERVICE

### **Agility, efficiency, effectiveness and speed | 18 answers**

Some answers focused on technologies as a factor to make customer service more agile, using terms such as agility, effectiveness, and efficiency. These answers, however, did not specify how such features apply in practice. But apparently, making customer service more agile is a demand to be considered, since it does not seem to have the expected agility nowadays, either for lack of technological resources, and/or for lack of training and knowledge of these resources, if any.

### **Research | 12 answers**

Other responses mentioned the importance of speed and accuracy in order to optimize information search time, without, however, detailing what factors cause delays in customer service; perhaps these respondents refer to the lack of a specific computer program (software) that facilitates research, or they verify the need to implement local technologies that are sufficient to meet the demands identified in their communities.

### **Knowledge | 11 answers**

Some responses sought to highlight the relationship of knowledge of information technology as the key aspect when using it. Some respondents highlighted the need to acquire more knowledge about these technologies so that their use can be implemented or improved.

*“There is still plenty to do, with respect to ICTs, in serving our users; we still lack the technical knowledge in some segments, as well as physical infrastructure in order to mediate this information and take it to our users .” (DAYANE CRISTINA DE SOUZA BRITO, BELÉM)*

Others highlight that technology helps to gain knowledge (which can be understood here as more information as well). Some even highlight the use of ICTs in learning, but do not specify how it can be done.

### **Computer and internet | 11 answers**

An interesting focus was on computers and the internet as key technologies in the globalized world. The importance of access to computers in the library is highlighted, because many people in the community cannot afford to buy this equipment for their own use. Others indicate the use of computers as a work tool or as a means for reading digital materials. Some also highlight the importance of this equipment for internet access, to fulfil the need to keep up-to-date.

### **Users and library services | 20 answers**

Many respondents pointed out that the integration of technology in customer service is crucial; some point out that existing technology in libraries become an attraction for users that increases their frequency of visiting libraries. The use of technology for the promotion of library services is also highlighted. There was also a significant focus on improving the services provided by the library - cataloguing, digitization, the telecentres, etc. One respondent points out:





*“It helps a lot, from the selection of materials to be borrowed to the return of book, in contacting users to let them know about the due date to return books, in the registration of new members, in the monthly activity reports - in short, technology is the Library’s backbone.” (LINDALVA CAMPOS DE ALMEIDA – BELÉM)*

### **Positive adjectives | 41 answers**

The vast majority of respondents, however, were limited to the use of adjectives to refer to the question; it is believed that the integration of technology in customer service is: *important, crucial, very good, priority, necessary, indispensable, essential*, etc.

## **>> INTEGRATION OF TECHNOLOGY IN CULTURAL ACTIVITIES**

### **Promotion and social networks | 35 answers**

A large initial emphasis is placed on the importance of integrating technologies when promoting cultural activities provided by the library. Most respondents said that technologies facilitate promotion through social networks, thus helping to reach a greater number of people.

### **Knowledge | 9 answers**

Here the term “knowledge” is repeated, but approached in a different way: the knowledge about the local and other cultures is highlighted in what seems to be towards an exchange of information. There are also those who claim a lack of knowledge about how technology can assist in cultural activities.

### **Equipment | 5 answers**

A few answers highlighted the use of audio-visual equipment, new computer programmes and applications; and one response highlighted the lack of equipment.

### **User and events | 14 answers**

Standing out in this item are the responses regarding the importance of technology to attract users and the local community, arousing their curiosity and contributing to the formation of more critical citizens, but none of them specify how this would impact on cultural activities.

### **Agility | 2 answers**

Only two responses highlight that technology helps speed up and optimize cultural events and activities.

### **Imprecise answers | 48 answers**

In general, most of the answers involve the use of adjectives - positive or negative. Among the positive ones mentioned: *very good, very important, essential, crucial, necessary, indispensable*, etc. There were also negative adjectives such as *poor, without integration*. In some cases, the answer was “none”.





## >> INTEGRATION OF TECHNOLOGIES IN THE LIBRARY'S DAILY LIFE

### **Search | 8 answers**

The answers highlighted the importance of technology to users at the time of research, whether in databases in the library, or on search engines on the Internet.

### **User, services and mediation | 11 answers**

In this section, respondents mostly gave prominence to the aid that the use of ICT provides to the performance of tasks related to their duties. Mediation was highlighted in one of the answers.

*"In the public service, ICTs are key, as it is fundamental workers are prepared and know how to guide library users when searching for information. Mediation is important at this stage because, amid so much information on the web, the user strays from their real goal, and the librarian must know which databases to use in order to find the information that the user needs."* (DAYANE CRISTINA DE SOUZA BRITO – BELÉM)

### **Computer, software and equipment | 11 answers**

Here the use or lack of computers, software or equipment to carry out daily activities is highlighted. Tasks range from editing documents, sending e-mails, research, communication, scanning and e-book reading. The ones who emphasize the lack either refer to their specific sectors, or just say that they need equipment, without specifying which or where.

### **Agility, efficiency and speed | 16 answers**

As before, the listed adjectives express the dynamism of activities. Here it is highlighted customer service activities, data entry, access to information and bureaucratic procedures, presentation of work, communication, technical processes and problem solving.

### **Knowledge | 6 answers**

In the responses which refer to knowledge, respondents claim that the integration of technologies is critical to the development of their daily activities.

### **Adjectives and confusing answers | 57 respostas**

As in previous questions, adjectives are repeated with little variation: *very good, very important, essential, crucial, necessary, indispensable*, etc. Other answers do not seem relevant or are off topic, such as: *computer courses, relevant daily use* and *we need to innovate..*

### **Promotion in social networks | 4 respostas**

There was little emphasis on promotion, more specifically about the communication among the sectors of the foundation.

## >> KNOWLEDGE IN ICT

### Social Medias

When analysing the respondents of the project social media, a vast knowledge of the range of existing platforms on the internet became apparent. The only item that the majority of respondents mentioned was Facebook, with 73% responding that they access this social media. The second most frequently accessed was Whatsapp with 39% overall. All other media listed in the survey had, on average, 8% of positive responses and 92% negative. This pattern is repeated with small changes in the analysis of each city separately.

The most voted media was Facebook with 73% in Arapiraca, 69% in Belém and 75% in São Paulo. Whatsapp comes in second, but did not even get 50% positive responses, except in São Paulo, where 56% indicate that they access the application. Only in São Paulo one of the media listed in the survey (Flickr) received 100% negative statements, just as the item *others*, with the same percentage, indicating that none of the participants in São Paulo are aware of other social media that was not listed in the survey. It is possible to conclude that the most popular media in the three cities surveyed are Facebook and Whatsapp application.

Item	Geral		Arapiraca		Belém		São Paulo	
	yes	no	yes	no	yes	no	yes	no
Youtube	9%	91%	6%	94%	9%	91%	13%	88%
Facebook	73%	27%	79%	21%	69%	31%	75%	25%
Skype	12%	88%	12%	88%	13%	88%	13%	88%
Twitter	6%	94%	9%	91%	5%	95%	6%	94%
Instagram	8%	92%	9%	91%	6%	94%	13%	88%
Flickr	2%	98%	3%	97%	2%	98%	0%	100%
Whatsapp	39%	61%	30%	70%	39%	61%	56%	44%
Others	9%	91%	18%	82%	6%	94%	0%	100%

\* Sample: 113 questionnaires.

## Software Knowledge

### >> Microsoft Office Package – general data

Overall, in relation to levels of knowledge of Microsoft Office Package, the average of “no knowledge” in any of the package programs reaches 58%, followed by “basic knowledge” with 24%, “intermediate” with 14% and “advanced” representing only 4% of the total.

At a basic level, the programs with the highest rate are: Excell - 55%; Word - 35%; at intermediate level: Word - 31%; advanced level: Word - 18%.

Most respondents stated that they had no knowledge about most of the Microsoft Office Package programs. Six out of the eight programs had higher rates for “no level of knowledge”; Power Point (42%), Outlook (47%) Access (80%), Lync (85%), OneNote (83%) and Publisher (86%).

It is possible to infer that the level of knowledge of Microsoft Office Package is still lagging, and the incidence of “none” to basic knowledge reaches 72% of the participants.

Microsoft Office Package		Excell	Word	Powerpoint	Outlook	Access	Lync	Onenote	Publisher
General	Basic	55%	35%	29%	25%	16%	13%	10%	11%
	Intermediate	19%	31%	25%	21%	5%	2%	6%	3%
	Advanced	2%	18%	5%	7%	0%	0%	1%	0%
	None	25%	16%	42%	47%	80%	85%	83%	86%

\* Sample: 113 questionnaires.

### >> Microsoft Office Package – data by city

**Arapiraca** shows a high average rate of “no knowledge” of any of the programs, with 67%. The basic level reaches only 17% of respondents, 11% intermediate and 5% for advanced.

**Belém** reaches 59% of “no knowledge”, 25% at a basic level, 13% intermediate and only 2% advanced.

**São Paulo** presents greater balance in the indicators among the three cities: 48% for “no”, 30% for “basic”, 17% for “intermediate” and 5% for “advanced”.

Microsoft Office Package		Excel	Word	Powerpoint	Outlook	Access	Lync	Onenote	Publisher
Arapiraca	Basic	45%	42%	12%	15%	3%	6%	6%	6%
	Intermediate	12%	18%	27%	21%	0%	0%	3%	3%
	Advanced	3%	18%	6%	12%	0%	0%	3%	0%
	None	39%	21%	55%	52%	97%	94%	88%	91%
Belém	Basic	58%	45%	36%	28%	13%	8%	6%	8%
	Intermediate	13%	36%	22%	11%	8%	5%	8%	6%
	Advanced	2%	9%	3%	3%	0%	0%	0%	0%
	None	28%	9%	39%	58%	80%	88%	86%	86%
São Paulo	Basic	63%	19%	38%	31%	31%	25%	19%	19%
	Intermediate	31%	38%	25%	31%	6%	0%	6%	0%
	Advanced	0%	25%	6%	6%	0%	0%	0%	0%
	None	6%	19%	31%	31%	63%	75%	75%	81%

\* Sample: 113 questionnaires.



### **Knowledge of Excel**

The answers on the interest in acquiring more knowledge on software present data that, at first, may seem contradictory. The first item, "I have no interest", in all three cities, shows more than 90% of negative responses, suggesting a lack of interest in learning more about the program. But the following items that specify programs' features are of high interest to respondents and receive the most hits in the item "interest in learning more."

This reaction can be attributed to the fact that most of them do not know the program's features and tools; and when they are presented to them, they realize they do have an interest in learning more. This situation is repeated in the three cities. The item "other" seems lost in this question for the same reason of the first item, [I have no interest], given the likely lack of knowledge on features and tools offered by the program.

### **Knowledge of Word**

This question is somewhat similar to the item "more knowledge in Excel," but on more balanced scales. The negative answers in relation to the item "I have no interest" are slightly lower in comparison, but the lack of interest in learning more about the program is still higher than the interest. The interest in the features of Word, however, is not as uniform as in Excel.

In **Arapiraca**, the "paragraph formatting" features 50% "yes" and "no", but the other items arouse more interest.

In **Belém**, two items have similar percentages: "Text Formatting" and "paragraph formatting"; the remaining items had more negative responses than positive.

In **São Paulo**, most participants showed more indifference towards all listed items. It is possible to assume that there is already a certain level of knowledge of Word considered satisfactory by the respondents, since only one person said they had no knowledge on the program in this city. All others have some knowledge of this tool. The item "other" follows the same pattern on the question "knowledge in Excel."

### **Knowledge of Power Point**

In Arapiraca and in Belém, there is interest in learning more about this tool for both basic presentations and more advanced ones. In São Paulo, a greater interest in learning advanced presentation tools is observed; out of the 16 respondents in Sao Paulo, 11 indicated that they have some knowledge of the tool. On the items "I have no interest" and "other", the evaluation of the respondents follows the same pattern of the previous questions.

### **Knowledge in Outlook**

In Arapiraca and Belém, the majority of respondents expressed interest in learning about all the features listed in the question. In São Paulo, an almost uniform lack of interest in learning the features of Outlook is shown. All items showed 63% of negative responses, except for the item "other".

### **Knowledge of Access**

In the three cities, most respondents show interest in learning more about the Access features listed in the survey.





Excel	Arapiraca		Belém		São Paulo	
	yes	no	yes	no	yes	no
I have no interest	8%	92%	9%	91%	6%	94%
Create data table, sort and filter data	69%	31%	76%	24%	69%	31%
Formulas	58%	42%	64%	36%	63%	38%
Creating charts	67%	33%	64%	36%	63%	38%
PivotTable for data consolidation	67%	33%	68%	32%	44%	56%
External data import into spreadsheet	67%	33%	70%	30%	63%	38%
Conditional formatting	56%	44%	55%	45%	63%	38%
Other	0%	100%	0%	95%	0%	100%

\* Sample: 113 questionnaires.

Word	Arapiraca		Belém		São Paulo	
	yes	no	yes	no	yes	no
I have no interest	6%	94%	14%	86%	25%	75%
Create documents	53%	47%	39%	61%	19%	81%
Create personalised Curriculum Vitae	67%	33%	41%	59%	44%	56%
Formatting texts	61%	39%	50%	50%	44%	56%
Printing documents	53%	47%	29%	71%	31%	69%
Formatting paragraphs	50%	50%	50%	50%	31%	69%
Header and footer inclusion in documents	67%	33%	44%	56%	19%	81%
Other	0%	100%	0%	89%	0%	94%

\* Sample: 113 questionnaires.







Power Point	Arapiraca		Belém		São Paulo	
	yes	no	yes	no	yes	no
I have no interest	14%	86%	11%	89%	19%	81%
Críate basic presentations	53%	47%	65%	35%	44%	56%
Críate advanced presentations	75%	25%	64%	36%	69%	31%
Other	0%	100%	0%	97%	0%	100%

\* Sample: 113 questionnaires.

Outlook	Arapiraca		Belém		São Paulo	
	yes	no	yes	no	yes	no
I have no interest	14%	86%	12%	88%	38%	63%
Set up email accounts	58%	42%	67%	33%	38%	63%
Create message rules	53%	47%	64%	36%	38%	63%
Create default email signature	56%	44%	56%	44%	38%	63%
Using the calendar for appointments	61%	39%	58%	42%	38%	63%
Organising my contact list	61%	39%	59%	41%	38%	63%
Other	0%	100%	0%	92%	0%	94%

\* Sample: 113 questionnaires.

Access	Arapiraca		Belém		São Paulo	
	yes	no	yes	no	yes	no
I have no interest	25%	75%	17%	83%	25%	75%
Create forms	67%	33%	61%	39%	56%	44%
Create searches	64%	36%	62%	38%	63%	38%
Create reports	67%	33%	76%	24%	56%	44%
Importing external data	64%	36%	59%	41%	56%	44%
Create data tables	69%	31%	61%	39%	56%	44%
Other	0%	100%	0%	94%	0%	94%

\* Sample: 113 questionnaires.



## Knowledge of Internet and social networks

In this question, the level of knowledge on 11 programs, websites or internet applications were analysed, according to the understanding of the respondents. The questionnaire guided the participants on the levels to be considered in the answers:

- **None:** never used, not even opened the program.
- **Basic:** can open the program, create new documents, save and do the bare minimum to what I need, but I need help.
- **Intermediate:** I'm already well acquainted with the main features that the program offers but in some individual cases need help.
- **Advanced:** Work using the program without difficulty and use advanced features that the tool offers.

Based on these concepts, participants' responses resulted in the table below:

Internet and Social Medias		Google +	Facebook	Twitter	Instagram	Youtube	Google Maps	Skype	Flickr	Wordpress 2.0	Wikipedia	Whatsapp	Other
Arapiraca	Basic	42%	24%	27%	18%	30%	24%	12%	12%	3%	9%	21%	0%
	Intermediate	33%	36%	12%	15%	33%	24%	12%	3%	12%	24%	27%	0%
	Advanced	12%	24%	3%	0%	9%	6%	9%	0%	0%	6%	9%	0%
	None	12%	15%	58%	67%	27%	45%	67%	85%	85%	61%	42%	0%
Belém	Basic	42%	30%	20%	16%	42%	33%	14%	20%	6%	28%	19%	0%
	Intermediate	31%	33%	8%	8%	20%	23%	9%	2%	5%	17%	20%	0%
	Advanced	8%	19%	3%	5%	9%	8%	8%	0%	3%	8%	17%	0%
	None	19%	19%	69%	72%	28%	36%	69%	78%	86%	47%	44%	0%
São Paulo	Basic	31%	25%	19%	19%	31%	31%	6%	31%	13%	19%	31%	0%
	Intermediate	38%	38%	13%	13%	19%	25%	25%	6%	6%	25%	13%	0%
	Advanced	13%	13%	0%	0%	13%	19%	6%	0%	0%	6%	25%	0%
	None	19%	25%	69%	69%	38%	25%	63%	63%	81%	50%	31%	0%

\* Sample: 113 questionnaires.



The items were separated into two categories: Social Media and Web Tools. The first covers all sites, programs or applications that provide an open space for interaction between people anywhere in the world. Web tools covers the websites, programs or applications that facilitate the completion of a task efficiently, interactively and integrated with other people and websites, programs, and applications. Thus, we have:

>> **Social media:** Google+, Facebook, Twitter and Instagram;

>> **Web tools:** Youtube, Google Maps, Skype, Flickr, Wordpress 2.0, Wikipedia and Whatsapp;

The alternative "other" was offered in case respondents wanted to include any other media or website that were not listed. There was no answer to this item in all cities. This occurred probably due to lack of knowledge about other programs, websites or similar applications; for the following summary, this item was disregarded.

### ••• **ARAPIRACA**

- Low variation between the levels of knowledge in social media: 38% none, 28% basic, 24% intermediate and 10% advanced;
- However, when it comes to knowledge about web tools, a greater variation in unawareness was analysed, and, on average, 59% of respondents indicated they have no knowledge of the tools listed, 16% indicated basic knowledge, 19% intermediate and advanced 6%;
- Referring to social media, the majority stated:
  - > Basic Knowledge on Google+ (42%);
  - > Intermediate knowledge on Facebook (36%);
  - > NO knowledge of Twitter (58%) and Instagram (67%);
- Referring to web tools, the majority stated:
  - > Intermediate knowledge on Youtube (33%);
  - > No knowledge of Google Maps (45%), Skype (67%), Flickr (85%), Wordpress 2.0 (85%), Wikipedia (61%) and Whatsapp (42%);

### ••• **BELÉM**

- The average indicates "no knowledge" on the listed items in Social Medias (45%); at a basic level, 27%; intermediate, 20%; and advanced, 9%;
- When it comes to Web tools, the difference increases to 55% indicating no knowledge in the listed items; 23% basic level, 14% intermediate and 8% in advanced;
- Referring to social media, the majority stated:
  - > Basic Knowledge on Google+ (42%);
  - > Intermediate knowledge on Facebook (33%);
  - > No knowledge of Twitter (69%) and Instagram (72%);
- Referring to Web Tools, the majority stated:
  - > Basic knowledge on Youtube (42%);
  - > No knowledge of the Google Maps (36%), Skype (69%), Flickr (78%), Wordpress 2.0 (86%), Wikipedia (47%) and Whatsapp (44%);

### ••• **SÃO PAULO**

- The average indicates no knowledge on the listed items in social media, (45%); at a basic level, 23%; intermediate, 25%; and advanced, 6%;
- The smallest difference is presented in Web tools with 50% indicating no knowledge of the listed items; 23% basic level, 17% intermediate and 10% in advanced;



- Referring to social media, the majority stated:
  - > Intermediate Knowledge on Google+ (38%) and Facebook (38%);
  - > No knowledge of Twitter (69%) and Instagram (69%);
- Referring to Web tools, most indicated:
  - > Basic knowledge on Google Maps (31%) and Whatsapp (31%);
  - > No knowledge of YouTube (38%), Skype (63%), Flickr (63%), Wordpress 2.0 (80%) and Wikipedia (50%);

If we analyse each level of each item, one can conclude that most of the items are unknown to the respondents. But if we consider that out of the 4 levels, 3 represent “some level of knowledge” and only one item is “no knowledge at all” we could separate the responses into two categories: “some level of knowledge” and “no level of knowledge” in order to assess whether these items are known to the participants. Thus, we have the following:

City	Level of	Google +	Facebook	Twitter	Instagram	Youtube	Google Maps	Skype	Flickr	Wordpress 2.0	Wikipedia	Whatsapp
Arapiraca	Some	<b>88%</b>	<b>85%</b>	42%	33%	<b>73%</b>	<b>55%</b>	33%	15%	15%	39%	<b>58%</b>
	None	12%	15%	<b>58%</b>	<b>67%</b>	27%	45%	<b>67%</b>	<b>85%</b>	<b>85%</b>	<b>61%</b>	42%
Belém	Some	<b>81%</b>	<b>81%</b>	31%	28%	<b>72%</b>	<b>64%</b>	31%	22%	14%	<b>53%</b>	<b>56%</b>
	None	19%	19%	<b>69%</b>	<b>72%</b>	28%	36%	<b>69%</b>	<b>78%</b>	<b>86%</b>	47%	44%
São Paulo	Some	<b>81%</b>	<b>75%</b>	31%	31%	<b>62%</b>	<b>75%</b>	37%	37%	19%	<b>50%</b>	<b>69%</b>
	None	19%	25%	<b>69%</b>	<b>69%</b>	38%	25%	<b>63%</b>	<b>63%</b>	<b>81%</b>	<b>50%</b>	31%

\* The items in blue indicate the majority.

\* Sample: 113 questionnaires.

It can be seen that there is a balance in terms of the items known in every city. For each city, from the 11 items listed in the survey, there is the majority in:

● ● ● **ARAPIRACA**

- Average of 49% with some knowledge level of 51% with none;
- 5 programs with a majority of some level of knowledge; Google+, Facebook, Youtube, Google Maps, Whatsapp;
- 6 programs with a majority of no level of knowledge; Twitter, Instagram, Skype, Flickr, Wordpress, Wikipedia;

● ● ● **BELÉM**

- Average of 48% with some knowledge level and 52% with none;
- 6 programs with a majority of some level of knowledge; Google+, Facebook, Youtube, Google Maps, Wikipedia, Whatsapp;
- 5 programs with a majority of no level of knowledge; Twitter, Instagram, Skype, Flickr, Wordpress;

● ● ● **SÃO PAULO**

- Average of 52% with some knowledge level and 48% with none;
- 6 programs with a majority of some level of knowledge; Google+, Facebook, Youtube, Google Maps, Wikipedia, Whatsapp;
- 6 programs with a majority of no level of knowledge; Twitter, Instagram, Skype, Flickr, Wordpress, Wikipedia;
- In São Paulo Wikipedia shows 50% for each option;

Some uniformity can be seen in the samples of the three cities. The programs Google+, Facebook, Youtube, Google Maps and Whatsapp appear in the three cities as the best known programs. Twitter, Instagram, Skype, Flickr, and Wordpress 2.0 are the least known to the majority in the three cities. Especially Google+, averaging 83% of some level of knowledge (the best known program) and Wordpress 2.0, averaging 84% of no level of knowledge (the least known program).



2



**ETHICS**

**AND**

**CITIZENSHIP**





Being in a group, to me, has always been a way to find myself. The possibility that *Tô na Rede* gave me of being able to cut and sew in this great workshop of desires was great; three cities, different libraries, several people, many who did not even know what they were doing there ... We say that finding a group to work with is, initially, people gathered together; then, while there people get to enjoy being together and know which path to follow, that's a delight: a group is born having its own needs, desires, discussions, and no longer the need for me to be there. And this is what happened. There were different rhythms. I had to look carefully at each person, in each group, and get to know their rhythm - not the one that was already on paper - in order to carry out the project. There is integration in the way we deal with the unknown paths that, for me, is amazing. I must remember that this project is a pilot, and as such, we were tackling new possibilities. Many steps were created in group, going beyond the expected role.

**Vanessa Labigalini, facilitator and coordinator  
of the project *Tô na Rede***





In this chapter, we want to emphasize the process of forming a group, experienced through dramatizations of the reality of each employee working at the participating libraries in the project *Tô na Rede*, both professional and personal aspects, and assess how this impacted on the daily lives of managers, their relationships in the group and their interaction with the public.

Psychodrama, which is one of the techniques chosen to work with *Tô na Rede* groups, does not address concepts in a conventional manner, such as a lecture, but monitors and develops the contents brought by participants along with the proposed activities. The concepts that have been tackled - ethics and citizenship; public and private; work being different to production; authority in its original sense of *Algere*, from Latin; participation and networking - enabled new leaps into situations in which trust had been built. Through role reversal, we can understand the differences and arrive at a *common-unit*.

Therefore, the work took place in a constant action-reflection movement in order to stimulate research, understanding and creative spontaneous intervention in these dynamics. This process allows participants to get rid of the pre-conceptions and blocks that hinder new actions; and more specifically, can enhance perception in our daily lives - the roles assigned to us, the scenes that we are denied and the games we not aware of. By recreating what is real, the group-subject ends up being the protagonist of the method.

*“A person is seen by Moreno (creator of psychodrama) as an essentially social being, a human being in relationship; co-creator of the universe, a divine spark, agent of their own history and builder of their drama in the living of their social atom. Conceives the human being (...) in their double dimensions: individual and relational. At the individual level, spontaneity is the anthropological core. In the relational level, a group concept is created – a person who feeds of the “tele-structure” (inter-relational strength; cement that holds groups together). This person, simultaneously individual and group acts through their “tangible I”; namely, their role. The personality manifests itself in the conduit through the roles which define the person. Based on the observation of the performance of roles by spontaneous actors in evidence, Moreno calls for the training of spontaneity.”*

(MARRA, 2004, p. 40)

In order to better understand the institutional and local contexts in which libraries are inserted, the **Block I – Self-knowledge, The Other and The Library** started a process from the inside out, bringing to the group questions about their actions, their knowledge of themselves and their roles as professionals in this area. In this first module, each public library's problems and objectives and tools which they could make use of to monitor and solve such problems were raised.

By the recognition of themselves and their actions within the institutional space of the library, the participants were able to experience situations of role reversal and question values; putting oneself in a different social role, experiencing new world views and ways of life. This and other dynamics had different impacts on each city.

In addition to psychodrama, we also worked with more objective approaches. In order to broaden and deepen the knowledge on the staff, we formulated a qualitative and quantitative questionnaire, which was applied in this first training block to all library employees. The purpose of this evaluation was to map the degree of knowledge and use of information and communication technologies of each respondent. There were 113 questionnaires answered by professionals who work in the libraries, 85 civil servants, 3 contractors, 12 in auxiliary positions and 14 interns. The collected responses generated inputs to design the profile of the professionals involved and assess the project in a comparative way.

Another validation tool of the project was the signing of a Term of Commitment between *Tô na Rede* and the employees who joined the project, establishing rules for participation, such as schedules, availability and engagement (face-to-face and virtual) in the activities..



**Criteria for participation in the project Tõ na Rede:**

Public	Availability
Librarians and other library staff	Frequency – 10 months
Civil Servants Contractors Interns	total of 246 hours, divided into 07 training modules, approx. 30 hours each.

**To participate one must be interested in:**

Reading texts and other literature in the area

Innovate customer service using ICT

Working with methods that enable participatory processes

Multiplying knowledge among other employees and the population in the surrounding areas of libraries

Dialogue and collective work with the population

Working with participatory and interdisciplinary projects

In all cities, groups on social medias and different technological tools were created to enhance the exchange of knowledge, coordination and promotion of activities carried out, strengthening the participation of each individual in the groups. This is an ICT methodology used so that each participant is able to utilise technological tools in all stages, so this procedure becomes naturally part of the actions of each library employee. Hence, groups on WhatsApp, Google Groups and a Tõ na Rede page on Facebook for each city (Arapiraca, Belém and São Paulo) were created. These tools were made available from the beginning of the project so that all participants could take ownership of these resources and, above all, communicate with each other.

The Project *Tõ na Rede* was an opportunity to carry out an action which was not isolated, working as a springboard to a collective process that carried enormous potential of combining the possibilities offered by the conscious use of resources from new technologies to social technologies - often old, and at the same time so necessary and irreplaceable such as the custom of the conversation in a group, face-to-face, eye to eye.

In all, 175 employees participated in the training modules in the three cities, intermittently in some cases. However, it is noteworthy that more than 74 of them had maximum performance in almost all activities. The other 101 participants were between 55% and 85% attendance and performance rate in the modules.



*I am a writer and I believe in the extreme relevance of educational programs and trans-disciplinary processes, able to foster creative appropriation of public spaces and cultural facilities. Libraries are strategic spaces for the collective construction of new social settings. The concept of culture we have developed with the groups participating in the project Tô na Rede goes beyond the field of artistic languages and covers issues related to ethics, citizenship and how we, as citizens, constantly take responsibility whether by action or omission for the context in which we are.*

*Mapping and establishing contacts, partnerships and relationships with schools, social and cultural facilities, identifying and contacting social actors, cultural agents, youth collectives, stimulating and involving members of the surrounding communities are key factors for the challenge of composing collectively, and proposing in everyday life a program that includes and expresses the local diversity and plurality, contributing, in fact, to the establishment of a cooperative and not competitive logic, as a basis for networking.*

**Paloma Klisys, facilitator.**



In **Block III - Ethics and Citizenship**, the groups were able to tell the difference between concepts like morality and ethics - and thus, between what are standards and what are values - and live through the dramatization of scenes, the citizen's role and also the relationship server public-citizen. Interviews with residents of surrounding neighbourhoods, seeking the opinions of neighbouring communities about libraries were carried out as field activities of the courses. In addition to the customer service staff and the administrative sector of libraries, professionals in the areas of security, maintenance and cleaning were also included in the group in order to integrate the work of all employees at those institutions.

Using psychodrama techniques, theatre scenes were experienced as a starting point for discussions, experiences and activities produced in libraries. The method raised meaningful stories in the group on citizenship, identifying the similarities and differences among each participant. However, each team reacted differently to the experienced scenes. It is worth mentioning some aspects of how the interactions of the themes were developed in each city.







**Block IV – Recognising Talents** was a training module focused on the discovery and awareness of talents - not always evident - in oneself and in others and also how these skills can be applied in their professional performance.

The activities in this module were, firstly, aimed at putting participants in touch with their individuality and unique qualities to, later in the next stage, expanding them into discussions about their use. In order to do so, the content taught sought to compose a context of reflection on everyday practices in the work environment in public libraries, looking for ways to rescue and value those individual qualities of its employees.

Other techniques emphasized in this block were the relaxation processes of liberation and discovery of their body. The body dimension, in these participatory processes, opens more intense possibilities of interaction with oneself and with others. The practice of relaxation techniques, yoga, dance and other body expressions seemed to us very positive; even the most timid, or more “stiff-bodied” threw themselves into the movement, being able to break some barriers and expand human interactions, and created a context of solidarity and respect for others. This was very important for the groups, and all three cities evaluated this time to look at themselves as someone who has talents that contribute to illuminating the desire of sharing and getting to know themselves better. All participants thoroughly enjoyed working with their life histories.

In this sense, we concluded that the dynamics that involved themes and techniques related to oral history, body expression and the means of artistic, cultural and scientific representation, need to be valued. Such valorisation must take place not only when working with the body as a method of relaxation, but also in other subjective processes - whether through body approach or other means of expression – so as to discuss sensitive issues, such as issues related to self-esteem, which require a closer and more careful look. This theme appeared in all three cities, taking into consideration their different contexts.

Finally, it was a period when they were able to experience moments dedicated to themselves through their subjectivity. In this way, recognizing individual skills and abilities of each participant in the groups allowed them to understand talents in an aggregating way in order to perform their activities, in and out of libraries. Thus, we can conclude that recognizing individual talents opens up the opportunity to develop autonomy and creativity in one’s work life.



In addition to the talent survey in the groups of participants, they also had a moment to try to find talents among the residents of the neighbourhoods where the libraries are located, through interviews. Listening to the opinions and the way those people expressed themselves was the first step towards mapping local needs and demands of both the library and the community, by analysing what they did, having a starting point of their own practice.

Each group organized a presentation on the talents of each library professional to share in their own groups their knowledge, which therefore could be used creatively and spontaneously in the day-by-day at work. The return of the activities shows an increase in the library professional's self-esteem that, when recognized and valued by themselves and the group, can improve the quality of the customer service delivered to users.

The mapping of each participant's individual talents - especially the talents involving artisanal doings and other symbolic productions - reveals important knowledge for expanding the universe of actions in the daily work of public libraries. It is the process of capturing subjective qualities that return them to perspectives of action points.

The construction of the presentation on talents mobilized the group and articulated subjective dimensions, requiring more time for discussion and revealing a psychosocial panorama of participants who transcended the initial objectives of the activity - mapping individual talents and qualities in each participant.

Through self-expression, in its many forms - whether by writing or visual images, by songs or poetry - one can broaden the understanding of the force fields operating in a context of training work, mediation and facilitation in groups.

Through body expression, participants were able to understand and, to some extent, reduce their anxieties, release their tensions and talk about themselves through their body. Through dance, they worked various contents using rhythm, ordination, body awareness, besides singing, among other processes that are triggered by movement and expression, and reached playful shapes.



## >> SOME INSIGHTS SHARED BY THE FACILITATORS

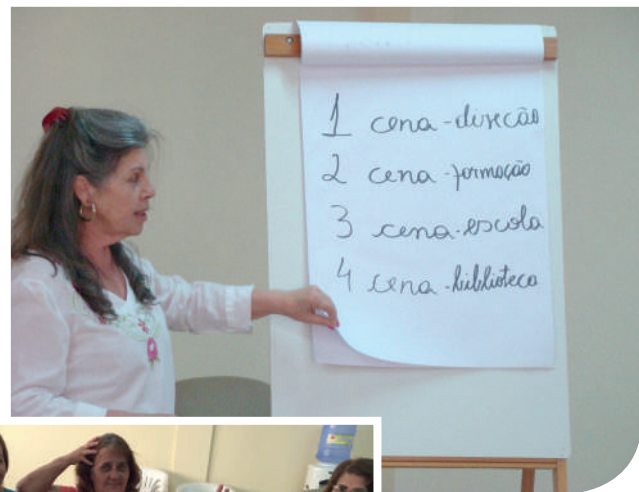
### ••• ARAPIRACA

The scenes dealt with in dramatizations and the recognition of talents reached the group in a visceral way, as if that moment of presentation of the non-professional self was a space to voice desires, frustrations and overcome obstacles, bottled up in time and space. What was said was extremely relevant, as well as the experiences that were shared. Finding out that their pain is the same and how each one deals with it, are exchanges they were able to experience and that certainly transcend content issues.

This activity has brought to light the fact that the participants lack a place to meet and talk, to get to know each other, share experiences, exchange ideas and be recognized as professionals...

It is important to mention that many of them had problems in expressing themselves drawing or via other similar forms of expression, that resulted in posters with texts structured by topic. Some took the risk and drew, as in the case of Rita de Cassia, or Delma who recited a poem. The end result was a large wall with posters and a "talent tree" which was filled with posts with the various talents of each participant. Finally, the dramatizations were welcomed and generated several reflexions between staff at the Central Library and the Arapiraquinhas' "managers".

In the context of the Arapiraca team, the life stories shared were important points in creating a welcoming atmosphere in the group, at times strengthened by happy discoveries, at times shared by emotional pain; there were many similar stories. The creation of an alterity link emerged in the group dynamics.







The process, which in the end, became a long day of presentations, revealed, in fact, a map that suggests some very interesting views on the group: mobilizations, frustration, dissatisfaction, dreams, invisible actions, the fragility of the relationship with the surroundings and the cultural equipment, and others. Another important point revealed by the dynamic was the public library managers' training matrix, as well as an intricate institutional arrangement between the Secretariat of Culture, Education and the Library State System, which affect the process of building a *Tô na Rede* group identity - Arapiraca.

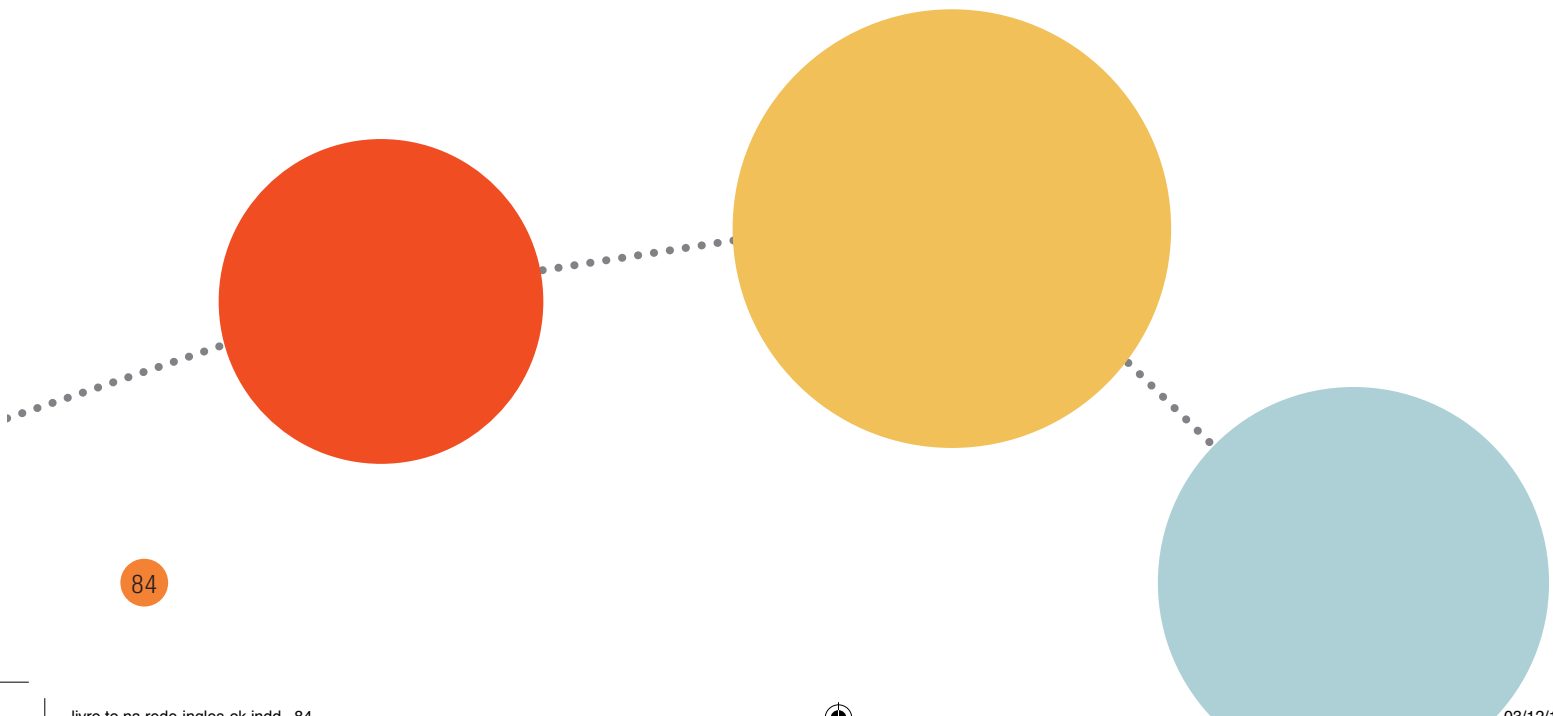
Regarding Arapiraca's public library managers' training matrix, the majority are primary and secondary education teachers, educators and arts education teachers who support the network of such equipment<sup>1</sup>. Only the Central Library has a librarian with job stability. All other posts are lead by "*regentes*", nominations adopted by the Education Department to refer to managers of the spaces, which are mostly employees of this office, from the janitors to the "*regentes*" and pedagogical coordinators.

The scenario in the Central Library is not very different; however, in this new management, employees have been provided by the Secretariat of Culture. Nonetheless, this body has a very small workforce and a budget far lower than the Education and Social Welfare budgets in that municipality.

Another fact revealed is about the emotional health of Arapiraquinhas staff: almost all have or had in their medical history psychiatric monitoring, with prescription antidepressants, anxiolytics, sedatives or medications counterparts. These issues sympathized and promoted group cohesiveness. Fatalities and family events, especially those related to illness and death - similar, in many cases - ended up joining the group in a very supportive way.

Each member's family prestige also contributed to an approximation process, more retained in the cartography of memories, which visited all the "*tradition of Arapiraca tobacco*", very well-articulated by the group. Participants' reports were a dive in the past, bringing up the desire to talk about the root culture, which was close to them in their childhood: games from the St. John's festival, community life, the songs which were sung by the tobacco *destaladeiras* (women who separated the leaf from the stem) and the ones played in *forró "pé de serra"* (typical parties), even religious songs in churches and intense singing in processions.

1 There are 11 pieces of equipment in total: the Culture House Central Library; eight Arapiraquinhas decentralised and present in rural areas; Sesi's Knowledge Industry; And Casa de Farinha Encantada Community Library







### ••• BELÉM

The dramatizations carried out in Belém were welcomed by the participants and generated several reflexions and critiques regarding the way work is done, the hierarchies, relationships in the workplace, among others. Participants were open to some criticism, and were also self-critical in relation of their behaviour. They also considered it of utmost importance to reverse their roles in order to understand how to be in someone else's shoes; this brought a sense of greater unity and a sharper critical sense to detect conflicts and reflect upon how to deal with them.

#### **What to do with citizenship?**

*“Some people, when they come to work, still bring their problems from home, their difficulties, and this sometimes interferes in the customer service. Sometimes a person cannot leave their problems aside while at work. The transformation of the human being, the change has to start from the inside out, both when it comes to customer service and in society.*”

*“I cannot always wait for the other person to make a decision. There were some situations when the user arrived with a long face, being rude towards the attendant, and the attendant reversed the situation, treated the person well and the associated left satisfied. He even brought another person to the Foundation.”*



### Integration of sectors

*"(...) The 2nd floor with the 4th, the reference with the technician. I do not accept the answer 'let it go': I put myself in the shoes of the person who needs a service, and it is very annoying to know that there's something here and that the attendant is not willing to help. We have to aim at this, initiative and dialogue; we cannot settle and conform to the situation."*

### Involvement among employees

*"Developing activities together, walking around the library, getting to know the space. Spreading news about scheduled events and activities. Internal communications - many complain that they are not invited to take part in anything."*

*"The integration of the sectors; this is collaboration. Sometimes we are proposing things that already exist, but in isolation. If we take good things from each section and share with everybody, this will become a fantastic place."*

*"Guys, everybody's fighting here. We have the concept of network, we go back again and sew it. We struggle, but we overcome it, we are here to work. There are holes, but we keep going. Each one has their own opinion, has their will, but I'll tell you something, I love you, I love being here ... When I came here, I started in the reference department; but being nosy makes things happen ... I thought to myself: Hold on a minute, if I stay in the Reference Department, I'll stay forever ... Sometimes I went inside, came back, and did not even know what I was doing there; but I kept moving, and today I am in the Children's Section. Often the manager ... 'what are you doing here?!'. I think that's where we can conduct our journey; with barrier, no barrier, we will get there, little by little."*

*"We need quality management. We need to be led, there is a need to have a clear direction to be followed, point out paths; it is a matter of management, leadership. We know that in our Brazil many people hold positions to which they are not qualified, but because of the circumstances, they will be there. They make decisions, not listening to the group ..."*

### Participatory management

*"That's what we need, that this administration becomes participatory. And if we want participatory management, it cannot happen only among us. It has to involve the entire team."*



### ••• SÃO PAULO

There is a city hall telecentre sharing the space at Helena Silveira Library. When the project *Tô na Rede* started the training process in this library, the telecentre had been closed for 8 months. Therefore, one of the first steps was to seek the reopening of this space; the project could not do without access to Wi-Fi and hardware equipment to put into effect the proposals related to the integration of ICTs. And an aggravating factor to this situation was that the other library chosen by the Project in the region, Marcos Rey Library, had no telecentre infrastructure or facilities providing wi-fi for carrying out these activities. Thus, it was of crucial importance to establish this first partnership with the Library Municipal System and the City Department of Culture of Sao Paulo, for the reopening of a telecentre on site.

Another fact that ended up hindering the exploitation of the activities was the rotation of staff in fulfilling their daily tasks during the *Tô na Rede* activities. The claim was that they could not close the library for everyone to devote themselves to training. Thus, one of them always remained in customer service; the team was divided into shifts, and every day there was at least one employee who did not participate in the group activities, which greatly hindered the flow of the proposed actions.







One thing we noticed and we think was very influential in the internal relations between employees was the lack of harmony and empathy among many of them. Often the environment denoted competition, or was just focussed on sorting out issues accumulated in the course of their friendship. Dialogue didn't seem to flow among them, especially if we consider these relationships in their hierarchical dimensions. There was the discomfort of some people in the team regarding the fact that a security guard and a cleaning employee would participate in the training.

During the exercises, group members were reluctant to take responsibility for the management of the library. The difficulty to organize themselves for a planning meeting, coordinating staff, meeting and addressing in a purposeful manner the problems to be solved and always seeking to blame on external factors as responsible for the problems they face became apparent.

In this way, the group was quite resistant to self-assessment of their personal characteristics, assessment of their professional performance, or their relationship with the community, among others. The scenes proposed by the facilitators generated a certain conflict in the group, especially when they were asked to deal with scenes that explicated conducts that they as public would not want to experience. While some found the exercise interesting, none of them expressed a more critical assessment on the dilemmas exposed there. Most did not want to look at administrative matters or to the issues involved in mediation with the public.

However, when the participation of the group was linked to subjectivities and talents it was very fruitful. All took part willingly without any reservations.

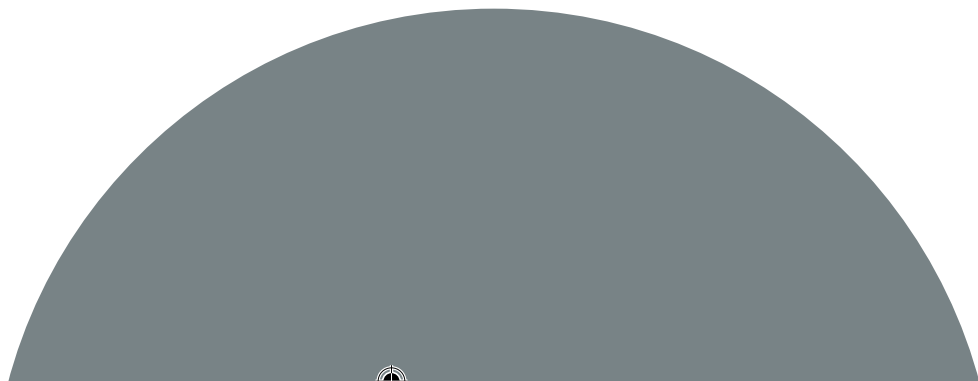
*“Discovering Talents, for example, even those more timid employees can express themselves, and we managed to identify many things that we did not know, recognize some talent, something that the person enjoys doing, even outside the library ... These findings helped us to get to know each other better.”*

*“Citizens know there is a library; and if they know that the library is important, why is it that these fellows are not here? Regardless of if they are a bit more educated or not, they know that the library is important? And why does “that one” talk about the internet? ‘If we now have the Internet, why do we need a library?’ ”*

*“We interviewed a 13-year-old boy who is a student, but he does not know what the Library is for, he said that he only comes here to drink water. It is not easy to instil in people the desire to come to the library and think that here is a place of knowledge and can be pleasurable. It’s not as easy to form a reader.”*

*“Lack of interest, lack of time. Our country is not considered a “reading country”. Everyone thinks it is important, but why aren’t they here? ”*

*“Children nowadays amaze me. Many come to the library just to drink water or go to the bathroom, and can’t write their name. A boy thought the library was a place to pay bills. In schools there is a library, no matter how small the collection is. Now a teenager who doesn’t know what it is or what it is for is difficult to understand. ”*





*Tô Na Rede* was a process, an achievement, a challenge!

It was a pilot project that came to life through a participatory methodology, which contributed to the building of a network. A process that now I can say:

**“Tô na Rede!”**

That’s how it happened, step by step, recognizing each city, a territory, a community, a library, a person, a life, a network.

Numerous possibilities were created, and in them we walked the path, like a river path that is not straight but crooked, full of surprises. Our goal was not to reach the end of the project, but indicate a new path in the river to the library professionals and the community...

**Daniela Greb, facilitator and coordinator of the project *Tô na Rede***







**LOCAL  
MAPPINGS:**

**KNOW**

**TO  
TRANSFORM**



My relationship with mapping began in my childhood with my maternal grandmother, a geographical atlas enthusiast and excellent drawer. My first games were limited to copying the school atlas maps. Over time, I have created intimacy with the language; the copies were gradually replaced by sketches of the house, the street, block and neighbourhood where we lived, where I performed puerile immersions - root territory, as my memory and the sense of belonging ... Mappings that expanded as I was growing up and, gradually, I gained autonomy in my mobility. These movements significantly altered my familiarity with the area and expanded the relationship of sociability that permeated the new locations. Those territories unfolded little by little into virtues and contradictions. Urban fabric made of affections, in a city of imagination in which I circulated and where I merged my own strokes. That is how I began my emotional cartography of life, at college, the militancy ... and transformed this subject into the object of study and professional activity.

I've worked the concept of mapping into different contexts: in training, production of qualitative and quantitative research; as a tool in the design and management of urban and cultural policies; as communication of world views, from different protagonists; as symbolic production in artistic and cultural creations such as public mediation, with managers of public and private cultural institutions as a tool for proposals for management of social movements and the civil society, from collaborative projects (largely mediated by information technology for the design of digital maps) to the more anthropological, which required me to be "down to earth" - barefoot on the ground - to understand local dynamics and propose actions consonant with them.







Thus, the participatory process and collective choices are crucial. Therefore, a mapping happens only once because it is singular: it depends on the medium and its moment. So, there is no “rule of thumb” to multiply it, although there are certain elements that can guide us through some paths, the result of empirical experiences that have created their own paths.

It was a challenge to carry out a training course, and then a field exercise, which would work in a way so as to put participants in touch with realities that subsequently they would have to mediate autonomously to extend this exercise. But in the end, this process was very rich and reaffirmed that local mapping will always bring unique experiences, as the experiences made with the three cities in the project *Tô na Rede* were.”

**Ana Paula do Val, facilitator**











**W**e will discuss in this chapter the group work processes for conducting local mappings in the three cities where the project *Tô na Rede* was implemented, in brief reports on these experiences, which resulted in completely unique mappings, very different from each other, precisely because of the specificities of each place. But then what are the local mappings, if we think of them in the libraries' context?

*"... The mappings denote their transforming power as tools for diagnostic and purposeful action to improve the quality of life in cities, and in this sense, local mappings are directly related to socio-cultural development, because they print an even greater vitality as the driving forces of local development, able to detect the creative powers of diverse cultural aspects and assemblages in the territories, taking important roles as a management, planning tool... [it invents memory, the organization of local population and public utility information, among other possible uses of a mapping as information]" (DO VAL; BARBOSA, 2011).*

The contents dealt with in the module **Knowing to change: local mappings** were designed to put participants in touch with two distinct and complementary areas: the first, of a more theoretical nature, was the expository activities in classrooms, which also involved group dynamics and group discussion on issues related to the cities where these employees live and work. Therefore, issues such as the dynamics of urban growth, the network of cultural facilities, the right to the city, the social rights and responsibilities, among others were addressed from different points of view, so as to build a socio-cultural panorama of the cities from the comparisons and reflections made by the participants. And yet, in preparation for further field work, students had guidance and training on interview techniques. In order to facilitate the approaching of respondents, a guide with the "Ten Commandments of The Interviewer" was compiled, having as reference the oral history methodology of the Person Museum<sup>1</sup>.

The experiences of socio-cultural mappings were the second field explored, stressing the importance of this issue to public education structure and the approach of actions and collaboration with the surrounding community. To this end, the content taught sought to compose a context of reflection on everyday practices in the workplace of public libraries.

There were times when we could see the level of knowledge of the staff in the city, particularly in the neighbourhoods where they live and work, from themes present in their daily lives, such as violence, education, right to the city, social rights, artistic and cultural expressions, prejudice, discrimination, urban development and social movements, among others. However, some of these issues aroused many controversies and contradictions, especially those involving religious issues.

After the theoretical training process, the workshop proposed practical exercises in a field of work in which they were able to apply and experience the concepts covered previously. Participants had the opportunity to get to know socio-cultural contexts and practices present in their communities, but not always perceived by them. According to their own reports, this contact allowed them to expand their perception of the important role of libraries - and as a consequence, their role - in relationships with the surrounding community, which opens multiple possibilities of action and partnerships in the area, and brings benefits for everybody.

The methodology used to carry out the mapping came from a proposal for a collective construction. Thus, definitions of what, for what and how to map were the driving force to build

1 See bibliography.





the *Tô na Rede* local mapping cut-out in each city. The applied proposal was based on a technique known as “snowballing”: at the end of each interview, the interviewee indicates other people or groups that have similar performance to theirs, or other social actors, who they consider important to be included in the mapping, regarding their potential to benefit local development or socio-cultural practices.

However, the effective use of training in a short period of time cannot guarantee that students will commit to such activities or the project itself.

Discussions during the training process demonstrated that it was of great urgency to put managers in touch with the reality of territories neighbouring the libraries. Thus, the local mapping could be this first bridge between managers and local contexts.

To this end, we discussed the criteria for mapping, which resulted in a brief questionnaire on socio-cultural practices and partnerships in the surroundings of libraries. This was an instrument developed to facilitate the organization of information on groups, organizations, leaders and other social stakeholders who have a relationship with the contexts in which the cultural equipment is inserted.

A script for visiting was organized for the local mapping of each library, an activity that had broad participants' collaboration from Belém and Arapiraca. They were quite participatory, many of them holding deep knowledge of their local artists. In São Paulo, the mapped points were appointed by the facilitator, for lack of suggestions from the participants. However, we must make some reservations regarding the difference in the response by São Paulo's group compared to the other two cities. We have to analyse this difference in the context of the selected region for the project in São Paulo, whose peculiarities lead us to a different scenario to the ones found in the other two cities.

### **Local mappings process perceptions**

For the participants who conducted the interviews, the activities seemed to have impacted positively on their perceptions regarding the library, its surroundings and interlocutors. First, they mentioned being surprised to find out new things about the neighbourhood which they thought they knew everything about. Another issue pointed out by them was the lack of support for groups and organizations that develop social and cultural work in the city. They were greatly sensitized by the possibilities of developing partnerships between libraries and the surrounding communities in order to support its initiatives; this was striking in the speeches of the participants from Belém and Arapiraca.

When they got in contact with cultural organizations, social workers, groups, collectives of artists, culture masters, artists, teachers, schools, health clinics and others, the Library staff were extremely touched by their life stories, the activities they have been developing and others that they would like to develop, how they survive financially, their relations with the government and the communities in which they are inserted. Those issues motivated the interviews and allowed them to acquire a deeper understanding of local realities from potential partners. Another point that encouraged participants was producing the record and the organization of information on the social actors that actually contribute to the diversity and the socio-cultural development of their regions..

### **Violence and mobility**

Among the issues raised, many were related to crime and violence, educational data, cultural data, urban infrastructure and gentrification processes, which is moving residents from regions





of increasing real estate valuation for less valuable areas of cities. And lastly, The Arapiraquinhas were mentioned. The theme of gentrification generated great interest in participants from Arapiraca, Belém and São Paulo, since most of them live in remote areas of these cities, and many are installed in housing developments which have not been legalized yet. For example, in Arapiraca, for over 15 years, many live the dilemma of not receiving mail by postal service because in unregulated areas far from the city centre, the streets have not received a name yet.

Some employees reported that they had never walked in the vicinity of the libraries in which they work for fear of violence; this was particularly strong in the cities of Arapiraca and São Paulo. They spend most of the time locked inside the spaces for fear of relating with the neighbours, and end up knowing and experiencing very little about where they live or work. In Belém, the violence was discussed with a more structural look of the city and the lack of rights. However, it is worth mentioning that, in the case of Belém, Arthur Vianna Library is located in a downtown area, with purchasing power among medium to high.

Few of them live near libraries in Belém and Arapiraca. Most commute from one extreme of the city to another to get to their workplace. Transport links are poor in these two cities, which worsens the local mobility.

### **Mediation with the surroundings**

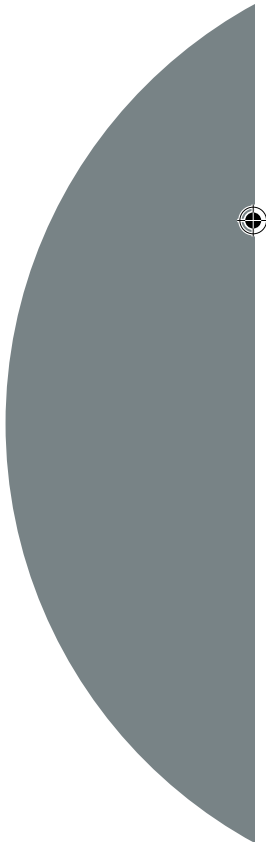
In their mediation work with the public, some participants showed the desire to dialogue with the surroundings of libraries. As an example, we can mention Fátima Barbosa, in Arapiraquinha VIII (Bananeiras - rural) in Arapiraca. She has been a teacher for 25 years and works with storytelling, performs soirees and other socio-cultural activities. For being a local in the area, she is quite familiar with the neighbourhood and the public; in this way, she can have a more effective dialogue with the surroundings and with some locally marginalized groups such as capoeira and hip hop groups.

Some employees in Belém claimed they had a fairly accurate knowledge of the socio-cultural context and social practices in the city, such as Teresa (Icoaraci library), Dayane, Volcano, Dailton, Edbruno and Maiolina that contributed to planning the mapping and to broaden our repertoire about Para's culture and its rich socio-cultural diversity.

In São Paulo, the mediations with the surroundings took place through two schools, one being in front of the library and the other beside a square mostly frequented by youths and adolescents in the neighbourhood and cultural groups, among other actors, some not so lawful. But the space is shared with respect by all actors. The library does not maintain any relationship with this public space; it doesn't even occupy the square to perform their reading mediation activities of storytelling.

### **Cultural diversity and ways of seeing the world**

When the topic "capoeira" was addressed in the Arapiraca group, it generated several hours of discussion, especially to deconstruct a widespread prejudice; in some of the participants, deeply rooted. The religious orientation of most of them is Catholic, and some had principles with conservative perceptions and rejected the expressions that were unknown to them, such as capoeira and the people of *terreiro* (Candomblé, Umbanda, Mine Drum and others). The culture and people of African origin were immediately related by some of them to voodoo - and in this case, named quite pejoratively, associated to the "devil" and "evil," and other stereotypes. In this sense, from discussion of the UNESCO treaties on cultural diversity, we approached the concept of culture in its anthropological sense and cultures of African origin, their strong presence in the





composition of Brazilian culture, cultural rights, and cultural citizenship. But even framing this discussion in the field of social anthropology, some of the managers remained strongly resistant to religious issues.

Having the contact with the field activity in this workshop on local mappings allowed managers to re-evaluate their practices, perceive new horizons and, above all, get to know and accept different points of view. The IBA Capoeira Arap Group provided a significant example of implosion of prejudices when they performed for the employees. As mentioned, many of the students had - and voiced pejoratively - many preconceived ideas about capoeira and any expressions of African origin. The manager Fátima Barbosa, of Arapiraquina Bananeiras, already knew the IBA Capoeira group because one of the members is her nephew. She was very motivated to introduce those young people to the group of managers during the mapping of the surroundings of her Arapiraquina. The interview with the group was extremely motivating and enlightening at the same time.

Claudivan, Pollyano and their group of young *capoeiristas* touched them sensitively and significantly, as they brought a politicized interpretation of this expression of strong identity and cultural content. It was an important link for students to immerse themselves in this universe, freer from prejudice and open to other socio-cultural practices, in order to experience cultural diversity and local potential that each territory can offer in a more integrated way. So it was an opportunity to learn experientially - therefore, more than learning intellectually - the concept of alterity.

It was the most talked about interview, perhaps the one with the greatest impact on Arapiraca managers' perceptions. Rita of Cascia, at the end of this interview, took the floor and said, *"... I had a life lesson about prejudice and discrimination, through identity, and I have completely changed the idea I had about capoeira, Candomblé, the African-based cultures ..."* Her speech was reinforced by group consensus. The content was discussed in class, and then, through the experiences and practice of mapping, certainly widened the horizons of the participants in relation to cultural content..





## FIELD WORK – LOCAL MAPPINGS

14 to 16 January 2015	27 to 29 January 2015	1 to 2 April 2015
<p><b>Mapped practices Arapiraca (AL)</b></p> <p><b>Central Library / Casa de Cultura</b></p> <p>Ronaldo de Oliveira Silva, poet and Arapiraca's culture researcher</p>	<p><b>Mapped practices Belém (PA)</b></p> <p><b>Terra Firme neighborhood, Belém</b></p> <p>Tela Firme Collective ACIYOMI – Afro-religious and Cultural Association Ilê Iyabá Omi Mãe Nalva Mãe Simone Nazaré – Grupo de Traçadeiras ORVAM – Riverrine population Victims of Engine accidents NGO</p>	<p><b>Mapped practices São Paulo (SP)</b></p> <p><b>Campo Limpo, São Paulo</b></p> <p>CITA Cultural Centre</p>
<p><b>Arapiraquinha III (Canaã)</b></p> <p>Mestre Nelson Rosa and the Tobacco "Destaladeiras"</p>	<p><b>Icoaraci, district of Belém</b></p> <p>Avertano Rocha Municipal Library, and guests: Group Rabo da Cutia Carnival Association Mestre Luizinho Lins Mestre Lourival do Igarapé Mestre Rosemiro Coisas de Negro Cultural Centre</p>	<p><b>Campo Limpo, São Paulo</b></p> <p>Campo Limpo's and surroundings' Women Popular Association Solano Trindade Popular Agency</p>
<p><b>Arapiraquinha VIII (Bananeiras)</b></p> <p>Bananeiras Residents Heleno do Forró Ibã Capoeira Group</p>	<p><b>Quilombo São José – rural area: Ramal 24, Belém</b></p> <p>Quilombola Jacareaquara Community, Acará</p>	
<p><b>Arapiraquinha IV (Primavera)</b></p> <p>Bastinho da Sanfona, director Rita de Cássia Fonseca, educators Professor Benildo Barbosa Full-time school. Federal Government program "Mais Educação" - Capoeira students' presentation</p>		
<p><b>total: 09 practices mapped in person</b></p>	<p><b>total: 12 practices mapped in person</b></p>	<p><b>total: 02 practices mapped in person</b></p>







## >> FIELD IMPRESSIONS ••• ARAPIRACA

1 Tobacco Destaladeiras: cultivation of tobacco was the main economic activity for more than five decades in Arapiraca. In addition to the plantations and hangers where production was placed to dry, the halls where tobacco was stripped (removal of the stalk) also drew attention, allowing the leaves to be rolled. In this process, women worked long hours in the halls or warehouses in destalagem (separating leaves from the stem) and the selection of leaves to form the roll. Amid the hard work of beating and rolling the leaves, they created songs and verses that became known as "Tobacco hall songs". The activity, which emerged naturally, became an attraction during harvest time and ended up making the work merrier and less tiring. The group, created eight years ago, comprises of women who worked in the harvest and Tobacco destalação. They perform in Arapiraca / AL, and in other cities and states.

Initially, the interview activities were scheduled to take place in the residence of respondents or at the headquarters of groups and entities to which they were linked. However, when Arapiraquinhas' employees made contact with the residents to schedule the interviews, they ended up changing what had been planned and invited these people to come to the libraries. This change in the interview room hindered the possibility of considering some aspects that could only be detected in the place of residence or in the places where the interviewees performed their activities (relationship with the environment, the local landscape etc.). Nonetheless, it revealed other perspectives that were very important to the training process.

For instance, the mapped guests had never been to an *Arapiraquinha*, except for full-time school teachers. The fact they were welcomed within an institutional and public space was very motivating for them; they expressed great gratitude for having been invited to tell their stories and talk about their work, almost always rooted in their communities.

Among these many stories, popular culture, belonging, roots, identity and rights are represented in the figure of local characters like *Ronaldo de Oliveira Silva*, *Mestre Nelson Rose* and Tobacco *Destaladeiras*<sup>1</sup>, *Iba Capoeira Group*, *Bastinho da Sanfona* and the Full-time School director.

However, it is necessary to point out that although the activity has touched many of the libraries' employees, only a few managed to grasp and internalize the idea of local mapping as a transformative process and enhancer of territories, social and cultural condition, as well as access to information in these regions. It is important to note that even increasing the awareness of these employees does not necessarily mean that they will be able to apply theory to practice when managing the cultural facilities in which they operate.







The impression on this group is that it would be a process of deeper and wider training, particularly with regard to the formulation of actions, and public programs and policies. The experience of mapping showed new possibilities, but many seemed to perceive the interview process as a time of cultural enjoyment in its literal sense. There were many reports towards the idea that, "The training was good because it allowed us to learn more about our culture, our city and it was great watching the group presentations." Statements like this seem to indicate that these employees see themselves as passive recipients rather than assuming the position of subject and agent that their professional occupation requires. That is, there is a wide gap between their status as civil servants and the role they should play as managers and public policy makers.

The most impacting statements were Delma's and Ivone's because they brought issues, besides permeating possibilities of action within the community. They also brought reflections on the reality of the surroundings of the cultural equipment. The two statements pointed to relevant topics to the formulation of public policies, such as mediation of violence related to drug use, recognition of local culture and actions which value cultural diversity. Many have advanced in the process and went deep into it, such as Maria de Fátima that worked in Bananeiras, Ivone, who got to know herself better and learned more about Canafístula neighbourhood, Rita de Cassia and Adelmo, who turned the square of the first inaugurated Arapiraquinha into an outdoor library. The idea came from a need, but the result was very assertive. The air conditioner at the library had broken down and it was impossible to utilise the place. That's when they had the idea of bringing the books to the square, which was again attended by the population, even sharing space with the "young drug addicts", who ended up having mediation with these managers in this project.

It's a process, but the changes that this group went through were profound, especially when we refer to the course participants' memory, who were afraid to speak in their own name. Overcoming this initial condition and getting to such of having their own voice is part of a group and individual self-esteem consolidation.

According to what one of the employees at the beginning of the project reported, work at an Arapiraquinha meant being grounded. According to her, this happened to teachers who were removed from the classroom or who were about to retire. Therefore, these sites didn't seem to inspire self-confidence and value, which changed when the psychodrama and body work carried out there raised dormant lights, which at various times sparkled, especially when it came to knowing the local partners in Arapiraquinhas. These artists, teachers, cultural groups, memory groups and researchers donated their time, their love and shared their productions with an open heart.

The first interview in *Arapiraca* took place in the Central Library Pedro de França Reis, with Ronaldo de Oliveira Silva, an *Arapiraca* culture researcher, poet and former Secretary of Culture in the municipality. It was a very important meeting, because in addition to talking about his production as a poet, it was a beautiful lesson on *Arapiraca's* popular culture, especially on the Canafístula neighbourhood, which presents a very strong identity with the genuine roots of local cultures, hosting many groups and masters of popular culture. His interview expanded the knowledge on entities, groups, leaders and personalities from Arapiraca. Moreover, his impassioned speech on the city and its socio-cultural issues greatly motivated the participants, demonstrating how that training stage was fundamental for them. Ronaldo mentioned, on several occasions, the importance of staff dialoguing with the surroundings and being protagonists of change in their living spaces.

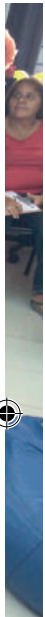
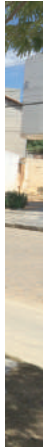


Providing work activities for the employees so that they would have contact with the local culture has greatly changed their relationship with the perception of the surroundings, of youngsters dependent on drugs, capoeira players and many other figures present in that environment. Perhaps for *Arapiraca*, the greatest learning of the group was to have overcome prejudices and small powers, having high self-esteem and having simply fallen in love with the local culture and the Arapiraquinhas they worked at and underestimated. Their understanding of Arapiraquinhas' role has also changed, maybe not in the normative and formal manner required of a library; but in the socio-cultural mediation work that is done in these spaces. Even though it is done via schools, it is essential considering the many hardships and precariousness that these territories suffer from.

**The Tô na Rede group – Arapiraca mapped 154 groups presentially:** Cultural collectives and artists, cultural associations, health, schools, welfare, NGOs, and other social stakeholders who were considered significant for local and human development in their regions.







## >> FIELD IMPRESSIONS ••• BELÉM

The local mapping, as a diffuser of new experiences of knowledge coming from the community, was a highlight in the training. Meeting other social actors that interact with the territory was something new for the groups. In a way, we created a sample of experiences that have enabled us to look at various socio-cultural contexts in the surroundings of public libraries of the cities involved in the *Tô na Rede* project.

The group engaged willingly both in theoretical and practical activities. When we started discussing the role of the civil servant, the conversation was very qualitative, as employees, regardless of education, have a very ethical and committed attitude towards their duties as civil servants. Leaving the library space to be inserted in the surrounding community meant they had to have an interaction that was missing in order to give meaning to their daily work. It was pleasurable drawing maps and finding identities among the group, who all along sympathized and were sensitive and respectful at all times of the interviews, mainly in the entity of scalped women. They all have shown great respect for employees as transforming agents.





Thus, in Belém, the best narrator to talk about the experience of mapping is one of the group members, Heriton Wenceslau dos Anjos Santos Mendes, who, based on the experience of this module, wrote an article with his tutor at his master's at the Faculty of Education at Federal University of Pará, from which we have selected some excerpts below (it can be accessed in full on the virtual library on the website: tonarede.org.br)

*"The course caught me by surprise because the mapping proved to be much more than cultural, it was also social, political and necessarily humane. The debates raised by the teacher had, among other themes: cultural appreciation; cultural awareness, recognition of local cultural differences, education, customs, values, habits, violence, and access to information in certain communities.*

*These debates contributed to rethinking values, which permeated the senses of what was or was not taken as gospel by society, government, the media and the market. We analyse what actually has and hasn't developed socially, despite all the technological development which is presented at the beginning of the XXI century. Thus, the educational process has become gradually more interesting for the group.*

[...]

*The course led to the search of raising awareness to the citizen's role in a society that coexists with great social differences. According to Freire (1982, p.81) this awareness, "Is a project, impossible to be realised by the right wing, which, by definition, cannot be utopian. There is no popular awareness without a radical denunciation of the structures of dominance and without the announcement of a new reality." This search for awareness provided a greater involvement and participation. We then began to understand that we could and should mobilize ourselves.*

[...]

*This awareness led us to action and we left our comfort zone, our protection zone, we rolled up our sleeves and entered the work field. For Freire (1982, p.68) "... for humans, as praxis beings, transforming the world, process in which they transform themselves, means impregnating it with their creative presence, leaving on them the marks of their work."*

*This happened because we become aware of the existence of other realities that need a look capable of providing a voice. We need to show this culture; rich in knowledge and also rich in suffering of a people who fight day and night to be recognized, to achieve their goals, even facing many difficulties. They can then recognise, from these voices, that our difficulties are small.*

*After raising awareness, we moved to the mapping, which is a cultural, social, economic and political research in the development of communities, places of culture, social protection entities and artists committed to the community.*

[...]

### **The first day of Cultural Mapping**

*We met the Terra Firme neighbourhood, Mãe Navalva's House, the trançadeiras (braid makers) and the Outskirts Popular Communication Collective group / Tela Firme.*

*The Casa de Santo is a welcoming place and of African-religious cult; its group proved to be very concerned about the development of their community. They try to keep a library in an unsuitable space, and recently had to suspend the activities of a telecentre.*

1 Escalpelamento é o arrancamento brusco e acidental da pele do crânio e da cabeleira humana. O escalpelamento em decorrência de acidentes com motores de barcos é um problema muito recorrente na Região Amazônica, e atinge mulheres que viajam nas "voadoras", como são chamados os pequenos barcos naquela região. O acidente ocorre quando as vítimas, ao se aproximarem do motor, têm seus cabelos repentinamente puxados; a forte rotação do motor, ao prender os cabelos em torno do eixo, arranca inexoravelmente todo ou parte do escalpo da vítima, inclusive orelhas, sobrancelhas e por vezes uma enorme parte da pele do rosto e do pescoço, levando a deformações graves e até mesmo à morte.





*On that occasion, they conveyed the strength of a faith by believing in overcoming problems, fighting for citizenship rights, voluntary contributions towards their community, and showing the importance of being a citizen.*

*[...]*

*The trançadeiras took part in social activities. It was fortifying listening to their stories, because not only do they braid hair, but they also braid their culture, their survival and education.*

*The Outskirts Popular Communication Collective group / Tela Firme, created in 2014, aims at conveying the mobilization of the inhabitants of Terra Firme neighbourhood, demonstrating the needs of their community. Its main concern is the social area. There are also film screenings at the Mãe Nalva Shrine. They have revealed their attempt to make their community more informed. According to Thompson (1995, p.285), «For most people today, the knowledge we have of the events happening beyond our immediate social environment is largely derived from our reception of symbolic forms mediated by the media.»*

*The group makes use of their talents, adding to the use of technological resources, to undertake the dissemination of their culture. This work has a liberating background, like a campaign to reach their cultural hegemony, deconstructing the image of the marginalized periphery of the city.*

*[...]*

*We visited the ORVAM - Riverrine population Victims of Engine accidents NGO, which was founded on August 28, 2010 and contributes to helping the emotional recovery of victims of scalping as well as a campaign of accident risks.*

*[...]*

*The testimony of the coordinator left the team quite moved by the work that the organization carries out with victims of scalping in the state of Pará. Their activities open a discussion strand which runs through the field of psychology. An example of the importance of this work is that, in performing the host of the victim, the institution helps prevent the chances of the victim to attempt suicide.*

### **The second day of Cultural Mapping**

*We visited Avertano Rocha Municipal Library and Coisas de Negro Bar in the district of Icoaraci. In the Library, the following artists were interviewed: Lourival Bastos Monteiro, Luiz Antonio de Albuquerque Lins Filho, Rosemiro Pinheiro Pereira, Mauricio Rocha, Helderson Cruz Silva e Silva das Graças Pena. Mr. Raimundo da Piedade Silva was interviewed at Coisas de Negro Bar.*

*They narrated how they organized their work and what was the importance of their activities to the community and the preservation of their cultures. They showed great concern for the cultural and social aspect of the community.*

### **The third day of Cultural Mapping**

*We visited the Quilombola community of São José. It had had problems with regard to their land, due to the practice of land grabbing, reaching the point of losing their properties in the justice court, a fact that was later undone.*





*The remaining suffered accepted and normal conceptual transformations in the social development process in Brazil. As a result, its people lost their African origins, not recognizing even as Quilombolas.*

*[...]*

*Quilombolas' descendants in São José, as well as most of the Quilombola communities in Brazil, suffered from identity crisis, as many of its descendants did not recognize themselves as black or Quilombolas. Thus, in an organized way, they have initiated a process of redefinition of their identities. Currently the Government recognizes, more than ever, not only the Quilombola people, but also indigenous people, who as well came to have a different place in public policies.*

*[...]*

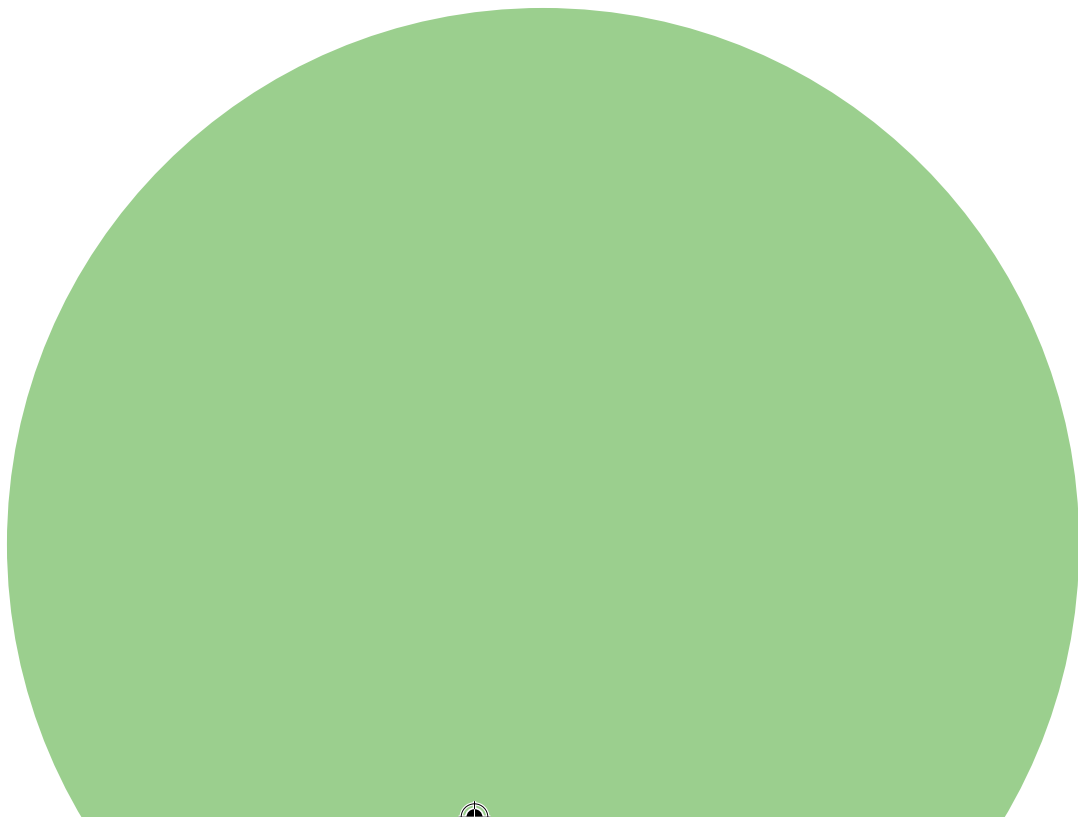
*Cultural mapping module was only a didactic learning practice and is not in fact a mapping designed to be applied in the state of Pará, but to be performed to contribute to actual records of existing cultural matrices in the Amazon.*

*This report demonstrates that the Project Tô na Rede also focus on the experience, contributing to understanding the great cultural ties in the Amazon; it is limited by respect for the historical and cultural man, always reflecting on the forms of presence that they use in their community. The most important is to understand that the practice helped us to get out of the purely theoretical field.*

*[...]*

*We expect a shift of focus towards the Amazon cultural diversity. This experience shows only one possible and tangible means to conquer respect, appreciation and the harmonious development of the Amazon and its inhabitants, Quilombolas or not, Native Indian or not, white or not. We need to respect cultural differences, the memories and knowledge of our people "(MENDES; RODRIGUES, 2015).*

**The group Tô na Rede - Belém mapped 42 groups in person:** cultural groups, collectives and artists, cultural associations, health, school, welfare, NGOs, and other stakeholders in the region.







## >> FIELD IMPRESSIONS • • • SÃO PAULO

Qualified hearings performed with the group in São Paulo were the least yielding in positive terms. There was a lot of discussion, but they always led to negative aspects, which always ended up focusing on the building conditions and maintenance, equipment (computers and others that were considered obsolete), scarce human resources, few material resources, lack of internet access due to constant failures in the Wi-Fi network, or even the insistence of this resource. There were many complaints about developing many non-relevant activities to their positions due to lack of staff, featuring several cases of job deviation.

Only coordinators are indeed librarians; the other employees, who work in the fields of customer service, cataloguing, collection organization, reading mediation and cultural programming, are all assistants and have been working for a long time at the libraries, as it is the case of some who are about to retire.

Libraries have greatly reduced staff compared to the demand that it could meet. This is very clear when we talk about the equipment. However, there has been resistance to certain issues, especially regarding activities and partnerships. There were a few hours of conversation before they began to talk about their activities outside the library. They felt more comfortable to talk about only internal problems, as if they were in a hermetic box away from the world. It was constantly brought up the fact that "... orders, notices, and projects kept coming ... no one asked, the obligation was to fulfil the task ...". The group self-esteem seems very low in the face of their inability to resolve or decide anything without the approval of their superiors in the Department of Culture.

There are some exchanges with nearby institutions such as Arrastão NGO, Cuori Institute, *Brechoteca do Binho*, *Sarau do Binho*. Interlocutors who proposed the use of space or reading mediation requests for students of these entities, which also develop partnership with the Primary Public School, located in front of the vicinity. In addition, projects that come straight from the Municipal Library System or from the actual Secretariat of Culture were detected, or the actual office of Culture. These projects aim at increasing the dialogue between the library and the artists and art and culture collectives. Through the public notice of the project *Vento Ventanias*, from the Municipal Secretariat of Culture, the literature parties collective develop work training and mediation reading, in which they produce reading materials and organize reading parties, which gather many locals. Currently, the two libraries are running projects made





possible through public notices, such as the Youth Culture Monitors Program, for which they receive two young people to help in the cultural program of the library in addition to the PIA project - Artistic Initiation Program, aimed at children and the Vocational Program in Literature, all from the Secretariat of Culture (SMC).

We did not delve into the analysis of the quality of these activities; this way, we can only classify them as mediation actions that establish the insertion of the library into its surroundings and its relationship with the city.

The participants of the project needed to perceive themselves as the main interlocutors between the population and the library, revealing the potential of this culture equipment to house the socio-cultural diversity of the region, which may be mediated by various media and social actors in order to develop public policies focused on these areas.

Some moments were very enriching, especially when we talked about the libraries, the place of residence of each, what the neighbourhood used to be like and what it is like today. Issues related to social movements - especially the housing movements and the violence that accompanies their struggles - have generated many Manichaean and prejudiced comments on the environment and the community. This malaise seems to contribute to the decrease in the interaction with the local population.

Currently, the libraries of the suburbs of São Paulo live a cultural effervescence context, given the diversity of local social actors who daily put pressure on public facilities that are located in these regions such as CEUs, cultural centres and others. These have public projects and some artistic mediation and training programs for cultural schedule of the libraries. However, these resources are still insufficient to meet the demand of the local public. Still, employees do not believe that a mapping of partnerships can be a local development promotion instrument, and can spread information. As noted in the testimonies, many said they would be "just another job" for them, and others even say that "do not need more work," although some acknowledge that partnerships are important instruments to give financial autonomy to the library to work more effectively with the neighbourhood, increasing their audience, and conducting collective activities.

**The group *Tô na Rede* – São Paulo mapped 02 groups in person and 54 groups virtually (mapping via internet).**

# MAPPING DATA

## TÔ NA REDE

### Groups, organizations, collectives and equipment mapped

<b>Arapiraca</b>	154
<b>Belém</b>	42
<b>São Paulo</b>	54
<b>Total</b>	<b>250</b>

<b>Social Work</b>	<b>Arapiraca</b>	<b>Belém</b>	<b>São Paulo</b>	<b>Total</b>
Assistance to people with disabilities	3	2	0	5
Social Care (Community)	0	3	2	5
Social Care (Public)	7	0	1	8
Social Care (NGOs)	12	5	4	21
Social care (religious)	4	1	1	6
Human rights	0	0	1	1
<b>Total</b>	<b>26</b>	<b>11</b>	<b>9</b>	<b>46</b>

<b>Libraries</b>	<b>Arapiraca</b>	<b>Belém</b>	<b>São Paulo</b>	<b>Total</b>
Private	1	0	0	1
Public	9	2	2	13
Community	1	0	2	3
<b>Total</b>	<b>11</b>	<b>2</b>	<b>4</b>	<b>17</b>

<b>Culture</b>	<b>Arapiraca</b>	<b>Belém</b>	<b>São Paulo</b>	<b>Total</b>
Food culture	2	0	0	2
LGBT Culture	1	0	0	1
Traditional / popular Culture	25	6	0	31
Afro Culture	3	3	1	7
<b>Total</b>	<b>31</b>	<b>9</b>	<b>1</b>	<b>41</b>

Education	Arapiraca	Belém	São Paulo	Total
Formal Education (public)	34	0	10	44
Formal Education (private)	1	0	5	6
Non-Formal Education	6	6	2	14
<b>Total</b>	<b>41</b>	<b>6</b>	<b>17</b>	<b>64</b>

Culture Equipment	Arapiraca	Belém	São Paulo	Total
Public	2	1	1	4
Private	0	3	3	6
Community	0	5	8	13
<b>Total</b>	<b>2</b>	<b>9</b>	<b>12</b>	<b>23</b>

Sporte and Leisure	Arapiraca	Belém	São Paulo	Total
Public	0	0	2	2
Community	2	0	0	2
<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>

Government	Arapiraca	Belém	São Paulo	Total
Public	0	0	1	1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>

Artistic expressions	Arapiraca	Belém	São Paulo	Total
Literature, visual arts, music, theater, dance, audiovisual, cinema	14	3	6	23
Memory	2	0	1	3
<b>Total</b>	<b>16</b>	<b>3</b>	<b>7</b>	<b>26</b>

Mind and body health	Arapiraca	Belém	São Paulo	Total
Public	15	0	2	17
Private	9	1	0	10
<b>Total</b>	<b>24</b>	<b>1</b>	<b>2</b>	<b>27</b>





4





**TÔ**

**NA**

**REDE<sup>1</sup>**







*Bringing knowledge to different regions of Brazil was an enriching and unique opportunity for me. Each group, having its peculiarities, helped towards shaping the course to meet their expectations.*

*And I came across people who were eager to learn. Surely, they were very good groups to work with.*

**Alexandre Cavalcanti,  
facilitator**





In this chapter, we want to emphasize the group training process, experienced through the mediation of technological and communication tools included in the *Tô na Rede* training process.

Being online meant reaching a stage in which the contents learnt in the modules focused on knowledge, also called empirical-mobilizers, helped better understand the questions that the reflective-affective dimension brought to light in the course of the training process, bearing in mind that each city presented a particular context. So we have different experiences and results at all stages of the project, and in each locality.

Information and communication technologies (ICTs) have been incorporated into the project as cultural mediation and action tools, both in internal work relations in the libraries and in their relationship with their users. The most concrete and immediate goal of this proposition was to connect libraries virtually and territorially using these tools in order to make the library systems already in place more dynamic and effective. One of the most obvious benefits of using ICT for these cultural facilities is to give greater visibility to their spaces and events promoted by the libraries, especially on social networks, because libraries are extremely important informational and communicational places, especially in more remote areas with little access to these resources and hence less human development opportunities.

In this sense, four modules were elaborated focusing on the subject, two of them related to information technology. The first module to tackle this issue (**Block II - Information and Communication Technology - ICT 1**), of a more technical nature and purpose, aimed at dealing with the basics, how to define what Information and Communication Technology (ICT) is, the differentiation of operating systems, internet services, how to connect to the Internet, Google and its features, the cloud concept (Cloud), basic features of Office package, publishing software and spreadsheets, e-mail users and others.

An overall evaluation done by the coordination, the facilitators and students, was that the approach and the workload of this module were insufficient. Indeed, this was confirmed by further assessment of the application of this module, since libraries employees in the three cities were little unfamiliarised with information technology and dealing with computers, except for the younger ones, under 35, who already had a different relationship with the informational language, especially in Belém.

In the three cities, we found many employees who were digitally excluded from the internet and computing resources. Some students said their first contact with computers was in the *Tô na Rede* project; but many of those who have daily contact with the equipment, follow a strict script of consulting books and do not go beyond this barrier. The lack of access to these resources shows a reality still far from ideal; this was a first step that we have identified as digital literacy. But at the same time, they were actions that broaden horizons and provided new possibilities for those who were out of the digital culture and highly dependent on a hegemonic media.

1 The impressions in this chapter are part of the workshops taught by facilitators in the three cities and also the reports from them regarding their respective themes.

**Block II:**  
Information and Communication Technologies – ICTs I  
**Block VI:**  
Information and Communication Technologies – ICTs II  
**Block VII:**  
Educational Communication I  
**Block VII:**  
Educational Communication II





*“My first book did not come from a family bookcase; at home there were not many books, actually, virtually none, with the exception of a couple of my father’s mechanic books. However, in my elementary school, one could find a (slightly) higher number of books. And it was there that I fell in love with reading, since the first book I read, “Tistou, The Boy With Green Thumbs” by Maurice Druon. I chose this book because it was the biggest one in the small school library; I wanted a challenge and I met it. And that helped me choose the journalistic profession and open up connections that today only a book can create. Writing is an ancient act of man, and the library, perhaps the greatest writing home.*

*In order to explain what the Tô na Rede experience was like in three places, in extremely distinct areas from Brazil, perhaps a book was needed. (Well, I think that is precisely what we are doing ...). I was in charge of what I consider to be the evolution of literary manifestation, the internet. Content that used to fill books and newspapers nowadays is found on blogs, websites and social networks. Of course we still have books and newspapers; but we also have digital books and newspapers online. In the world we live in, not being online is equivalent to almost not existing.*

*My job also consisted of including public libraries employees in this digital map in Belém, Arapiraca and São Paulo. The level of difficulty ranged from people who had never even used a computer and demonized technology, to those who used all social networks who addressed and contributed with tips. Within days, the results were noticed not only in the workplace, but out of it. The Internet tools I presented aimed at improving the relationship between the library and its users, and in the daily lives of its employees: having a social network to find friends, creating a profile to serve as a CV, creating their first e-mail account to facilitate their access to public services ... My idea was to transform these people, like the library transformed me. And fortunately, I got this result. At different levels of proficiency, all participants now have more space on the internet. They are now online, living it up to the project’s name.”*

**Felipe Lavignatti, facilitator**





In **Block I - Information and Communication Technology - ICT 2**, the goal was to deepen the approach on Internet resources, and critically discuss what is produced online and analyse their local and virtual impacts. The journey began by digital maps, as a digital map ([www.tonarede.org.br](http://www.tonarede.org.br)) was created from this training to give visibility to groups that have been mapped by Library staff throughout the project; we can find there the points mapped in each region and its cities geo-referenced to the map of Brazil.

Many employees were resistant to this module just because its title refers to technology, especially the older ones; but during the training process, and when switching modules, many questions have been clarified, and the need for more efficient tools started to make sense in the daily life of libraries. Creating a page on Facebook or any other social network may seem banal; but when this happens, and staff and users find a library page with their activities, videos and pictures on it, it changes their reference. These features give another dimension to the work of the library, arousing public interest in getting to know the space and the onset of actions being brought forward by local groups. Finally, the communication meant creating networks that generated new links and partnerships, which was the central idea of the project: potentiating the actions that contribute to the mediation of libraries among other networks and audiences to its maximum.

In this workshop, we showed how to use the main social networks, and other lesser known ones that can still be useful for certain types of work. We showed the importance of being present in the media to increase visibility on the Internet in order to favour the circulation and exchange of information, creative projects and processes, and increase access to different sources of knowledge. Also, we sought a conscious approach to the correct procedures in content posting, so as to avoid legal issues regarding copyright.





*“Providing an Educational Communication workshop, in partnership with the teacher Isis de Palma and with as well a prepared team as the Tô na Rede team was an unforgettable experience. First, the proposal itself is challenging and complex. Secondly, I attended a children’s library assiduously, from 6 to 12 years, and this experience was the basis for many of my choices throughout life. My personal retribution to libraries and my professional contribution to the project Tô na Rede as a communicator was to help build the methodology, organizing possible ideas, proposing moments of theory and practice during the workshop, having information, audio-visual, citizenship and internet network as key elements.*

*Fostering a critical reading of newspapers in the groups so that they could articulate on “the information they are consuming, and through which vehicles” was one of the goals. The other was to see how they reacted to the challenge of creating their own content: make a video in three days - as a group - and upload it on the Internet to promote the library. All resulting experiences were rich and exciting.*

*In Arapiraca, students delved into the construction of the idea and characters. They even created props for the hands that suggested the “awakening of consciousness” of users who chose the library just to “kill time”. In Belém, the effort of the group was to show that there was life in every department of customer service in the library. We left this experience energized. In Campo Limpo, the experience made it clear that life is out there in the surroundings of the library, the cultural initiatives of its area of influence. It also became clear that the community recognizes the need of an open and lively library. “*

**Lia Capovilla, facilitator**



**Block VI – Educational Communication 1** was a training module, aimed at the educational communication, which involved not only employees, but also many young people from the communities inserted in the context of the participating libraries in the project *Tô na Rede*. Young people were selected in different ways in each city. In Arapiraca (AL) we have established a partnership with the Department of Social Welfare, through the ProJovem National Program, to support the training of young people from low-income families. This new partnership was very important to the project, providing the inclusion of 25 young people seeking this type of training, and for having expanded the diversity of actors in the process. In Belém and Arapiraca, the staff made a call to partners mapped in the project. In São Paulo, employees disclosed the proposal to the public library users.

The training was dynamic, with many practical exercises, but always based on critical reflections on the media. Thus, the dialogues started from the following questions:

- >> ***Are you online?***
- >> ***How good are you at dealing with things online?***
- >> ***What has happened online so far?***

To answer these questions, the group, larger at this stage, was able to walk through several conceptual discussions on the role of educational communication in both their educational and cultural processes. Participants questioned whether digital media contribute to the enhancement of our knowledge, and also how to transform information into knowledge. These reflections and discussions were important to legitimize the library as a space in which communication, information and culture integrate procedurally.

The path chosen to address these agendas with the groups was to work collectively with the proposal to build the script for a campaign to improve the visibility of libraries in social networks, particularly on YouTube. To this end, the students carried out practical exercises using equipment and processes recording, editing, publishing, sharing and promoting their video on social networks (these videos can be accessed at [www.tonarede.org.br](http://www.tonarede.org.br)).

**Block VI – Educational Communication 2** was a module focused on applying into practice what had been learned during the training. In this way, the method chosen to evaluate how participants have absorbed the contents and experiences used two instruments that we consider very effective in demonstrating how each group was affected by the experience.

In the first of these instruments, we worked on the construction of an annual calendar (August 2015 to August 2016), using as a starting point existing programmed activities in the libraries during this period, and divided the groups according to each library teams. We included national and international celebrations as reference, as themes to be worked through training activities, artistic practices, reading mediation, among other proposals.

The other tool we used was a welcoming activity to launch this annual calendar of activities in the library and celebrate the delivery of certificates to the participants of the *Tô na Rede* project. The groups organized a breakfast, which hosted partners already known and other partners that the libraries had mapped in the project and which, in some way, would like to establish future partnerships in order to expand networking and intervention possibilities in the territory of their surroundings. That is, partnership in the broad sense of community, to strengthen a work that can only be strengthened by the participation of various social actors.







This proposal happened in a different way in each city, as the curating and implementation of all activities were carried out independently by local groups. In Arapiraca and Belém, the breakfast was characterized by the appreciation of regional cultures, makers and cultural masters; and in Belém, an exhibition to showcase the work of mapped partners was also organised. In São Paulo, the group organized breakfast with food produced by a part of culture whose basis is healthy food, and a procession with the Candearte Group, which is the oldest popular culture group in Campo Limpo region; it also featured the reading mediation projects with neighbouring schools.

All experiences were very rewarding, as participants in the *Tô na Rede* project conducted really welcoming activities, and announced their intention to offer the public a new library, despite the obstacles and adversities present in their day-to-day.

During breakfast, the certificates of completion of the *Tô na Rede* project training stage were handed out. Equipment for the installation of wi-fi networks in the libraries, such as routers, and other computer equipment were also distributed. The *Tô na Rede* project obtained free Alexandria<sup>1</sup> software licenses and employee training to operate this equipment in Arapiraca libraries.



## >> SOME SHARED PERCEPTIONS

### ●●● ARAPIRACA

In the information and communication technology module, it was quite satisfactory to see that many of the contents and the experiences of mappings made sense to the majority of participants and have been transforming the way they carry out their duties at work. Some testimonials were striking and significant, such as Delma's and Ivone's, bringing issues that showed promising possibilities of action within the community and brought quite relevant reflections on local realities, often marked by the absence of public policies to meet the communities' demands on several levels. Many issues present in these locations promoted mediation actions with the local people, such as violence linked to drug use, recognition of cultural diversity and the appreciation of the expressions of those cultures, and even the prejudices that derive from this own cultural diversity, among other problems requiring attention.

It was very rewarding for the facilitators' team to verify how learning built during this training contributed to changes in the way many participants perceived their social role and the impact of their daily work in libraries can have on the communities. Some group managers - Sandeval, Delma, Lorraine, Rosana, Maria Cristina (Tininha), Vania Maria and Ivone - even after the training being completed, organized themselves and continued the mapping process. They largely prioritize Canafístula district's social actors, known as the city's cultural centre; and according to their own testimonial, having the mapping as a tool made it much easier to collect and organize information.

The module on technology, taught by facilitator Felipe was very important to highlight and give concrete meaning to the collection of information that participants carried out during the interviews. It was possible to see one of the results of the local mapping process - in this case, putting it in the city map and giving visibility to practices often imperceptible to the eyes of the public administration and other social actors.

1 What is it?: The ALEXANDRIA ON LINE system is a modern library manager that combines the newest technologies of computer science and library science, integrating and automating all library functions: acquisition, cataloguing, import records, circulation, research, periodicals control, statistical reports and control, management, issuance of labels and barcode. All these functions have been developed in accordance with the rules and regulations of library science. The screens are user-friendly, interactive and self-explanatory. It also has detailed documentation that facilitates the use of the system. <http://www.alexandria.com.br/>





However, it is worth mentioning that the technological resources amaze - like magic, these social actors emerge on the map - but at the same time push away some of those managers less familiar with this field, who resisted technology and computers. Although understand that ICTs are indispensable tools in today's world, and that, if well mediated, can be transformative, they have not dedicated themselves to the course as much as they could have; not because of cultural resistance, but because there is a large number of digital illiterates in the group. They may have missed a preliminary process to assess this knowledge. Many employees had never had any contact with computers - around 30% at least. Even among those with some knowledge of this equipment, several had no email account nor used social networks. On average, employees have email addresses, participate in social networks, but are not used to browsing the internet, using text editing tools, spreadsheets and Power Point type presentations.



### ●●● BELÉM

Employees of the city of Belém showed higher skills regarding the informational field and dedicated themselves enough to the interaction with the communication media and educational communication. The same way it happened in other cities, young people brought great benefits to the groups; in the case of Belém, specifically, there was an interesting process of intergenerational exchange, which happened quite generously by the younger. Another point noted was that, as in other cities, the contact with information on social networks, blogs, Instagram and other tools sparked enthusiasm not only to give visibility to the actions of libraries, but also triggered







personal interest to have a profile, create a blog, interact through social networks with friends and family. Belém's group has made good use of information and communication tools, working on campaigns that have emerged from demands detected in the local mapping. This shows that the tools brought them a way to give visibility to new actions that the library is developing from a new perception on the relationship with the public that has been built in the institution.



### ••• SÃO PAULO

In São Paulo, there is a telecentre installed inside the library, which was reopened with the arrival of the *Tô na Rede* project, whose team liaised with the managers of municipal departments of Culture and Digital Inclusion for this equipment to be back in operation in the library. However, only a young intern, William, knew how to operate the telecentre machines and could help the public, which ended up overwhelming him during his 6-hour shift. Outside of his shift, the telecentre is often closed. The library does not have Wi-Fi, just like Marcos Rey Library, which doesn't even have a telecentre.

Thus, it is necessary that the equipment and the means to access the internet are actually available to library users. However, the project focused on showing that it is possible to work with the resources available at each site, facing adversity and relying on the opportunities that partnerships can generate. Finally, we still need to look closely at the level of digital illiteracy the group was at before the project. Therefore, this step must evolve and be monitored, enlarged, revised and reapplied once the training is a continuous movement.





“My background is in media education, and making this choice has gone through many paths.

My first choice was communication. Soon after, other questions came up: what to communicate, to whom and, especially, why?

The clear answer came in the form of a way to exist in the world, to record facts and communicate to the ones close to me, locally and globally. But the desire, always present, of including those who do not have access soon presented itself. I wanted to build communication with those who do not have access to it, always alert to the quality of information and how to transform information into knowledge. These foundations were present on this journey.

I wanted to train young communicators, critical and active in the process of producing information, not just consuming or reproducing information. This is one of the foundations of Educational Communication. At that time, along with my partner Lia Capovilla from the film and video field, we were at full steam, creating a new institution, The Centre of Media, Arts and Technologies, in Paraty, and the certainty of choice of educational communication and the responsibility we had was consolidated for us. Favourable conditions, opportunities and synchronicities joined with the Tô na Rede proposal, by the Relational Policies Institute, that were being created with great

effort, added to the collective intelligence of a competent, visionary and hard-working team.

We proposed to the Relational Policies Institute the inclusion of young people from the communities in the training of Educational Communication, along with librarians, so that they would become the libraries activities' promoters.

And that is how it happened, with great commitment: it was not easy, and the proposal became action, with content and form. In some places like Belém and Arapiraca, with great participation and, for many reasons, a lower participation in São Paulo, but it happened.

As members of a learning society, where we learn from the other, in each workshop we learned something from the participants. For example: in Belém, we learned, hands on, how to make videos for the deaf which generate inclusion, with a window for sign language and, for the visually impaired, audio description.

Seeing finished products, made by the participants from each of the three locations, experienced methodology and videos posted on the web, made us believe in the proposal and be happier. So we shout, as in the videos made with libraries teams, professionals and young community: Tô na Rede! ”

**Ísis de Palma, facilitator**



**5**





**GETTING  
TO KNOW**

**ONESELF**

**THE  
OTHER**

**AND THE  
LIBRARIES**





## MOVING EXCHANGES

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**W**hat do we retain from a training experience that questions concepts and certainties, draws attention to intolerance, instigates the powers of social and cultural cartography, points to a critical and consistent communication, questions values, opens an endless horizon of reflections on the individual and the collective in a world rapidly changing civil, communicational and informational paradigms?

Every stage of formation sought to achieve the main objective of the project, which was to impact the relationship between the community and the library, through changes promoted by technological integration and new relations with the areas. This impact can be seen in various data and testimonies collected throughout the project, that allow us to see what was settled in this process and what still needs to be worked on.

In order to compare the impressions and knowledge that were produced during the project, a questionnaire was applied in the initial stage, in each city, with a total 113 respondents (33 in Arapiraca, 64 in Belém and 16 in São Paulo). At the end of the training process the questionnaire was applied again, this time with 42 respondents (13 in Arapiraca, 22 in Belém and 7 in São Paulo). However, to address the qualitative aspects more broadly, we also asked participants to record their statements on audio or video media, reporting their impressions regarding the training process promoted by Tô Na Rede. The sample consisted of 34 statements (06 in Arapiraca, 17 in Belém and 11 in São Paulo), that brought a multifaceted look at various aspects of the project.

We started by analysing how participants see their own professional activity. The views of professional development had been addressed in the questionnaire from the following categories: *knowing the opinion of the population on the services provided; dialogue in the workplace; and having a good working environment*, which at the beginning of the project were uncovered as issues to be addressed and today appear less prominent. This is probably due to the fact that these issues have been extensively worked on during the project. Although these issues are not fully resolved, the employee's perspectives on what is important for both their professional development and for library in its entirety, and on what needs still have to be worked out because either they showed no change, or simply were not seen as important for professional development, were understood. For some participants, the project had a direct influence on their work:

***(...) I started here at The França Pedro Reis Library as a security guard. And after gaining qualifications, along with the potential you helped to develop, thank God, today I have become the safety coordinator for maintenance and conservation of the building, as an administrative assistant.*** (SENDEVAL CATONHO - ARAPIRACA)





Also, it is possible to note a change in attitude of the participants from the commitment to participate in the project to their own activity in the library:

*The first change (...) was the team engagement, because often the server is attached to their office and to their section, just doing their routine work. Then "Tô na Rede" served, really, so they could get out of their room and include other actions. (...) It opened our minds, opened the mind of the server for that matter: he not only has to do his job, he can do a job in conjunction with the other sections and especially take into account the whole community. Work for the community, I think that's the big issue.* (SEMIAS ARAÚJO – BELÉM)

Here, there is a reflection on the work in the library: the idea of working together, which may seem obvious at first, but that is not always applied. When the employee reports the change in the mind of the manager, this highlights how this isolation mentality can lead to stagnation, something that was also mentioned by Marlúcia and Wilma Nobrega:

*(...) A project that left the library more alive, especially for employees who were standing in a corner, waiting for help ... "Tô na Rede" has changed the mentality of many of my colleagues (...)* (MARLÚCIA – BELÉM)

*(...) A fresh look at our work as professionals of in(formation). Where was the community? Were we attentive to their demands? Were its charms and knowledge invited into our libraries? We are 11 units with their teams participating in the training; therefore, we have to focus on the primary goal of all this effort: be it the Arapiraquinha, be it the Central Library, or be it the Industry Knowledge, we understand that our libraries need to be OPEN and we, more OPEN still, to the demands of all genders and ages. (...)* (WILMA NÓBREGA – BELÉM)

This change, which left the library more alive, caused it to transform, it helped to integrate what was not integrated and extended the work network, in and out of its spaces:

*(...) For me the project is a facilitator of communication in our activities and of what we have to offer to the public. I think there was a greater involvement of all employees and library servers - and even in the other sectors - in the development of this communication, this approach to our surroundings, with the community and with our audience: the interest to seek information, to know what they need and what they have to offer, and vice versa.* (PATRÍCIA – BELÉM)

Thus, not only the access of the general public to information is favoured, but also access to information by internal stakeholders is facilitated. When setting up a simple dialogue, our own problems inherent to the dynamics of work can be solved, in fact, within a living library:

*(...) We conducted a survey of the problems we have here, the difficulties we face in each sector of the Foundation, and we saw that there are some solutions that are simple, and that would be in our power to resolve certain problems.* (DAYANE – BELÉM)







In assessing what would be more important to improve the service to library user, some points were raised. From the questionnaire answers, we started to give more importance to issues like: **understanding the population as major players in the actions taken**, the importance of conducting **opinions poll among the population served** and the **establishment of the public library professional network**. All presented themselves, at first, as less important than in the second application of the questionnaire at the end of the project. On the other hand, the questions; **have autonomy of action, have greater decision on the process of work and increased levels of staff** reflect issues involving labour relations within institutions directly, and are therefore more profound in scope, since they concern the labour structure of each institution.

Another point the project dealt with was individual talents present in the library. This is an interesting topic to assess because, through the answers given, it was possible to categorize participants' understanding of the issue. Note that at first it was not easy for the participants to see in themselves any talent. In many cases, the concept of talent boiled down to some personal quality or innate ability, a kind of "gift". Others associated good performance in the exercise of their professional duties with talent.

With activities relating to the Discovering Talent module it was revealed that this understanding began to change. Many people who did not consider themselves as having any special skills changed their minds and started looking inwards for what could be a personal talent. Dayane, from the Arthur Viana Library, and Paula, from the Helena Silveira Library, highlighted the importance of this module:

*It shows the talent we have, and that we often only show to our family. It's nice to be able to show our talents, which sometimes are hidden, so we can add them to the activities that are undertaken in our profession and in the workplace.* (DAYANE – BELÉM)

*(...) In the module "Discovering Talents", for example, even those more timid employees were able to express themselves, and we managed to identify many things that we did not know, recognize some talent, something that the person likes to do, even outside Library ... These findings helped us to know each other better (...) We had time that we do not have on a daily basis, due to the rush and demands we have to meet (...)* (PAULA – SÃO PAULO)

Another participant highlighted the discovery of co-workers and also the chance to be discovered by them:

*(...) In that part when we had to recognize talent; I played guitar, Paula, Luciano and I had a 'play off' ... And that allowed us to bond with each other. (...)* (WILLIAM – SÃO PAULO)

This understanding is shown even more when it comes to considering the community's talents:

*(...) I have found that there are many talents and cultures in my neighbourhood. (...)* (MARIA DE FÁTIMA BARBOSA – ARAPIRACA)





These three statements help to illustrate the effective gain of this activity to improve working relationships with both co-workers and with the general public. The activity called for openness and exposure of the participants, and this exhibition makes people more accessible, more human in the eyes of others. Relations in the workplace became more empathetic.

These relationships at work were also worked into other blocks, as in the *Knowledge of the self, each other and the library* module, which is noted in the reports, the activities and the methodology applied contributed to a new awareness in this field. William reports that “... **among other co-operations that we had (sic), like ‘the chain’ – standing, holding each other’s hands and finding a way of thinking, brooding ... Wow, that really gave that ‘feeling’ to see the reaction of one another, I saw the look ...**”.

***(...) Many myths were destroyed. I had many difficulties to relate myself to myself and the other, “Tô na Rede” made me really brave, hash out what was saved, stored inside. With all this, “Tô na Rede” has enriched not only myself but all the people who were part of it, and our city as well.*** (RITA DE CÁSSIA CARVALHO LIMA – ARAPIRACA)

Rita’s comments reflect how to work with individuals and their personal and interpersonal issues, their way of seeing things, their feelings, how to help you get out of yourself, of your space, to seek other spaces and other individuals who also occupy your space. Understanding this sense of belonging to a community - which was touched by the Ethics and Citizenship module - strengthened this quest for achievements, which are also the achievements of the communities in which these libraries are located:

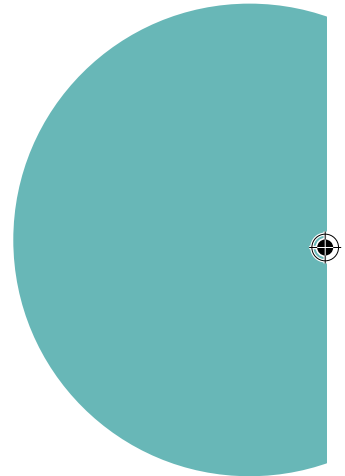
***(...) I have not forgotten the phrase that was spoken constantly in this module: “Be careful what you wish for, because you just might get it.” What is ethics, and what is Citizenship? (...) We exist, this building exists, the Foundation, in fact, exists so that we can attend the community. It is for them.*** (DAYANE – BELÉM)

The scope and concern for the community surrounding the libraries was really the point that seems to have impacted most in their daily lives. The user is the central issue in view of the project participants:

***(...) To have the sensitivity to identify the information needs of our users; this is very important, because we work for them. (...) More than ever we have to observe the users more ... So, “Tô na Rede” brought us closer and changed many things in my life.*** (SUZANA TOTA – BELÉM)

***“Tô na Rede” is a course that enabled (...) user participation in the library. It came to teach us, give us a way of how to bring our user back, taking into account changes during this period. (...) We are learning how to get to our public and bring our associations into the library and, at the same time, learning to take the library to the community.*** (DAILTON – BELÉM)

What can be noted here is that participants seem to really have understood that the aim of the project is to bring the user to the library; but also part of the proposal is the use of technology as a way to mediate such a task. However, participants needed convincing of this idea for it to be assimilated:





*(...) I began to better understand this area of libraries, the issue of technology ... Sometimes we think that technology, in some way, takes away the reader from the book; and yet, it can even bring them closer, depending on the methodologies used by the professional. So, the project also brought us this ability of people adapting to change. (...) We had a heightened awareness of the true role of the library in society.*  
(SUZANA TOTA – BELÉM)

The method used for this mediation is the subject of the next issue analysed. From the first application of the questionnaire, a qualitative change in impressions of the participants was evident with regard to the integration of information and communication technologies in serving users of libraries in cultural activities and in the daily work of the participating employees.

The most important point was the considerable reduction in the responses that used only adjectives, positive or not, referring to the integration of technologies. Both in the category *service to users* and *cultural activities*, this type of response no longer appears in the majority as in the first application of the questionnaire. On the contrary, the growing concern with the user and the realization of the integration of technology in meeting the benefits directly, bringing greater flexibility and facilitating the retrieval of information for the research is remarkable. One of the respondents points to deploying infocenter as an example of this integration that attracts more users:

*With the arrival of the Infocenter in the library, the public began to return (...) research in the books, but also look to the Internet to solve other issues, such as banking, looking for information on public tenders, searching on Facebook. ..*  
(RITA DE CÁSSIA FERREIRA GUIMARÃES – BELÉM)

In *Cultural Activities*, it is clear that participants understand much more the functionality of dissemination and communication provided by this integration. More than half of the respondents point to the dissemination and use of social media as a powerful tool to reach the activities promoted by the library and the community that surrounds it:

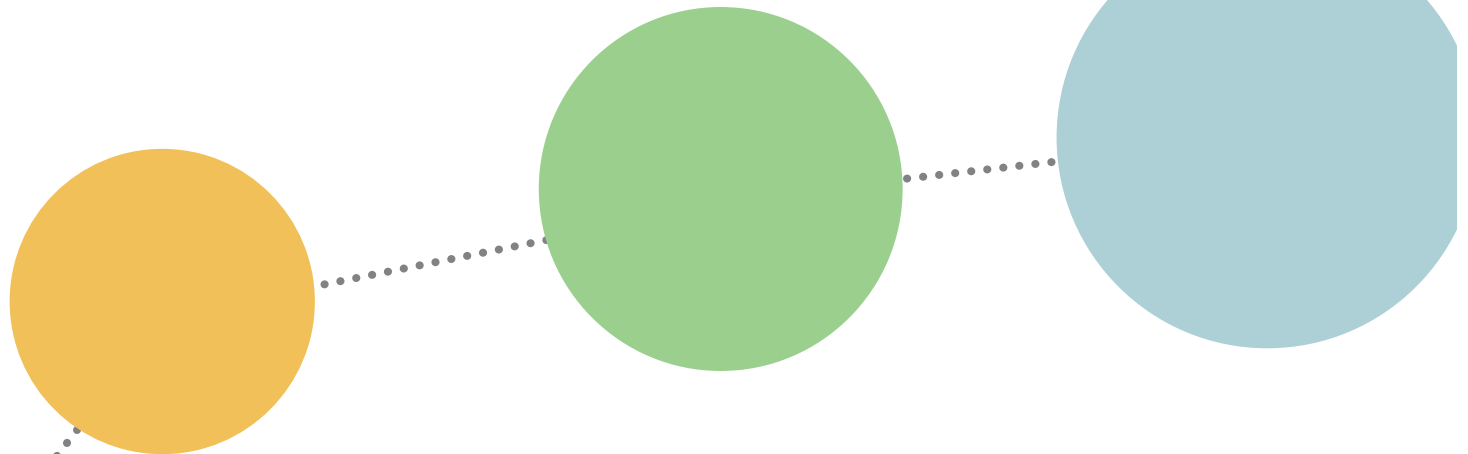
*(...) To publicize the activities, courses, workshops, lectures and others we are able to film, photograph and post on social networks.* (NAZARÉ JACKSON, BELÉM)

Other responses also denote the understanding of ICT as integrator, to provide access to other cultures in their different expressions, which favours exchanges between local and global cultures:

*Technology plays a key role in cultural activities because it allows the exchange of experiences and the construction of knowledge that can be delivered remotely.*  
(VALÉRIA MARIA NÓBREGA LIMA, ARAPIRACA)

However, when dealing with everyday activities, responses synthesized in adjectives, without argument, appear frequently. But in general, it can be considered that most identify and understand the importance of technology in their professional activities. Here, there is the influence of the integration in several forms which can be understood due to the variety of functions and tasks performed by the respondents. Agility is a recurring theme in the responses of the participants, as outlined below:





*It enables the agile performance of the numerous activities carried out daily by placing the service available to the researcher community more effectively.*  
(CARMELINDA DO SOCORRO BARBOSA DA CRUZ, BELÉM)

This also highlights the importance of this integration, for the community, in the search for knowledge through research, or in the simple access to the computer and the Internet for interpersonal communication - such as the use of e-mail or social networking.

Agility and dissemination capacity, highlighted by the use of ICT, help the library to branch out their business. They can communicate more easily with organizations, groups and people in the area - or anywhere. If the library has these tools they can help in establishing partnerships, promoting the library itself with a concrete partner. These partnerships were discussed in the mapping module:

*We had the Mapping module, which was fantastic. We left the library building and visited some institutions and entities, so we could understand and feel the problems that people face in the community, find out how they see the library ... This is critical to our work, to know how we are going to meet the community, to truly involve these people in the activities, so that the library can fulfil their true mission, which is, in fact, meet the communities. For us, this contact was very important, and it was extremely exciting to identify and feel the problem of each entity ... We saw see that, despite the difficulties that each community has, the staff did not give up, and continued to do their job with much love and affection, attending to the population ... This was a lesson for us.* (DAYANE - BELÉM)

Dayane offers us a moving testimony about the importance of the mapping activity to the library. She highlights precisely the fundamental reason to seek these partners and identifies their difficulties: meeting the communities' needs in whichever way it is necessary and what the library can do in order to do so. Although the library resources are scarce, indeed the resources of the community that surrounds it are much more restricted.



## A NEW LIBRARY PERCEPTION

The project began by proposing a new way of understanding the library, its function, and its relations. This new perception was adopted by the project participants and expanded in the course of the work performed:

*(...). This project has shown us that the library is not just a deposit of books - this is in the background - but it is a creator, a 'doer' - I am not sure if there is such a word - a 'doer' of information, culture and knowledge . But it is not that archaic view of the library as simply "that book there that I will search," and that's it. The project has taught me this idea of exchanging with the community, exchanging with the environment in which we are, and it brought to us this desire to leave the confines of the library building (...). At the same time it was great group integration. After this project, the group gelled as one - it is really cohesive - to perform tasks with or without the necessary structure. But we have always found a way, and we keep doing so. And the will is that this project will expand, to continue generating good results... (DAÍLTON - BELÉM)*

A creative library, the one which goes beyond its walls, which seeks its audience inside and outside, strengthens its relationships despite the difficulties and limitations that affect it. All in a process that takes into account the participation of its members in a movement of evolution, of maturation.







*(...) This has brought us greater professional maturity; it made us analyse and reflect upon everyday things we started to perceive better, in a way we did not think of before. So, for example, on the issue of interaction with the community, we know that the library's mission is really this, the library's role is to promote this interaction, be closer to the population ... The project has made us develop a much greater sensitivity to these things. And this, to me, was extremely important.*  
(SUZANA TOTA – BELÉM)

After all, the speech of many participants denotes quality changes in their perception of the immediate reality of the environment in which they live, how intertwined all the factors and people in these contexts are. But above all, it reflects a significant change in their perception of themselves and the role they can play in the community:

*(...) With all this, the Tô na Rede has enriched not only me but all the people who were part of it, and our city as well. We acquire not only knowledge but also the grace to look into the future with hope, knowing that we can be instruments of change, of transformation for our society, through our culture, education, leisure ... And with all partners who, with us, make it happen in our day to day in each location.* (RITA DE CÁSSIA CARVALHO LIMA – ARAPIRACA)

*(...)Tô na Rede gives us the perception of our responsibilities, and how important it is to have a broad view of our true role in society, and we have this instrument which is the library, with which we can bring information and knowledge to the population. And with that, we can indeed help improve many things.* (DAYANE – BELÉM)







# CARTOGRAPHY OF SENSATIONS: WHAT TÔ NA REDE MEANT TO ME

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## 1. William de Sousa Silva, São Paulo

*I work in the telecentre, at Helena Silveira Library; my job is digital agent. I found it very good, the project Tô na Rede. I enjoyed the activities, it was a thing of union; everyone worked well. We had conflict several times, but it gave us the opportunity to get to know each other's personality. I think everyone got a little scared, especially me, who has just started working here and all ... but in that thing, of recognizing talents, I played the guitar, Paula had a play-off with me and Luciano ... and other cooperation which we had, like the chain one - everybody holding each other's hands and find a way of thinking, considering ... Wow, it was pretty much that very thing of seeing each other's reaction, I saw the looks ... It was very surprising! For me, Tô na Rede was this: to get to know more the people we work with and learn how we behave every second of this project...*

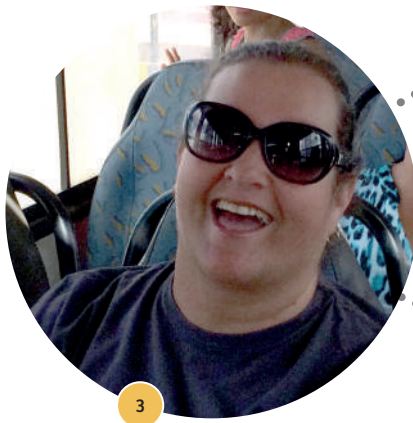
## 2. Iran Ferreira Araújo, Belém

*I am a copier, working at the copying centre. The very first moment Dani and Vanessa came here in Belém to talk to us about the Tô na Rede project, it only added to the library. This greatly improved our relationship with the community and all walks of life.*

## 3. Rita de Cássia Carvalho Lima, Arapiraca

*I always say I got in the project Tô na Rede by accident because it had already started... But it was a fantastic experience, very enriching; I got more knowledge, as well, among it, many myths were destroyed. Many difficulties I had in relating to myself and others, the project made me really go deep into it, let out what was bottled up, stored inside. With all this, Tô na Rede has enriched not only me but everybody who was part of it, and our city as well. We acquire not only knowledge but also the grace to look into the future with hope, and know that we can be instruments of change, of transformation in our society, through our culture, education, leisure ... And with all partners who, with us, make it happen in our day to day, in every place, especially in the Arapiraquinhas.*

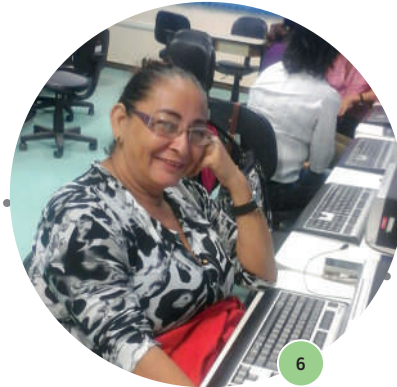




#### 4. José Monteiro, Belém

*I work in a specific area for the visually impaired, The Braille section of Arthur Viana Library. I was in the project Tô na Rede from the beginning. But for me, at the beginning, the project did not have much credibility, because some projects had already been carried out here in the library, and all of them stopped halfway. And Tô na Rede came to make a real difference, especially when it comes to human affairs. There was group cohesion; there was a unique work in this relationship, not only within the library, but also outside, with our associates, our partners. And this is a very important thing for any institution that works with social issues. What impressed me the most was this: being able to learn more about your friend, your colleagues at work, and also giving a greater opportunity for the library members to interact. So there is already a difference in the way we deal with people...*





### 5. José Sendeval Freire Catonho, Arapiraca

*This training given by Tô na Rede has added a lot to our daily lives, to our curriculum vitae and to our professional and personal development. So I can only thank the whole team that brought this project to us and the Arapiraquinhas staff; it was really good, each module a new learning experience, an exchange of knowledge. I started here at Pedro de França Reis Public Library as a security guard. And due to qualifications, and my potential, which I have developed during the project, thank God today I have become the safety coordinator for the maintenance and conservation of the building, as an administrative assistant.*

### 6. Lucilene do Socorro Carvalho Vulcão, Belém

*When I joined the Tô na Rede project, I did not expect to grow as much as a person; Now, I think it was a real transformation, a metamorphosis that I've been going through. Because the experience I had of life, family - and to me this here is a family - was different. And today, I see people who are not part of my family or anything, but that I love. I am enjoying spending time with them as if they were part of my real family. And all this I owe to the project. Now, I'm a volunteer here, but I was supposed to have left here in January. I am still in this house, which for me is my second home, because of Tô na Rede. And it's been a great life lesson.*

### 7. Cássio Rodrigo, Belém

*There have been a lot of changes since Tô na Rede came to the library. The civil servants are friendlier. Before, there seemed to be a division, there was a wall between us; not now. And not just with the security people, but the general services staff as well. Because Tô na Rede has been carrying out this program here, coexistence is much better here.*

*Even the uniform has changed, now it is more presentable. Before, the uniform was very old; it was embarrassing for the members attending the library. So, they had no respect for us - they were afraid of us! We would talk to them and it was very hard because of that uniform. It is now much better. They are behaving better, and they truly respect us.*





#### 8. Maiolina Nascimento Neves, Belém

*Before Tô na Rede, I had always believed in something innovative. And I'd always believed that working with the community is very strong, not only for me but for all the people who came here every day to the library. So I'd always been very close to this community. I think the project Tô na Rede is here to reaffirm what I believe - that the strength of the library is in the community. It is not in an institution in and of itself, but in the community, which comes every day here, to our work, to our library, to search for what moves each of them: it is either a query or a manga, a comic book ... And we are here. I'm here every day as if it were the first day at work, always open and always cheerful. It may also be because of what I do in the library, which is the playful part. But it also has to do with my behaviour. So the project reaffirms what I feel and what I believe, which is this exchange of knowledge with others - not only technological knowledge but from person to person.*

#### 9. Ronaldo Santos Nascimento, São Paulo

*I have worked here for about a year, I am a contractor as a security guard at the library. I found the project Tô na Rede pretty cool. This idea of bringing new things here to the library, add new partners, it's a pretty cool idea. And if it works in practice, even better, because then many partnerships are brought over here, it comes only to add, right? Besides what we already have here, bring more partnerships would be better. It will be busier, even bring a lot of new things ...*

*I liked a lot the blocks I took part in, it was a really cool learning experience. I can't complain. "Ah, you should have done differently ..." Not for me, no further comment: Tô na Rede was pretty cool, it was "ace"!*







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### 10. Érica Fernanda dos S. Souza, Belém

*I work at the Cultural Foundation of Pará, cataloguing. I joined Tô na Rede in 2014, mid-November to December, and started the block regarding mapping. So early on I was getting to know a little more about the project objective, which is precisely to promote better access to information - to make the library go further and facilitate access to information for the community outside the library.*

*For me, Tô na Rede was a watershed event in my life. I believe that, in addition to promoting better access to information, the project also had the effect of making the community closer. You just need to reach out, give a vote of encouragement to the people of the community, and you will discover and achieve many things, not only professionally, but also when it comes to personal development – you will go beyond what you had intended.*

*Taking part in the project, I learned that reaching out is a very important factor, and it becomes something very strong when you want to help. It can be a very simple thing ... it can be teaching someone to read, or, in the library, encouraging a person to open a book, showing this possibility to them ... We just have to give an opportunity to people and we will end up being amazed by them. And I want this project to stay, and go beyond.*

### 11. Maria do Socorro de Souza Henrique, Belém

*I am the librarian in the literary works section. I am participating in the Tô na Rede project, and I have learned a lot, especially that we should leave the library and reach for the communities, just like we are doing. And bring them to the library; this is the main objective, to integrate the community to the library.*

### 12. Filomena Eliza B. Jesus de Castro, Belém

*I work in the literary works section and I am participating in the Tô na Rede project. We learned that we shouldn't work behind closed doors, but leave the library and reach the communities. I had more difficulty in computer science, because, I'm not very fond of technology ... The computer modules, for me, as I'm an apprentice, weren't enough, I needed more. I had never used a computer before Tô na Rede. So I hope that will be more modules about other issues for us to continue with this project.*





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### 13. Luciana Nazaré dos Santos Moraes, Belém

*I am a former intern of the State of Pará Cultural Foundation; I currently do voluntary work. Tô na Rede is the first project in a public library that I'm taking part in. It is a project aimed at making improvements, especially regarding the computerization of libraries. The community will be the biggest beneficiary of this whole project. Because today all libraries need this computerization, with increasingly advanced technologies ... And the reality is that users still find very outdated services - so much so that sometimes the user questions the quality of our service. And it happens to many libraries, to large and medium-sized ones.*

### 14. Patrícia de Fátima dos Santos Ferreira, Belém

*I work in the library management, but do not have a specific section; wherever there is the need for some help I am ready to help. For me, the Tô na Rede project is a communication facilitator in our activities and what we have to offer to the public. I think that with the coming of Tô na Rede, there was a greater involvement of all employees and library civil servants - and even in other sectors - the development of this communication, this getting closer to our surroundings, to the community and our audience: the interest in searching for information, finding out what they need and what we have to offer, and vice versa.*

*I hope that from this work with the community, we are able to, more and more, increase our audience and multiply knowledge, information ... and also with the partnerships we have, we will be able to tell others what interesting things are happening in the library, in the surroundings and communities. And it will make communication flow better - this is Tô na Rede: communication and information.*







### 15. Luzinete Aparecida da Silva, São Paulo

*I've been here for 19 years. I am a librarian assistant, but here we do everything, a little bit of everything. I didn't come straight to the library, I came from Campo Limpo Hospital. But I like it here a lot, and really enjoyed the Tô na Rede project.*

*A block that I really enjoyed was the part of discovering talents. Sometimes I think, "But what talent do I have?" And we all have some kind of talent, something that you like to do more ... I also liked the interview, the group dynamic she carried out to loosen ourselves, become more relaxed ... But many employees felt a bit repressed. I kept it to myself, because each one reacts in their own way.*

*But, from my point of view, it arrived a bit late ... I think this project should have taken place much earlier; then today, we would be reaping what you sow back. Then, it was implemented very abruptly, very fast. And it was too quick, so we haven't felt its effects yet. But ... "better late than never"; the idea itself was very good. We hope that with the step by step, we are able to finalise everything that was presented to us.*

*And we, here, already do a lot - we are privileged, because we work in a library that is located in the centre of the region, we have a lot of partners, wonderful neighbours ... So we already have our scheduled events, this sort of things. But, finally, the idea, the project itself was very good.*

### 16. Daílton Helder da Silva Conceição, Belém

*I work for the Braille Section at Arthur Viana Public Library, which is located in Tancredo Neves Cultural Foundation of Pará, in Belém in Pará I Joined the Tô na*





*Rede project in the beginning,; and started with a huge expectation for what was presented to us about the project. And, thank God, I am very happy to see that my expectations were gradually being met, and new opportunities have arisen which, until then, I had never imagined they could happen. I really like the exchange of information that Tô na Rede has taught us to have with the community. This project has shown us that the library is not simply a deposit of books; it remains in the background ... But it is a creator, a 'doer' - not sure if there is such a word - a 'doer' of information, culture and knowledge. But not that archaic view, that the library is simply "that book there that I will search," and that's it. The project has taught us this view of exchanging with the community, with the environment in which we are, and brought us this desire to leave the walls of the library building. That's what I thought at the beginning of the project, and that's what it delivered. At the same time it was great group integration. After this project, the group gelled as one - it is really cohesive - to perform tasks with or without the necessary structure. But we have always found a way, and we keep doing so. And the will is that this project will expand, to continue generating good results...*

*Tô na Rede is a course that came to increase the user's participation in the library. It has taught us, gave us a way of bringing our user back, taking into account changes during this period. We live in a time of great technological advances. Without this monitoring, the library ends up empty. Through the course, we're learning how to reach our public, bring our members back to the library. At the same time, learning to take the library to the community; I think this is the main point of the learning that we had and continue having. And we are already putting it into practice - and from now on we will do it even more - how to streamline, how to make the library an attractive place for our members, and appropriate to the time we live in, which is fully digital, informational and technological. How we can work with this audience, who now live connected, live in social networks? What activities can we carry out to attract this community? And a point that I found very important is the part of doing the mapping of activities that the communities realize and that can bring them here, to the library, and also what we can bring to these communities. I think this is a key point for the success of the project, which just began with this training course, and that will continue from now on.*

#### **17. Adelmo Rodrigues de Mello, Arapiraca**

*Tô na Rede project has offered me a welcome opportunity to increase my motivation, my desire and my willingness, in order to verify that Brazil's problems - if not all, but most - can be solved with culture, with education and reading. Then, 100 years ago Monteiro Lobato already stated that "a country is made of men and books." If at that time books and reading were already so important to the transformation of society, imagine nowadays! It is necessary to encourage reading, education and culture to transform this society that is - we can say - to some extent, degraded... Especially the youth needs this instruction, this incentive, this reading and culture to be transformed; Brazil needs a lot of it. So Tô na Rede project has brought this incentive, and I now feel a greater desire to work on this issue, which is something that will help transform this society.*



**18. Lázara de Almeida, São Paulo**

*I have been working at Helena Silveira Library for 27 years, and my job position corresponds to librarian assistant. What I liked most about Tô na Rede project was the dance module, Erica's. It was dynamic, it was very good and relaxed ...*

*I enjoyed being with the staff. I did the interview too – we were asked to do those interviews on the street ... I think it was really cool, I liked that part, for me it was very good.*

**19. Heriton W. dos Anjos Santos Mendes, Belém**

*I work for Arthur Vianna Public Library, and took part in the Tô na Rede project. This project has greatly contributed to several of my personal issues. It has contributed to my professional training; it is helping my graduate in my Master's in Education. I even wrote an academic article using the Tô na Rede mapping as a case study.*

**20. Maria de Fátima Barbosa, Arapiraca**

*I live in Vila Bananeiras, in the municipality of Arapiraca, and work in one of Arapiraquinhas. When I joined the project Tô na Rede I was very curious know what it was and had high expectations too. I took part in the modules, continued with the discoveries, I was very shy, but I went ahead. Then there were the interviews and mappings, and we got engaged in this in order to discover the talents in our neighbourhoods. I went out interviewing other people, and found out that there are many talents and cultures in my neighbourhood. This project, Tô na Rede, is something that has widened the scope of my knowledge. I was shy, and I lost a bit of shyness with these interviews ... Today, I feel more confident in myself. And we have a lot to thank for; this group that came and others that were already here in our city, because I feel really motivated to continue finding new things.*

**21. Marli Fumi Haseyana Goto, São Paulo**

*I am the coordinator at Marcos Rey Public Library. I had many expectations about Tô na Rede project and, on paper, I thought it was a very good project. But there were a number of problems at the beginning, and I could not take part in it; we couldn't close the library, so only one employee was able to attend at a time. And at first, as I was on vacation, it was Wilson – he was the only employee here who participated in the project from the start.*





*I joined the course almost half way through, when it was in the third module. I liked some modules a lot, others not so much. I found some very good such as that of educational communication, but I thought the time spent was not enough. I wanted to have participated in more of the video recording, but I could not go every day, I had other appointments and meetings, a series of activities that are part of a coordinator's routine and I couldn't miss them. So I could not participate much.*

## **22. Semias Araújo, Belém**

*I am one of the Reading Promotion Coordinators in the Library. I think Tô na Rede was a very welcomed project at the Foundation, especially at Arthur Viana Public Library. What I found important was the team integration which is part of the project, which developed team work; all the work was done as a team - external visits, the development of the project's stages ... The series of workshops that I attended, I also thought it was a very welcomed proposal, because it opens the mind of the civil servant to the importance of the library as a community space. We want to present the public library for the community in this project: to make the space owned by the community, and that it also develops a sense of belonging to the library. This is the main point, and the most valid.*

*A year after we have started, my expectation is that this work really shows results. And this was not such an easy job; because gathering a group of people carrying out different activities in various sectors, with everything everyone has to do in their jobs, taking the time to dedicate to this proposal is kind of complex... But if we can meet in between to provide some time for these actions, I think we can continue the work that has been started here ... it's up to the team, really: believing in the project and taking the work forward, having this concept clear, the importance of bringing the community into the library and taking the library into the community.*

*The first change I saw with this project was the engagement of the team. Quite often, the civil servant is stuck in their office and their section, just doing their routine work. So Tô na Rede was a way for them to get out of their room and join other actions. It is this possibility that Tô na Rede left to us, it opened our minds, opened the mind of the civil servant to this question: they don't have to just do their job: they can do a job in conjunction with the other sections and especially taking into account the entire community. Working for the community, I think that's the greatest achievement.*





### 23. José Wilson Martins Paulino, São Paulo

*I am a support agent at Marcos Rey Library. I found the course very good because you can learn new things - for example, getting to know our partners; we have partners here, but we do not know everyone. Then the mapping was very good too.*

*It was also very good to learn about ICTs, but I thought it was not enough. The problem I see is that we learn and do not put it into practice ... If we do not practice, we forget - we can take any course, if we don't practice, we will forget it. And there's the issue of Wi-Fi, which is stuck ... So, it is difficult for us to move on with the project. But I think the project itself is very good, and learning with it is great.*

### 24. Marlúcia dos Santos Passos, Belém

*I work here at the library as a volunteer. For me, Tô na Rede was a major project which brought life to the library. And even more for employees who were standing in a corner, waiting for help ... Tô na Rede has changed the minds of many of my colleagues. I'm sure this project will increasingly revolutionise the library itself, bringing the community closer. Because when we seek out the community is when we see the difficulties that exist. And Tô na Rede did it - made us get closer to the community to understand their needs, and see what the library can offer to the community and how the community can participate in its activities.*

*I learned a lot with this project. Tô na Rede came to change many things in my mind, my thoughts. Because it was through this course that I saw our needs, our talents and, above all, I learned to look at the other, which is our community: what does the library need, what does this community need? So I learned a lot in this course.*

*What was missing in the library was the infrastructure, particularly ICT - this technology is very important. I didn't think it was that important, but I saw that it is important for the promotion of the library. In order for the course to have a better*







*result here in the library, a good structure is essential; for example, the modules that we had to use ICT - the workshop and the other videos, the lack of infrastructure made things difficult. We already have some knowledge, and then, when the training takes place - as with Tô na Rede - but lacking infrastructure, it demotivates us, weakening our good will...*

*Because sometimes the internet is down, the internet does not work well ...*

*I know everyone in this course is eager to learn. And learn to pass it on to another person, pass this knowledge to our community. But to do so, also have to have good infrastructure, having enough computers as well as a good network, good Wi-Fi - everything we needed so we can make contact to the people here in São Paulo, and they with us, and with other groups taking part in the project. Now what I want most is that this course continues...*

#### **25. Paula Danielle de Andrade Bueno, São Paulo**

*I am a librarian and head of Helena Silveira Library. Regarding the Tô na Rede experience, I think we could make good use of a great part of the course. In the "Discovering Talents" module, for example, even those more timid employees were able to express themselves, and we managed to identify many things we did not know, recognize some talents, something that the person likes to do, even outside the library ... these findings helped us to get to know each other better. And the dynamic was very relaxing, Erica left us at ease, it was relaxing ... We discovered several techniques, some body dynamics that later, over time, we will be able to take advantage of, adopt with our partners here in the surroundings. This module, I think, was very rewarding. We got a time that we do not have on a daily basis, due to the rush and demands we have to meet. So, it was a nice moment.*

#### **26. Suzana Tota da Silva, Belém**

*When we joined Tô na Rede, we had an idea of a few things about the proposal ... But actually, we just came to identify what it really was during the whole process. The project started one way and evolved, more and more ... we realized the changes that were happening. I began to identify many things, to better understand libraries, the issue of technology ... Sometimes we think that technology, somehow, keeps the reader away from the book; and in reality, it can make them closer, depending on the methodologies used by the library professional. The project also brought us this ability of adapting to change.*

*This brought us greater professional maturity; it made us analyse and reflect upon daily things we started doing better, in a way we did not think of before. So, for example, on the issue of interaction with the community - we know that the library's mission is really this; the library's role is to promote this interaction, to be closer to the population...*

*The project has made us develop a greater sensitivity to perceive these things. And this, to me, was extremely important. We are more aware of the true role of the library in society. And an evolution in terms of being human, having sensitivity to identify the information needs of our users. This is very important because we work for them: the project aims at the community. More than ever, we have to look at users, people ... So Tô na Rede brought us closer. And changed many things in my life...*







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### 27. Carla Gomes Silva, São Paulo

*I'm 22, I'm a library monitor in the Young Cultural Monitor Program. I have really enjoyed participating in the Tô na Rede project because when I got here, I got a little lost, even at the work I was doing, which was cultural monitoring. I wanted to talk to the public, with people of the surrounding neighbourhood. And with this project I could do it. One of the parts that I liked most was the interviews; I went out and asked people if they knew the library, what they thought of the library, how it could improve ... and also what suggestions they could give us. I greatly appreciated the dynamics of the process and the course as it was; the instructors were very cool, they have given us many ideas. We already performed some of the activities in the library, such as mediating reading, as well as partnerships with schools. But with the Tô na Rede project, we were able to get to know better some NGOs; we had already had contact, but did not know them in depth - for example, the occupation of artists in the CITA - we did not know the history of it all, the Popular Women's Union as well ... It was very nice to be with them, we had a few days just for that. I also enjoyed the computer module; I had no idea of some things. I thank all the instructors for the activities, content; everything that happened in the library was very nice, and added much knowledge to us.*

### 28. Rita de Cássia Ferreira Guimarães, Belém

*Tô na Rede was a project that came to streamline, to revolutionize, shake the concepts I had learned about to the community and to encourage interaction with our audience. Right when we started, we left the library and got to know other places and communities ... The project gave me basis, more professional knowledge. It was all good, meeting the teachers, instructors, learning more about our colleagues, in the experiences that we have had here ... I just have to thank this project, that improved this knowledge in my professional and personal life.*

### 29. José Roberto Tomaz da Silva, São Paulo

*For me, the Tô na Rede project was great. I have acquired knowledge, including in the computing area; also regarding customer service, partnerships and other things that we did not have before. It was great that there were more activities here, and also opportunity for the partners to use the library more.*

*For me it was wonderful!*



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### 30. Rui Rocha Meira, São Paulo

*I think Tõ na Rede was a worthwhile experience. I have gained good computer skills. And our meetings, chat ... It was very useful, very cool. And we are putting things into practice in the everyday life of the library, everything we've learned in theory. And putting into practice has been "Ace" - I think it was wonderful!*

### 31. Wanda Aparecida Borges Cavalcanti, São Paulo

*I'm a City Hall support agent. I have been working at Helena Silveira Library for 24 years, doing a bit of everything, including tuition, lending books, return, search ... Tõ na Rede was good - some courses, some events were good. And some not up to scratch. But in all, it has been great for me.*

### 32. Wilma Maria Nóbrega Lima, Arapiraca

*Tõ na Rede came to shake us, our behaviour before our "cultural agents", "readers", whatever the denomination. How we behaved as librarians, conductors of public libraries, educational coordinators, before our public and society? A new look at our work as information professionals in continuous training. Where was the community? Did we pay close attention to their demands? Were their charms and knowledge invited into our libraries? We have eleven units participating in the training; therefore, we have to focus on the primary goal of all this effort. Either Arapiraquinha, or Central Library, or the Knowledge Industry, we understand that our libraries need to be OPEN and we even more OPEN to the new, the demands of all genders and ages. We are role models in the public library network. But are we really a NETWORK? In order to become an Arapiraca with more readers, a better municipal book policy, for reading, literature and libraries; there is a long way to go!*

*We need to be more cohesive as a group, share knowledge and experiences, recognize that our facades are beautiful, but the inside needs to be revised, with qualified staff, with guaranteed maintenance, with a collections policy, with working equipment... well, this can't be attained magically, but in the meantime, and it depends on our strength and commitment, as we have seen in training, in a much shorter term we can change this reality. This course is participatory. Everyone has the right to speak, to express their opinions, develop their talents, share and recognize the reality and working conditions. Only then can we detect problems and find alternatives to solutions that are - or not - within reach. That's working as a network!*





### 33. Dayane Cristina de Souza Brito, Belém

*In all modules of the program, we learned a lot. And we ended up realizing certain things that we could not see before. At first we did a survey on the problems we have here, the difficulties we face in each sector of the Foundation. And we saw that there are some solutions that are simple and that it would be in our power to solve certain problems.*

*For example, in the Technology Modules – ICT 1 and 2 - we had information on some programs and also learned to use social networks. And before we were even afraid of using them - we hear a lot about them, but we don't know how to use them! So we had these notions about the use of social networks - Facebook, Instagram and other networks as well. We talked about the responsibility we have before posting something, to check very carefully the information to be disclosed - this is very important! And then we started to use these networks to post things, it was very cool for everyone!*

*We had the mapping module, which was fantastic. We got out of the Library building and we visited some institutions and entities. So we could understand and see for ourselves the problems that people face in the community, find out how they perceive the library ... This is essential to our work, to know how to meet the community needs, how to truly engage these people in the activities, so that the library can fulfil its true mission, which is to serve the communities. For us, this contact was very important, and it was extremely exciting to be able to identify, feel the problem of each person and of each entity ... To see that, despite all difficulties that each community has, the staff doesn't give up, and continues doing their job with love and affection, in view of the population. This was a lesson for us.*

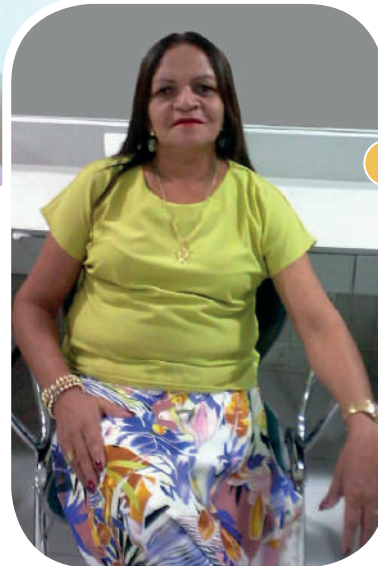
*We had another interesting module, which was the Discovering Talents. There we found out about the Tõ na Rede bread, which is made by Lindalva; Darci found out that one of the cataloguing librarians knows how to make carpets, embroidered curtains ... And we also discovered some people who can sing, others play. It shows that the talents we have and often only show to our family. It's nice to be able to show our talents, which sometimes are hidden, so we add to the activities that are held in our profession and in the workplace.*

*Another module that has been striking was the one which dealt with Ethics and Citizenship issues. I do not forget the phrase that was spoken constantly in this module: "Be careful what you wish for because you may end up getting it ..."*

*We saw what ethics and citizenship are - what our rights are, what our duties are. What a citizen is, and as such, how can this person transform the reality in which they live? What is in our power to do, or do we have to wait for someone to do it for us? What exists out there, and what do we have to do with what's out there? We have everything to do with it, because we're here for the society and the community. We exist, this building exists, this library exists so that we can serve the community.*

*So that was really cool for us, the content and everything that ends up reflecting in our lives, this self-reflection of our role as citizens. This is paramount. In short, Tõ na Rede has given us a view of our responsibilities and how important it is to have a broad view of our true role in society, and having this instrument which is the library, with which we can bring information and knowledge to the population. And with that, we can in fact help improve many things.*





#### 34. Rosinalva Farias dos Santos, Arapiraca

*When I joined this project, I felt like a flying bird, not knowing where to land ... But then I saw that it was not the way I was thinking. I began to understand more about the project after the mapping, which was a very important job, because then I could understand what the aim of the project was. We went to the field interviewing each person, and then I saw the importance of this research, to be able to meet wonderful people ... I saw the look in each person's eye, the joy they had in receiving us and talking about their work, this is very significant. After everything was set, I like a person with more knowledge, a person who learned how to work and is able to bring everything I learned to my students. Tô na Rede was the best course I have ever done, and knowing that our professionals were concerned about the work we do gave us a different perspective. For me, it was definitely the best course I have ever done - I learned wonderful things, thanks to all of you.*





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