

ARTICLE

SCHOOL LIBRARIES IN BRAZIL AND COLOMBIA: A COMPARATIVE ANALYSIS OF RESEARCH¹

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ABSTRACT: The work is the result of a survey carried out between 2015 and 2019, to comparatively analyze the issue of the school libraries in Brazil and Colombia, based on the study of theoretical productions in both countries. Based on concerns from the professional experience in the social space of the library, we investigate the similarities between the production of theses and dissertations that concern the school library in Brazil and Colombia, thus weaving access routes to the exchange of theoretical constructions, advances in laws, policies, and practices that are taking place in these countries. We structured the methodology based on hermeneutics combined with a comparative approach, having as a research source the digital repositories. The hypothesis is that school libraries can promote new meanings when educating, to broaden perception, as well as the discussion of themes that lead to mutual knowledge of the respective school library systems, which are articulated in digital spaces, promoting the construction of channels training to carry out further research. The results suggest that few discussions address the issues of the school library in interdisciplinary approaches, or that they are treated only by punctual relationships, due to the absence of analysis criteria, that is, the critical dimension is replaced by a binary preference of an announced subjectivity by government decrees. Still, the panorama found disregards aspects of praxis in the digital context, characterizing itself as a possible gap in the comparative literature in the area.

Keywords: school library, comparative studies, research Brazil and Colombia.

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BIBLIOTECAS ESCOLARES NO BRASIL E NA COLÔMBIA: UMA ANÁLISE COMPARATIVA DE PESQUISAS

RESUMO: O trabalho é resultado de uma pesquisa realizada entre 2015 e 2019, com o objetivo de analisar, comparativamente, a questão da biblioteca escolar no Brasil e na Colômbia, a partir do estudo das produções teóricas em ambos os países. Ao partir de inquietações da própria experiência profissional no espaço social da biblioteca, investigamos as semelhanças entre as produções de teses e dissertações que dizem respeito à biblioteca escolar no Brasil e na Colômbia, tecendo, assim, vias de acesso ao intercâmbio das construções teóricas, dos avanços nas leis, nas políticas e nas práticas que vêm se efetivando nestes países. Estruturamos a metodologia com bases hermenêuticas aliada à abordagem comparada, tendo como fonte de pesquisa os repositórios digitais. A hipótese é de que as bibliotecas escolares possam promover novos sentidos ao educar para ampliar a percepção, bem como a discussão de temas que conduzem ao conhecimento mútuo dos respectivos sistemas de bibliotecas escolares, que se articulam nos espaços digitais, promovendo a construção de canais formativos para realizar novas pesquisas. Os resultados sugerem que são escassas as discussões que abordam as questões da biblioteca escolar em aproximações interdisciplinares, ou são tratadas apenas por relações pontuais, pela ausência de critérios de análise, ou seja, a dimensão crítica é substituída por uma preferência binária de uma subjetividade anunciada por decretos de governos. Ainda, o panorama encontrado desconsidera aspectos da práxis na conjuntura digital, caracterizando-se como possível lacuna na literatura comparada da área.

Palavras-chave: biblioteca escolar, estudos comparativos, pesquisas Brasil e Colômbia.

BIBLIOTECAS ESCOLARES EN BRASIL Y COLOMBIA: UN ANÁLISIS COMPARATIVO DE INVESTIGACIONES

RESUMEN: El trabajo es el resultado de una encuesta realizada entre 2015 y 2019, con el objetivo de analizar comparativamente el tema de la biblioteca escolar en Brasil y Colombia, a partir del estudio de producciones teóricas en ambos países. A partir de inquietudes de la experiencia profesional en el espacio social de la biblioteca, investigamos las similitudes entre la producción de tesis y disertaciones que conciernen a la biblioteca escolar en Brasil y Colombia, tejiendo así vías de acceso al intercambio de construcciones teóricas, avances en leyes, políticas y prácticas que se están llevando a cabo en estos países. Estructuramos la metodología en base a la hermenéutica combinada con un enfoque comparativo, teniendo como fuente de investigación los repositorios digitales. La hipótesis es que las bibliotecas escolares pueden promover nuevos significados a la hora de educar, para ampliar la percepción, así como la discusión de temas que conduzcan al conocimiento mutuo de los respectivos sistemas bibliotecarios escolares, los cuales se articulan en espacios digitales, promoviendo la construcción de canales de formación para realizar más investigaciones. Los resultados sugieren que son pocas las discusiones que abordan los temas de la biblioteca escolar en enfoques interdisciplinarios, o que son tratados solo por relaciones puntuales, debido a la ausencia de criterios de análisis, es decir, se reemplaza la dimensión crítica por una preferencia binaria. de una subjetividad anunciada por decretos gubernamentales. Aún así, el panorama encontrado desconoce aspectos de la praxis en el contexto digital, caracterizándose como una posible brecha en la literatura comparada en el área.

Palabras clave: biblioteca escolar, estudios comparados, investigación de Brasil y Colombia.

INTRODUCTION

Historically, the phenomenon of the school library in Brazil has been studied through quantitative analyses, from the perspective of infrastructure or collection improvement, without understanding its approach to literate culture in its entirety and dialogue with the organization of school work (GARCIA, 2016). Therefore, mobilizing initiatives among teachers and students in terms of an expressive relationship with the school library can enhance human development and the development of basic education, favoring “the discovery of possible alternatives for the organization of learning and reading actions and projects” (GARCIA, 2016, p. 604).

Recent changes in school libraries have been influenced by analog and digital technologies, as it is an interdisciplinary field dependent on human actions, and the demarcation of cultural artifacts and media linked to memory and spheres of knowledge, considering the environments in which they are being recorded. We went from clay tablets to parchment and animal skins, later to paper, discs, tapes, microfilms, and microfiches, until we arrived at electronic devices; initially, with physical options, such as floppy disks and virtual versions, many of them existing simultaneously in time. In this journey of records and the human adventure of information stored in the Middle Ages and after it multiplied with the invention of the printing press, we have been improving libraries, the guidelines of their environments, management, organization, products, and services (RIBEIRO; CHAGAS; PINTO, 2007).

In Brazil, the 16th century brought the first schools and their libraries (MORAES, 2006). At that time, the collection consisted mainly of books and paper maps. However, the 20th century brought a wide variety of resources, promoting the transition to digital libraries² characterized by greater interactivity and usability (LE CROSNIER, 2005; LIMA; SOUZA; DIAS, 2012). The library, like other educational systems, needed to adapt to its time, incorporating social discussions that emerge in the remote context in which virtual references (hyperlinks) are deposited. The social and technological changes that took centuries to occur are currently faster, particularly in the fields of Education and Library Science³, as well as in the relationship between these two areas of research. The right to education includes access to culture, which is vital for a democratic life. The perspective of cultural democratization, according to Marilena Chauí (1995, p. 82), is understood as the right to information, encouragement of enjoyment, experimentation, memory, and participation, as it encompasses,

Right to access and enjoy cultural assets through public cultural services (libraries, historical archives, art schools, courses, workshops, seminars, free theater and film shows, free visual arts exhibitions, publication of books and magazines, etc.), emphasizing the right to information, without a democratic life.

Today, technology and life are intertwined for us to communicate, learn, and survive. After all, human beings are inherently technological. Freire (1996) said that, although there are many means of communication in schools, there is little communication and intersubjective relationships. All schools need to have access to the world's great libraries that are on the internet, in digital environments, where traditional human knowledge is stored. When reflecting on school libraries in Brazil, when choosing the central theme of this study, there are several angles to be addressed. What is the identity of school libraries in the country? How can a comparative study be conducted in dialogue with other sources? This reflection led to the proposal to conduct a comparative analysis with another country. This was not intended to determine superiority, but rather to understand how we construct our identity based on various experiences and elements of life in society, especially when we look at others and recognize

² The digital library is a multimedia library that is not content with references in printed form, but is interested in all digital artifacts in global networks of documentation, power and information, beyond the place where the subject or text is found (LE CROSNIER, 2005).

³ Library Science is a field of knowledge that involves the organization, management and preservation of information in various formats, such as books, periodicals, digital documents and multimedia. Professionals in this field, called librarians, play a crucial role in the selection, cataloging, classification and provision of materials, facilitating access to information and cultural artifacts for users. In addition, Library Science encompasses activities related to the promotion of reading and library management, contributing to the dissemination of knowledge and cultural development.

ourselves. The construction of the collective identity of a cultural collection involves otherness, which is only constructed about others. Why not observe and create dialogues with our neighbors? Much separates us, such as language and colonization, but much also unites us: we are South Americans and share the past of Western libraries. For these reasons, we propose to investigate how recent studies on the subject of school libraries in Brazil and Colombia can contribute to the reconfiguration of educational and training processes through the mapping of theoretical productions in Brazil and Colombia.

However, thinking about the school library in the contemporary world in training networks tends to reveal experiences in the training and professional field, as well as in the interdisciplinary field of the library that relates practice with theory, allowing us to recognize and create bridges with other areas in the process of knowledge construction, such as a digital library, which is a plural phenomenon. Cunha (1999, p. 258) states that “the digital library is also known as an electronic library (the preferred term of the British), virtual library (when it uses virtual reality resources), library without walls and library connected to a network”. Such experiences can be considered from two perspectives: as a product and as a process. As a product of a culture, it is the result of what has scientific validity and has a social construction that can be systematically represented in the library collection. It is a hermeneutic process in the sense of continuous semantic choice in the network of potential meanings, looking at digital libraries as cultural artifacts of inclusion, communicability, and interactivity, since it is interdependent on the choices we make and the contexts in which we walk and investigate.

We structured the methodology based on hermeneutics (DEVECHI; TREVISAN, 2011; CONTE; MARTINI, 2019) combined with the comparative approach (BONITATIBUS, 1989; DEVECHI; TAUCHEN; TREVISAN, 2018; SCHRIEWER, 2018), using digital repositories as the research source⁴. The corpus related to the studies was collected from the Postgraduate Programs in Education in Brazil and Colombia, with the descriptor *school library* (*biblioteca escolar*). In Brazil, the survey was carried out based on the Catalog of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES-*Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*), limiting the search to the period from 2015 to 2019 (last five years)⁵. In Colombia, data were collected directly from Postgraduate Programs, from the institutions' Libraries, and their institutional repositories, through Internet searches using Google, researching Colombian universities (all universities individually, around 120 institutions).

The current challenges of comparative education are mainly in the field of perception of the other and their cultural and imaginary differences as another, and not identical to oneself. [From the multiplicity of discursive fields] the intention is not to produce generalizable and unshakable knowledge, but interpretations committed to the plurality of meanings and their respective contexts. (DEVECHI; TAUCHEN; TREVISAN, 2018, p. 7).

When addressing research on school libraries, we argue that literacy processes in these environments are essential to promote interdisciplinary expression and contribute to the integral formation of the subject in all their potentialities. According to Stevenson (2018, p. 163), “a more democratized school environment would have to become more open to more varied forms of cultural expression”. The methodological path of comparative education allows us to translate and contextualize the different nuances of reference school libraries, as well as to recover the challenges of languages, which permeate such comparative studies in education, defining repetitions in the areas and establishing relationships in the trajectory of this field of scientific knowledge for the development of cohesive comparative research (SCHRIEWER, 2018). From Schriewer's perspective (2018), research in comparative education seeks to analyze interrelationships to avoid hasty and simplistic comparisons, and to create mechanisms for selective recontextualization. In other words, they are “analytical perspectives that can considerably enrich our knowledge of the mechanisms that engender the intricate complexities,

⁴ In the period analyzed, we included productions from 2015 to 2019 due to the expansion of Postgraduate studies in Brazil and Colombia. It is important to note that research on school libraries is not restricted to the area of Education. As an interdisciplinary theme, we also found relevant studies in the areas of Literature and Information Sciences.

⁵ Mapping of theses and dissertations present on the digital platform (<http://catalogodeteses.capes.gov.br/catalogo-teses/#!/>)

including the simultaneity of currents and contrary phenomena, that characterize global society today” (SCHRIEWER, 2018, p. 298).

The comparative analysis of school libraries in both countries is based on the following possible connections: 1) Reconfiguration of educational processes with digital libraries: questioning access to knowledge; 2) Digital platforms: communicability and interactivity; 3) Recent research: forms of knowledge and usability of libraries in digital environments. Finally, we present the final perspectives of this work, seeking to identify the obstacles to dialogue between research on school libraries, suggesting that this discussion appears as a possible gap in comparative literature, which demands the continuity of proposals, so that they are not lost in the void, in the fragmentation of information and the incommunicability of the digital world. To contribute to the improvement of the functioning and democratization of school libraries, this work seeks to creatively stimulate the rapprochement between academia and school libraries, toward a virtualized engagement that aligns teaching, learning, extension, communication, and research in the sphere of knowledge with resonances for society in the world of global school libraries.

PROBLEMS

The issues surrounding school libraries are diverse since they are regulated by networks of educational institutions, following national guidelines, through the competent bodies in educational matters. The work of Leite and Schmidt (2009, p. 60) on the operational dynamics of a public library, exemplifying it as a space-time for literacy and an opportunity for integration into the world of writing, highlighted contemporary challenges related to “the reduced number of readers [in these environments], who are not just students, and the lack of clarity regarding the social function of the library”. Viñao (2004, p. 65) also presents the gaps between proposals for educational innovation and the reality of school cultures, “situating school libraries as centers of resources and documentation in the Spanish educational system”. In more detail, the author presents reflections on teacher training, pointing out the attention that needs to be given to new literacies and written culture, considering that the teacher is a key element in the transformations in the school cultures.

In most Brazilian schools, the presence of librarians is still rare and their importance is little recognized in educational spaces. Libraries are often run by teachers who are away or the collection remains locked away. Given this scenario, we need to give visibility to the cultural heritage that is the knowledge present in libraries, giving importance and encouragement to reading through access to books and digital libraries to attract new readers and make available works of different genres and periods. In this context, it is pedagogically important to recognize and understand how digital appropriations of reality in cultural production devices can be made unfeasible and limited, due to the lack of access to school libraries, to the readings made widely available on virtual platforms.

In recent research, there is a mention of the educational role that libraries and librarians need to play to promote digital multiliteracies in contemporary society, given the technological and informational scenario in which we live. According to Santaella (2021, p. 74-75),

The educational role of librarians in the world of school libraries appears in the first line, confirming a close relationship with education. The school library is an integral part of the school, with an intimate and profound connection to the classroom. The library is not just a place of passage, it is a space integrated into the school, in the teaching and learning process, responding not only through printed books but also as a mediator of information in digital format. Helping students to complete their studies, with the help of librarians, is part of an educational role and this educational role cannot be separated from the search for knowledge, the critical capacity to find validated, complete, updated, innovative information, as a form of literacy. In Portugal, librarians are also teachers and play an intertwined role in literacy. In Brazil, librarians do not have pedagogical training, which creates a divorce from the teaching/learning process, with a rather instrumental and technical role, concerned with cataloging and technically framing the student.

Throughout the journey that encompasses issues of school literacy in Brazil, there is an emphasis on the democratization of Brazilian education, in the sense of considering the differences

between subjects, their possibilities, and real difficulties, actors who are teachers and students in a country of continental dimensions and with great socioeconomic inequalities. In an article published in 2005, Setton discusses precisely the process of socialization based on the emergence of a new sociocultural order, identifying the presence of a greater circularity of experiences and identity references. The author refers to the importance of the heterogeneity of the spaces in which information, knowledge, and skills are produced and exchanged, with the emergence of a plural and diversified universe of cultural heritage. A report commissioned by the British Committee on Information Systems, of the United Kingdom, published in 2007, sought to understand whether the new generations born in contexts of technological and digital rationality would require changes in search systems in libraries. The conclusion was that the strong presence of technology in the lives of the Google generation did not result in a greater capacity to seek information, absorb it, or evaluate its quality, whether in terms of relevance, accuracy, or authority. This shows that the new generations are not so different from the previous ones, in cognitive terms of knowing, researching, and learning, considering that such dynamics are part of our human condition and of self-knowledge itself as a challenge and horizon that implies experiencing it. However, school libraries in particular can be enhanced to open spaces for sociocultural learning with digital production. “The (anthropological) knowledge of our culture inevitably involves knowledge of other cultures; and we must especially recognize that we are a possible culture among many others, but not the only one” (LAPLANTINE, 2000, p. 21).

The appropriation of library spaces begins with a change in mentality and involves cultural dialogue, going beyond the administration or remodeling of the architecture of the buildings. Replacing the use of large reading rooms with smaller rooms where silence is not necessary, as often needed in the traditional libraries, but rather dialogue in small groups for those who want to study or read aloud. Another need of the contemporary school library is the appropriation of the virtual world, with resources such as those mentioned by Vieira, Baptista, and Cerveró (2013), such as blogs, content aggregators, wiki spaces, social bookmarking tools such as Delicious, tagging through tags or folksonomies and websites for sharing images, photos or videos, including the use of social networks such as Facebook and Twitter. But how can we guide and build strategies for these new digital environments in school libraries? Most children and young people use the Internet to consume mass-produced content and passively absorb information. However, when we talk about digital natives, for example, we obscure the need to guide and support students in developing digital skills and multiliteracies. Everything suggests that the new generations, who are familiar with the digital world, use artifacts in a similar way to older generations. However, they lack other skills that are essential for human development and are unfamiliar with digital, social, economic, and educational inclusion, especially in the context of contemporary multiliteracies. It is important to “problematize the situation, question it, to shake up previous certainties and provoke reflection, so that, in the face of such shock, provocation, or even irritation, people are encouraged in some way to seek solutions, following their criteria and concrete situations experienced” (DEVECHI; TREVISAN, 2011, p. 414).

It is worth mentioning that, in the context of the interfaces with the experiences studied and produced in Colombia, we will limit the study to school libraries in public schools, where we also highlighted gaps in the educational system due to the absence of digital school libraries. This comparison may be interesting, since in 2010, Colombia implemented a structured national plan, which Brazil does not yet have, using technology to create and delimit virtual spaces in which each state can develop its public policies and its particularities, without losing the sense of the whole. Some experiences in this sense were developed in Brazil by university libraries, including the University of São Paulo, Federal University of Rio Grande do Sul, Federal University of Minas Gerais, and others, which guided internal policies for sectoral libraries, allowing each of the libraries to maintain its characteristics, within collective parameters and general policies. In this context, it is possible to argue that in Brazil there is still no coordination of interdisciplinary actions in the field of school libraries, which articulates the areas of education and library science in training projects, organized by teachers and school management, for the development of critical and contextualized reading in pedagogical and sociocultural environments. The

isolation of school libraries distances the cultural dialogue from the digital world and its multiliteracies⁶. “The school library is a physical and digital learning space in the school, where reading, research, investigation, thought, imagination and creativity are fundamental for the journey of students from information to knowledge and for their personal, social and cultural growth” (IFLA, 2016, p. 19).

Among the types of libraries, the school library is the one that will often be the user's first contact with a library. With the function of supporting the pedagogical project, the school curriculum, and encouraging reading, the school library must have an attractive and organized environment, capable of accommodating the collection, furniture, users, and an adequate space for technical processing. (FERNANDES, 2019, p. 2).

Models for learning based on communities of inquiry incorporate research and lifelong learning skills to meet the needs of individuals, whose collection and virtual reference service can be present in various communication channels, such as social networks. However, there is a complete lack of knowledge by librarians regarding what the virtual reference service⁷ in school libraries is (FERNANDES, 2019). Although only one study on the physical environment was found in the survey carried out, each time we hear comments about the low frequency of students and teachers in the physical space of the school library, the aesthetic aspect is mentioned, which needs to be stimulating, providing activities that range from silent reading to group discussions and creative work.

Research on School Libraries in Brazil and Colombia

It is important to clarify that institutional directories in Brazil and certainly in Colombia can only aggregate studies with the authorization of their authors, given copyright, which is included in the legislation of both countries, due to the adherence of both to international agreements on the subject. There are occasionally studies that cannot be published, either temporarily, due to the need to register patents (more common in the areas of Pharmacy, Engineering, or Health Sciences), or indefinitely, due to contractual clauses between the authors and institutions funding their studies (as in the case of research in the area of Geology, funded by Petrobras). Perhaps there are other examples in Colombia that we are not aware of. During March and April 2021, we sought, using the descriptor school library- *biblioteca escolar*, to map student production of theses and dissertations from 2015 to 2019 (the last five years), identifying Colombian university institutions on Google. Just as we did later in the CAPES Theses and Dissertations Catalogue for Brazilian productions.

The searches and cataloging of data in the context of Colombia facilitated the recovery of thirteen (13) articles associated with databases, six (6) records in repositories, and three (3) records in alternative sources, which indicates that the contribution of the school library is a little studied subject. In addition, the corpus was collected directly from the Postgraduate Programs, having identified 21 master's dissertations. These results were located using the Google search engine, searching Colombian universities. Approximately one hundred and twenty (120) institutions were tracked, with searches carried out in the libraries of the institutions and their institutional repositories. This double search was necessary to avoid loss of information, in case some studies were stored in only one of them. This tracking was completed in the second half of June 2021. Twenty-one (21) studies were identified and since the number of works was low, it was possible to skim-read all the titles and abstracts. Of the twenty-one (21) results, six (6) were discarded, because although they were retrieved from the expression school library, the analysis of their abstracts revealed that they did not justify the study in question, being undergraduate or specialization monographs. Among the productions, fifteen (15) academic master's

⁶ At the beginning of this research, we conceived of a public domain digital platform that could be called School Library in the Palm of Your Hand: digital inspirations from Early Childhood Education to High School (*Biblioteca Escolar na Palma da Mão: inspirações digitais da Educação Infantil ao Ensino Médio*), but we were unable to complete this work given the lasting obstacles of the pandemic.

⁷ The virtual reference service emerged in the late 1980s, with the beginning of the availability of catalogs via the internet and “requires that there be a professional available to meet the demands of users, often outside the opening hours of the physical library”, causing interference in communication between user/librarian, which can make it difficult to understand this reference service or be something unknown to Brazilian school libraries (FERNANDES, 2019, p. 3).

dissertations defended from 2015 to 2019 were found. No doctoral theses were found. The institutions identified in the collected works are included in Table 1, available below:

Table 1 – Study Institutions in Colombia

EDUCATIONAL INSTITUTION	STUDIES N°
Corporación Universidad de La Costa	1
Universidad Autónoma de Bucaramanga	5
Universidad de Antioquia	3
Universidad de Medellín	1
Universidad Francisco José de Caldas Riud	3
Universidad Pedagógica Nacional	2
TOTAL	15

Source: Research data (2021).

The institutions are located in the Departments of Atlántico (1) in the north, Santander (1), Antioquia (2), and Cundinamarca (2), in the West and Center-West of the country. From the initial search carried out with the expression school library (*biblioteca escolar*), it was possible to map the aspects studied in the fifteen (15) researches. This data is listed in Table 2.

Table 2 – Topics present in the studies mapped in Colombia

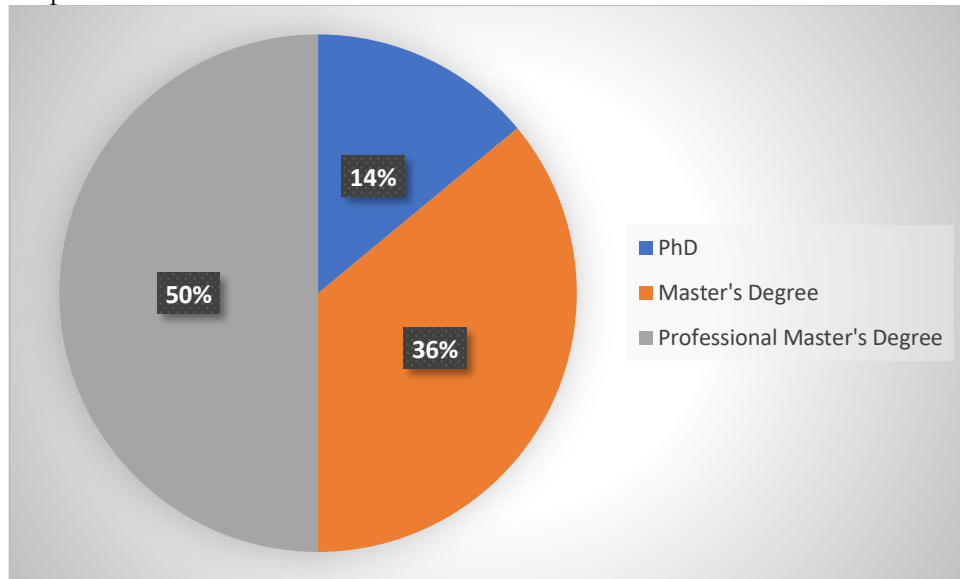
TOPICS	STUDIES N°
Literary competence	3
Collection development	1
Reading	5
Literature	2
Reading mediation	1
Reading practices	1
Reading promotion	2
TOTAL	15

Source: Research data (2021).

From the table above, it can be seen that seven (7) of the subjects listed are subdivisions of the Reading theme, which is the most frequently addressed theme, totaling fourteen (14) occurrences. This fact can be attributed to the authors' interest in the theme to deepen their knowledge or experiment with conceptual alternatives that improve human development. Perhaps for this reason, all 15 studies originate from research lines linked to Postgraduate Programs in Education.

The survey in Brazil using the CAPES Theses and Dissertations Catalog was carried out in the second half of June 2021. One hundred and thirty-four (134) productions were identified and, since the number of works was low, it was possible to skim all the titles and abstracts. Twelve (12) of the one hundred and thirty-four (134) studies were discarded because, although they were retrieved from the expression school library when analyzing their abstracts, we found that they were not suitable for our study. Among the studies, sixty-one (61) academic master's dissertations, forty-four (44) professional master's dissertations, and seventeen (17) doctoral theses were located, as shown in Graph 1, available below.

Graph 1 – Distribution of Studies in Brazil

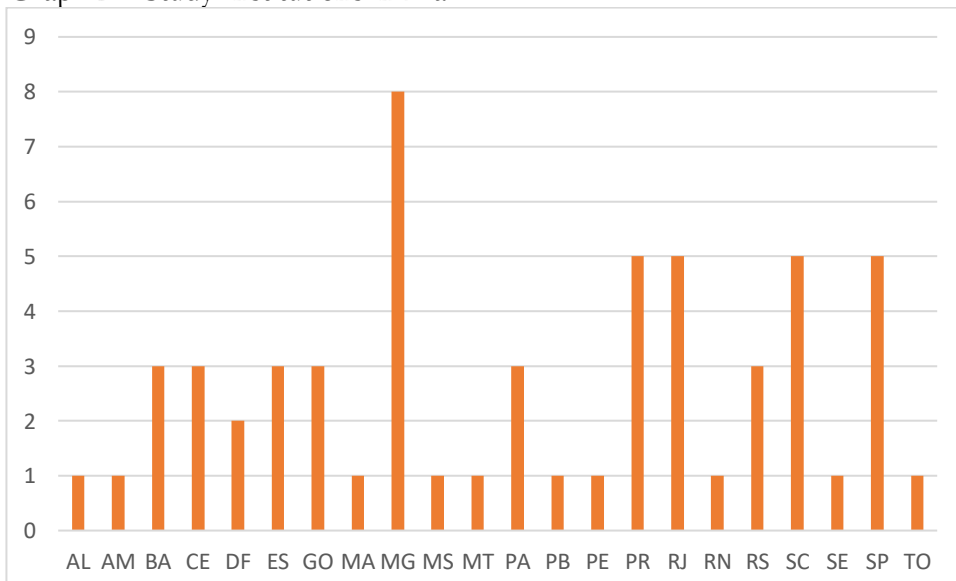


Source: Research data (2021).

Crossing the defined period with the academic degree achieved by the researchers, we identified seventeen (17) doctoral studies, with none in 2015, three (3) in 2016, three (3) in 2017, six (6) in 2018, and five (5) in 2019. There were sixty-one (61) master's studies, of which seventeen (17) studies in 2015, fifteen (15) in 2016, fourteen (14) in 2017, eight (8) in 2018 and seven (7) in 2019. Finally, we verified forty-four (44) professional master's studies, consisting of seven (7) studies in 2015, nine (9) in 2016, nine (9) in 2017, nine (9) in 2018 and ten (10) in 2019. There was a decrease in the number of academic master's dissertations on the topic of the school library during the period, while doctoral theses and professional master's dissertations increased.

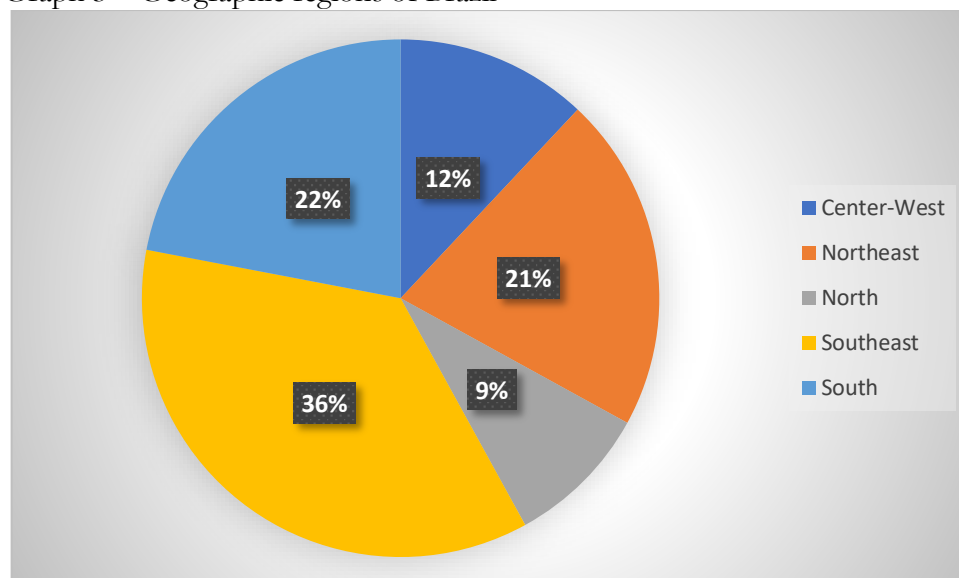
The institutions are spread throughout the country, with a predominance in the state of Minas Gerais, which is justified by the existence of the School Library Study Group (GEBE- *Grupo de Estudos em Biblioteca Escolar*), linked to the School of Information Science of the Federal University of Minas Gerais; the only one in the country with significant and regular intellectual production on the subject. The subjects covered in these student publications are relevant to the understanding of the theme, including involving the virtualized environments of libraries. In the research carried out on the subject, no productions were found in the Brazilian states of Acre, Amapá, Rondônia, and Roraima.

Graph 2 – Study Institutions in Brazil



Source: Research data (2021).

Graph 3 – Geographic regions of Brazil



Source: Research data (2021).

The Southeast region has the largest number of higher education institutions in the country, and for this reason, it also leads to a large representation of studies on school libraries. From the initial search carried out based on the expression school library, we were able to map the aspects studied in one hundred and twenty-two (122) localized research studies, which are listed below in Table 3.

Table 3 – Topics present in studies tracked in Brazil

TOPICS	QUANTITY OF STUDIES
Accessibility	2
Reading environment	1
Learning	1
Technical Pedagogical Assistant	1
Service evaluation	1
Information literacy	2
Literary competence	1
Information behavior	2
Communities of practice	1
Storytelling	2
Collection development	2
Design	1
Science education	1
Reader training	19
Literary education	1
School library management	1
History	2
Inclusion	1
Social indicators	1
Integration with the curriculum	1
Internet	1
Legislation	1
Law 12,244/2010	1

Reading	10
information literacy	2
Literary literacy	6
Literature	3
Textbook	3
Information mediation	1
Reading mediation	10
Standardization of services	1
Parameters	1
Systemic thinking	1
School research	2
PNBE	4
Indexing policy	1
Reading policy	2
Public policies	3
Pedagogical practices	9
Teaching-learning process	1
Scientific production of researchers	1
Reading proficiency	1
Political Pedagogical Project	2
Brazil-Reading Test	1
Library networks	1
Ethnic-racial relations	2
Social representations	2
Reading rooms	2
Sustainability	1
Digital technologies	1
Reading experiences	1
TOTAL	122

Source: Research data (2021).

From the table above, we can see that twelve (12) of the subjects listed are subdivisions of the Reading theme, which is undoubtedly the most frequently addressed theme, totaling fifty-two (52) occurrences or 43% of the studies. The other themes listed, which cover 57% of the works, present a considerable diversity, each with an associated study. This fact can be attributed to the particular interests of the authors who seek Postgraduate studies as an opportunity to deepen their knowledge on the theme they develop professionally, experimenting with advanced conceptual alternatives to improve their practices. Another alternative arises from the interest in the lines of research linked to the Postgraduate Programs, which cover areas such as Education, Literature, Library Science, and Information Science, among others. These lines of research intersect their specific focus with the theme of the school library. Regardless of the origin of the investigations (academic, professional, or felt need), almost all of them outline an overview of the interest in the school library.

Table 4 – Postgraduate Programs for Studies on School Libraries in Brazil

POSTGRADUATE PROGRAMS	QUANTITY OF STUDIES
Architecture and Urbanism	1
Library Science	10
Communication Sciences	1
Information Sciences	18

Local Development	1
Education	44
Agricultural Education	1
Basic Education	1
Science and Mathematics Education	1
Education in Life Sciences, Chemistry and Health	1
Education for Science and Mathematics	1
Education, Culture, and Semi-Arid Territories	1
Teaching	1
Teaching of Natural Sciences and Mathematics	1
Teaching in Basic Education	1
Information Management	4
Management of Basic Education	1
Management and Evaluation of Public Education	2
Social Management, Education, and Regional Development	1
Languages	21
Languages and Linguistics	1
Linguistics	1
Applied Linguistics	1
Evaluation Methods and Management	1
Public Policies	1
Developmental and School Psychology	1
Management Systems	3
TOTAL	122

Source: Research data (2021).

The comparative study proposed in this paper was developed based on an analysis of documents on school libraries from Postgraduate Programs in Brazil and Colombia, with conversations traced in the spaces-times that configure the issue of school libraries in research in both countries. We intended to get closer to the vast collection of cultural production and narratives about school libraries that encourage us to think of new projects for school libraries as living and metamorphic bodies of life in society, in an effort mediated by educational processes (CONTE; COSTA; AVELINO FILHA, 2023). Also, exploring contemporary reading movements and the power of establishing virtual networks between school libraries, Silva (2016, p. 213) adds:

However, what seems most significant in this process is the ability of comparative studies to establish themselves in a plurality of perspectives, approaches, and methodologies at the same time and to indicate limits for understanding the educational facts or phenomena that they compare, presented as an important instrument of knowledge and analysis of the educational reality. In this context, the dialogue with the human and social sciences has rendered ineffective the proposition of any study that disregards, in the explanation of any educational fact or phenomenon, the relations with the political, economic, and/or philosophical convictions of the society it serves, nor does it compare educational changes without a minimum analysis of the historical meaning of the period in which they occurred.

Given the multiplicity proposed here, we conclude that consulting this type of theme only immediately demarcates the will to power the work to be carried out, while searching for the main trends in this field, toward a comparative study of the poignant relationships, based on conceptual frameworks of school libraries in Brazil and Colombia. Developing such experiences of new means of expressing cultural tradition, to radiate and converge new ideas of school libraries articulated with new teachings and research, constitutes the creation of cooperative frameworks in school spaces, of intercultural dialogue, and of contextualization of collections to experience different investigative powers.

Since the subjects and trends were defined based on the keywords defined by the authors, as all studies in the CAPES Theses and Dissertations Catalog, without adopting a single vocabulary control for indexing them, their categorization was proposed, aiming at a thematic grouping, for later indication of macro-descriptors or major subjects. The Brazilian Thesaurus of Information Science (TBCI-*Tesouro Brasileiro de Ciência da Informação*)⁸, was adopted to define the descriptors, a work published by the Brazilian Institute of Information in Science and Technology (IBICT- *Instituto Brasileiro de Informação em Ciência e Tecnologia*) in 2014, authored by Lena Vania Ribeiro Pinheiro and Helena Dodd Ferrez, the result of years of study and discussions with groups of researchers, professionals, and scholars in Information Science.

In the organization of knowledge, representation schemes such as classifications, thesauri, taxonomies, and ontologies play an important role, as they provide terminologies in which one or more domains can be modeled. As they are vocabularies that represent a given area, through the systematization of concepts and the relationships that are established between them in a shared and consensual manner, they ensure that everyone in a community uses the same language to organize, store, and retrieve information. Therefore, in addition to explaining the knowledge of a domain and allowing the construction of knowledge maps, schemes promote the standardization and reuse of their representations; they share a common understanding of the structure of information; they enable the creation of new knowledge from existing knowledge; and, above all, they make it possible to index, retrieve and access information. (PINHEIRO; FERREZ, 2014, p. 9).

After that, we established a categorization of the studied themes based on the establishment of terminological equivalence between the keywords chosen by the authors and the terms existing in the TBCI to systematize the data. This proposal was necessary due to the incidence of synonymy between the terms and expressions, that is, the same concept being represented by different terms or expressions in the two languages found in the studies. The categorization below was structured based on the indexing of the keywords adopted by the authors of the studies, based on the TBCI descriptors, in the structure of the subjects: *Epistemology of Information Science; History of Information Science; Teaching and Research in Information Science and Related Areas; Profession and Labor Market; Knowledge Organization and Information Retrieval; Knowledge Organization; Information Management; Management of Libraries and Information Resources; Users and Uses of Information; Competitive Intelligence; Information and Communication Technologies – ICT; Communication and Access to Information; Transfer and Access to Information; Information Society; Types of documents*. The studies that focus on school libraries reflect current and future discussions, and so they were divided for a better comparative study of the data. Given this, the use of thesaurus terms to index Brazilian and Colombian studies supports us with the terminological equivalence between the keywords chosen by the authors and the terms existing in the TBCI.

Common Points and Trends

The studies mapped on school libraries, reading, and related subjects collected in Postgraduate Programs in Colombia and Brazil reveal common points in which we identify the main trends. In general terms, the relationships between school libraries in Brazil, about the terms staff versus training, for example, are also identified in some Colombian studies. Zapata (2010) talks about the Colombian institutions that provide libraries with the guidelines and policies necessary for their development and administration. Some of these institutions are listed below, particularly those whose roles reach school libraries.

- Ministry of Education. Among the functions of the Ministry of Education is guaranteeing the right to education, with criteria of equity, quality, and efficiency, which forms responsible citizens capable of building a society that is happy, equitable, completely, supportive, and proud of itself.
- UNESCO. One of its main roles is to encourage national and local authorities to support public and school libraries in formulating policies that promote their development. UNESCO is an organization that directly influences the development of archives and libraries throughout the world; In the field of libraries, the following are of special importance: The Manifesto of the

⁸ Available at: <http://www.uel.br/revistas/informacao/tbci/vocab/index.php>. Access on: Oct. 14, 2023.

Public Library; and The Manifesto for School Libraries. • International Federation of Library Associations and Institutions (IFLA). The International Federation of Library Associations and Institutions is the main international body that represents the interests of libraries, information services, and their users. Furthermore, it is the voice of libraries and information professionals worldwide. • Regional Center for the Promotion of Books in Latin America and the Caribbean (Cerlalc- *Centro Regional para el Fomento del Libro en América Latina y el Caribe*). It is an international organization of an intergovernmental nature that provides technical assistance to Ibero-American governments in the definition and application of policies, programs, projects, and actions for the promotion of the book, reading, and author's rights. It was created in 1971 on the initiative of UNESCO. Currently, twenty Spanish-speaking countries from the Ibero-American region have joined this organization. • Fundalectura. Foundation for the Promotion of Reading (*Fundación para el Fomento de la Lectura*, which serves as a mission to make Colombia a reading country. It is a private entity, driven by profit, founded in 1990 by the Colombian Association of Graphic Industries (Andigraf-*Asociación Colombiana de Industrias Gráficas*), the Colombian Book Chamber (*Cámara Colombiana del Libro*), the Paper producer (*Productora de Papeles-Propal S.A.*) and Smurfit Cartón de Colombia S.A., industries linked to the production of books in the country. (ZAPATA, 2010, p. 29-30).

In the same work, Zapata notes that in Colombia, the most representative level of training among school library staff is that of bachelors, around 32.93%, followed by professionals, with 26.95%, and technicians, with 16.77%. The lack of adequate professional and technical training impedes qualified management of the school library and, consequently, the socio-educational function and *mission* of the librarian. Calonge Daly's (2008, p. 78) approach to reader training in Colombia reflects the problems encountered:

To begin, I want to reflect on one of the many ways in which the educational imaginary is conceived of the relationship between school library and teacher training, which deserves to be discussed due to the weight and the root that it has today in the world of the school. According to this idea, the school library contributes to training solo readers because it has the desire to exist, as it is in precarious conditions: inadequate locations, obsolete and/or deteriorated collections, minimal assumptions, when not non-existent, restricted access, absence of external, not suitable personal support, especially in the position of librarian. Now, this recognition is an ignorance of the role that plays the library in the formative processes, mainly in those that allow knowledge and mastery of written language.

In these terms, we identified some of the reasons why studies that address school libraries are so important for the training of professionals involved, since contact with the world of books, reading and the relationship with this practice since childhood in the school world constitute an immense challenge for societies, contributing critically to the community where they work. Between 2015 and 2019, Colombia produced only master's studies and of the fifteen (15) works located, fourteen (14) deal with reading or related subjects, that is, 93.33%. Only one (1) investigation addressed collection development.

When we observe school libraries in both Brazil and Colombia, we see that they are changing, from being dependent on a limited space and collection. However, they still need common actions for cooperation and adaptation to legal and regulatory parameters. Although the research diagnosis shows that the role of the school library has been redefined, it needs to be rethought as a powerful “[...] dynamic center for reading and dissemination of knowledge produced by the community, constituting the first concrete opportunity for access to scientific and cultural heritage” (MAROTO, 2009, p. 75). This change involves interpersonal relationships and the resumption of the cultural, scientific, and educational appreciation of the school library for children and young people in different realities, as well as the continuous evaluation in the field of analog and digital culture fed by cooperation between teachers, librarians, educational agents, and the community.

It is the role of the school library, today and in the future, to support and promote scientific, literary, informational literacy and reading - a crucial element in fostering the habit and relevance of the act of reading, since there is a direct relationship between access to reading materials, the recognition of reading as a right for all, the level of reading and learning outcomes (EUSTÁQUIO; CARDOSO, 2020). More than that, the availability of works in paper and digital formats is essential, as reading improves

vocabulary development, performance in grammar tests, writing, and oral expression in all areas of knowledge.

We have observed that the increase in studies on school libraries in Brazil, since 2010, was significantly influenced by the enactment of Law 12.244, approved on May 24, 2010, with the objective of universalizing school libraries in the country (BRASIL, 2010). It is worth mentioning that in Brazil the majority of studies (46%) were defended in Postgraduate Programs in Literature, other highlights were Library Science and Education, each with 11% of the studies. Education is not complete without the presence of books and school libraries, which communicate broad, significant, and continuous training processes, providing an opening to other universes through reading and recognition of differences. However, would it be possible to legitimize digital school library programs, considering that the reference service is still unknown to many librarians in schools?

In Brazil, when analyzing articles from the main journals in the area of Library Science, Silva (2003) found that the school library is a topic little explored and almost forgotten in terms of research. It is also rarely discussed at academic events, in addition to the school library being an unexplored subject in education. Added to this debate is Feitosa's (2008) dissertation on Teaching practice and reading of literary texts in elementary school, which examines seven hundred and eighty-eight (788) theses and dissertations defended at the School of Education of the University of São Paulo/USP, over three decades, from 1967 to 1998. This research found only two works on school libraries, which at the time was equivalent to only 0.25% of the documents searched.

In the Postgraduate course in Information Science at ECA/USP, Neves (2000) carried out a similar study, analyzing five hundred and fifty-six (556) dissertations and theses defended in master's and doctoral courses between 1975 and 1998. He found that only fourteen (2.50%) of them dealt with school libraries. By reaffirming some common points and trends, we found one of the most comprehensive studies on the state of knowledge regarding school libraries, which examined documents published over approximately forty years, between 1975 and 2011. This study concluded that “over the 40 years of existence of postgraduate studies in Library Science/Information Science in Brazil, some sporadic surveys reveal that, in numerical terms, the production of dissertations and theses on school libraries was not significant” (CAMPELLO et al., 2013, p. 125).

Another important study was developed by Bárbara Coelho Neves, Denise Braga Sampaio, and Quézia Rodrigues (2020), who investigated school libraries and digital technologies. The authors propose a bibliographic analysis based on theses and dissertations in the area of Library Science, seeking to understand the use of digital technologies by school libraries in the last ten years, to rescue works relevant to research (NEVES; SAMPAIO; RODRIGUES, 2020). The number of productions retrieved without filtering, according to the authors, reached an astonishing 48,165 results in the Brazilian Digital Library of Theses and Dissertations (BDTD), adding the search terms (School Library *Technology) + (School Library *Guidelines) + School Library + (School Library *Guidelines + Technology). When performing the same searches on the study titles, this number dropped to five hundred and fifty-four (554) works. After detailed analysis, only eleven (11) studies were considered relevant. This leads us to the inference that although the authors recovered a large number of works on this digital platform, many of them did not discuss the central theme of the research and did not even discuss related or peripheral issues of the school library phenomenon. Furthermore, the authors observed that even though they had the theme of technologies as a point of convergence, they had other themes in common, such as information literacy, intersectoral partnerships, and librarianship, subjects that are not very relevant to the research. In their conclusions, the researchers emphasize that the incorporation of technological artifacts is essential for any organization, including the school library. This increases the benefits for the institution, allowing the development of specific social networks for the school library. These networks are intended both to publicize the activities carried out in the library and to clarify users' doubts. Another approach that can be implemented, even for libraries with little or no investment, is the creation of a website to publicize the catalog and new acquisitions, highlighting books (printed and digital) and information about the library. It is understood that these artifacts can not only attract users and add positive points to the image of the institution but also keep the academic community informed.

It is worth highlighting that in Brazilian studies, research was found on information literacy, use of the internet in school libraries, information behavior, and digital technologies, with these studies

having themes related to the subjects of information literacy and media, which were not the theme of studies on Reading and related themes, both in Brazil and in Colombia.

Information literacy enables students to build and develop skills in the use of information. It is a process that integrates the actions of locating, selecting, accessing, organizing, using information, and generating knowledge, aiming at decision-making and problem-solving. It is important to note that the information resources available in libraries will constitute an important tool *for promoting the development of knowledge, skills, and attitudes necessary to live and coexist in the information society*. (KUHLMATH, 2002, p. 2).

An emerging theme, addressed in only one (1) research, but which shows potential for expansion, is related to communities of practice⁹ and the process of social learning organized to democratize humanity's cultural legacy (WENGER, 2010). This theme focuses on cooperative practices to promote the critical reading of different realities. Wenger (2010) addresses the concept of community of practice that has its roots in the attempt to develop a social character of human learning, inspired by anthropology and social theory. This is because given human complexity in a hypercomplex society, it becomes essential to approach digital narratives and *infocommunication* as processes that differentiate socially, promote social interaction, and enable global dissemination.

Libraries are books, images, videos, documents, games... A library is an information system, in a much broader and not reductive sense, as is the case with a technological platform, that is, a technological information system. To be successful, amid so much information, a true labyrinth, we need Ariadne's thread that leads us, within this labyrinth, to promote high levels of critical capacity, or literacy, in citizens. During the Covid-19 pandemic, the solution of exercising the right to education does not reach everyone, because many suffer from *infoexclusion*. We must resolve the guarantee of widespread basic access to infrastructure, to allow for solid digital inclusion, with development in parallel with literacy, critical, conscious, and successful learning. (SANTAELLA, 2021, p. 75-76).

Throughout the journey that encompasses issues of school literacy in Brazil and Colombia, there is an emphasis on the democratization of education, in the sense of considering the differences between the subjects, their possibilities, and real difficulties, actors who are teachers and students in countries with great socioeconomic inequalities. Although we can observe a significant number of student publications from Brazil when compared to Colombia, we realize that some subjects are similar in both countries and require a reinvention of educational processes or (re)configuration of digital school libraries in terms of interchangeable practices, to open new possible worlds for contemporary multiliteracies. Given the panorama of school libraries and the transformations that today's society is going through due to new literacies in the digital world, "the school library is more than a room with books and services: it is a role in the school. The new role of the school library can be described as *a school library without borders*, since it allows permanent access, from any point". (DAS, 2008, online). This connotation of *a school library without borders* occurs due to digital platforms for accessing information, making knowledge available, and democratizing it in schools, including the enjoyment of communication, the construction of digital repositories, and the creation of support for learning processes at the service of the entire educational community.

Over the last five years, the theme of the school library has gone through situations ranging from its near extinction in school research spaces to the creation of interdisciplinary programs and projects aimed at its valorization and recognition of critical human development. All of this demonstrates our desire to make the school library a form of cultural expression and a path of education in school environments, that is, that it can gather and make available the most diverse collections and textual materials (printed and digitalized), providing basic conditions for the freedom to enjoy the cultural legacy of humanity, from the culture of childhood to university. Without a shadow of a doubt, the school library needs to recover its original meaning of being a way of expanding creative imagination, research and

⁹Community of practice designates a group of people who unite around the same interest in **interpersonal** development, working together to achieve better things, to solve a problem in the community or in a daily life, through regular interaction, in person or virtually.

strengthening the habit of reading, of formative, intellectual and emotional adventure, of promoting the taste and pleasure in the act of reading, through digital access to books without borders, encouraging all generations to experience the universe open to science and culture of new possible worlds (CAMPELLO, 2013). From this, the role of the school library is to be an integral part of the educational process, a welcoming space for network access to a variety of digital libraries, and an inviting space that promotes evolutionary learning and creativity.

A comparative analysis between school libraries in Brazil and Colombia, with an emphasis on the (re)configuration of educational processes and access to knowledge through digital libraries, can consider several elements. By addressing these points, it is possible to obtain a more comprehensive view of the similarities and differences between the approaches of Brazil and Colombia regarding the configuration of educational processes with the use of digital libraries. Here are some possible connections from this overview: a) Examine how the *technological infrastructure* in schools and libraries influences the implementation of digital libraries, evaluating access to the Internet and the availability of technological artifacts for students and teachers. b) Compare *educational policies* in both countries related to the integration of technology and digital libraries in the school environment, especially from the perspective of policies that influence the adoption and maintenance of digital libraries. c) Investigate *training programs with teachers* regarding the effective use of digital libraries and compare *proficiency initiatives with students*, aiming at the development of capacities related to digital research and information literacy. d) Assess the availability and diversity of *digital content* in school libraries, valuing knowledge under construction and its suitability to educational curricula, which will lead to reflection on how digital libraries contribute to updating and expanding the cultural collection of traditional school libraries. e) Investigate how the school community, including students, teachers, and parents, is participating in the use of digital libraries, comparing engagement strategies in the school context. f) Open questions that permeate *studies that demonstrate the impact of digital libraries* on improving educational processes and developing students' capabilities, comparing indicators of new experiments, advances, and challenges faced by each country in implementing these libraries.

Currently, the virtual school library must be exemplified through practical incorporation, meeting the need for the inclusion of different participants (WENGER, 2010). This is achieved through collaborative and interdisciplinary actions that extend the influence of library spaces to classrooms. This integration seeks to converge on opportunities to dynamize digital culture, serving as support for the development of a virtual community. This approach represents a mobility completely different from the initial proposal, segregated in physical spaces only, overcoming its traditional limitations through the mobility and virtual usability of collections (SANTAELLA, 2021).

The research and experiences diagnosed provide an idea of the potential that exists in school libraries in the countries analyzed, especially when we take as a reference the programs designed in the production of policies, whose proposals for possible and perhaps joint actions can still be configured in training processes possible by existing digital school libraries. The school community will certainly benefit from the development of studies that discuss the digital (re)contextualization of the physical spaces of school libraries, signage, distribution of collections, and other aspects that improve the democratization of cultural knowledge, making them a reference for consultation by students and teachers. It is important to emphasize the understanding that we have of this reality that is still deficient in school practices, which demands greater attention to this issue of school libraries, in the search for a horizontal organization, based on the connection between networks of multiliteracies and intertextuality in the coordination of teachers' work. When we return to the objectives initially outlined, we realize that we are condemned to start our research all over again, since the field of school libraries is a permanent and unfinished work that involves reviewing the results, through interdisciplinary projects of digital school libraries.

Of the 65 studies that addressed reading and related topics identified in Brazil, only 7 originated in postgraduate programs in library science or information science, 2 in management programs, and 1 in psychology. This leads us to conclude that, as in Colombia, where all the studies found deal with reading and originate in education programs, there is still a prevalence in Brazil of studies on school libraries, focusing on reading and related topics, in postgraduate programs in education or other undergraduate programs, such as literature. Comparative studies, as well as their findings, have

clear limits, starting with the delimitation of the tests and digital documents analyzed. Only constitutional documents, general national education laws of both countries, and, in some cases, explanatory texts, as well as government plans and programs were taken into account. Furthermore, the laws are concise and generic, and it is up to the education systems to provide details and pedagogical guidance, another limitation arising from the difference in the ways of coordinating school activities in libraries. This is often the point at which the articulating and pedagogical significance of school libraries in Brazil and Colombia resides. To what extent do the differences in the political-administrative systems of the two countries limit the value of a comparative study of school libraries, considering the purpose and intention underlying the educational legislation?

Despite the discussions led by UNESCO (IFLA, 2016), which highlight the broad interests of school libraries, whether for training professionals involved in their management and customer service, or the products and services offered to users, there is still, in both Brazil and Colombia, an emphasis on the topic of reading, to the detriment of other aspects. These choices are a reflection of the national programs for school libraries in both countries, which emphasize the promotion of reading and do not discuss other roles of the library for the school community, limiting its structural application to the detriment of contextualizing the elements present in schools and the sensitive connection with the differences of a more robust and connective project. Today, we have already seen a return to studies on school libraries in Brazilian Library Science and Information Science Programs, with the expansion of the topics studied, as shown by the titles listed in this research. As a consequence of this, there is an expansion of discussions and experiences, gaining prominence based on the UNESCO Guidelines and the need to create, maintain, or improve activities developed in professional practices in which digital devices are increasingly present. The practice in school libraries, unfortunately, continues to reproduce what is already known, while the theory seems more dynamic, due to legal and normative guarantees that are also important.

FINAL CONSIDERATIONS

The results show that there are still few studies in the field of school practice and education that address the interactions and interdisciplinary projects between school libraries. However, human beings are changing their perspective through libraries, whether physical or virtual, from the perspective that books should be a right for all, including as a form of communication that allows us to update human relationships, destroy prejudices, and achieve dialogue between cultures in connections that allow us to travel together, explore and recognize the world in networks (SANTAELLA, 2021). It was the transition from the physical to the virtual, through libraries and books, that made world literature more visible and the new generations more tolerant of differences. We emphasize that the integration of digital dimensions in the production and connection of knowledge, through perception devices in school libraries, currently occurs through virtualization processes in classrooms. This process represents a research opportunity, being an indivisible educational component of political action. Therefore, it should be an essential condition and a guarantee for the democratization of school libraries (SANTAELLA, 2021).

In this context, with digital networks, we explore paths and connections that also concern the reduction of distances, access to cultural repositories of tradition, and use of information, using cultural artifacts managed by school libraries as a means of contributing to the educational and sociocultural use of these services. The collections of school libraries can provoke empathy, digital literacy, and appropriate aids that meet the needs of studies so that everyone can express themselves in these public spaces (BEHR; MORO; ESTABEL, 2008). Accessibility is a contemporary trend, given the legislation in force in both countries, as well as the increase in social mobilization of people and institutions. Few studies have addressed the development of collections, but the number does not reflect the importance of the topic, since maintaining the objectives and functions of the school library is not possible without a collection that interests the public it serves. Efforts need to be expanded to ensure the development of research on the school library collection, discussing the inclusion of locally and internationally created, digitized, and written materials that reflect the national, cultural, and ethnic identities of the members of the school community.

Considerations should also be given to digital school libraries as sources of funding, allowing teachers and students to participate in the selection of books or materials of interest to add to the library collection whenever possible, etc. Another topic that has not been studied much is the provision of reference products and services to the community, such as the circulation of collections. For example, it is necessary to ensure a loan policy that meets the needs of users regarding the length of time they can keep the borrowed work, as well as forms of renewal that can be accessed remotely. In addition, experimentation and training of students and teachers in the development of research strategies must be a focus; an important line of action would be support for the use of Internet resources, databases, and production tools.

We believe that knowledge related to school libraries is not so much related to the justification of knowledge, but rather to the sociocultural transformations of content, the needs and values related to access to the most varied sources of information, content located in different interfaces of printed texts and transmission of historically constructed data, including references that would guide learning. Hence, school libraries come to have legitimacy in the varied field of content, books, and practices from different times and periods in the history of ideas or human curiosities and inventiveness.

All over the world, people's lives are influenced by trends such as globalization, economic, climate, and social changes, as well as the advancement of digital mobile technologies. As an essentially educational social organization, the school library absorbs the effects of these factors on life in society. In the 21st century, school libraries, both in Brazil and Colombia, require professionals with comprehensive training in knowledge about literature and reading promotion. These professionals must be able to coordinate more complex environments, promoting interconnected reflections on the school library as a crucial educational space for dialogue and partnerships, considering both physical and virtual collections, lighting, air conditioning, and accessibility in global interdisciplinary projects. They must have the audacity to transform, even in the face of historical and cultural inequalities in this field.

Studies focusing on school libraries will reflect current and future discussions, although these topics are still being explored tentatively. Researchers generally understand that it is the responsibility of the school library to educate and train users (students and citizens) to locate and use information responsibly and ethically. However, other aspects can be developed in research in school libraries: a) The role of the library in providing technological infrastructure, providing training on the use of technology. b) Digital technology to extend the reach of the library and its resources to the classroom and beyond. c) Collaboration with experts in education, library science, and technology in schools, so that there are no gaps in the services and proposals provided to teachers and students. d) Knowledge and understanding of media, information, and digital communication for democratic and social participation. e) Evaluation of texts from the media and other sources of information, production, and their use.

In conclusion, we found that some topics were absent from the studies: communication, dissemination, and marketing, which involve: a) Programs to disseminate new fiction and non-fiction titles to teachers and students through lectures and collective debates. b) Exhibitions and information on the school library website. c) Organization of special events to promote multi-literacies and reading, in the library or throughout the school, such as exhibitions, author visits, and commemorations of national and international historical facts. d) Planning of actions to be carried out in the classroom and/or in the school library together with the teacher. e) Provision of artifacts for teachers and students to broaden their fields of experience and knowledge of diverse subjects and interdisciplinary projects, *given a trend towards de-bordering and interchangeability of relationships with the world* (CONTE; OURIQUE, 2018).

The lack of comparative studies on school libraries, in terms of digital documentation, evidenced in schools in both countries, as something capable of recreating, recognizing, and elevating the existing, through new correlations, calls into question our initial hypothesis that was not confirmed: that school libraries are promoters of new meanings in education. This is because there was no inclusive and formative movement focused on the horizons of the digital world in the practice of school libraries, as we would wish in the translation for belonging in multiliteracies and cultural dialogues. Finally, perhaps the boldness of restarting a relationship between theoretical knowledge and the imagination of hermeneutic dimensions in school libraries can raise awareness in educational communities of the fact that every library is a treasure that the community must preserve, cultivate, and share to strengthen its own digital culture and the intercultural dialogue on humanizing and democratized education.

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The authors declare that there is no conflict of interest with this article.