School Library Contribution to Student Achievement as Measured by the Brazil-Reading Test

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This paper describes descriptive research conducted in the libraries of 24 public schools in 3 Brazilian cities, with the aim of analyzing and understanding possible contributions of the school libraries to students' Brazil-Reading Test results. Qualitative and quantitative data were collected using observation and survey techniques. Results suggested that it was not possible to establish a relationship between the quality of the libraries and students' outcomes, since it was found that most of the school libraries did not even meet basic requirements. In addition, the researchers also found a significant gap between the school curriculum and the school libraries' actions and services. The researchers concluded that before scholars are able to investigate the role of libraries in students' learning, school libraries throughout Brazil would need to be improved and aligned with the missions and goals of the schools.

Introduction

The Brazilian Federal Government has made significant investments, such as the Programa Nacional Biblioteca da Escola (PNBE), in school library collections, with the goal of providing updated and diversified resources. However, improving school library collections alone are not adequate to promote the effective development of students in a literate culture (Brasil, 2008).

In Brazil, school library governance is situated at the federal level by at least two major regulatory frameworks: Statute 12.244/2010, also known as the "School Libraries Law," which promotes the universalization of libraries in educational institutions over the country and the current 2014-2024 National Education Plan (PNE). The School Libraries Law states that educational institutions at all levels/grades of education and in all education systems must have a school library as defined in its Article 2 as "the collection of books, video materials and any support for consultation, research, study or reading" (Lei 12.244, 2010). The law restricts the definition of a school library solely to its collection. The PNE, in its goals (6.3 and 6.4) for the qualitative advancement of education in the country, includes institutionalizing and maintaining, among other structures, the school library, as well as maintaining school libraries' articulation with public libraries (Lei 13.005, 2014).

The school library in Brazil has been the subject of academic books, articles, and events, especially since the turn of the 21st Century, although it has been a theme for decades. In a bibliographical guide on school library related research publications in Brazilian university libraries, Castro and Campos (2014) reported 794 sources including books, theses, dissertations, and monographs. Table 1 shows the time distribution. Note that the publication dates for 19 items could not be identified.

Table 1. School library publications in Brazilian university libraries 1900-2014

Decade	Publications (N)
1900	1
1910	0
1920	1
1930	8
1940	14
1950	20
1960	56
1970	70
1980	63
1990	116
2000	302
2010 -2014	124
Total	775

Table 1 clearly demonstrates the growth of commercial and academic publications on the school library theme present in Brazilian universities. Especially in the first decades of the 20th century, most publications were from the United States, followed by Latin America and Europe. However, the number of foreign publications in Brazilian universities has been declining and, in the last decades, almost all publications are from Brazil (Castro & Campos, 2014).

The researchers conducted a search in Digital Library of Theses and Dissertations of the Federal University of Minas Gerais (BDTD/UFMG) and the Digital Library of Theses of Dissertations of the Brazilian Institute of Science and Technology Information (BDTD/IBICT). This search yielded similar results relating to the growth of school library research works. As Table 2 shows, the works originated predominantly from the area of Information Science and, secondly, Education.

Table 2. Dissertations and theses with school library themes in Brazilian digital libraries 1980-2015

Decade	UFMG	IBICT
1980	4	4
1990	0	1
2000	9	26
2010 - 2015	14	35
Total	27	66

International studies have sustained the importance of school libraries in school outcomes (Campello, 2012). Lonsdale (2003) presented a review of America, Australian, Canadian, European studies focused on those "conducted since 1990, which show that school libraries can have a positive impact on student achievement – whether such achievement is measured in terms of reading scores, literacy or learning more generally" (p.1). More recently, in Brazil, researchers have identified the role of school libraries within schools and educational systems, especially concerning librarians who have achieved success in their educational practices taking in consideration the relationship of collaboration among educators (teachers, librarians, and principals) as well as the school culture (e.g. Félix, 2014; Moreira, 2014).

To frame this study, we looked to Bourdieu, who, starting in the 1960s, pointed to a "strong relation between school performance and social origin" (Nogueira & Nogueira, 2014, p. 13). However, Bourdieu himself admitted that "only an institution whose specific function was to

transmit to the greatest number of people, through learning and through exercise, the attitudes and aptitudes that make the man 'cultured', could compensate (at least partially) the disadvantages of those who do not find in their family environment the incitement to cultural practice" (Bourdieu, 1966, p.68).

Bourdieu's own theory suggests the idea that school could allow access to cultural capital or at least compensate for its deficiency since the "school system should equip itself with the means to carry out a systematic and generalized undertaking of acculturation, of which it can do without when he addresses the most favored classes" (Bourdieu, 1966, p.65). Finally, one could consider that the school could play "an active role in the reversal of the inequalities social reproduction process" (Nogueira & Nogueira, 2014, p.99).

Bourdieu's cultural capital theory is the main reference for the attempt to search for challenges, such as knowing the effects of educational institutions on school inequalities (Nogueira & Nogueira, 2014). These inequalities can be measured using school's effect index, which is the difference between the student's achievement in school and the cultural capital he already possesses, regardless of attending a particular school. The school's effect index is important to consider because, "in addition to the socioeconomic characteristics of the students, evidently pregnant, school organizations can also determine school destinations" and that therefore "not all schools are equally effective, and certain school contexts can also make a difference" (Mons, 2011, p.297).

The present research centers on the potential or actual contributions that the school libraries can offer to student effect in the public schools of the most populous municipalities of the Metropolitan Region of Belo Horizonte (RMBH). This research is significant because it aims to separate the effective results of schools from the socioeconomic characteristics of their students. Since researchers had already shown (Campello, 2012; Lonsdale, 2003) that the improvement of school libraries is an inseparable part of the improvement of schools, we proceed from the assumption that besides that successful school libraries can be located in schools with strong student success. Thus, from a sample by the defined by a quantitative index of school's effect and the Brazilian standards for school libraries (Grupo de Estudos em Biblioteca Escolar, 2010), we conducted a qualitative analysis to discern school libraries' contribution to student performance.

Research Questions

We start from the hypothesis that the school library, properly structured and in operation, can contribute to the positive effect of the schools, reflected on the results of its students on the Brazilian federal government's standardized tests of Portuguese language, the Brazil-Reading Test. We start from the point of view of Ross Todd, as quoted by Campello (2012) that "to be useful, [the] evaluation [of school libraries] needs to measure student learning achievements in relation to the library use", because "evidence that the library is important in school is given by its proven influence on learning outcomes" (pp.11-12). The purpose of this research presented is to investigate the contribution of school libraries and to suggest proposals for public policies in Brazil. And this contribution is not restricted to the idea of a school library as an infrastructure, but also of its services, activities, program and interaction with the school community, in a broader way, aiming to contribute to the objectives of education and the results of student learning.

From the assumption, we investigated the following research questions:

RQ1. How do public school libraries' structure, characteristics, services, and programs relate to the student achievement on the Brazil-Reading Test?

RQ2. What is the correlation between the Brazilian public school students' test results and the school libraries' characteristics of these same schools?

Literature Review

The first question this paper poses is exactly what a library is, and specifically what it is (or what should be) a school library. It is from the answer to this basic question that we can analyze the reality of Brazilian school libraries as part of a public policy. In this section, we propose to explain some definitions of school library, to reflect on the categories that can serve as a basis for its analysis, and to try to establish how the school library can contribute to the students' learning.

Lankes (2012) points out that, whatever the type of library, it "must shape itself around you and the goals of your community" (p.7) and we "must expect it to build a commons – a common infrastructure for the whole community." (p. 13). The author further says that "The mission of a library is to improve society through facilitating knowledge creation in the community" (p. 33) and that the library does this in four ways: providing access; providing training; providing a safe environment; and motivating to learn. Nothing is more appropriate to state about the school library.

According Prestebak (2001) "the three chief elements of libraries, "information, education, and recreation" have changed very little since 1918. The school library has evolved, but these core services are still fundamental".

Given the definitions and general aspects of an ideal school library, it is worth bringing a document that may be considered indispensable to the broad conception of such libraries: the *International Federation of Library Associations and Institutions (IFLA) School Library Guidelines*. IFLA presents, first, a general definition of school library:

> A school library is a school's physical and digital learning space where reading, inquiry, research, thinking, imagination, and creativity are central to students' information-to-knowledge journey and to their personal, social, and cultural growth. This physical and digital place is known by several terms (e.g., school media centre, centre for documentation and information, library resource centre, library learning commons) but school library is the term most commonly used and applied to the facility and functions." (International Federation of Library Associations and Institutions, 2015, p.16).

The goal of all school libraries, according to the same document, "is to develop information literate students who are responsible and ethical participants in society." (p. 16). The document continues with some very important general considerations to ensure an excellent functioning of the school library. First, it emphasizes that in order to serve a constantly evolving educational and cultural environment, the school library must have legal and financial support. As for library professionals, they must have the same level of training and preparation as teachers, and must be prepared to deal ethically with their mission, ensuring the students' right to privacy and the right to know. In relation to the development of collections, it should be done based on the curriculum, the interests of people and the community, and reflect the social diversity and identities that form it. The pedagogical activities proposed and conducted by the library should focus on "literacy and reading promotion; media and information literacy; inquiry-based learning; technology integration; professional development for teachers; and appreciation of literature and culture". (International Federation of Library Associations and Institutions, 2015, p.8). In addition, the document has 16 recommendations that can serve as a form of planning, monitoring or evaluating the school library.

School Libraries in Brazil

In the Brazilian case, in 1972, the Department of Education and Culture published a Manual of Organization and Operation for School Libraries, based on the following objectives:

To facilitate teaching, by providing the appropriate bibliographic material, both for teachers and for students' use; to develop in them the taste for good reading, getting them used to using books; to develop their capacity for research, enriching their personal experience, thus making them more apt to progress in the professions for which they are being prepared. (Carvalho, 1972, p.10).

Very detailed, it provided instructions for the development and treatment of collections, and services for readers, as well as suggestions of furniture and equipment. It was based on ideas to improve the taste for reading, to aid in school research activities (which was instituted as a new practice by the school reform that took place in 1971) – and to be oriented towards the training of workers for the labor market.

Since then, the school library has been defined academically and also in practical manuals over the country in different ways, with its function being identified with a broader or a more restricted focus. Fonseca (2007) defines a school library simply as the place offering "bibliographic and audiovisual infrastructures for elementary, middle and high school education", with the specific objective of "providing books and teaching material to both students and teachers." (p. 53). This restricted view of the library is also repeated in the "School libraries Law" itself, which restricts the school library to the "collection of books, video materials and documents registered in any media for consultation, research, study or reading." (Law 12.244, 2010). In a manual published by the Federal Government, the school library is presented as a desirable space that, however, can be replaced with adaptations and creative solutions (Pereira, 2006). Campello *et al.* (2002) highlight the educational function of the school library, either in the formation of the reader or in the formation of the student with informational competence, able to locate, select and interpret information in various supports. Renata Souza, in 2009, organizes a book in which the mediation function of literary reading is considered a priority in the school library (Souza, 2009). In a 2011 handbook, the school library, presented in the context of Brazilian educational legislation, appears with two premises: the obligation of the State to provide education to all Brazilians and the integration of the school library into the learning process (Corte & Bandeira, 2011). In the same work, the authors emphasize that the school library:

…a space for study and construction of knowledge, cooperates with the dynamics of the school, awakens the intellectual interest, favors cultural enrichment, and encourages the formation of the reading habit. It will never be an independent institution because its performance reflects the guidelines of another institution that is the school" (Corte & Bandeira, 2011, p. 8).

In 2010, the School Libraries Research Group of UFMG (GEBE), supported by the Federal Council of Librarianship (CFB) developed a set of parameters for school libraries, which should be seen as flexible references, so that a library can self-evaluate from a set of indicators. It is hoped that, at the basic level, indicators will be those indicators will be a starting point, serving as a guide for most schools wishing to set up their library, or to reformulate spaces that already exist but cannot be considered as a library. At the exemplary level the indicators mean a horizon to be reached.

The GEBE Parameters for School Libraries start from the following notion of a school library:

An exclusive physical space, big enough to accommodate the collection, environment for services and activities for users, and technical and administrative services; information materials that meet the users interests and needs; collection organized according to standard bibliographic rules, allowing the materials to be found easily and quickly; access

to digital information (internet); learning space; administration by a qualified librarian, supported by adequate staff in quantity and qualification to provide services to the school community (Grupo de Estudos em Biblioteca Escolar, 2010, p. 9).

Campello (2012) reinforces the significant expansion of the role of the school library: "from the reading paradigm to the learning paradigm" (p.7) and presents several international researches that demonstrate the effectiveness of the school library's contribution to students' achievement. In her book, Maroto (2012) proposes a school library as "a dynamic center for reading and disseminating knowledge produced by the community", thus constituting a "concrete opportunity for access to scientific and cultural heritage" for children (p. 75). Although based on this conception of school library and presenting, in this same book, statistical data of school libraries in Brazil in the chapters describing good practices in school libraries, she ends up focusing, almost entirely, on literary reading experiences.

The Spanish researcher Glória Durban Roca, in a book published in Brazil, also in 2012, addresses the most relevant aspects for understanding the school library as an educational resource, not without highlighting two dimensions of it: a physical dimension – that facilitates coordinated selection of informational and literary materials, and encourages the development of reading practices and intellectual skills; and an educational dimension – that promotes the creation of learning processes and supports the development of the curricular and educational school project (Durban Roca, 2012). For this author, the school library is not a "resource learning center", but rather a "learning context where, thanks to the interaction with certain resources, learning processes and reading practices are facilitated" (p.26). Durban Roca emphasizes that the library is this differentiated learning environment because it has three components that distinguishes it from the other school environments: facilities and equipment, quality materials in various supports, and support staff (p.26).

Considering this review and also the objectives of this research, it is pointed out that the concept of school library adopted as a premise in this work is that of the school library as a dual power: to be established as a medium-activity of the school and as an end-activity in itself. As a medium-activity, it is admitted that "this situation of dependence makes the library, in order to fulfill its role, to be in close harmony with the educational conception and the political-pedagogical guidelines of the school to which it is integrated" (Corte & Bandeira, 2011, p.8), and reinforces its educational dimension as a resource and as an interdisciplinary pedagogical agent (Durban Roca, 2012). As an end-activity, it is considered that the physical dimension of the school library by itself contributes as a stable organized structure and face-to-face learning and reading context.

Brazilian Policies for School Libraries

The policy of the Brazilian Federal Government for school libraries, after the 1988 Constitution, has been based on sending collection through programs of the National Fund for Education Development (FNDE). Although this may represent, on the one hand, part of "a cultural democracy understood as an equitable distribution of material and symbolic goods", it does not guarantee "social democracy, understood as an equitable distribution of opportunities and rights of inclusion and participation in society" (Soares, 2008, p. 18).

The first major federal program related to sending collections, running continuously since 1997, is *Programa Nacional Biblioteca na Escola* – PNBE, whose main objective is "to democratize access to Brazilian and foreign literature for children and young people, as well as to provide research and reference materials to teachers and students" (Paiva, 2012, p.14). The PNBE composes and distributes collections to the public schools of the country. Each collection consists of a variety

of textual genres (classic universal literature, poem, short story, novel, theater, popular tradition, novel, memory, diary, biography, experience reports, picture books, and comic books), selected in a centralized process, based on three criteria: textual quality (aesthetic, literary and ethical aspects); thematic quality (diversity and thematic suitability in attending to different social and cultural contexts; and graphic quality (graphic design, quality of illustrations and use of adequate graphic resources) (Paiva, 2012).

In 1998 and 1999, books were distributed directly to public schools, regardless of whether or not there was a school library. Grammont (2011) records that a few years later, there was "a critical evaluation of the misuse of previous PNBE collections which ... were largely in the boardroom or installed in school libraries but were little explored" (p.38). This resulted in the direct sending of books to teachers in 2000, and to students from 2001 to 2004. But the criticism of what happened to collections in schools has never resulted in any specific action to structure school libraries.

Currently, the PNBE is divided into PNBE literature; Thematic PNBE (nine themes that contemplate the specificities of populations that make up Brazilian society: indigenous, *quilombola*, countryman, youth and adult education, human rights, social and environmental sustainability, special education, ethnic-racial relations and youth); PNBE periodicals (11 pedagogical journals to assist the work of teachers and school administrators); Teacher PNBE (formation, theoretical and methodological works); and PNBE Dictionaries (collections of dictionaries for different segments of basic education, including orientation works on activities with them). In addition to sending these collections, there have been also produced and sent guidance publications and commented catalogs on the collection sent each the year or guides on the use of it. These publications are reference works for the training of reading mediators, since they not only describe the collections but also enable the reading mediator to better appreciate and use them.

The second major program to provide collections is the *Programa Nacional do Livro Didático* (PNLD), whose main objective is to subsidize the pedagogical work of teachers through the distribution of textbooks collections to students of public schools. Most books should be reused for up to three years, but some (all of the initial years and the foreign language of the final years of middle school) are called "consumables" and are only used for a year, becoming definitely belong to the student Although textbooks should definitely not be part of the school library collection, its management (reception, distribution among students, etc.) seems to be school library function. Confusion usually takes place when the school library is to keep the stock of textbooks not delivered to the students, which distorts the purpose of the library and makes it impossible to use its space, which, as a rule, is not enough for the collections and activities it should maintain.

One serious observation is that there is not, under any of these programs described, a conception of school library that gives them conceptual basis. Implicit or explicit conceptions might be observed in some publication or in one or other official correspondence that accompanies the sending of books, but it is not possible to establish the concept of a school library that guides the various actions, even within the same government or program. Generally speaking, it seems that the term library is used in a very generalist sense, which would refer only to the collection.

Method

Description of the Data and Measures

Brazil has produced a national academic achievement test: The Brazil Test (*Prova Brasil*). Brazil Test is a longitudinal national measure of municipal, state and federal public schools students' skills in Portuguese language with focus on reading (Brazil-Reading Test) and in mathematics in the last year of elementary school and the last year of middle school. This test is used as a proxy of

public school effectiveness. All students from schools that have a minimum of 20 students enrolled in the evaluated grades participate in this test and the results are made widely available. The results of Brazil Test are reported as performance averages for each participating school, municipalities, and federation units. Brazil Test is also accompanied by a demographic-socioeconomic questionnaire for all students.

The Brazil Test results are used to inform the Basic Education Development Index (IDEB). The IDEB synthesizes the efficiency and performance indicators into a single number, formed by the product of the two indicators. The efficiency indicator summarizes "the experience of students' school approval from a school or school system" (Soares & Xavier, 2013, p.909), i.e., how many years does a student take to complete a school grade of education. (in effect, this means that the IDEB penalizes a school that uses grade retention as a pedagogical strategy), while the performance indicator "is defined, by the calculation of the IDEB, as the average reading and math proficiency obtained by its students in the Brazil Test" (Soares & Xavier, 2013, p.906).

Although one cannot deny that the IDEB had the great merit of introducing outcomes valorization in Brazil, the, there are several studies with critics to some aspects that this index cannot measure (Soares & Alves, 2013; Soares & Xavier, 2013). In contrast, the school's effect index (Alves, 2006) indicates the number of points in the proficiency of each student, which can be attributed to attending a specific school, and not to individual or socioeconomic factors, since one student's proficiency may be associated with his/her individual and community socio-demographic characteristics. The effect index value is obtained by controlling the students' socioeconomic level and other contextual characteristics.

The school's effect can be positive, null, or even negative; that is, a given educational institution can have a positive effect on student outcomes, despite its demographic and socioeconomic conditions. Another institution may have a negative effect, since its "academic results are mainly due to the attributes of the students enrolled in the school" (Alves, 2006, p.29); a third school may, in spite of demographic and socioeconomic conditions of its students, have a null effect in which "it is not possible to conclude on the significance of its effects" (Alves, 2006, p.29). These schools may not provide better opportunities than students would have for their own conditions and cultural capital.

Description of the Sample

The study was based on a non-probabilistic sample, which is an "intentional sample... selected by the researcher's interest and responsibility" (Santos, 2013, p.142), and by geographical area. The sample included 24 public schools in Belo Horizonte, Contagem, and Betim (the most populated municipalities of Minas Gerais). The schools represented each of the three municipalities and the state system. Six schools were selected in each of these school systems, with different values of the school's effect indicator: the total sample included 6 schools with school's effect over 10 (considered high), six with school's effect between 2 and 10 (considered medium), and six with school's effect bellow 2 (considered low). Those ranges were assigned by the researchers in order to achieve a comprehensive sample. To give an idea of the diversity of the results of the school's effect for Portuguese language in the municipalities listed in the research, of the 564 schools, 281 presented negative scores, reaching up to -24.16, and the school with the highest index presented the value +22.31.

Table 3 presents the information of the participating schools (S1-S24). Schools are numerated in the chronological order in which the data were collected.

Table 3. Participating Schools Education System and School's Effect Index (N=24).

School	Municipalty	System	School's Effect Index
S20	Belo Horizonte	MG	22,310
S21	Contagem	CO	21,840
S08	Contagem	CO	21,545
S09	Belo Horizonte	MG	19,030
S07	Contagem	CO	18,699
S12	Belo Horizonte	BH	17,280
S15	Belo Horizonte	MG	14,930
S22	Contagem	CO	12,986
S06	Betim	BE	9,305
S11	Belo Horizonte	BH	9,200
S14	Betim	BE	8,151
S13	Betim	BE	7,790
S19	Betim	BE	7,401
S03	Contagem	MG	6,697
S18	Betim	BE	6,369
S01	Contagem	MG	5,843
S10	Belo Horizonte	BH	1,880
S04	Contagem	CO	1,746
S16	Belo Horizonte	BH	0,310
S23	Contagem	CO	-0,466
S02	Betim	MG	-0,559
S17	Belo Horizonte	BH	-5,830
S05	Betim	BE	-6,596
S24	Belo Horizonte	BH	-10,400

In Table 3, data are presented in descending order of school's effect. Note that the sample includes eight schools with high levels of school's effect (> 10), eight schools with intermediate school's effect levels (<10 - >2) and eight schools with low school's effect levels (<2). Although in the universe of schools there was an index -24,16, we chose not to select schools with such a low index. Also, the representativeness of each education system can be observed: BE denotes the municipal system of Betim; BH, the municipal system of Belo Horizonte; CO, the municipal system of Contagem; and MG, the state system of Minas Gerais – there are six schools of each system.

Although the collected data are quantitative, this is descriptive research on school libraries. As descriptive research, the researchers seek only to provide a "description of the characteristics…of a certain phenomenon and its variables" (Santos, 2013, p.197).

Data Collection

In the 24 selected schools, information and data were collected in multiple ways: through a non-participant observation of at least two hours in the school library; by the completion of the form based on GEBE Parameters for school libraries (Grupo de Estudos em Biblioteca Escolar, 2010); and by answering surveys by the person responsible for the library (not always a librarian, in most of the cases an assistant or a teacher); and also by other 3 subjects: the school principal, a Portuguese teacher of the 5th or 6th grade, and the pedagogue or curriculum coordinator, computing a total of 96 answered surveys. These surveys used the data collection form of the research "Evaluation of school libraries in Brazil" (Brasil, 2011). Data were collected from August

to November 2015. Besides the observation notes and GEBE Parameters for school libraries form, there were four survey forms: 1. Questionnaire for the person responsible for the library; 2. Questionnaire for the school principal; 3. Questionnaire for the teachers; and 4. Questionnaire for the curriculum coordinator. Because of their extension, only the two first collect data instruments are presented in Appendix 1. GEBE parameters form and Appendix 2. Questionnaire for the person responsible for the library.

Data Analysis

Once all data were collected, the researchers analyzed of the notes and annotations made during visits and observations and tabulated the evaluation forms. Resulting data were used to describe, in detail, the situation and performance of each of the school libraries and describe of the characteristics or indicators of the school libraries that could be taken as relevant for the libraries contribution or not in the school outcomes.

The observation notes and data collected by the GEBE Parameters Form for school libraries were analyzed first, and they served for the description and analysis of the libraries, using the Parameters categories themselves. On the other hand, the data collected through the forms of the various school actors (librarians or assistants, teachers, principal, coordinator) were analyzed in different ways, examined and discussed by both researchers, in an attempt to establish indicators: regarding the vision and participation of the different actors in a specific school library (proximities and differences among the different actors responses in each school); as well as the vision and participation of those responsible for libraries in the different educational systems (similarities of visions and practices among those responsible, within the same education system).

Results

As the research sample involved schools from three municipalities, but linked to four different education systems, in the next subsections we will first describe how these systems are constituted and, within them, how school libraries are institutionalized and treated.

We will then present the combined results of the six categories proposed in the GEBE research instrument, namely: operation, space, collection, organization, services and activities, personnel.

Regional System Overviews

State Education System of Minas Gerais. The state education system of Minas Gerais was composed, in September 2015, by 3630 schools. Only in the three municipalities surveyed there were 124 state schools (Minas Gerais, 2015).

Concerning school libraries, there was no coordination that offered any administrative, technical, or pedagogical support to libraries in the State Secretariat of Education of Minas Gerais (SEE / MG). However, there was a program called School Libraries of Minas Gerais (*Bibliotecas Escolares Mineiras* – BEM), maintained by a small team at the SEE / MG, in Belo Horizonte, whose only action so far is the distribution of vouchers for students and teachers of state schools, to participate in events like book fairs, in the cities of Minas Gerais.

Regarding the professionals who deal with school libraries, the state education system did not have a specific position. The persons designated to take care of the libraries were teachers with the function to "teach the use of the library". To do so, they had basic teacher training for the early years of elementary school, but not any specific training about libraries. The function was regulated by a resolution, updated by means of vague administrative acts, which neither guaranteed the permanence of the server in the function nor the qualifications for library work. In

some cases, teachers who were unable to remain in the classroom for medical reasons were assigned to help the library services.

Library services offered usually consisted of reinforcement classes for small groups of students, regular classes when teachers were absent, support for pedagogical projects, as well as various school support services such watching the children during teachers' free time, print and copy services, preparation of exhibitions, murals and celebrations of the school. The library was closed at breaks in the school day.

This state's education system did not reflect an understanding of a school library. While there are spaces called libraries, they are occupied by teachers without librarian education with no school library program, and there is no coordinated state action for training, the collection development, or library instruction.

Municipal Education System of Betim. The municipal school system of Betim was composed by 68 elementary and middle schools and 34 kindergarten level Municipal Centers of Early Childhood Education (CMI). At the time of the research, there was no library coordination structure, as well as no training for work in school libraries.

Most school library employees were Library Technicians, a position which does not require an undergraduate degree in librarianship. At least one Library Technician was on duty per school day for about 4 hours. In some cases, teachers worked in the libraries, often due to their medical conditions. In all cases, the library's hours corresponded to the schedule of the school, and libraries were closed between classes, before school, and after school.

Library personnel lacked a central way to communicate and share information about school libraries. Library staff did not have any manuals or policy documents for school libraries, other than xerographic copies of old trainings, to support their work.

Although these were facilities called school library in each elementary-and-middle school, this state's schools lacked school library programs and coordination for the school libraries.

Municipal Education System of Contagem. The municipal education system of Contagem consisted of 84 elementary and middle schools and a growing number of Municipal Education Centers (CEMEIs), as well as some high schools managed by the Municipal Teaching Foundation, independent of the state system SEDUC.

School libraries were staffed with at least one employee who had been offered a library assistant position for 6 hours per school day. In the SEDUC, there was a team of six librarians and an educational leader with a pedagogical background. This team provided regulations, collected of statistics, trained library assistants, and visited to school libraries. The team conducted general and regional planning. Because of the great diversity among and within each of the seven municipal regions, the team diversified information and assistance to a variety if abilities and needs. The coordination team endeavored to visit the libraries at least once per semester and offered training activities at least every two months. As a strategic objective, the team sought the formal and effective insertion of the school library into the curriculum and goals of each school.

All the library assistants interviewed acknowledged this monitoring, but it has been noticed that the team had not yet been able to implement neither a school library model nor a school library program in schools, and that the library assistants are at the mercy of the school's principals understanding of how a school library should be.

Municipal Education System of Belo Horizonte. The municipal education system of Belo Horizonte was composed of 191 elementary and middle education schools, including a Youth and Adult Education literacy program for those who had been unable to go to school as children.

Among the educational systems surveyed, that of Belo Horizonte presented a better support structure both for schools and for school libraries. The guide published by the Municipal Education System stated, "to propose pedagogical and technical guidelines and encouraging school libraries implementation in the metropolitan region and also a teacher's library" (Belo Horizonte, 2011, p.96). Its conception of school library is "multiple space of culture, pedagogical action, knowledge production and creative experiences promotion; it is a base for the works developed in the school and must be at service of the school political and pedagogic project" (Belo Horizonte, 2013, p.12).

In order to serve school libraries, in municipal schools in 2015, there were 450 library assistants who worked 6 hours per school day. In addition, hundreds of teachers away from the classroom for medical reasons were also working in school libraries. The coordination of those school libraries was decentralized, carried out by a group of 43 librarians, each responsible for four or five schools. The librarian, with a workload of 40 hours per week, was assigned in one of the five schools, called "Polo School", from which the librarian assisted the others through regular visits.

Training was a permanent part of the library program in Belo Horizonte. Upon entering the network, the library assistants participated in initial training about school library organization and about school research. In addition, there were some annual events like the Meeting of Professionals and Forum of Library and Classroom Integration as well as graduate courses in partnership with faculties and universities. They also offered workshops on storytelling, the literary collections of schools received each year, ethnoracial themes, and gender issues in literature.

GEBE Library Service Categories

In this section, we present the study results relating to the service categories of the GEBE survey instrument.

Operation. Libraries remained open during the school day, with one exception and in general, there was at least one employee working. An important aspect is whether they are opened during before or after the school day or during students' free time, when students would have access to them without specific guidance and would be free to choose what to do and read. More than half of the researched libraries were opened during break-time, including all of Belo Horizonte. Among the libraries that closed during the break time, most did so because the library assistants help to "assist at the playground." However, some library assistants closed the libraries to have a snack with teachers, often justifying this as the only time they were able to interact with them.
Usually, classes visited the library on pre-established weekly schedules, but only for the classes until the 5th grade. Prior to 6th grade, students had usually only one teacher per class, so going to the library was compatible with creating time for the teacher planning. From the 6th grade onwards, students had almost a dozen distinct courses and several teachers, which fragmented time and did not allow them to have a fixed schedule at the library.

Space. The researchers visited libraries that were, in general, well located: not too far from classroom, and accessible in the daily course of the school day, but not so central, that they would be subject to the excessive tumult and noise of a sports court or cafeteria. Of the 24 schools, seven school libraries were in very inadequate locations: three were located in front of the sports court or in the main school courtyard, suffering from excessive noise; one of them was in a space so distant from the movement of the school, next to a wall, that the library assistant said that in the late

afternoon and at evening "one can be really afraid of being alone there"; another library was located in a separate part of the school, where one arrives by long inclined ramps; the other two libraries are located in narrow corridors through which one arrives climbing up or down stairs.

As for the size of the libraries, it is worth emphasizing that, although creativity and furniture resources can be used for the best use of spaces, the strictly physical limit is inescapable. Ten libraries had space considered basic, between 500 and 1000 square feet, and only four libraries have more than 1000 square feet, although they were still far from the desirable, which would be at least 3000 square feet. Ten other libraries 10 libraries had less than 500 square feet of area, which was already considered below the basic level; two of them presented even worse situations, with less than 300 square feet. In those small libraries, productive activity with a whole class was possible with very small children. These spaces lacked adequate space for the library assistant.

Collection. Despite being most commonly identified with a library, respondents lacked information about their library collections. Among the 24 schools visited, one library employee did not know, even by approximation, the size of the library's book collection. The other 23 libraries had collections that ranged between 1,000 and 20,587 items. In addition, 10 library assistants estimated numbers for the library's collection which they obtained by visually estimating its size, by recalling some time in the past when counting had been done, or by referring to the record books and estimating a percentage of losses. Regarding collection items other than books, the information was even more speculative.

Of the thousands of textbooks received at school for distribution to students, some or many remain unused, for different reasons. This is generally a problem for schools and in 18 of the libraries all the surplus books were in the library, occupying a space that was already insufficient for the library's collection and activities. In another five libraries, a portion of the textbook surplus was stockpiled outside of the library collection, and only one library received no surplus textbooks. As for weeding the collection, in nine libraries weeded regularly, every six months or yearly. In two libraries, the respondents stated that there was no deaccessioning, and in others weeding was done from time to time, when a damaged or very old item was found during the daily tasks of the library.

Libraries increasingly need computers, not only for technical collection processing and catalog consultation, but for access to the Internet other sources. However, only one library had computers for student access, although 13 schools has student computer labs. In only one school, the library and the computer lab shared projects related to student training in information sources. In most libraries that had a computer, it was used only by the library assistants who occasionally did research for teachers and students.

Organization. Only nine libraries, including all the six ones of Belo Horizonte, had the whole collection classified. Another five libraries had partially classified collections and the remaining 10 did not classify their collections. The classification code used by them is a shortened and simplified version of Dewey Decimal Classification (DDC). One library used the classification number found in the book itself. This latter solution, while not considering the specific context of the school and having the possibility of separating items of a similar subject, apparently solved, for the assistant in charge, the problem of the librarian's lack of familiarity with classification. At least for part of the collections were organized by series, age, in the case of non-fiction, by subject. Most of the libraries outside the municipal system of Belo Horizonte, presented a profusion of different organization schemes: by course; by alphabetical order of title, or author, by colors related to the degree or difficulty of reading; by age; by genre, highlighting the canonical authors of Brazilian literature; or by a combination of one or more approaches. The diversity of orders and their mixing

within a single library prevented students from understanding and learning a common ordering structure for libraries. The researchers found that this lack of consistent organization hid part of the collection not only from users but also from the library assistants themselves, not allowing them to locate any specific subject, author or title that was not in their personal memories. A library catalog existed only in two libraries.

Services and Activities. The most common activity in the libraries visited was storytelling, which took place in 19 libraries. Although storytelling is an entertaining activity that can generate in young student' interest in the space of the library, without linking the story to reading or books, it does little to influence little in the formation of the reader. The understanding that actions to stimulate reading with people or groups that are not literate or with few reading and writing skills should be based on orality, often materialized in presenting a show, is quite common in Brazil today (Farias, 2013, p. 29), but, as stated by Avelar and Sorsy (2005)

> Yes, there is a difference between telling and reading a story, because there is also a difference between the spoken word and the written word. When communication occurs through the spoken word, our center of perception is the hearing. One characteristic of hearing perception is that it gives us the experience of unity. The sound invades us on all sides and passes through us. Our whole body is a hearing unit because we are in the center of the sound field…The body expressions, the gestures, the rhythm, and the intonation of the voice give meaning to the words and reveal to the listener the emotions behind the text. In the case of reading [the written word], the center of perception becomes the visual. If sound embodies and unifies, vision isolates, separates, is the direction of dissection. When we immerse ourselves in a reading, we separate ourselves from the world. Our 'journey' is solitary. If orality is associated with the idea of the group, of the collective, reading is associated with the idea of the individual in his introspection and analytical reflection." (p. 6-7)

Most storytelling assistants did not demonstrate a reflective basis for the storytelling, which most of the times is made without association with the book itself, but they mentioned it with enthusiasm.

Several other activities related to the reader formation and the encouragement of literary reading were also described. The most common reason to visit the school library was for borrowing books, but libraries were also used for meetings of various kinds (18 schools reported this use), even if they had nothing to do with the library, its collection, or personnel.

Twenty-two libraries offered some kind of individual guidance, on demand. However, all the respondents said that conducting research had practically ended in schools, using phrases such as "after the Internet", "after Google", and "after the computer," demonstrating an over-simplification of the problem.

Personnel. Most of the school library personnel, including library assistants and library technicians, had a college degree, even when the job requirement was only high school completion. In all, in the libraries visited, there were two librarians with Bachelor's degree in librarianship, two assistants studying librarianship, 20 assistants with pedagogical training. In only five schools we found assistants with only high school education. About the preparation or training they had to work in school library, 14 of the interviewees said they had training related to reading and children's literature; only eight said they had training related to library science; seven to pedagogy and didactics; and six to basic computing. However, in their opinion, the main training should be in librarianship, followed by reading and children's literature.

In relation to the functions they carried out in the libraries, 17 reported that their roles were library organization and use policies, technical works, and user services.

Discussion

Results confirmed that the education system greatly influenced the conformation of the schools and, consequently, of the school libraries. Limas (2015) described how school libraries, within specific educational systems, are subject to "common planning and depend on the same administrative unit, in addition to achieving convergent objectives" (Limas, 2015, p.118).

In terms of the first research question, the researchers sought to answer if the structure, characteristics, and actions in the school libraries of the public schools of Belo Horizonte, Contagem, and Betim related to the indicator school's effect in Portuguese language. The researchers aimed to discern evidence of the contribution of the school libraries in the results of the students in the Brazil-Reading Test. We could not answer this research question because not only did the libraries in the study not reach the basic level in all aspects evaluated, but also, we found both schools with good results and poor libraries. Therefore, good libraries could not be directly related to good school results because many complex social and cultural factors act on those outcomes, making discerning the contribution of the school and of the library much more challenging in some contexts.

For the second question of whether it would be possible to establish a correlation between the results of public school students as measured by school evaluation indicators and the characteristics of the school libraries of these same schools, the researchers were also unable to answer, since the investigated libraries did not reach the GEBE parameters of a school library even in the basic level (Grupo de Estudos em Biblioteca Escolar, 2010). The selected school libraries did not have the minimum desirable characteristics to contribute to the training and learning outcomes of the students in the schools in which they are located. The best libraries visited were still far from the characteristics that represent globally required and nationally suggested standards for school libraries, as pointed in the basic level proposed by GEBE parameters (Grupo de Estudos em Biblioteca Escolar, 2010).

Conclusion

In this study, the researchers sought to analyze and understand possible contributions from school libraries to the results of the reading tests of Brazilian students. Through the collection of quantitative and qualitative data from 24 school libraries, involving 96 participants, it was not possible to establish a relationship between the quality of the libraries and the students' results, since it was found that most school libraries did not even meet the basic requirements. In addition, the researchers also found a significant difference between the school curriculum and the actions and services of the researched school libraries.

The importance of the study in relation to policies for Brazilian education in general, and for school libraries in particular, can be indicated by the finding that, in a country where school libraries should be provided as stated by the law, it has been demonstrated that the national regulations and the regional and local implementations are very disarticulated. It's not possible to recognize the results of national investment discourse in school libraries, which are far below the minimum requirements to be called libraries. In addition, the study pointed to the importance of the existence and consistency of library coordination work; and demonstrated the precarious training of the current staff responsible for running the school libraries. Specifically in relation to public policies, the study showed the problems in the final implementation of the federal policies of sending collection to the schools, without the existence of fully structured school libraries; and identified cases in which the final execution of the policy was subject to the personal

characteristics and positions of the agents, revealing the importance of the formation and permanent monitoring of the final executors.

Further research should be carried out more vertically in educational systems in order to identify more precisely whether the same coordination structure and the same investments can produce different libraries. This type of research would be very relevant to support the improvement, planning and implementation of public policies for school libraries. Another suggestion is more focused research in one or two school libraries, trying to portray possible changes within the library, both structurally and in terms of its program, services, and products, as well as how those changes should impact school outcomes.

This research had some limitations, as the small sample size, non-random sampling scheme, findings restrict to local setting, and also the fact that the school's effect indicator was calculated by an average between the years 2007 and 2011 and, therefore, it already presented, at the time of the research, some delay, although we consider that the changes in the schools do not occur so quickly, which allowed us to consider the indicator valid.

Acknowledgment

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Appendix 1. GEBE Parameters Form

Translated and adapted from GEBE Parameters for School Libraries (Grupo de Estudos em Biblioteca Escolar, 2010)

School: _____
City: _____
Education System: (   ) Municipal   (   ) State

PART 1 Space planning

1 Which options best represents the schedule of your school library?
1a   (   ) All shifts   (   ) Some shifts   (   ) Only one shift
          Goal: _____ Year: _____
1b
(   ) Fixed, with hours before and after school
(   ) Fixed, with no hours before and after school
(   ) Flexible, with hours before and after school
(   ) Flexible, with no hours before and after school
(   ) Other: _____

2 The location of your library within the school building is
(   ) easily accessible
(   ) not easily accessible

3 What's the size of your school library in square meters? _____

4 How do you consider the conditions of:

	Extremely good	Somewhat good	Neither good nor bad	Somewhat bad	Extremely bad
Lighting	( )	( )	( )	( )	( )
Ventilation	( )	( )	( )	( )	( )
Cleanliness	( )	( )	( )	( )	( )
Aesthetics	( )	( )	( )	( )	( )
Accessibility	( )	( )	( )	( )	( )
Safety	( )	( )	( )	( )	( )

5 What is the average space (in square meters) available for:

	Average space (square meters)	
Customer service space	(_____) m^2	( ) there isn't
Reading and researching seating space	(_____) m^2	( ) there isn't
Children's specific reading space	(_____) m^2	( ) there isn't
Study rooms	(_____) m^2	( ) there isn't
Space for media production activities (with equipment)	(_____) m^2	( ) there isn't
Space for computer stations	(_____) m^2	( ) there isn't
Collection space	(_____) m^2	( ) there isn't
Staff work space	(_____) m^2	( ) there isn't

5.1 The staff work space:
      ( ) Completely meets needs   ( ) Meets somehow needs   ( ) Doesn't meet needs

PART 2 Equipment and furniture

6 Reading space:

	Quantity (number)
Seats	( )
Tables	( )

7 The circulation desk is:
( ) functional, dynamic
( ) somewhat functional
( ) not functional
( ) the library doesn't have a circulation desk

8 Shelving : how many linear meters of shelving does the library have? _____

9 The shelves house the collection:
(   ) well
(   ) somewhat
(   ) barely

10 Does your library have:

	Yes	No
Display shelving?	( )	( )
Lockers?	( )	( )
Archives?	( )	( )
TV?	( )	( )
Map collection?	( )	( )
Bulletin board?	( )	( )
Printer?	( )	( )
DVD Player?	( )	( )
CD Player?	( )	( )
Scanner?	( )	( )
Camera?	( )	( )
Video-camera?	( )	( )
Phone?	( )	( )
Blackboard / white board?	( )	( )

11 Do you think the layout of your library (meaning the distribution of space, furniture and equipment) is:
(   ) functional, dynamic
(   ) could be improved slightly
(   ) not functional, need major improvements

PART 3 Use frequency

12 How much is this library used by students?
(   ) A lot
(   ) Moderately
(   ) A little

13 How much is this library used by teachers?
(   ) A lot
(   ) Moderately
(   ) A little

14 Average circulation per month: _____

PART 4 Collection

15 State the quantity (number) of:

	Number
Number of unique book titles	( )
Total number of printed books	( )
Total number of e-books	( )
Number of items in professional collection	( )
Number of magazine subscriptions	( )
Number of newspaper subscriptions	( )
Number of encyclopedias	( )
Number of dictionaries	( )

16 State the number of items per student:

	Number per student
Books (volumes)	( )
Computer stations (with Internet access)	( )

17 Regarding the collection, how do you consider:

	Good	Average	Poor
balance among subjects?	( )	( )	( )
balance among grade or student age?	( )	( )	( )
physical condition?	( )	( )	( )

18 Are there textbooks in the collection?
(   ) No.
(   ) Yes, but only some copies for consultation.
(   ) Yes, all the copies that weren't handed out to students.

PART 5 Processing activities

19 Is there any school or library board with the responsibility of material's selection?
(   ) Exists, and has regular meetings
(   ) Exists, but rarely meets
(   ) Doesn't exist

20 Acquisition activities:
(   ) The library keeps manual records of the acquired material
(   ) The library keeps digital records of the acquired material
(   ) The library doesn't keep records of the acquired material

21 Classifying activities:
(   ) All the collection is classified
(   ) Part of the collection is classified
(   ) None of the collection is classified

22 Cataloging activities:
(   ) All the collection is cataloged
(   ) Part of the collection is cataloged
(   ) None of the collection is cataloged

23 The processing activities (cataloging and classifying) are done:
(   ) by a central district processing office
(   ) by the vendors of library books
(   ) by your own school library
(   ) other. Please inform: _____

24 Computerization of the catalog:
(   ) the whole collection is included in a computerized catalog
(   ) part of the collection is included in a computerized catalog
(   ) there is no computerized catalog]

25 Remote access to the catalog:
(   ) the catalog of the whole collection can be accessed remotely
(   ) the collection of part of the collection can be accessed remotely
(   ) the catalog cannot be accessed remotely

26 Weeding:
(   ) The library has a weeding program or policy
(   ) The library doesn't have a weeding program or policy

27 Weeding frequency:
(   ) Continuously done
(   ) Done once per year
(   ) Done ever few years
(   ) Never done

PART 6 Services and activities

28 Check all the services or activities offered / promoted by your school library:
(   ) Facilities use
(   ) Materials lending
(   ) Individual research help
(   ) Group research help
(   ) Internet access
(   ) Guided tours
(   ) Library brochure (guide)
(   ) Storytelling
(   ) Publicizing new acquisitions
(   ) Newsletter
(   ) Bulletin board
(   ) Exhibitions
(   ) Reading Club
(   ) Book fairs
(   ) Author visits
(   ) Presentations
(   ) Artistic performances
(   ) Awards / competitions
(   ) Workshops
(   ) Library blog or site

PART 7 Staff and personnel

29 How many hours per day does the librarian or person responsible for the library work?
(   ) 6-8
(   ) 4-5
(   ) less than 4

30 The librarian or person responsible for the library has a:
(   ) Degree in Library Science
(   ) Degree in Education
(   ) No degree

31 Number of employees / assistants working in the library: _____

32 The education level of the employees / assistants working in the library is:
(   ) Appropriate
(   ) Somewhat appropriate
(   ) Inappropriate

PART 8 Evaluation notes (to be made by the researcher or the librarian):

32 Evaluation of the operation of the school library.
33 Evaluation of the space of the school library.
34 Evaluation of the collection of the school library.
35 Evaluation of the processing activities (cataloging, classifying, maintenance policies and procedures) of the school library.
36 Evaluation of the activities and services offered by the school library.
37 Evaluation of the staff working in the school library.

Appendix 2. Questionnaire for Person Responsible For The Library

Translated and adapted from "Evaluation of school libraries in Brazil" (Brasil, 2011).

COLLECTION: The following questions are intended to know the characteristics of the collection available in your library: the type and quantity of documents as well as the procedures used for selection, organization, renovation, and evaluation of these materials.
When answering the questions in this section you should be aware that some materials may not be physically located in the library. These resources <u>should only be accounted for</u> if the management and exploitation them (selection, cataloging, pedagogical use ...) are carried out centrally from the library itself.

1. What kind of materials are in the library? Mark with an X the correct answers. You can choose <u>more than one answer</u>:
    1.1 Books
    1.2 Newspapers and magazines
    1.3 Audiovisual resources (films, videos, slides, DVDs, CDs and cassettes ...)
    1.4 Electronic resources (CD-ROM, floppy disks)
    1.5 Games
    1.6 Maps
    1.7 Sheet music
    1.8 Objects (models, mockups, loops, etc.)

2. What other materials are in the library? You can choose <u>more than one answer</u>:
    2.1 Specific materials for pedagogical work with students with special educational needs (Braille books, etc.)
    2.2 Documents for the faculty (professional journals, legislation, didactic manuals ...)
    2.3 Self-made materials (dossiers, student work, reports, memorials ...)
    2.4 Documents in other languages or dialects (indigenous, for example)

3. The total number of documents (books, CDs, DVDs ...) under the management of the school library is:

4. How many books are there in the total number of documents?

5. From the total number of documents, indicate, considering all the media, the approximate percentage of reference books (encyclopedias, dictionaries, monographs ...):
    5.1 Less than 30%
    5.2 30-60%
    5.3 More than 60%

6. How many documents are available (books, CD-ROMs, DVDs ...) in the library collection in each of the following areas? Mark the answer with an X, taking into account the scale below:

	Nothing (1)	Poorly (2)	Enough (3)	More than Enough (4)
6.1 Nature sciences	( )	( )	( )	( )
6.2 Social sciences, geography and history	( )	( )	( )	( )
6.3 Physical education	( )	( )	( )	( )
6.4 Visual and artistic education	( )	( )	( )	( )
6.5 Philosophy	( )	( )	( )	( )
6.6 Portuguese Language	( )	( )	( )	( )
6.7 Foreign languages	( )	( )	( )	( )
6.8 Literature	( )	( )	( )	( )
6.9 Mathematics	( )	( )	( )	( )
6.10 Music	( )	( )	( )	( )
6.11 Technology and information technology	( )	( )	( )	( )
6.12 Psychology	( )	( )	( )	( )
6.13 Pedagogy and related disciplines	( )	( )	( )	( )
6.14 Others (which?)	( )	( )	( )	( )

7. <u>The library collection is conveniently updated in the following areas:</u>

	No (1)	Little updated (2)	Reasonably updated (3)	Quite updated (4)
7.1 Nature sciences	( )	( )	( )	( )
7.2 Social sciences, geography and history	( )	( )	( )	( )
7.3 Physical education	( )	( )	( )	( )
7.4 Visual and artistic education	( )	( )	( )	( )
7.5 Philosophy	( )	( )	( )	( )
7.6 Portuguese Language	( )	( )	( )	( )
7.7 Foreign languages	( )	( )	( )	( )
7.8 Literature	( )	( )	( )	( )

7.9 Mathematics	( )	( )	( )	( )
7.10 Music	( )	( )	( )	( )
7.11 Technology and information technology	( )	( )	( )	( )
7.12 Psychology	( )	( )	( )	( )
7.13 Pedagogy and related disciplines	( )	( )	( )	( )
7.14 Others (which?)	( )	( )	( )	( )

8. The library materials come mainly from:
    8.1 PNBE (*Programa Nacional Biblioteca na Escola*)
    8.2 PNLD (*Programa Nacional do Livro Didático*)
    8.3 Purchase
    8.4 Donations

9. In the selection of materials, the concrete demands of which agents are considered? You can choose <u>more than one answer</u>:
    9.1 Library Committee
    9.2 Library responsible
    9.3 Discipline teams / area coordination
    9.4 Commission for pedagogical coordination
    9.5 Management Team
    9.6 Teachers
    9.7 Students
    9.8 Families

10. What criteria are taken into account in the selection of collection? Check the <u>two</u> priorities:
    10.1 Thematic composition of collection
    10.2 Updating the collection
    10.3 Thematic relationship with specific projects
    10.4 Relationship with the curriculum
    10.5 Replacement of damaged and obsolete materials

11. What sources are used in material selection? You can choose <u>more than one answer</u>:
    11.1 Websites specialized in children's and youth books
    11.2 Catalogs of publishers and bookstores
    11.3 Press and magazine reviews
    11.4 Bookstores
    11.5 Public libraries
    11.6 Publisher Representatives
    11.7 Bibliographies requested by teachers

12. Is weeding done periodically?
    12.1 Yes   12.1 No

13. The total number of documents (books, CD-ROM, DVD ...) purchased in the last period (2014) is:

14. From this total, how many are books?

15. What kind of materials were purchased in the last period? Mark <u>the correct answers</u>:
    15.1 Books
    15.2 Newspapers and magazines
    15.3 Audiovisuals (videos, slides, records and cassettes ...)
    15.4 Electronic resources (CD-ROM, audio CD, DVD ...)
    15.5 Games and other objects
    15.6 Maps

16. To whom are materials purchased in the last two years preferable?
    16.1 Students
    16.2 Teachers
    16.3 Rest of the educational Community

17. In the library is it used any computerized system for the technical treatment of materials?
    17.1 Yes   17.2 No

18. If so, which system is used?
    18.1 Specific library program. Indicate which:
    18.2 Bibliographic database

19. If the library does not use a computerized system, is it manually cataloged?
    19.1 Yes   19.2 No

20. To whom are library catalogs accessible? You can choose <u>more than one answer</u>:
    20.1 Library responsible
    20.2 Students
    20.3 Teachers
    20.4 Families

21. How is the most part of the non-fiction collection organized? You can choose more than one answer:
    21.1 CDD / CDU
    21.2 By areas or disciplines
    21.3 By centers of interest
    21.4 By cycles, segments, grades or courses
    21.5 By ages
    21.6 By authors
    21.7 By registration number
    21.8 By publisher collections
    21.9 By type of material (books, videos, CD-ROMs ...)
    21.10 By sizes
    21.11 Others (which?):

22. How is the most part of the fiction collection organized? You can choose more than one answer:
    22.1 CDD / CDU
    22.2 By ages
    22.3 By collections
    22.4 By cycles, segments, grades or courses
    22.5 Others (which?):

PERSONNEL: The questions in this section are about determining the human resources that the school library has: its profiles, assignments, functions, etc.
In this questionnaire, it is considered responsible for the library the person with the greatest dedication and knowledge of its characteristics and functioning, although it may be the case that the ultimate responsibility rests with another person.

23. Who takes care of the library?
    23.1 Teacher
    23.2 Librarian (effective or hired specifically for this role)
    23.3 Others. Indicate who:

24. Who COORDINATES the library IN THE SCHOOL?

25. If the person in charge is a teacher, from what level of education, area, segment or modality did he/she come from? You can choose <u>more than one answer</u>.
    25.1 Children's education
    25.2 Elementary school
    25.3 Middle school
    25.4 High school
    25.5 Education of young people and adults
    25.6 Science of Nature
    25.7 Geography and History
    25.8 Physical Education
    25.9 Artistic and Visual Education
    25.10 Language and Literature
    25.11 Foreign Languages
    25.12 Philosophy
    25.13 Mathematics
    25.14 Music
    25.15 Technology and informatics
    25.16 Others. Indicate which:

26. How many years has the current responsible for the school library been in charge?
    26.1 Less than 1 year
    26.2 From 1 to 3 years
    26.3 4 or more years

27. How many hours per week does the responsible for the school library devote to their activities?
    27.1 From 1 to 5 hours
    27.2 From 6 to 10 hours
    27.3 From 11 to 15 hours
    27.4 From 16 to 20 hours
    27.5 Full week

28. To which department / professional is the responsible for the school library attached?
     28.1 Management team
     28.2 Pedagogical team
     28.3 Coordination of area or discipline
     28.4 Coordination of school libraries of the municipal / state education structure

29. Which of the below are Functions of responsible for the school library? You can choose more than one answer:
     29.1 Establishing the library organization and use policy
     29.2 Drawing up the work plan
     29.3 Selecting and purchasing the materials
     29.4 Performing technical work (cataloging, covering and retrieving books ...)
     29.5 Attending to users (information, loan, consultation ...)
     29.6 Preparing activities (promotion of reading, formation, dissemination of collections ...)
     29.7 Performing scheduled activities in the library
     29.8 Designing the library project and memory
     29.9 Managing the budget and financial resources allocated to it

30. What is the initial formation of the responsible for the school library? You can choose more than one answer:
     30.1 Elementary school teacher
     30.2 Licentiate in any discipline
     30.3 Librarian / documentalist
     30.4 Others. Indicate which:

31. Did the responsible for the school library receive specific training in any of the following areas? You can choose more than one answer:
     31.1 Librarianship (management and organization ...)
     31.2 Reading and children's and young people's literature
     31.3 Basic Informatics
     31.4 Pedagogy and didactics

32. In your opinion, in what areas do you consider additional training necessary for the proper performance of the duties of the responsible for the school library? You can choose more than one answer:
     32.1 Librarianship (management and organization ...)
     32.2 Reading and children's and young people's literature (dynamization, training of users ...)
     32.3 Basic information technology
     32.4 Pedagogy and didactics

33. In addition to the responsible, what other people participate in the organization and dynamization of the library? Indicate the number of people and hours of dedication per week, in each case:

	Number of people	Hours of dedication/week
Teachers		
Students		
Parents and other relative		
Total		

MANAGEMENT AND OPERATION: From the questions in this section, we want to know how the school library is managed in terms of the use of financial resources, schedules, statistics, standards, etc.
In relation to the operation of the library, an aspect of special interest is to know how it is integrated with the habitual pedagogical activity of the school, how the teams of each grade, level of education, and / or cycles are articulated with the responsible in charge of the school library, as well as the participation of the latter in the pedagogical management of the school.

34. Are there specific resources for the purchase of collections to the library?
     34.1 Yes   34.2 No

35. If so, where did the resources for the library come in the last year? Check three priority options:
     35.1 From the school itself (from the *"Dinheiro direto na escola"* resources)
     35.2 Of the decentralized management of the Secretariat of Education (as permanent resources) or of the Secretariat itself
     35.3 Of the City Hall / State Government
     35.4 No resources arrive, but the Federal Government (MEC) guarantees books annually
     35.5 From FUNDEB
     35.6 From the community surrounding the school

35.7 From aids to school for innovation projects
35.8 From the Parents and Teachers Association
35.9 From other entities. Indicate which:

36. How much has been the resource for acquiring library collections in recent years? Mark with an X the correct answers in the corresponding column:

	Less than R$500,00	From R$500,00 to R$700,00	From R$700,00 to R$1500,00	More than R$1500,00
Year 2012	( )	( )	( )	( )
Year 2013	( )	( )	( )	( )
Year 2014	( )	( )	( )	( )

37. Who manages library resources? Check two priority options:
    37.1 Management Team
    37.2 School Board
    37.3 Library staff
    37.4 A school teacher who is responsible for the library
    37.5 Hired librarian

38. When is the library open? You can choose more than one answer:
    38.1 During classes
    38.2 During playground time
    38.3 During snack time
    38.4 After classes

39. Indicate the number of hours per week in which the library is open during school hours:
    39.1 From 1 to 5 hours
    39.2 From 6 to 10 hours
    39.3 From 11 to 20 hours
    39.4 More than 20 hours

40. 40. Indicate the number of weekly hours in which the library is open during non-school hours.
    40.1 Never
    40.2 From 1 to 5 hours
    40.3 From 6 to 10 hours
    40.4 From 11 to 20 hours
    40.5 More than 20 hours

41. In what mode of time is there a greater frequency of students in the library?
    41.1 Fixed weekly hours by groups
    41.2 Flexible hours according to needs
    41.3 Mixed schedule (fixed and flexible)
    41.4 Other:

42. In order to facilitate the articulation of the library with teachers, what concrete actions are taken? Check the three priority options:
    42.1 The teacher will keep the responsible for the school library informed about the programming of his classes and about the activities that will require his help
    42.2 The teaching staff participates in the innovation or improvement projects that the library promotes
    42.3 Teachers collaborate in the evaluation of the library and make proposals for its improvement
    42.4 The responsible for the school library participates in team meetings at both levels of education (grade or cycle meetings) and areas / disciplines (course meetings)
    42.5 The responsible for the library prepares dossiers or selects resources for the development of programming
    42.6 The responsible for the school library and the teachers jointly prepare activities to be carried out with the students
    42.7 No specific action is taken

43. Does the library maintain relationships with other libraries or documentation centers? You can choose more than one answer:
    43.1 With public libraries
    43.2 With other school libraries
    43.3 With teacher training centers and educational and audiovisual resources
    43.4 With support services or library cooperation networks in the educational system
    43.5 With other libraries, documentation centers and archives. Indicate which:

44. If there is any collaboration with other libraries, what type of activities are carried out? Check the three priority options:
    44.1 Visits with students
    44.2 Preparation of specific materials (bibliographies, selections ...)
    44.3 Loans
    44.4 Training and advice to the librarian
    44.5 Activities to promote reading
    44.6 Training activities in information use
    44.7 Others. Indicate which:

45. Does the library currently participate in any improvement project promoted by municipal or state administrations, by autonomous entities or by the federal government?
    45.1 Yes   45.2 No

46. Are statistical data on library use organized periodically?
    46.1 Yes   46.2 No

47. Is the periodic evaluation of the library carried out (through procedures such as: statistics analysis, preparation and comparison with a memory, meetings with teachers' staff, etc.)?
    47.1 Yes   47.2 No

48. Which of the following members of the school community have an effective participation in the management and dynamization of the library?
    48.1 Teachers
    48.2 Students
    48.3 Families
    48.4 Other

USES AND USERS: The questions in this section are intended to understand how the school library is used: number of visits it receives, type of activities developed, student and faculty uses, loans and other services offered, etc.

49. What are the most common uses of the library? You can choose more than one answer:
    49.1 Only used as a library
    49.2 Reinforcement Classes
    49.3 Space for meetings, conferences, cultural acts
    49.4 Classroom
    49.5 Space of punishment for indiscipline
    49.6 Others. Indicate which:

50. What general services does the library offer? You can choose more than one answer:
    50.1 Consultation in the printed collection space
    50.2 Consultation in the audiovisual room
    50.3 Internet access
    50.4 Use of computers for personal work (with computer applications)
    50.5 Individual loan to take home
    50.6 Loans for the classroom
    50.7 Loans for the course and pedagogical co-ordination
    50.8 Loans between librarians
    50.9 Photocopying
    50.10 Obtaining documents from other libraries
    50.11 Others. Indicate which:

51. What information services does the library offer? You can choose more than one answer:
    51.1 Press dossiers (newspaper library)
    51.2 Bibliographies
    51.3 Search and Selection of Internet Resources
    51.4 Journal summary
    51.5 News Bulletin
    51.6 Personalized information by electronic mail and other means
    51.7 Own publications: reading guides, material use guides, etc.

52. What program of activities has the library developed in the last year? You can choose more than one answer:
    52.1 Reading promotion activities (story time, reading clubs ...)
    52.2 Activities for student training in the use of the library and sources of information (presentations, visits, exhibitions, games, magazines ...)
    52.3 Activities of student training in the use of technologies (Internet, electronic documents, databases ...)
    52.4 No specific program of activities

53. What means does the library use to promote its services and activities? You can choose more than one answer:

53.1 Library Guide
53.2 Own website
53.3 Information bulletin or magazine
53.4 E-mail

54. How many students visited the library in the last month?

55. How many loans have been made in the last year?

56. If you do not have this data, please inform how many loans have been made in the last month:

57. In elementary and middle school, which grades make more use of the library (by participating in more activities, making visits more often, etc.)? Check the two priority options:
57.1 Elementary education (up to 5th grade)
57.2 Middle education, first segment (6th and 7th grades)
57.2 Middle education, second segment (8th and 9th grades)

58. In high school, which areas make more use of the library (by participating in more activities, visiting more often, etc.)? Check the three priority options:
58.1 Natural Sciences
58.2 Sociology
58.3 Philosophy
58.4 Geography and History
58.5 Physical Education
58.6 Arts Education
58.7 Portuguese Language and Literature
58.8 Foreign Languages
58.9 Mathematics
58.10 Musical education
58.11 Technology
58.12 There's no high school in this school

59. What kind of activities do students do in the library? Check the three priority options:
59.1 Looking for documents in the library room
59.2 Looking for information on the Internet
59.3 Reading in the library room
59.4 Seeing or Listening to Audiovisual Materials
59.5 Doing homework and studying with their own notes
59.6 Using computers to prepare school work (with computer applications)
59.7 Attending scheduled activities (exhibitions, meetings with authors, story time ...)
59.8 Following a specific program of activities (users training)
59.9 Making loans
59.10 Playing on computers, chatting or sending and receiving emails

60. What kind of activities do teachers take when going to the library alone? Check the three priority options:
60.1 Preparing lessons with library materials
60.2 Preparing materials for students (bibliographies, dossiers ...)
60.3 Selecting collections to work on specific topics in the classroom
60.4 Consulting the collection
60.5 Browsing catalogs
60.6 Making individual loans
60.7 Making loans for class
60.8 Looking for information in other libraries
60.9 Following user training programs
60.10 Using the Internet
60.11 Reading (fiction, newspapers and magazines)
60.12 Knowing the news
60.13 Holding meetings, interviews
60.14 Correcting student work and tests

61. What kind of activities do pedagogues or curriculum coordinators do when they go to the library by themselves? Check the three priority options:
61.1 Preparing lessons with library materials
61.2 Preparing materials for students (bibliographies, dossiers ...)
61.3 Selecting collections to work on specific themes with students and teachers
61.4 Consulting the collection
61.5 Consulting catalogs
61.6 Making individual loans
61.7 Making loans for classes and meetings
61.8 Looking for information in other libraries

61.9 Following user training programs
61.10 Using the Internet
61.11 Reading (fiction, newspapers and magazines)
61.12 Knowing the news
61.13 Holding meetings, interviews

62. Does the library develop joint actions with the computer lab to train students in the use of electronic or digital information sources?
62.1 Yes   62.2 No

63. Does your school's faculty encourage the use of the library among students (does it offer research work, facilitates access to the library during class hours ...)?
63.1 A significant proportion of the school's teachers do it on a regular basis
63.2 A small number of the school's teachers do this on a regular basis
63.3 As a whole, it is carried out sporadically
63.4 The majority of the teachers encourage little or nothing the use of the library

VALORATIONS This last section wishes to know your appreciations on the different aspects of the library's operation: in your opinion, what works properly and what should be improved in the future?

64. In what ways do you think the library achieves satisfactory results? Check the three priority options:
64.1 Stimulating the taste for reading
64.2 Providing a variety of information resources related to the curriculum
64.3 Collaborating in student training in the use of information sources
64.4. Favoring the use of information and communication technologies
64.5 Facilitating materials for teachers to prepare classes
64.6 Providing professional information needed by teachers (legislation ...)
64.7 Centralizing and circulating utility information around the school (cultural ...)
64.8 Networking with other libraries

65. How do you value students' use of the library as to the participation and use of opportunities offered to them? Mark your answer with an X given the following scale:

	Awful (1)	Regular (2)	Good (3)	Very Good (4)
65.1 Reading fiction				
65.2 Search and use of different sources of information				
65.3 Information and communication technologies				
65.4 Involvement in library management and operation				

66. How do you value teachers' use of the library as to the participation and use of opportunities offered to them? Mark your answer with an X given the following scale:

	Awful (1)	Regular (2)	Good (3)	Very Good (4)
66.1 Encouraging reading practices				
66.2 Use of different sources of information and student training when using it				
66.3 Information and communication technologies				
66.4 Involvement in library management and operation				

67. In your opinion, what importance does the school community give to the library?

	None (1)	Little (2)	Reasonable (3)	A lot (4)
67.1 Management team				
67.2 Pedagogues				
67.3 Students				
67.4 Teachers				
67.5 Families				

68. In what ways do you want the library to improve? Mark your answer with an X, taking into account the following scale:

	Nothing (1)	Little (2)	Somewhat (3)	A lot (4)
68.1 To be more used by students and teachers				
68.2 To improve space and facilities (furniture, air conditioning, distribution, security, cleaning ...)				
68.3 To be provided with more electronic resources (Internet, access to educational databases, etc.)				

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68.4   That more financial resources were available to renew and update the collections / collections

68.5.   Extending library service hours

68.6   Doing better time planning for more visits with student groups

68.7   That the person responsible for the library had more time to work in it (full dedication)

68.8   That there were more support staff in the library

68.9   That there was a greater articulation between teachers and the library staff

68.10   That there was greater involvement on the part of the management team

68.11   To improve collaboration with other libraries, especially with public libraries

68.12   That there was a continued work plan in relation to reading and the library

68.13   That the school participates in innovation projects and specialized working groups

COORDINATION OF SCHOOL LIBRARIES BY THE EDUCATION SYSTEM. In this section, we are interested in knowing if the education system (municipal or state) coordinates in some way the libraries of the schools.

69.   The Secretariat of Education or any of its departments offers some sort of coordination (administrative, financial or technical) or support to the school library, in the form of investment in the collection, staff trainning, administrative meetings, for example?
69.1 Yes   69.2 No

70.   If so, systematically?
70.1 Yes   70.2 No
70.3 Which?

OVERVIEW: In this last section, we want to know your appreciations about the objectives of the school library, and about the possible contributions of it to school results.

71.   In your understanding, what should be the true goals of an ideal school library. Mark the five priority options with an X: (based on IFLA 1999 Manifesto retrieved from http://www.ifla.org/publications/iflaunesco-school-library-manifesto-1999)
71.1   supporting and enhancing educational goals as outlined in the school's mission and curriculum;
71.2   developing and sustaining in children the habit and enjoyment of reading and learning, and the use of libraries throughout their lives;
71.3   offering opportunities for experiences in creating and using information for knowledge, understanding, imagination and enjoyment;
71.4   supporting all students in learning and practising skills for evaluating and using information, regardless of form, format or medium, including sensitivity to the modes of communication within the community;
71.5   providing access to local, regional, national and global resources and opportunities that expose learners to diverse ideas, experiences and opinions;
71.6   organizing activities that encourage cultural and social awareness and sensitivity;
71.7   working with students, teachers, administrators and parents to achieve the mission of the school;
71.8   proclaiming the concept that intellectual freedom and access to information are essential to effective and responsible citizenship and participation in a democracy;
71.9   promoting reading and the resources and services of the school library to the whole school community and beyond.

72.   What else would you like to say about the school library in general or about the library in your specific school? Feel free: