

Evaluation and impact research of Project *Tô na Rede* (2014-2015)

Evaluation report: quantitative and qualitative stages

2016-2017

Evaluation Research Technical Sheet:

Executive coordination,
methodological design, training
of local researchers, fieldwork
monitoring, data analysis and
research report:

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1. What was the *Tô na Rede* Project in its first edition (2014-2015)

The *Tô na Rede* project was conceived as a pilot experiment in order to enhance library spaces as cultural and information points for communities in Brazil. The chosen methodological approach was a training process open to collective participation and construction, and its premise was the involvement of managers, librarians and other library employees with the local dynamics and communities where this culture equipment is inserted.

This choice enabled the development of a process permeated by experiences and practices, which sought to foster a purposeful participation and a critical reflection of the participants with regard to everyday situations, whether in work relations, in space management, or in socio-cultural mediation with the territories and their publics.

The training process and the educational project were designed aiming to address two dimensions. The first one, reflective-affective and with a more humanistic bias, was concerned with understanding how relationships of social integration took place in the activities developed in the libraries, involving not only the employees' relationships with one another but also their interaction with the library users and their communication with the surrounding communities. To that end, we had to identify what were the world views of the participants and with what values and beliefs they carried out their tasks as librarians, so that we could interfere in some situations that might bring changes, based on collectively shared experiences.

The second dimension, which we can call empiric-mobilizing, sought to give concreteness to the inquiries that the reflective-affective dimension brought to the surface during this process. Information and communication technologies (ICTs) were added to the project as tools for action and cultural mediation, both in the internal work relationships in the libraries and in the relationship with their users.

In order to work on these issues, a list was provided of subjects relevant to the qualification and the increase of the engagement in the field of cultural mediation and librarianship. The topics were converted into a program of interdisciplinary workshops (with varying durations and methodologies), with

practical activities guided by specialists in librarianship, psychodrama, social mobilization, group dynamics, body language, local mapping, public policies, information technology, computer science, communication and educommunication. These professionals were identified in the project as facilitators of the topics covered.

In this regard, content and practices were created in these workshops aiming to support the actions of employees, both inside and outside the libraries. The strategies used were based on dialogues with:

- psychodrama, for the construction of a cohesive group, to elucidate situations of conflict related to work and sociability relationships between employees and with users;
- body and artistic languages and oral history, to work on the subjective dimensions of each one and to create a sense of community among the groups of employees trained by the *Tô na Rede* project;
- local mapping to encourage social actors of the surroundings to have a dialogue with libraries; reveal local socio-cultural diversity; establish partnerships that promote development (economic, cultural, educational, human and community); expand the actions of libraries in their neighborhoods; identify, organize and catalog local cultures; point out possible public policies based on local demands;
- digital culture, being tangent to information technologies in the potential uses of publishing software, the Internet and information management tools, such as: collaborative maps, georeferencing, browsing the *Tô na Rede* web site, text editing software, spreadsheets and other;
- communication technologies to promote the conscious use of the internet and social networks as tools for disseminating library actions;
- educommunication, to create critical and credible contents of local realities, involving several social actors.

As it was a methodology open to participatory processes, the facilitators incorporated methodologies of their own areas of knowledge in the workshop

experiences with the participants that were guided by the following programmatic contents:

Workshops held at <i>Tô na Rede</i> (2014-2015)	210 hours
Block I – Self-knowledge, the other and the library: building the group	30
Block II – Information and Communication Technologies – ICTs I	12
Block III – Ethics and citizenship	18
Block IV – Recognition of talent	24
Block V – Knowing to transform: sociocultural mappings	48
Block VI – Information and Communication Technologies – ICTs II	24
Block VII – Educommunication I	54
Block VII – Educommunication II	

* total 246 hours including field activities in the period of training in local mappings

In this process, each facilitator contributed with their skills, methodologies and experiences. As the exchanges between facilitators and participants took place, the sociability relationships were transformed. At times, under the pressure of the revealed conflict; at others, by the epiphanies of discovering a work colleague, a new territory, another reality, other social actors.

Another aspect that we sought to understand in this process was the profile of the employees participating in the project. In this respect, a quantitative and qualitative questionnaire was developed, which was applied in the first training block, *Self-awareness, the other and the library: building the group*, and enabled us to analyze data concerning professional qualification, schooling, jobs held, activities performed, skills, and interactions with information and communication technologies (ICTs). This questionnaire data is presented in this publication in II - Managers profile and III - Skills and integration of information and communication technologies (ICTs).

The questionnaire data were starting points for evaluating their declared skills. However, in practice and in the melee of the workshops, we realized that the realities were even more complex, both in human relationships, and in the infrastructure and capacity of the State. These issues, however, only came to light in

the training processes with the facilitators or in contexts of collective mobilization to carry out activities planned remotely. Important perceptions, which revealed some topics for reflection, achieved from the workshops held and discussed collectively by the technical team of the project.

Some of these topics were addressed in the following chapters, from clippings that were grouped by similarity and dealt with in the workshops and while organizing the public event for the presentation of the library, after the employees' training process.

1.1. Cities chosen for the implementation of the pilot project

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

These differences are mainly reflected in the local scenario of each region that is directly linked to a socio-cultural and socioeconomic context, which profoundly influences the role of culture equipment in the territory - in this case, public libraries. The table below shows some comparative data between the chosen cities.

Data	Arapiraca AL	Belém PA	São Paulo – SP	São Paulo – SP **Borough Campo Limpo
Population	214,006 inhab.	1,393,399 inhab.	11,253,503 inhab.	607,105 inhab.
Demographic density (inhab/km ²)	600.83 (inhab /km ²)	1,315 (inhab /km ²)	7,398 (inhab /km ²)	16,542 (inhab /km ²)
Territorial unit area (km ²)	352.000 km ²	1,059.458 km ²	1,521.110 km ²	36.7 km ²

Biome	Caatinga and Atlantic forest	Amazon region	Atlantic forest	Atlantic forest
Average income	450.90	876.92	1,499.57	958.78
***IDHM	0.649	0.746	0.805	0.806

Source: CPS/FGV based on data from the 2010 Census / IBGE.

** Source: Secretariat of Boroughs of the Municipality of São Paulo.

*** Municipal Human Development Index.

Offer of public libraries in chosen cities

Data	Arapiraca AL	Belém PA	São Paulo SP	São Paulo – SP Borough Campo Limpo
*Network of public libraries by State	95	144	632	---
Network of public libraries by municipality	**11	***71	107	02
Libraries assisted in the <i>Tô na Rede</i> project	10	02	02	02

* Source: Number of Libraries in Brazilian Municipalities - Federation Units – 2012 – IBGE

** Of a total of 11 libraries, we have: 9 public libraries; 01 private library; 01 community library. *** Of a total of 71 libraries, 69 are school libraries.

2. Evaluation Research of the Impact of the *Tô na Rede* Pilot Project

2.1. Research Objective

This research involves the design, development and application of tools for the **evaluation process and any impacts generated by the pilot project *Tô na Rede* Program (2014-2015)**, implemented in the cities: Arapiraca - Alagoas; Belém - Pará; São Paulo (extreme south) - SP.

The demand was to create an **evaluation process and participatory monitoring**, from library-based and remote activities, giving priority to empirical experiences with employees of public libraries in the above mentioned cities, which participated in the pilot project *Tô na Rede* (2014-2015) .

Some of the guidelines of the evaluation process were based on the suggestions made by consultant David Streatfield (from the Bill and Melinda Gates Foundation) for the qualitative dimension, as well as on the suggestion of the CIMS Survey, which indicated a set of questions that are present in the methodological design of the research, with a formulation adjusted and incorporated into a form (questionnaire), so that the local realities can be captured.

The research sought to work with both quantitative and qualitative data, not only to highlight numerical spectra, but also to capture the qualitative dimensions in which the project caused changes in the everyday life and collaborative work practices of the social actors (involved directly and indirectly) as well as in the professional, affective and self-reflection relationships of the participants.

It is important to point out that the research was guided by analytical guidelines, which resulted in an extensive evaluation of the process documentation, which can be verified in the Report for a Guide to Participatory Methodology for Public Libraries: *Tô na Rede*. The second guideline was the contextual clipping of each city, which involved both an institutional view of the offer of public services in each local and a political view, which sought to analyze the participation and interaction of the public structure to which these libraries are allocated. The results in each of them were different, so the research sought to assess the local specificities for the design of tools, especially for monitoring and training the participants in the *Tô na Rede* project.

In this way, the research focused on the application of qualitative and quantitative methodologies with theoretical basis, carried out in the three cities (Arapiraca, Belém, São Paulo) to generate data that allow the comparison and evaluation of the *Tô na Rede* Project and its possible impacts. The research was divided into two stages.

2.2. Quantitative stage

On-site application of data collection tools - questionnaire (SP, AL, PA), through interviews with a closed-ended quantitative questionnaire, which enabled

to measure quantifiable aspects of the project, such as: number of participants, educational level, gender, activities developed from the training carried out with public managers in the libraries chosen by the project, among other important aspects, for a more objective understanding of the process.

For this quantitative part of the research a common questionnaire was developed for the 03 cities, which was systematized by means of an online form (Lime Survey) with database programmed to generate general tabulations among the cities, from the following evaluation lines:

- 1) Profile and characterization of research participants
- 2) Characterization of the infrastructure of the participating libraries, according to the perception of the employees
- 3) Evaluation of the use of information and communication technologies – ICT's
- 4) Evaluation of the interpersonal relationships and personal growth of the participants of the *Tô na Rede* Project
- 5) Evaluation of mediation relationships with audiences and territories

2.3. Qualitative stage

The second stage of the research identified the qualitative aspects fostered by the project. Since they are not measurable aspects, as this stage is about capturing more subjective spheres of life, such as feelings of self-esteem, belonging, among other elements, that transcended the initial objectives of the project, these two stages took place at different times of the research and both involved on-site fieldwork. The qualitative stage took place through mediation groups with focal issues that guided the evaluation process of the group of employees and the impacts of the project.

2.4. Stages of research development

- a. Plan the methodological design of the process of evaluation and monitor the impact generated by the *Tô na Rede* Project;
- b. Evaluate the tools and data generated by the pilot project, in order to leverage the information generated;
- c. Create evaluation and monitoring tools, which should incorporate the various aspects of the project from the standpoint of the participants of the course, of communities, partners and library users.
- d. Identify the study universe and informants;
- e. Define the audience, sample, and sampling procedures that will be employed;
- f. Determine the sources of information that will be used (secondary and primary data);
- g. Prepare a plan to carry out the field work (data collection);
- h. Prepare a plan to analyze the information that will be collected;
- i. Develop a methodology for on-site and remote monitoring;
- j. Systematization and data processing;
- k. Create corporate data;
- l. Prepare report (s) with findings and recommendations;
- m. Disseminate and use the conclusions with different audiences, such as employees, users, funders and partners;
- n. Train managers to build local teams that should multiply the application of research.

2.5. Building a local team (Belém, PA): local researchers and coordinators

Another challenge of the research was to build a local team in the city of Belém, comprising four local researchers, who participated in the pilot phase of the *Tô na Rede* Project, through the Arthur Viana and Avertano Rocha Libraries. In addition to participating in the *Tô na Rede* pilot project, other criteria were defined so that the profiles of these employees were aligned with the needs of the research

and coordination, and local mobilization. Thus, two profiles of local employees were determined. The first profile was that of a research assistant, who should be involved in some way with the university through graduation, post graduation, extension projects, or representation in academic directories students. The second profile was that of coordinators and local producers. Their job was to coordinate and mobilize the partners, the youth and the library staff to participate and organize themselves for the evaluation process, organizing the local agenda together with the research coordinators and the Institute of Relational Policies - IPR. Another task demanded of these employees was to prepare the spaces and adequate infrastructure to carry out the fieldwork activities of the research.

In the process of training these players, some different aspects of training were contemplated, including specific areas of librarianship (organization and systematization of information, among other related subjects), digital literacy for database operation and information tools, fieldwork training, activities planning, schedule organization, interview techniques and quali-quantitative methodologies, some of which were worked on during the 8 months to be used in the territory and to provide fieldwork assistance.

Some library employees were willing to contribute to the evaluation research as coordinators or field researchers, which was essential for institutional mediation, for the follow-up to meetings and for the research activities carried out by the local team.

2.6. Research activities developed by the local team (Belém, PA)

- a. Participation in training activities, to collaborate in the actions provided for in the research;
- b. Collaboration in carrying out the activities of the field research as regards logistics and people coordination, so that the field actions could be carried out in the best possible conditions;
- c. Collaboration in research data collection;
- d. Collaboration in application of questionnaires during the quantitative stage;

- e. Collaboration in the qualitative stage of the research;
- f. Coordination of local partnerships so that they engage in the research process and in the process of strengthening the actions of the Arthur Viana and Avertano Rocha Libraries;
- g. Mobilization of the research audiences;
- h. Collaboration in the process of data collection and strengthening of territories, during the phase of internalization of the actions of the Arthur Viana Library by the State of Pará (these actions took place in parallel with the specific research activities);

3. Building the analysis samples:

3.1. Quantitative stage sample

Sample consisting of librarians, library employees, public managers, other professionals (public authority) that participated in the pilot training project *Tô na Rede*. Participants gave the information supplied in the interviews freely and spontaneously.

The Research Team left participation at the discretion of each one and respected those who didn't want to be interviewed. Thus, the final sample is a spontaneous movement whose objective was to evaluate the adhesion and the affective bond with the pilot project *Tô na Rede*.

Another point to be taken into account in this stage was to consider participants who were able to talk about their impressions about the project, those who had attendance and participation equal to or greater than 40%, in order to balance any asymmetries in the sample control, predicting a minimum attendance which we considered to be representative to build analysis fields.

Therefore, based on the concrete results we achieved from the attendance of 40% of the total course, we arrived at a total of 102 possible respondents. However, the attendance was just over half, i.e., 54 participants. Arapiraca was the city with the highest adherence rate to the interviews, 56%, followed by Belém with 51%, and São Paulo with 50%.

Sample participants per city – in-depth interviews

City/ Participants	Participants enrolled in the pilot project <i>Tô na Rede</i>	Participants who completed more than 40% of the course **	Sample of research participants *	Sample percentage
Arapiraca	70	39	22	<u>56%</u>
Belém*	72	49	25	51%
São Paulo	25	14	07	50%
Total	167	102	54	52%

* In this stage 02 employees of the Avertano Rocha Library participated both in the pilot project and in the interviews.

** Group built with the participants who obtained 40% or more of attendance in the training and who agreed to be interviewed for the evaluation of the pilot project.

3.2. Qualitative stage sample:

Mediation groups were organized with focal themes, involving: local partners mapped in the *Tô na Rede*, young people who participated in the educommunication block, and participants of the *Tô na Rede* training pilot project that answered the interview questions.

At this stage, the sample mobilized the group of employees interviewed in the quantitative stage and other players who interacted with the training process in a more indirect way, such as a group of young people selected to participate in the educommunication training and partners who were mapped and contacted during the pilot project and later. The pilot project respondents and other partners of the pilot project were invited to participate in mediation groups with focal themes, in order to evaluate the pilot project *Tô na Rede*.

In Arapiraca we organized a mediation group with the staff from the libraries that participated in the interview stage. At the time of the fieldwork (November 2016) almost half of the respondents no longer worked in the libraries, which impaired their access and possibility of participation. Even so, we were able to guarantee a sample of 50% of the group of respondents. In Belém, 64% of respondents participated in the first mediation group, reserved only to library staff.

It is worth noting that two employees of the Avertano Rocha Library participated in the Arthur Viana library group, as they both integrated the pilot project in the Arthur Viana Library as multipliers of the project in the Arthur Viana Library. Only in Belém did young people and mapped partners participate in the project. This was because the project was further developed to give continuity to the actions of local partnerships and coordinators, which strengthened networking and actions in the insertion territories of the libraries, mainly in the Avertano Rocha Library, which currently has a socio-cultural center of social actors extremely committed to the library and vice versa.

In São Paulo we couldn't hold any mediation group, since the libraries coordination didn't open their agenda for the activity to take place and were not willing to have a conversation.

Sample participants per city – mediation of focus groups

City/ Participants*	Sample of interview respondents	Focus group: Participants of Pilot project <i>Tô na Rede</i>	Mapped local partners	Young people who participated in the pilot educommunication module <i>Tô na Rede</i>	Total Quali Stage
Arapiraca (01 group)	22	11	0	0	10
Belém (03 groups divided between the libraries Arthur Viana and Avertano Rocha)	25	16** 11***	3** 22***	3** 1***	37

* The qualitative stage didn't take place in the city of São Paulo. In Belém, the qualitative stage took place with groups formed in the two libraries.

** Arthur Viana Library

*** Avertano Rocha Library

Finally, it is worth mentioning that the constitution of the final samples is a reflection of the project management by public managers in coordination positions

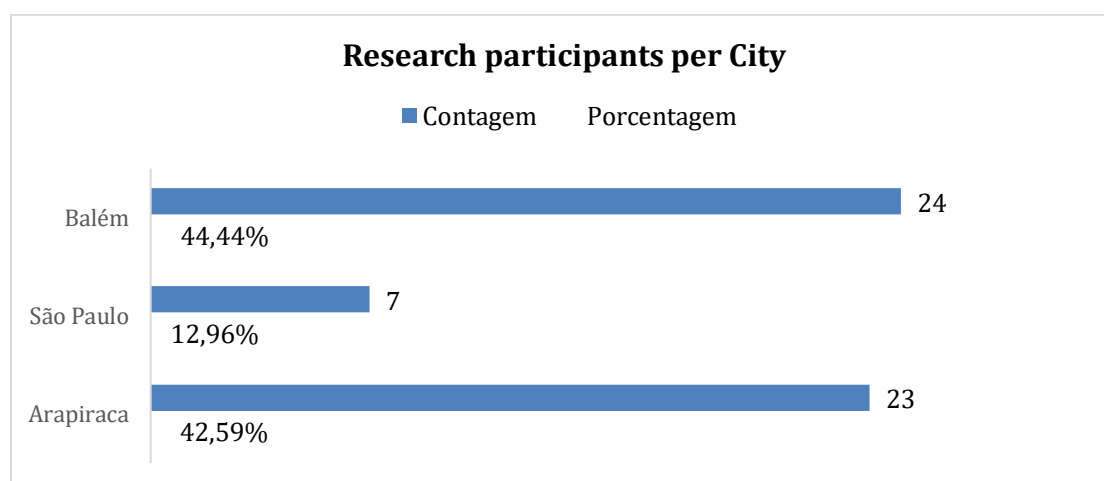
and of the institutional and political arrangements of the municipalities benefited by the project. This issue will become clearer in the data analysis, which deals with the institutional profiles and libraries that participated in the pilot project.

4.0. Profile and characterization of survey sample participants

The objective of blocks of questions was to characterize and understand the trajectory of the research participants. In this way, we constructed questions that could outline the social profile of the employees who participated in the research.

More than 40% of the participants of the research and impact evaluation of the *Tô na Rede* Project were successful in using the training modules, which took place in 2014-2015.

In the city of Belém, we had the perceptions of 24 respondents, which accounted for 44% of the sample participants. In São Paulo, we had 7 participants, corresponding to 12.96% of the sample participants. In the city of Arapiraca we had 23 respondents, corresponding to 42.59% participants of the *Tô na Rede* training course. Finally, the sample consisted of 54 participants of the training course, according to the overall total, resulting in a sample of 100% of the respondents.

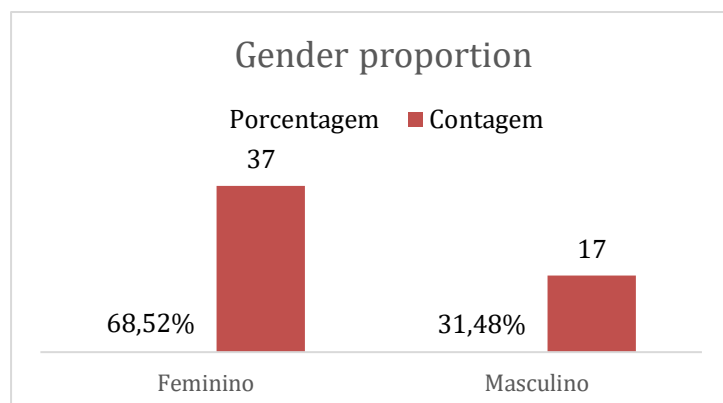


* Sample built with participants who obtained 40% or more attendance in training and who agreed to be interviewed for the evaluation of the pilot project.

**Sample : total sample (54)

4.1. Participants by gender in the research

Regarding the participants of the research, 37 female respondents (68.52%) and 17 male respondents (31.48%) were interviewed. These figures show a significantly greater female attendance in the spaces of public libraries.



As we detail the gender ratio in each city, Arapiraca has the highest proportion of women holding positions in public libraries, which is due to the fact that these positions are held by public school teachers, which in the case of Arapiraca are mostly women. In Belém and São Paulo the proportion is more balanced, although the number of women is still higher in both cases.

Participants by Gender

City	Male	Female
Arapiraca	03	19
Belém	10	15
São Paulo	04	03
Total	17	37

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

4.2 Participants with Disabilities

The research found that 3 participants from Belém are visually and hearing impaired. These employees are located in the Braille Sector of the Arthur Viana Library.

Participants with Disabilities

City	Disabled	Non-Disabled
Arapiraca	0	22
Belém	3*	22
São Paulo	0	7
Total	3	51

*Sample : Arapiraca (22); Belém (25); São Paulo (07) ; total sample (54)

3* 02 people visually impaired, 01 person hearing impaired.

4.3. Traditional Peoples

With regard to the presence of participants from traditional peoples, indigenous people and quilombolas were present in the cities of Arapiraca and Belém.

Traditional Peoples

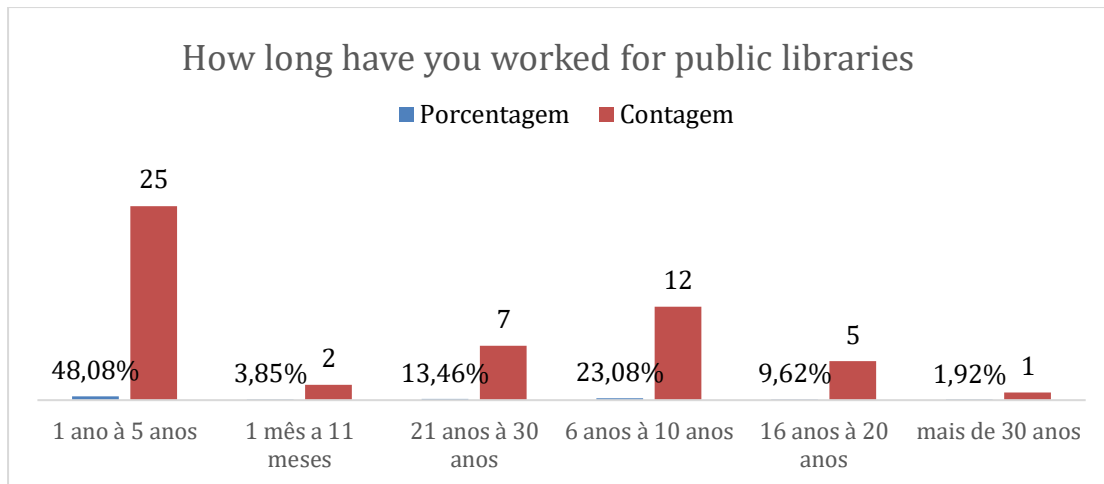
City	Indigenous people	Quilombola communities	Riverside communities	Other
Arapiraca	2	1	-	-
Belém	1	2	-	2
São Paulo	-	-	-	1*
Total	4	3	-	2

* Participant reported that his grandmother came from Angola.

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

4.4 Working Time in Public Libraries

The research showed that 48.08% of participants have worked in public libraries from 1 to 5 years, 23.08% of respondents have worked from 6 to 10 years, and 13.46% have worked from 21 to 30 years in libraries.



As we detail the number of years worked in public libraries per city, we learn that the majority of Arapiraca participants have worked from 1 to 5 years. This number is due to the fact that the project of digital libraries in neighborhoods is new and also because there is a high turnover of employees, who are teachers from public schools occupying positions in Arapiraca's libraries. The city of Belém has employees who have worked on average 1-10 years in the librarianship area, and there are employees who are civil servants and have been working in public libraries 21-30 years.

Working Time in Public Libraries

City	1 - 11 months	1 - 5 years	6 - 10 years	11 - 15 years	16 - 20 years	21 - 30 years	Over 30 years
Arapiraca	1	18	1			1	
Belém	1	6	9		4	3	1
São Paulo		1	2		1	3	
Total	2	25	12		5	7	1

*One respondent in Belém and one in Arapiraca didn't answer this question

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

4.5 Position held in the library

As regards the positions held in libraries, 42.59% of the respondents are civil servants, in the three cities. With regard to public school teachers, this position was part of the research in Arapiraca, since a large part of library employees are public school teachers. The table below shows the proportion of positions per city.

Position held in the library

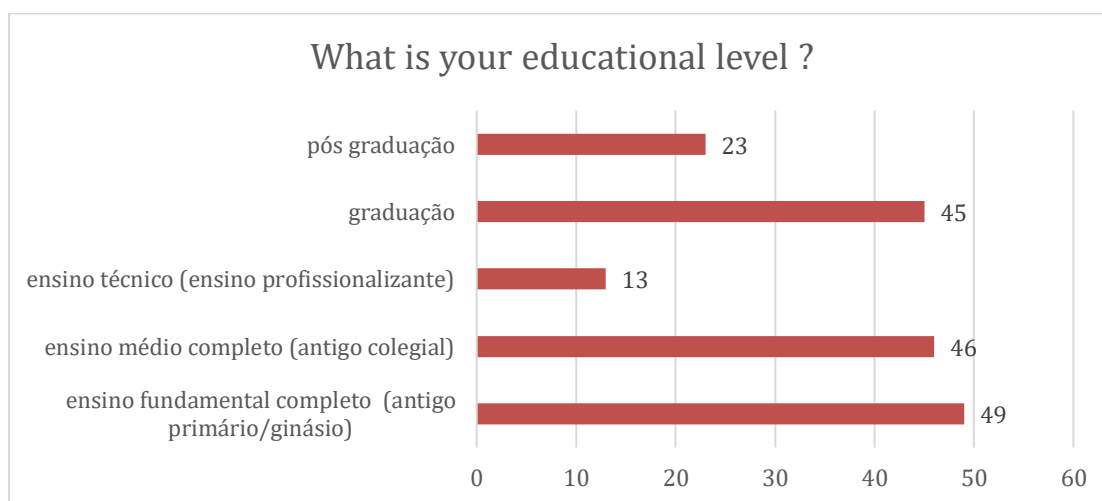
City	Civil servant	Public school teacher	Trainee	Outsourced	Workshop instructor	Social Educ.	Consultant	Effective Pub. Sch. Teacher	Volunteer	Other*
Arapiraca	3	10	1					3		5
Belém	15		4	1				1	1	3
São Paulo	4			1						2
Total	22	10	5	2				4	1	10

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

Other* commissioned (5), temporary (2), retired (1), hired (2)

4.6. Educational level

Regarding the educational level of all the participants of the research, 83.33% of respondents in the three cities have an undergraduate degree (in various areas of knowledge) and 42.59% have taken postgraduate courses.



When we examine the data by city, we find that the numbers of undergraduates and postgraduates are limited to the cities of Arapiraca and Belém. In the city of São Paulo, most library staff have a high school degree, and only library coordinators have a college degree.

Educational level

City	Compl. Elem. School	Compl. High School	Vocational School	Undergraduate	Esp. Lato Sensu	Master degree	PhD
Arapiraca	22	22	1	20	13	1	-
Belém	25	25	3	20	6	1*	-
São Paulo	7	7	1	2	-	-	-
Total	54	54	4	41	20	2	0

*Sample: Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

1* master's in progress.

As for the status of the progress of employees' education, 93.31% of the sample completed their studies.

Educational level – Status Graduation

City	Completed	In Progress	Not completed
Arapiraca	18	1	1
Belém	17	3	
São Paulo	2	1	
Total	37	5	1

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

4.7. Extra Work Activities

Another question that the research asked its participants was about the extra work activities that they perform in their daily life and in their time off. The objective of the question was to verify if the participants bring actions of their daily life to their work practices in the libraries. So we learned that most of the participants have actions focused on artistic practices and cultural expression. Their actions also included physical activities, most of which were justified by medical problems. Other activities involve language courses and computer science.

Extra Work Activities

City	Artistic Languages	Cultural Expressions	Physical Activities	Other Activities
Arapiraca	16	8	15	19
Belém	17	16	14	20
São Paulo	2		3	4
Total	35	22	32	43

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

5.0. Characterization of the infrastructure of the participating libraries according to the perception of the employees

The objective of this block of questions was to understand, from the participants' perceptions, how they evaluate the infrastructure conditions offered by the libraries to develop their work and to allow users to enjoy the libraries' spaces. The table below shows the participants' evaluation, which was divided into: architectural aspects; furniture and office supplies; equipment; access to the internet, and access to software.

Available Infrastructure in Libraries *

Infrastructure/ City	Arapiraca	Belém	São Paulo	Total
<i>Architecture</i>				
adequate architecture	11	9	4	24
adequate lighting	16	10	5	31
meeting room	9	16	2	27
<i>Furniture / Office Supplies</i>				
work station	8	18	3	29
office supplies	16	22	7	45
desk and chair	20	21	7	48

Transportation	0	13**	0	13
Telephone	3	22	4	29
<i>Equipment</i>				
Computer	15*	24	7	46
Audiovisual equipment	17	20	1	38
e-books	13	05	3	21
Printer	12	19	7	38
Scanner	3	17	0	20
Tablet	16	2	4	22
<i>Internet</i>				
Connection with internet	12	22	5	39
Wi-fi	9	17	1	27
<i>Software</i>				
collection management system	1	20	5	26
administrative management system	0	18	0	18
accessibility software	0	10	1	11
Other	3	6	2	11

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

** although there are computers, in some cases they are not in working condition

*** Transportation is for teams when they need to perform activities outside the Arthur Vianna Library

****Other infrastructures available in the Libraries: record library / Braille; air conditioning; room for the visually impaired; mini audio visual laboratory; web cam; toy library; comics library; pantry service; shelves; telecenter; SGT system (user registry).

5.1. Condition of computer equipment

Another question asked in this block was about the conditions of the computer equipment available for the employees to carry out their work in public libraries and for its use by public users.

In the city of Belém and São Paulo, the majority of participants (47.6%) evaluated the equipment condition as adequate, although the programs, computers and software were outdated. In Arapiraca, however, the great majority evaluated the condition as bad, since most of the equipment is broken.

The condition of use of the equipment reflects the lack of use and practices with the ICTs (information and communication technologies), since there are no ideal conditions to apply the knowledge disseminated during the training process for the Project *Tô na Rede*.

Condition of computer equipment

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

City/ Condition	Excellent, since it offers updated equipment and programs	Good, because it offers adequate equipment with outdated programs	Bad, because it offers outdated equipment and programs	Very bad because most of the equipment is broken	No answer
Arapiraca	3	6	3	9	1
Belém	1	12	10	0	2
São Paulo	0	6	1	0	0
Total	4	24	14	9	3

6.0. Evaluation of the use of information and communication technologies - ICTs

This block of questions refers to the ICT (information and communication technologies) training activities taught during the training course for the *Tô na Rede* Project. As the course had a great hourly load dedicated to the subject, we divided the evaluation into two parts. The first one is to understand how employees had their first contact with ICT and how they have used it in their everyday lives. This understanding is necessary in order to evaluate how the participants fit into this pattern of access to information and communication in their lives, since during the research it was found that a large number of participants are digitally excluded from the information society. The second part refers to how employees use these tools in their work in the libraries and how they have used ICT training in the *Tô na Rede* Project.

6.1. Use and Access to ICTs

During the ICT training modules, the facilitators realized that many of the participants of the *Tô na Rede* Project were digitally excluded. So the research sought to understand the level of exclusion of employees in the communication media. To the surprise of the research, it was found that 29.62% of the respondents had a more objective contact (training) with computers and the internet for the first time in the *Tô na Rede* Project. This data is most striking in Arapiraca, where this rate is over 50% of respondents. The claim of many of the respondents is that they don't have to deal with information technology to do their work, especially the teachers who migrated from classrooms to neighborhood libraries in the City of Arapiraca.

Where they used a computer for the first time

Place	Arapiraca	Belém	São Paulo	Total
At home	06	07	02	15
At school, university or college	05	08	-	13
At workplace (this library)	-	03	-	03
At workplace (other)	-	03	02	05
Public internet points (libraries, telecenter, free internet in cultural equipment, social assistance centers, squares)	-	-	-	-
Lan house	01	01	-	02
Don't remember	-	-	-	-
Never used a computer	-	-	-	-
School/ private computer course	07	02	02	11
**Other	10	03	03	16

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

**Other places that were mentioned: Project *Tô na Rede*

As to the daily use of computers, the vast majority make use of the equipment in the workplace or at the university.

Place where they use computers

Place / City	Arapiraca	Belém	São Paulo	Total
At home	21	21	04	46
At school, university or college	02	09	-	11
At workplace (this library)	04	20	06	30
At workplace (other)	04	05	01	10
Public internet points (libraries, telecenter, free internet in cultural equipment, social assistance centers, squares)	01	05	-	06
Lan house	01	02	02	05
Other	02	03	-	05
Don't use computers	01	-	-	01

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

As to the first access to the internet the case is less serious, because the vast majority use the Internet on their smartphones, although the use is more directed at personal things, like social and other networks.

Where they accessed the internet for the first time

Place / City	Arapiraca	Belém	São Paulo	Total
At home	09	06	02	17
At school, university or college	02	06	-	08
At workplace (this library)	02	04	03	09
At workplace (other)	02	02	02	06
Public internet points (libraries, telecenter, free internet in cultural equipment, social assistance centers, squares)	-	-	-	-
Lan house	02	02	-	04
Don't remember	-	01	-	01
Never accessed the internet	-	-	-	-
Other	05	04	-	09

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

Other places where they accessed the internet for the first time: Project *To na Rede*

Places where they access the Internet

Local/Cidade	Arapiraca	Belém	São Paulo	Total
At home	21	20	06	47
At school, university or college	02	10	-	12
At workplace (this library)	07	22	07	36
Public internet points (libraries, telecenter, free internet in cultural equipment, social assistance centers, squares)	01	04	-	05
Lan house	1	02	02	05
On smartphone	16	20	04	40
Never access	-	-	-	-
Other	05	03	1	09

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

6.2. Use of ICT's in everyday activities at work

As for the frequency of use of technologies in the work routine, the vast majority of respondents in the three cities report the use of information resources at least 3 times a week. In the city of Arapiraca, however, there are employees that never use information technology. When asked about the reasons for not using it, the answers were: lack of access to technologies and equipment. In Arapiraca, for example, no library has internet access and much of the equipment is broken or out of date.

Frequency of Use of ICT at the Workplace

Frequency/City	Arapiraca		Belém		São Paulo		Total	
	Comp.	Intern.	Comp.	Intern.	Comp.	Intern.	Comp.	Intern.
Every day	10	7	24	22	7	7	41	36
About 2-3 times a week	05	02	-	01	-	-	05	03
About once a week	02	05	-	-	-	-	02	05
About once every 3 weeks	01	-	-	-	-	-	01	-
About once a month	01	02	-	-	-	-	01	02
Never	02	04	01	-	-	-	03	04
Don't know	01	02	-	02	-	-	01	04

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

6.3. Evaluation of Information Technology Workshops

This part of the research focused on evaluating the skills that the participants interviewed for the *Tô na Rede* Project developed or deepened after attending computer workshops, use of internet tools for communication and dissemination.

As to the ICT workshops, there were many complaints from respondents about the hourly load offered, especially in the city of Arapiraca. They pointed out that it was important to reevaluate the hourly load and contents taught; they felt that the time was scarce and that the workshop instructors presented very complex contents considering the knowledge of participants in general. However, for the participants who were more familiar with the information and communication

technologies, the contents were better assimilated but they they still pointed to the need to increase the workload.

When asked about the skills developed in ICTs from the training of the *Tô na Rede* Project, the respondents pointed to four main tools: to operate text editing programs and spreadsheets - 22.2% pointed out as a developed skill, although they only learned the basics, so they underline the importance of learning more about it. The use of social networks (Facebook) - 27% of the sample report having developed the potential of networks through the *Tô na Rede* project, especially personal broadcasting. The use of search and broadcast tools on the web (Youtube, google) - 20.37% of respondents said they had their first contact with these tools through the *Tô na Rede* project. Finally, the skill most developed by the respondents was the use of communication tools, especially Whatsapp - 38.8% of participants started to communicate with their co-workers more efficiently.

Skills developed with the ICTs through the *Tô na Rede* Project

Skills / Cities	Arapiraca	Belém	São Paulo	Total
Use computers and access the internet	05	01	01	07 = 12,9%
Send / receive e-mails	02	01	01	04 = 7,4%
Operate text programs, spreadsheets and presentations (for example, word, excel, power point)	06	05	01	12 = 22,2%
Use social networks (for example, Facebook, Twiter)	07	06	02	15 = 27,7%
Browse and search using web tools (for example, Youtube, Google, Wikipedia)	03	07	01	11 = 20,37%
Use communication software (for example, Skype, Watsapp, Telegram)	10	11	-	21 = 38,8%
Use other online services (for example, e-banking, pay bills, buy goods and services)	02	01	-	03 = 5,5%
Operate the mapping of library partners on the site of the <i>Tô na Rede</i> project	0	2	1	3 = 5,5%
None of the above	03	03	02	08 = 14,81%
Don't know	-	01	-	01 = 1,85%

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

To evaluate the overall ICT training process and understand what were the strengths and weaknesses of the process, we created some criteria to detail the process in a more qualitative way, rating it as excellent, good and poor. They include: time to work the contents offered; address contents in line with local realities; workshop methodology and infrastructure. Detailed evaluation tables are shown below:

Excellent evaluation – ICTs Workshops

Justification / City	Arapiraca	Belém	São Paulo	Total
Had enough time to work on the contents	-	01	01	02
Addressed the right contents, promoting dialogues with real life	02	02	01	05
Practical activities were sufficient for learning	-	01	01	02
The teaching methodology was excellent and easy to understand	-	02		02
Infrastructure was adequate	-	02	01	03
Other	-	-	01	01

*Sample : Arapiraca (22); Belém (25); São Paulo (07)

Good evaluation – ICTs Workshops

Evaluation/City	Arapiraca	Belém	São Paulo	Total
There could be more time to work on the contents	15	16	-	31
They addressed the right contents, but with few dialogues with real life	08	06	01	15
There could be more practical activities	08	17	-	25
The teaching methodology was good, but far from the reality of the participants	08	07	01	16
The infrastructure was adequate throughout the training	03	13	01	17
Other	13	8	01	22

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

Poor evaluation – ICTs Workshops

Evaluation / City	Arapiraca	Belém	São Paulo	Total
Time was not enough to work on the contents	03	01	02	06
Contents didn't talk to reality	01	-	01	02
There were too few practical activities	01	01	01	03
Teaching methodology was weak and far from the reality of the participants	01	-	01	02
Infrastructure was inadequate	01	01	03	04
Other	03	01	03	07

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

In the overall evaluation of the ICT workshops, we have the following proportions: 9.25% excellent, 66.6% good, 16.6% poor, and 7.1% of respondents didn't want to give their opinion. However, almost all of them pointed to the improvement of the hourly load and the acquisition of adequate equipment and software.

Overall evaluation of Information Technology Workshops

Evaluation /City	Arapiraca	Belém	São Paulo	Total
Excellent	02	02	01	05
Good	16	19	01	36
Poor	03	01	05	09
No opinion	01	03	-	04

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

Other comments from participants on ICT workshops:

- Lack of focus
- People were closed for new knowledge
- Drew us away more than brought us together
- Right contents, but they didn't have a dialogue with real life / good methodology, but far from the reality of the participants
- The software used by the library is Alexandria, which was not dealt with in the training
- There should be more emphasis on programs like Word, Excel, Power Point
- Teaching methodology was good, but far from the reality of the participants
- Insufficient computers with English software (Linux) and unknown to participants
- Facilitator with a difficult speech
- Lack of teaching material
- Infrastructure was inadequate throughout the training / people should have practiced after the module they had been taught

6.4. Training results - ICT workshops

Other questions asked of the respondents were about the improvement of activities and greater use of ICTs in libraries. According to the answers, 65% said they had improved their activities and 46% said they used tools more often in the libraries. With regard to library users, 56% of respondents said that communication has improved after they have joined the project, and the same is true for communication among library staff. About 72% of respondents reported that they have created internal communication tools.

Has the use of ICTs, after training, improved your activities in the Library?

	Arapiraca	Belém	São Paulo	Total
Yes	14	18	03	35 = 65%
No	08	07	04	19 = 35%

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

After the training, do you use more the ICTs in the Library activities? (E15)

	Arapiraca	Belém	São Paulo	Total
Yes	10	13	2	25 = 46%
No	12	12	5	29 = 54%

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

Has the communication with the Library users improved after the *Tô na Rede* project?

Yes,No/Cities	Arapiraca	Belém	São Paulo	Total
Yes	15	12	03	30 = 56%
No	07	13	04	24 = 44%

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

Creation of Means of Communication among Employees

Yes,No/Cities	Arapiraca	Belém	São Paulo	Total
Yes	21	15	03	39 = 72%
No	01	10	04	15 = 28%

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

Services and Communication Actions provided after the Project

Services or Actions / Cities	Arapiraca	Belém	São Paulo	Total
Telecenter / infocenter	-	09	04	18
Campaigns for dissemination of library activities through digital means	04	17	01	22
Dissemination of public and community services through digital means	04	12	-	16
Other	02	01	-	03

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

Other services mentioned:

search on the Internet

word of mouth

inclusion of Braille in the external activities of the library, especially in the internalization process

7.0. Evaluation of interpersonal relations and personal growth of the participants of the *Tô na Rede* Project

In this section of the research, we used the focus groups methodology to emphasize the group training process experienced by *Tô na Rede*'s library staff, in terms of both professional and personal aspects, and to assess how this impacted the daily lives of managers, their relationship with the group members, and their interaction with the public.

For a better understanding, the focus group started a process from the inside out, questioning their actions, the knowledge of themselves, and their functions as professionals in this area.

In this respect, the Project *Tô na Rede* was an opportunity to carry out more than just a sporadic action, triggering a collective process that carried an enormous potential to combine the possibilities opened by the conscious use of new technologies with social technologies.

The valuation of individual talents - not always evident - was also another strategy to increase self-esteem and highlight the importance of these practices in the professional performance of each one. Other techniques emphasized include the

processes of relaxation, release and discovery of the body. Body dimension, in these participatory processes, opened possibilities of more intense interaction between the participants. The practice of relaxation, yoga, dance and other body expressions seemed quite positive; even the most timid or those with a "stiff body" have thrown themselves into motion, succeeding in overcoming some barriers and thus expanding human interactions, and creating a context of solidarity and respect for the other.

This was very important for the groups, and the three cities assessed that this moment of looking at themselves as talents made them bring up the desire to share and get to know each other better. Everyone enjoyed working with their life trajectories.

In this respect, we conclude that the dynamics that involved themes and techniques related to oral history, body expression and the means of artistic, cultural and scientific representation, need to be valued. Such valuation must occur not only in body work as a method of relaxation, but also in other processes of subjectivation - whether through body approach or other means of expression - to discuss sensitive subjects, such as issues related to self-esteem, which require a more careful look. This theme appeared in the three cities, considering their different contexts.

Finally, it was a time when they experienced through their subjectivity, moments dedicated to themselves. Thus, by recognizing their individual skills and abilities, the participants of the groups could understand the talents in an aggregating way to carry out their activities both inside and outside the libraries. Thus, we can recognize that individual talents open up a broad possibility for us to develop autonomy and creativity in our professional life.

The return of activities shows us an increase in the self-esteem of the library professional, who, when recognized and valued by himself and the group, can improve the quality of user service.

The mapping of the individual talents of each participant - especially talents involving crafts and other symbolic productions - revealed important knowledge to broaden the universe of actions in the daily work of public libraries.

The preparation of the presentation of talents mobilized the group and interconnected subjective dimensions, requiring a longer discussion time and revealing a psychosocial panorama of participants that transcended the initial objectives of the training.

7.1. What have we learned from the conflicts?

“With this project, I’ve realized that I need to be more tolerant of others.” (Dayane, Belém)

“Everyone is different from one another.... Each with their opinion... In this process I learned a lot of stuff... How much we need to know, learn and respect. To look at everyone and at yourself as well...” (Suzana, Belém).

“Accepting differences, in my opinion is the great key to everything - since we have to live together, let’s respect the differences. And perhaps this question is the reason of the absence of so many colleagues in this evaluation process, who were here at the outset of the project and now are no longer here... They decided to move away because of the conflicts. They were key people in the library and they are gone. The lack of proper communication has generated many conflicts. The saddest thing is that everyone was excited to get out of routine.... and then with the conflicts, they left because they could not practice what had been taught in the course.” (Rose, Belém)

“... ‘growth’... It’s hard to face conflict. I’ve learned to listen, even if my heart was pounding and other words came to my mouth, in my mind I contained myself, and that’s why I call it growth. Time to learn, time to know how to talk.” (Delma, Arapiraca)

“We learn to rise with conflict. Just like that thing that you learn from mistakes, conflicts serve to make you stronger and experience the new by striving for new horizons. Through conflicts you can improve, right?” (Salete, Arapiraca)

“Conflicts lead to overcoming, right? You get over it all of a sudden. All clutter is for a future organization, so I think the word overcome is the one that best summarizes this thought.” (Ivone, Arapiraca)

“That it is necessary to speak about opinions, even if the other doesn’t find it necessary. Sometimes the person states his or her opinion and the other says, “Why talk about this?” I have seen that many conflicts have happened here since the beginning of the project; some people reproached and I felt that the opinion of others had to be respected.” (Vania, Arapiraca)

“I’ve discovered the side of the other. Sometimes you are close to a person, see her/him as equal to you, even though nobody is the same, and suddenly you see another unknown side that you have never imagined. But it is through conflicts that we can discover the other.” (Fatima, Arapiraca)

“To listen to others and to be understanding, because you must not see only your own opinion, you must listen to people. And you must realize when you are wrong; other people are also right, and you should see that people can also have that view.” (Thamires, Arapiraca)

“What I have learned from conflict? I mention here the phrase of our late Chacrinha, whom we all miss so dearly, “Who doesn’t communicate, gets in trouble”. I think there was a lot of communication conflict in the process. There have been several conflicts, but I think that many of them were because people didn’t speak, didn’t know how to communicate, didn’t speak their minds, and didn’t even position themselves. And they didn’t understand that communication is not only what you say, but also what you understand, so I think it lacked much understanding at some point. But fortunately, I think it has been overcome. The conflict served to mature many people’s relationship with others.” (Wagno, Arapiraca).

7.2. Has Tô na rede helped me improve my self-esteem?

“I owe a lot of what I am today to the project. I was one person and I became another in the process. Even my family noticed this, they said I’ve changed a lot. I’ve always been very reserved and today I am extroverted. The project helped me see myself and other people differently.” (Lucilene, Belém)

“The presentation of talents contributed to boost my self-esteem and get people to know what we do... As everyone sees me only cataloging, they don’t believe that I have a vegetable garden, make rugs and doll clothes.” (Darci, Belém)

“Yes, in personal and educational aspects I began to realize more of my abilities / talents, and to give more importance to them.” (Dayane, Belém)

“Yes, because it showed the importance of our work. We see it every day but we are not aware; I think it’s because of our daily routine, of our mission here.” (Rose, Belém)

“When I realized that I was important to the library's actions, everything changed. It's nice to get together and know that you will leave your workplace and go to the community, or will bring it here.” (Pedro, Belém)

“*Tô na Rede* has contributed a lot to boost my self-esteem. When I talk to my colleagues and I see many of them motivated, it stirs my self-esteem because I now know the strength of networking.” (Guilherme, Belém)

“Yes, a lot, because what we experience here is a constant evolution with the teachers who came here, with the participants of the neighborhood, each bringing their specificities.” (Delma, Arapiraca)

“I have realized the importance of my work. *Tô na Rede* arrived in Arapiraca in 2014; I had started working at the Arapiraquinha library in 2013, and I had very low self-esteem. I asked myself every day what I was doing there. I couldn’t see the importance of my job. I wondered what I was doing there. And the *Tô Na Rede* project rescued this sense of doing something of value, because it also had a value for the community, I could be useful. In fact I was feeling useless, as I have said at other times, the weight of a teacher is much greater than that of a librarian. This is what I thought until that moment and *Tô Na Rede* rescued this importance. I used to say, Did I study so hard just to be here? But then the *Tô na Rede* really raised my self-esteem and to this day I am there because I want to be, right?” (Ivone, Arapiraca)

“Surely, because I discovered my "self", which was hidden somewhere, and I managed to put it out. (Fátima, Arapiraca)

Although I was a very observant and shy person, I had to talk, to introduce myself, and when we made those dynamics, I saw that the group always said: You go. Go ahead, present the poster... So I started to feel more spontaneous, lighter, and talk to everyone, and this brought me a lot of self-esteem.” (Adelina, Arapiraca)

“Yes. I have realized that I am still important in my work. There are times you feel down due to health problems, but as everyone has said, it was a very good incentive, wasn't it?” (Iromas, Arapiraca)

“I think it hasn't contributed so much to my self-esteem, but rather to the self-esteem of the group. The collective side was very important because it was a difficult group.”(Wagno, Arapiraca)

7.3. Has *Tô na rede* helped me to get to know my work colleagues better?

“Yes. Because many times we only meet in the corridors and at most we nod to each other. With *Tô na Rede* we have had more interaction and got to know people a little better.” (Darci, Belém)

“It helped me meet other people of the institution; until then, I only related to people in my department. (Dayane, Belém)

“I'm learning a lot from everyone. From the closest to the most distant. Each of you is important to me as a person. I'm getting to really know people and everyone is unique ... I never bothered to see this ... Today I put myself in the other's place before making decisions.” (Lucilene, Belém)

“Yes, because we were able to interact with colleagues from other sectors that we didn't know, so we could better understand the work of our colleagues.” (Rose, Belém)

“Very much. Only those who participated in the project noticed my visual impairment and my difficulty integrating with the group. It is a matter of coexistence right? When you start to live with someone who

has a disability, the relationship becomes healthy because you learn from the difficulties of the other. (Pedro, Belém)

“I’m very friendly, I like this contact with people. It has helped me build a closer relationship with my colleagues.” (Ana Rosa, Belém)

The foundation is large, we have 16 sections and other coordinators, and when we invited everyone from the library to talk, we had the opportunity to have a closer relationship with departments, which I didn’t have much contact with. I became friends with people that I hardly knew.” (Guilherme, Belém)

“Yes, a lot! Wonderful people, people I didn’t know as Vania, Thamires, Wagno, which are very important in my life today. Ivone, who participated with me in the mapping group and is a super special person, of a very special group ... It was a great opportunity to work with her in the mapping – it was growth!”(Delma, Arapiraca)

“Very much, because it was an opportunity to be together, since we have only one meeting per month and sometimes not all attend it. So *Tô na Rede* has contributed a lot, because it was a moment of getting together.” (Ivone, Arapiraca)

Yes, for all of us. Even for those who are not here at the moment and didn’t continue. Our relationships became closer, because we were estranged and we got closer together, and this strengthened our bonds. We can communicate through the *Tô Na Rede* group and this is wonderful.” (Vania, Arapiraca)

“Yes. It helped me get to know each one of you. When I arrived in Arapiraquinha, I didn’t even know what was the work, what were the activities... And then, according to the training that we had in the project, I got to know each one of you, so it was a very good friendship. It was a very good exchange of knowledge, one that we will keep forever.” (Adelina, Arapiraca)

“Yes, to get to know each one’s gifts, to be a real friend, not only a co-worker, but also a brother. We spend most of our time in libraries, so we need to get to know more about our co-workers, what they are

capable of, what they can produce in their day-to-day routine... Sometimes your colleague works hidden in some corner and you can help him qualify more and more.” (Sandeval, Arapiraca)

“As I was starting in the job market as a trainee and only knew how to teach IT... Getting to know the people, the experience that each one brought me, I have grown a lot and I am taking all of this for the rest of my life, both professional and personal.” (Thamires, Arapiraca)

Without any doubt, through the meetings, the dynamics of the *Tô na Rede*, it was possible to build closer relationships, and I was listening to Tamires talk about closed door library, open door library, closed door library... I'm a closed-door person, I'm a person you look at and say, "This guy is very boring, unfriendly", so I'm kind of a closed-door, yes. I need to open up, I haven't got it yet, but I'm new here, and once you get to know me, then things change and it gets better, doesn't it Delma? So that's it, I was able to bond with some people, like Fatima, Delma, Ivone and many other people that I didn't know, whose work I didn't know anything about, and that was very good. I think it's very rewarding. It's not just an ugly face, it only looks like one. (Wagno, Arapiraca)

Relationship among employees - after the *To na Rede* project?

Evaluation / City	Arapiraca	Belém	São Paulo	Total
Improved a lot	07	05	-	12
Improved	15	11	-	26
Got worse	-	1	1	02
Hasn't changed	-	08	06	14

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

7.4. How is my relationship with library users today?

“I started paying more attention to users so I could get to know them outside of the library environment.” (Dayane, Belém)

My relationship with users is good. But it wasn't before... I entered the library course... I respected the public but I kept my distance from them... I was providing a service and that's it. It was not a big deal, even working in the children's sector and holding events, I always had a very accurate vision... it starts here and ends there. Everything very punctual and distant. The college shapes you for that. It teaches you to work on the technical part. It doesn't teach you about relationships. *Tô na Rede* helped me get closer to the public. It helped me realize that the public need not only service, but welcoming as well. (Heriton, Belém)

“I still need a lot to get closer to the public. I haven't seen any improvement yet... It depends a lot on which department you are working... If you are working with goals, cataloging, focused on it... We have a vision according to where we are.” (Suzana, Belém)

“After the project I had a different look. I got out of sameness, of routine...” (Rose, Belém)

“Of total acceptance by the communities. I think our space is incredible in Brazil. In addition to being a space for social integration, I think that many of us know the Braille service, which provides a collection that can be accessed. And also, we may need a document that has to be obtained through the internet, or a bank payment slip... Then surely in this space you can get those documents. I consider my space as a great family. The whole community of blind people who use it and even those who don't know it. Managers with the same visual limitations help them have availability and autonomy within the department ... Braille is the section that most sees in the library. My concern is not only with the visually impaired, but with everyone...” (Pedro, Belém)

“A relationship of friendship! Today I already have a group that embraces me, kisses me. I say, “Look, I will not be here Thursday nor Friday ... ” They say, “Leave the key with me, teacher.” I feel the

friendship, the great reciprocity between me and my young people.”(Ivone, Arapiraca)

“It became a more open and more positive relationship. I also found myself isolated, and suddenly, after this project, I became more open to the public, to the people that were outside, even to the community. I used to stay there in my comfort zone, but then I realized, “No. Why do I need to stay here alone?” You opened my eyes. I talk to my neighbor, with the people around. And this made me stronger, because they bring ideas, help me... I stay alone in my space, and their ideas strengthen mine, and we add and make it happen.” (Vania, Arapiraca)

“My relationship with the public became more open, I could incorporate the ideas they had... I had to search, to know what were the ideas of the children that were coming to my space, so that I could adjust my activities. So I did that for my public, which in large majority are teenagers.” (Adelina, Arapiraca)

“...People are not from the community and I came here totally unaware. I didn’t know anything, I had never been to Canaan, the first time I went it was difficult to get to the library, but thank God today I can say that I have good friends in the community.” (Iromas, Arapiraca)

“We sometimes have the habit of calling the people who frequent the library, users, customers... No! They are members of a community, we also have to strengthen bonds with that community and make them also collaborators of the library. The library is a big house where everyone fits. It is not only for storing books, but for people to spend time together and exchange knowledge.” (Wagno, Arapiraca)

7.5. What has changed in the library's relationship with the public after the *Tô na Rede* Project?

“I think we need to mature this relationship issue. If you don’t establish a dialog, it becomes difficult to build this. (Heriton, Belém)

“The relationship of some employees with users has improved. We didn’t have the training of the *Tô na Rede* Project at the Avertano Rocha Library, but every time a module took place, we tried to send someone

to participate in it at the Artur Vianna Library. Unfortunately, few people from here went there... So the employees here are expecting to participate in the next training modules of *Tô na Rede*.” (Socorro, Belém)

“Freedom and better communication. Today you can enter the library and you can search what interests you, of course, within an order, respecting, because we live in community... What's mine is yours too, it's everyone's world, so you have to take care, to be careful. The computer that *Tô Na Rede* has donated to the library ... if there were 10 of them, I think they would be used 15 hours a day; there are always people there, researching, using the Facebook, using e-mail, studying to apply for a position. I think this is very good, because it is a tool and it is clear that it is indispensable.”(Wagno, Arapiraca)

Evaluations of Training Blocks: Self-knowledge + Talents + Ethics and Citizenship + Educommunication

Contribution / City	Arapiraca			Belém			São Paulo			Total		
	Talents	Ethics	Educ	Talents	Ethics	Educ	Talents	Ethics	Educ	Talents	Ethics	Edu
Excellent	14	13	12	13	10	13	04	02	03	31	25	28
Good	08	09	10	04	06	05	01	01	01	13	16	16
Didn't contribute in my daily routine	-	-	-	03	02	01	02	03	03	05	05	04
I have no opinion **	-	-	-	05	07	06	-	01	-	05	08	06

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

** respondents didn't participate in the blocks evaluated

8.0. Mediation between publics and territories: local mappings

We worked on territorial contexts from their socio-cultural practices, and interacted with the respondents from a cultural perspective, taking into account their specificities and their ways of life, which are reflected in the performance of their duties in libraries. In this way, the research sought to understand what was the impact generated by local mapping practices, which had the objective of carrying out network actions in the territory.

8.1. What was the mapping for me?

“It was the apex of the learning process and growth of the group. It was the heart of the project where we actually saw the other and our role in the territory.” (Dayane, Belém)

“It was a transformation that ended up being part of everything we saw in the project. Visiting a community seems something small, but it's different... We got out of routine. We stopped looking at the public as numbers and began to perceive them with more feeling and even with a look of love.” (Heriton, Belém)

Wonderful. Getting to know the community truly without intermediaries... what I saw and witnessed was unforgettable. It was really remarkable. When we have this broader view of the community, the institution's internal quarrels become small.” (Suzana, Belém)

“An opportunity for knowledge. I think that for all those who embraced mapping had this opportunity for growth and learning.” (Rose, Belém)

“The mapping was the heart of the whole process, it allowed us to look beyond the library walls, to recognize the territory. I speak as a server that operates in the library system. I'm speaking about the State... We are in a process with an intense mapping schedule ... It allowed the library to get a network of partnerships... The mapping identified and strengthened the encounter between libraries. Working collectively is much more difficult... It's much easier for us to act in our own place

making decisions alone, without worrying about what the community expects.” (Guilherme, Belém)

“An opportunity to learn more... Obviously, after 20 years of working, militating in culture, you have acquired some knowledge, but you always have something to learn, so it was an opportunity to get closer and that was very rewarding... The mapping brought understanding about the importance of the community in the surroundings and of the partnerships ... It showed that Arapiraquinha is not only a children's space, it is not only an extension of school, that there is a community in the surroundings, that there are people, artists, culture masters and community associations around. We focused on the mapping of artists and social entities, but it could be someone who worked with crafts, or anything else, someone who could bring knowledge to the library and its audience. The idea was to open the mind and open the eyes to the surroundings and see that there is a community out there with a lot of wealth that can be used. I think that “Seu” Adelmo and Rita are among the people who understood this most. They saw those kids around the library square, teenagers who were totally discriminated against, called trash and other things... “Come smoke weed, come do this and that...” What was their strategy? They approached the youth and established a relationship of friendship and care for the property. I know that we live in a difficult reality, but one has to have this ability, it’s not easy, it is a construction, but the mapping has proved that it is feasible. So, for me, it was an opportunity.” (Wagno, Arapiraca)

“Arapiraquinhas had never looked at its surroundings, so the employees had the opportunity to get to know, talk, share and bring wonderful experiences to the library... There is reciprocity, right? We now know how important it is to know the territory and the community... Now we already know about Fernando do Caldinho, now we already know about CRAS, now we know more about the tobacco leaf destemmers, we know about “Seu” Duda, we also know about Mr. Wilson, a handy craftsman who takes care of the allegories of the Warriors, and not only that, as he also makes paintings, works with the mosaic machinery... To me, the mapping was gratifying, a pleasant surprise.” (Delma, Arapiraca)

“A bridge, because I was feeling isolated... With the mapping, I had to throw myself in the surroundings. It wasn’t easy, it was only thanks to

our friend Sanderval and to Delma – alone, I would never go. I think I'm very introverted. But from the moment they said, "let's go," "now you have to go", I'm not alone anymore. So the mapping gave us the possibility of being there in the community, of getting to know it. I was deeply thrilled by the work of those groups, artists, and culture makers. I think it was everything I wanted to do, and I didn't. So I felt accomplished; nothing more than a bridge to connect this island to the outside world." (Ivone, Arapiraca)

"It was a process of great discoveries and incredible stories. I went to map the Lar São Domingos, which is in the same square as the library, and I didn't know the story of that Home, so the coordinator told us about it. It was a long, very beautiful, touching story... Very enriching in terms of ideas and knowledge ... it brought the possibility of learning about things that we still couldn't see, or didn't want to see ... it was very enriching for me." (Vania, Arapiraca)

"The mapping brought more knowledge. I didn't know that community and from the mapping I could get to know the songs, I got to meet people who did capoeira, I could bring other teachers to the library who were already retired, and contribute to library knowledge." (Adelina, Arapiraca)

"It was a source of knowledge, a priceless awakening... It was great because it was much more than just hearing about those people – in fact, we had a direct connection with them. It was a source of great importance to my knowledge, today." (Sandeval, Arapiraca)

"For me, the mapping was really a unique moment. Why? Because I didn't know anyone, so I met wonderful people. It was really liberating for me to get to know the community and to like all of them... I didn't know them and they didn't know me either ... it was a wonderful exchange. Today I already feel like I'm really home.
(Iromas, Arapiraca)

Evaluation of the Mapping module

Answer / City	Arapiraca	Belém	São Paulo	Total
Excellent	14	16	4	34
Good	08	02	01	11
Didn't contribute in my everyday activities	-	01	02	03
I have no opinion	-	06	-	06

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

** respondent didn't participate in the training block

9.0. Identified impacts of Project *Tô na Rede*

9.1. What was the *Tô na Rede* project?

“A project that came to strengthen the libraries. (Darci, Belém)

“It was everything. I was one person before the *Tô na Rede* and today I am much better ... I could experience daily growth due to the project.” (Lucilene, Belém)

“It's a construction. I don't believe in finished projects. It's still being built.... I've been saying this from the start. It's not ready, it hasn't been completed ... We are only building the project, but for what it is today, it could have received a NO at the beginning.... Should it get a no at the beginning and we probably wouldn't be here.... Of course I wish all the employees who participated in the *Tô na Rede* could be here ... But the fact that we are in an institution ... Penetrating this organism is already a very great advance ... In Pará this isn't an usual vision.” (Heriton, Belém)

“A life project, an opportunity to rethink relationships. It brings multiple perspectives to us. When we try to explain the project to people who didn't participate in it, it is not easy... The project is a continuous construction with a more human mentality towards public administration. It's not just librarianship, it's something more human.”(Suzana, Belém)

“A perspective of improvement of public libraries.” (Socorro, Belém)

“It was far beyond the project itself... and for the institution it was the opportunity to aggregate communities from outside with the public here... aggregation of servers.” (Ana Rosa, Belém)

“An opportunity for learning. An opportunity to learn how to work with more sensitivity, more dialogue and networking.” (Guilherme, Belém)

“To me, Delma, it was an opening of possibilities. Handling the technique is easy, I already know how to do it right, but the use of new phrases, new knowledge, new training, is something different, it's another dimension... The project brought people with different backgrounds and knowledge here, the feedback was top notch... We worked together with many people and each brought the experience of their background here. All of this was growth, because it isn't possible that from all that has been taught to us nothing will be left, not a word, not a gesture, not an action.” (Delma, Arapiraca)

“A project with new advances... You have brought a lot of things, especially technologies... It was very good in general, it was very good for me!” (Salette, Arapiraca)

“A project with an intention to do something, to teach something. I believe that the *Tô Na Rede* came to empower us, to be a project to free ourselves and to do something different in Arapiraca.” (Ivone, Arapiraca)

“A way to go with great discoveries. The *Tô Na Rede* left tracks that even have drawings ... you can't see the end of the way... and the more you walk, the more you discover. So it's a discovery. You walk, the path is narrow, you go on walking and

it gets wider and wider... this is the discovery.” (Fatima, Arapiraca)

“A very good project. It has taught me a lot about technologies, which I wasn't very knowledgeable about... I have worked with some activities on the computer, but it wasn't with this vast immensity of knowledge.” (Adelina, Arapiraca)

“It is a great project, a great initiative that must not stop; it must continue not only in Arapiraca, but also in the rest of the State of Alagoas... I hope we can awaken more and more... it was a great partnership... a family and friendship bond. It was really great... We had many conflicts back there, but I think all those barriers have been overcome; unfortunately many of those people are no longer in Arapiraquinhas, but it was a very effective bond... Very nice to participate.” (Sandeval, Arapiraca)

“Discoveries. Discoveries not only related to knowledge, but discovery about yourself. You recognize yourself and realize: "Wow, I'm capable of more." Ivone spoke about the issue of retirement, we know that there are lots of cases of people who are on the edge, who have dedicated their whole life to school, to the classroom, to work, education, and are waiting for retirement. Suddenly you discover that you have other skills ... you open your eyes to another perspective of communication, information, education, another kind of relationship between people. I think these findings are for the group and the personal history of each. (Wagno, Arapiraca)

9.2. Important factors for the development of professionals working in libraries - participants' perceptions

opinion / City	Arapiraca	Belém	São Paulo	Total
Career plan with autonomy and freedom	17	22	06	45
Participation in library's decision making on programming and management	19	22	03	44
Continuing education (Updates, participation in courses, seminars, etc)	21	25	05	51
Support for academic education (specialization, master's, PhD, MBA)	20	21	05	46
Having a good dialogue with the territory and its surrounding community (local public, social movements, entities, groups, cultural collectives and other social actors)	20	24	05	49
Being aware of the opinion of the library's public about the services provided by the library	20	25	06	51
Work environment conducive to creativity, plurality and open to cultural diversity	21	25	05	51
Being aware of the possibilities of working with technology and communication tools	18	25	06	49
Other	10	08	02	20

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

9.3. Contributions of the *Tô na Rede* Project to the library staff

Contribution / City	Arapiraca	Belém	São Paulo	Total
That I should be aware of the activities of the community around the library (e.g. activities of local associations, traditional culture groups, cultural collectives, NGOs and other)	19	22	03	44
That I could achieve interconnections and partnerships through the activities carried out by other organizations / initiatives in the library's surroundings.	19	17	03	39
Encourage me to read and research more about work in public libraries and similar subjects	16	19	-	35

That I conducted or proposed further cultural, social, and reading mediation activities in the library	16	15	-	31
Increase my interest and participation in library activities proposed / performed	16	16	01	33
Increase my engagement with the library work and public	14	15	03	32
Expand my actions by means of information and communication tools	11	14	02	27
Other	07	04	-	11

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)

9.4. Contributions of the *Tô na Rede* Project

Contribution / City	Arapiraca	Belém	São Paulo	Total
Reflect about their role and function within the library	20	22	03	45
Improve their interpersonal relationship with co-workers	16	18	-	34
Discover hidden talents of their co-workers	19	20	06	45
Prepare projects within the library with other employees	09	11	0	20
Know themselves better	17	20	03	40
Know better their rights and duties as a library employee	13	15	02	30
Know better the neighborhood of the library	17	23	01	41
Better relate to the library environment	17	18	03	38
Build partnerships with people and organizations in the library surroundings	11	18	01	30
Develop social inclusion initiatives in the library	12	16	01	29
Participate in library decision-making	10	08	01	19
Be proud of their work	19	24	03	46
Be proud of their workplace	15	20	02	37

*Sample : Arapiraca (22); Belém (25); São Paulo (07); total sample (54)