COLETÂNEA
LUSO-BRASILEIRA

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INFORMATION MANAGEMENT, EDUCATION AND TECHNOLOGY

Armando Malheiro da Silva
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UNIVERSIDADE BEIRA INTERIOR

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Preface

Mário José Batista Franco

This collection presented here was started in 2009, as a result of the collaboration between the Universidade de Goiás (Brazil) and my institution (Universidade da Beira Interior – Portugal). However, since the third volume, in 2012, the Universidade do Porto was joined for this project. The reinforcement of this inter-institutional cooperation allowed to reach the *X Coletânia Luso-Brasileira*, titled “Information Management, Education and Technology”.

Over the last years, information management, education practices and technology activities have gained increasing attention both academic and practice contexts. These topics are complex phenomena linked to economic development and society’s well-being. Their socio-economic impact has motivated studies by specialists, universities and researchers worldwide, as well as a large proportion of the population.

Information Management is defined as acquiring, organising, disseminating and using information of value to support the routine activities of individuals and organisations, such as higher education institutions (HEIs). In addition, Education is an important phenomenon in these HEIs worldwide. Thus, during this time, distance education programs have allowed many thousands, and perhaps millions of students to overcome the hurdle of distance to pursue college or other degrees. To achieve this goal, technology programmes are crucial. This is the purpose for which this book has been written and it is structured in three sections:

In the first section, we collect papers studying the Information Management phenomenon. In the first chapter, Maria Rosivalda Pereira and Mário José Batista Franco attempt to create a systematic literature review about information management in a library consortium. In this study, the authors show that, in the library domain, human and physical resources to operationalize the terms of the consortium internally were the main axes of application. In the organizational domain, aspects such as planning to enter the consortium were given less attention, only in isolated cases once participation was underway. The second chapter also shows how the innovation in cooperation network of public inter-municipal consortium in Brazil context. This empirical study made by Francisco Alberto Severo de Almeida, Armando Malheiro da Silva and Marcelo Duarte Porto concluded that a network system of cooperation of inter-municipal public consortia plays a significant role for socioeconomic development and implementation of public policies.

In the second section, about Education area, we present also three chapters. Daniela da Costa Britto Pereira Lima and João Ferreira de Oliveira studied the institutionalization of distance higher education in Brazil. In this study, the authors conclude that the expansion of higher distance education in Brazil points to a wide process of privatization, more intense than in attendance undergraduate courses, with great concentration in the South and Southeast regions, what has caused the deepening of the regional asymmetries. On the other hand, the chapter 4 titled: "The Common National Curriculum Base: between limits and potentialities", made by Francisco Tomaz de Moura Júnior, Suzana Ribeiro Lima Oliveira and Christiano de Oliveira e Silva, reflect on the possibilities and conditions of BNCC. The fifth chapter, "Crisis in the social-education system: resocialization or marginalization facing pedagogical actions", contributes to debate surrounding the theme of crisis in the socio-educational system, resocialization or marginalization, facing the pedagogical action. These ideas are presented by Josélia Macedo de Araújo Mendonça and Ronaldo Rodrigues da Silva

In the last section, "Technology", Cristiane Ribeiro Magalhães, Carla Conti de Freitas and Michely Avelar show also the importance of digital platforms as a language teachers' perception based on an extension action. In this study was concluded that contemporary technological advances cause insecurity and even strangeness when brought into universities. In addition, this digital culture is mentioned in other chapter (eight) by Olira Saraiva Rodrigues and Cleomar de Sousa Rocha. These two researches argue that virtually, technology can change the world, but in practice, it is people who change the world when they gain the knowledge and practices that can bring about that change. Finally, in the last chapter, "English for kids project: reframing teaching and research through extension", Giuliana Castro Brossi, Marise Pires da Silva and Carla Conti de Freitas, from their empirical evidences, show that data analyses is a unique resource that needs to be improved and taken to other extension activities: the community participation through family meetings provided by the teachers, which motivate children and families to get involved in projects.

INFORMATION MANAGEMENT

Information management in a library consortium: a systematic literature review

Maria Rosivalda Pereira
Mário José Batista Franco

The formation of networks between organisations has been as strategy used to acquire competitive advantage in globalised markets and stimulate firms. However, in that type of cooperation, something important to be considered in a competitive process is that they do not necessarily involve investment but merely capital (Teece, 2002).

Podolny and Page (2002) define a network as an organisational form set up by two or more elements seeking lasting relationships of common exchanges, and simultaneously have no organisational authority able to arbitrate and solve disputes that may arise during the exchange. This definition includes a variety of network structures such as joint ventures, strategic alliances, business groups, research consortia, government institutions and others (Morris & LoVerde, 1993; Parmigiani & Rivera-Santos, 2011).

Added to the examples mentioned by Morris, LoVerde and Mark (1993) is library organisation, by being a structural part of research environments and in some cases government institutions. Libraries can be considered an important consumer market with some market power over the editorial industry (Nesta, 2019), besides being strongly influenced by developments in information and communication technology (ICT), especially regarding scientific communication. This concerns the storage, conservation, dissemination and as a source of information (Sales & Sayão, 2015). In this context, they form partnerships with other libraries as consortia. A consortium is defined as an association between two or more individuals, organisations or governments (or their combination) to achieve a common goal (Singh & Rao, 2008). In the library domain, the consortium can be defined as the collective activity of a group of libraries to achieve the common objective of sharing resources (Tripathi & Lal, 2016), thereby sharing the definition of a collaborative network of Arya and Lin (2007).

The topic of the consortium, as an organisational form, has attracted interest in the field of information management (Xia, Zhao, & Mahoney, 2011) and in that of libraries (Gupta, 2016; Nesta, 2019) and the growing literature leads to the relevance of joining it systematically. However, studies carried out to gather scientific production on library consortia are still restricted regarding bibliometric aspects, such as the most cited authors and their networks, prolific periods of scientific production and the journals with most publications (Gupta, 2016), these not yet being applied systematically.

To fill this gap, this study aims to identify the latent discussions in the field of library consortia through a systematic literature review, contributing theoretically to the fields of information science and management, in which libraries are a little explored area. In the sphere of information science, the aim is to indicate a consolidated theoretical basis of the discussion, emphasizing the aspect of information management as an inherent result of library consortia.

This study is structured as follows. After this introduction, contextualization of the consortium in the library domain is followed by presentation of the methodological approach applied. Subsequently, the data are analysed and discussed, ending with the main conclusions.

1 The Consortium in the Library Context

Organisations form cooperation networks to position themselves in the competitive environment (Jarillo, 1988), representing a viable pattern of economic organisation whose principle of reciprocity can be indicated as an underlying form of network organisation, allowing each member of the consortium to benefit from that organisational composition (Powell, 1990).

Belonging to a consortium can give an organisation various benefits, such as learning new skills or acquiring knowledge, gaining legitimacy and status, increasing economic and management performance (Podolny & Page, 2002), overcoming operational weaknesses and increasing the supply to customers (Kusa, Marques, & Navarrete, 2019), among others.

This perspective of an organisation obtaining a competitive advantage through participation in a consortium can be associated with the resource -based view (RBV), as the structure of a consortium and partners' characteristics can complement internal resources, allowing some organisations to access differentiated external resources able to improve their capacities (Arya & Lin, 2007). RBV is indicated by Parmigiani and Rivera-Santos (2011) as one of the key theories for the study of interorganisational networks, and therefore consortia.

RBV classifies resources in three categories: physical, including the organisation's physical resources, such as premises, equipment, technology etc.; human, including the organisation's employees, their experience, skills and capacities, among others; and organisational, i.e., its formal planning structure and its interaction with the external environment (Barney, 1991). In the domain of library consortia, especially noted is the share of physical and human resources (Fink, Bloomquist, & Allen, 1974).

Libraries are organisations not aiming for profit, but are an investment structure inside the organisation, and the forming of a consortium can connect partners, in this case other libraries or information networks, with services and expertise, increase their capacity to serve their customers' multiple needs and add value to their services (Selden, Sowa, & Sandfort, 2006). Library consortia are established due to needs identified by their members as a strategy to share efforts and resources (Miranda-Arguedas, 2002).

Organisations' access to shared resources is nothing new in libraries. The first records of formal cooperation between libraries date back to the 19th century, with the creation of the American Library Association (ALA) (Nesta, 2019; Pal, 2016), highlighting cooperation in services (Chauhan, Chand, & Kaur, 2011). Ideas about cooperation began with the publication of book reports to disseminate collections and progressed to the share of books between libraries, this being reinforced with the creation in 1927 of the International Federation of Library Associations (IFLA, currently the International Federation of Library Associations and Institutions). Periods of economic depression were crucial for strengthening cooperation in these institutions, as happened in the 1930s, after the Second World War (Nesta, 2019) and, more recently, following the 2008 crisis (Cryer & Grigg, 2011).

The 1960s marked the share of services and material, through shared cataloguing (physical description of libraries' information material) and the development of standards allowing the exchange of records among libraries, avoiding duplicated efforts to describe the same item – above all a reflection of the development of ICT (Nesta, 2019; Tripathi & Lal, 2016). It was in that period that the term 'library consortium' began to be used, and this has sometimes been applied with the suggestion of cooperation, collaboration and coordination among libraries aiming to share information resources (Pal, 2016).

According to Rao (2017), a library consortium has three essential functions: connecting people, resources, catalogues, infrastructure and knowledge for the exchange and share of knowledge, information and help; classifying group members, resources, priorities, technological solutions, copyright agreements and cost models; and joining member libraries with editors and added value to defend and promote excellence in scientific research. An advantage of the consortium is maximizing access to information and minimizing costs without losing the individuality of each member (Tripathi & Lal, 2016).

In this context, consortia are considered an effective strategy to increase libraries' purchasing power in the short term and as a method to maximize opportunities to create cooperative collections and resource-sharing in the long term (Tripathi & Lal, 2016), progressing to the share of resources able to recover digital works stored in various locations, with sufficient metadata for their recovery and global access (Nesta, 2019), increasing the possibilities of providing information to the library user, either physically or virtually.

2 Methodological Approach

The systematic literature review is a form of research requiring structured steps to attain its objective, since this is a systematic, transparent, replicable and summarised process, and therefore scientific. It is systematic as it follows steps that can be replicated, with a transparent description of all its stages so that the same study can be replicated and with its summarised results demonstrates evidence of the analysis made (Briner & Denyer, 2012).

This research method has the main advantage of being specific in the way of collecting and selecting the articles that will be part of the research (Hadengue, Marcellis-Warin, & Warin, 2017), involving five steps: planning the review, locating studies, assessing contributions, analysis and synthesis, and reporting (Tranfield, Denyer, & Smart, 2003).

Following these steps, this systematic review aims to detect the gaps in research that may be able to contribute to developing this field of study. Defining the aim of the systematic review corresponds to the planning stage and seeks to identify the latent discussions in the field of library consortia.

To this end, two databases were chosen to carry out the research: Web of Science (WOS) and Scopus, with the following key-words: “library consortium” OR “library consortia”, in the “Topic” search boxes (WOS) and Article title, abstract and keyword (Scopus). Those fields were chosen as they behave similarly in the two databases. The area filter was not necessary, since the keyword used to retrieve is already restrictive in the field of Information Science. The term “library consortia” refers to cooperation, coordination and collaboration between libraries, aiming to share information resources (Moghaddam & Talawar, 2009). The duplicate records retrieved from the two databases were identified and excluded using software to manage bibliographic references. Conversion of the records to the same bibliographic format was done using CiteSpace software.

The inclusion and exclusion criteria are summarised in the following table.

Table 1 – Inclusion and exclusion criteria

Inclusion	Exclusion
Being indexed on the Web of Science or Scopus databases Written in English.	Books, book sections, grey literature.

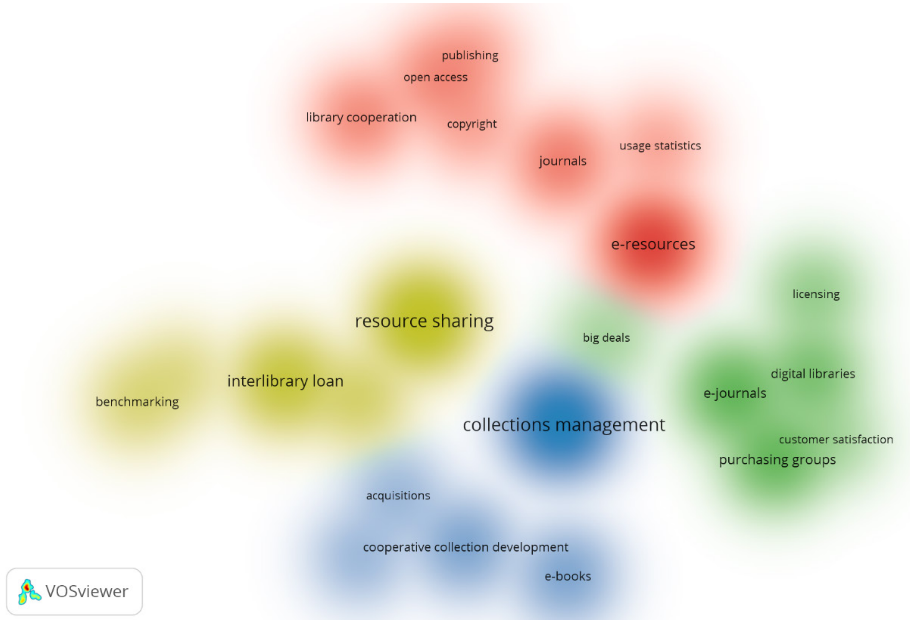
Source: Research data, 2019.

For data analysis, the bibliometric mapping approach was adopted, using VosViewer (version 1.6.11) software, to form the clusters that are analysed in the next section. Mapping can reveal different patterns and aspects of the literature. Bibliometric mapping is used to visualize the structure and production patterns of the literature analysed, and using software, there are different ways, such as the association of terms, to identify the key-words that are used together, and if they occur together, whether they are related (Kokol, Završnik, & Vošner, 2018).

In this study, mapping was according to the co-occurrence of key-words (*all Keywords*) with the total count type of analysis, and the parameter was the key-word's occurrence at least four times (Bornmann, Haunschild, & Hug, 2018). All the other parameters used are standard in the software.

Clusters are formed by word proximity, which indicates the terms that are associated. In Figure 1, the coloured clusters represent strongly associated key-words. For standardization of terms (synonyms, singular/plural, rather unrepresentative words, as well as research types such as survey, case studies, etc.), a dictionary archive was elaborated in order to group them better and avoid redundancy in presenting the words in the cluster.

Figure 1 – Cluster formation



Source: Research data, 2019.

Four clusters are seen to be formed. Cluster 1, yellow, concentrates discussion of service assessment and participation in the consortium, especially what is shared in consortia; in cluster 2, blue, the prominent discussion is on management of electronic resources, in order to optimize financial resources, specifically collection management; cluster 3, red, shows concern about sharing resources, including digital ones; and finally, cluster 4, green, presents questions related to licensing of electronic resources.

After cluster selection, the databases were consulted again to retrieve documents on the subject of library consortia, presenting the key-words highlighted in the respective cluster, so as to demonstrate how the topic has been dealt with in the specialized literature.

3 Results and Discussion

Libraries form consortia for various reasons. Among them are to improve the resources available in local, national or international libraries (Perushek & Douglas, 2014; Walters, 1988), whether these are financial (Ahmed & Suleiman, 2013; Al-Baridi, 2016; Jurczyk & Jacobs, 2014; Weston, 1980) or technological (Blobaum, 2014), or aiming for synergy among participants, collaboration, scale economies, sharing information and knowledge, increasing brand value, broadening perspectives, team enablement and technical support (Chiwanza & Mutongi, 2018; Jeon & Menicucci, 2017), Therefore, consortia allow resource -sharing to increase capacities to satisfy their users' information needs (Bhatt, 2013; Maceviciute, Wilson, Gudinavičius, & Šuminas, 2017).

Another reason found for forming consortia was consideration of macro-principles, such as improving the country's higher education system (Chauhan et al., 2011), including the domain of distance learning, when it is a question of sharing electronic resources (Chiwanza & Mutongi, 2018). Certainly, improvement of the education system, especially the state's, is a national policy, and this type of consortium is a tool used to economize on financial resources (Chauhan et al., 2011), since among its functions is management of electronic resource licensing (Bird & Ashoughian, 2012), thereby preventing researchers from accessing less usual resources such as Sci-hub, #IcanHazpdf, LibGen and others (Sewell & Gaffney, 2016).

3.1 Sharing in library consortia

Library consortia are formed to share various resources: financial, human and services, among others. Sharing services through consortia allows optimization of time and resources among participants.

Among the most frequently shared resources in library consortia are electronic ones (Chauhan et al., 2011), catalogues and their services (Ahmed & Suleiman, 2013; Beattie, 2013; Downey, 2012; Moules, 1983; Schaffner, 1985), inter-library loans, both physically and virtually via software (Atkins, Greenwood, & Whaley, 2014) and the share of printed resources and management of those collections (Kinner & Crosetto, 2009), to economize on resources for acquisition and maintenance, and essentially allow not only local access to those collections (Sandler et al., 2012).

The first shared services were inter-library loans, photocopying services and joint catalogues (Cuadra & Patrick, 1972). These are characterised as low cost activities in libraries and optimize collections, the latter being one of the first reasons for forming consortia (Bolef & Fisher, 1978). However, it is of note that the share of those resources should be in accordance with specific legislation on copyright (Clevesy & Inglis, 1978). It is highlighted that in that period, the use and effectiveness of cooperation patterns between libraries aimed to increase the planning, development and operation of services in academic library consortia.

Inter-library loans are one of the classic examples of sharing in library consortia. To begin with, books, then increasingly, journals, document copies, and more recently shared subscriptions (Echeverría & Jiménez, 2011). However, use of this service is declining, given the position occupied by electronic sources in the sphere of scientific communication. Nevertheless, this is still an important service, as some items are not available on digital channels, such as rare editions or those of a local circulation, and maintaining services of this nature allows access to them (Wakeling, Rutter, Birdi, & Pinfield, 2018), especially by standardizing the physical description of the elements, an essential factor for retrieving those resources. The aim of that standardization is closely related to resource-sharing and can allow a scale economy among participants, allowing the multiplication of results between consortium members (Miranda-Arguedas, 2002).

The standardization of technical service procedures between libraries participating in the consortium allows optimization of time and efforts, and facilitates the exchange of information between libraries, since they share the same resources such as the information management system. It can also be considered that the creation of a consortium optimizes human and financial resources, avoiding the duplication of knowledge records in catalogues (Flynn & Kilkenny, 2017) and efforts to manage subscription contracts for information services (Al-Baridi, 2016), besides extending relationships and strengthening the spirit of cooperation and knowledge-sharing (Hoang & Genoni, 2017).

For example, in a consortium of 121 members, it is highlighted that centralizing a cataloguing service brought gains in productivity, with standardization of records. The time spent in updating an e-book cataloguing record represents a total time saved of 605 minutes, compared to each member processing the same document in their database, besides improving the final user's experience through quality auditing of the system (Flynn & Kilkenny, 2017).

Another service that can be optimized is the flow of information resource purchases, since agreements negotiated collectively can be determinant for a better cost-benefit relationship compared to an individual purchase process (Conyers et al., 2017; Richardson, 2013), technical services and also negotiating terms of contracts (Earney, 2011). However, it is not always possible to understand economizing in human resources despite work flows improving over the duration of the consortium, as identified by Turner (2014).

Gaining access to electronic resources through consortia can be considered as economical and bringing benefits to libraries, regarding both financial and non-economic questions, such as less duplication of work and providing more opportunities for professional development (Lo, Cho, Law, Chiu, & Allard, 2017). For this to happen, effective use of the items signed up to is necessary, which implies both a good selection of the resources contracted (Huarng & Wang, 2009) and allowing access to them, through specific training to increase their use and thereby reduce costs (Chunrong, Jingfen, & Zhinong, 2010), share knowledge (Maskell, 2008) and, if possible, provide the necessary infrastructure for access (Chand & Arora, 2008; Maceviciute et al., 2017), especially in regions where ICT infrastructure does not have quality coverage.

Mapulanga (2015) considers that a purchase process can benefit from participation in a consortium, following a model of collaborative purchase, whereby an agent acts competitively on behalf of the libraries, which can allow standardization of processes, reduced costs of local acquisition and administrative expenses, and consequently increased bargaining power with suppliers. All these questions should be duly accompanied and evaluated.

3.2 Assessment of the consortium

Is it indeed possible to measure the advantages of participating in a consortium, in the case of libraries? For example, is the return on investment to participate in a consortium effectively measured, whether it is a commercial contract or one of collaborative participation to develop a technological application which will, for example, manage freely accessed collections such as institutional repositories? Armstrong and Teper (2017) point out that more important than measuring the financial aspect, in the case of libraries, is evaluating the impact of their effective and individual participation in the consortium.

Regarding assessment of participation in consortia, Cho (2010) proposes a method to implement an assessment programme based on supply chain management and including analysis of consortium members on a scale with five variables: customer response, flexibility in the countermeasure, partnership, human resource development and cost reduction. These variables can be useful to analyse collaborative efforts within a consortium, besides evaluating improved performance of the supply chain based on sharing resources in academic services.

Rao (2017) proposes a model to evaluate consortia, named the "C5 model" (**c**ustomer, **c**onnectivity, content, **c**opyright, **c**ost) allied to a strategic SWOT analysis. The method considers the role of all elements involved in the consortium, and their individual roles, gathering information about all of them, aiming to provide customers with higher quality services, at a sustained shared cost, since each component has unique characteristics in the consortium's operation. The SWOT matrix was revealed to be appropriate for analysis of environments and determinant decision-making for a successful consortium.

About the cost of the consortium, Tuner (2014) argues that the number of members of a consortium should be considered, as scale economy gains are proportional to the number of members, with smaller consortia tending to have higher expenditure on acquisitions to satisfy their members' requests. This leads to analysis of how strategic alliances are managed, their commitments concerning acquisitions and collaborative management of electronic resources. This can determine to what extent the consortium will achieve its collective goals in the future, especially regarding the information resources acquired.

Singson and Hangsing (2015) also defend the application of objective metrics based on cost-benefit relations to evaluate library consortia. The Pareto 80/20 principle is applied, where 80% of the effects come from 20% of the causes, and vice-versa, in analysing the use of a consortium, to check the distributed use of collections of electronic resources subscribed to by the consortium. The authors claim it is necessary to adopt objective metrics that justify, through a cost-benefit relationship, the acquisition of resources at the institutional level. This matter of the cost-benefit of consultations made is also analysed by Pradhan, Rai and Arora, (2012) and Tripathi and Kumar (2014), who developed a standard analysis of this information to facilitate decision -making by the consortium manager.

Cuadra and Patrick (1972), dealing with how to assess an academic library consortium, found that informal feedback from consortium members participating in the activities carried out and final users were the predominant forms of assessment, with cost analysis, statistics about use and formal surveys being less prevalent.

However, objective criteria based on use should be adopted with care, since science does not move linearly, and so Modi, Sui Gupta and Sahu (2018) suggest that metrics of the use of resources (information) should be used with references to at least three previous years, and only then assess the cost of participating in the consortium, subscribing alone or acquiring the material in isolation, according to institutional needs.

Modi, Sui Gupta and Sahu (2018) assessed a consortium of electronic publications using publications subscribed to, specifically the use of e-journals, taking the cost-benefit relation of the subscription. The results were measured by the opinion of users, who assessed the importance and effectiveness of participating in the consortium. At the same time, it was found that the productivity of researchers in the institutions belonging to the consortium increased in journals with a high impact factor.

The perspective of analysis of the service provided by the consortium is described by Bhatt (2010), who explores the effectiveness of a consortium of electronic resources. The study is carried out through the opinion of actual users, i.e., the people who actually use the resources provided through this consortium. This study concludes that sharing knowledge through this consortium speeds up research activities, since it allows access to information which, at that time, would not be usual for the researcher to obtain individually, without participation in a consortium (Geronimo & Aragon, 2005).

Another point to be considered when evaluating a consortium, especially regarding the licensing of electronic resources, is its sustainability over time. This implies constant assessment of the resource collection belonging to the contract, since the contract may become more costly through time. This means constant assessment of these collections, to determine whether participating in the consortium in the long term is better than operating individually (Jurczyk & Jacobs, 2014). In the short term, libraries with heterogeneous interests are more likely to gain from participating in a resource-licensing consortium, while in the long term, homogeneous interests are more advantageous (Jeon & Menicucci, 2017). This leads to the constant need to assess the collection subscribed to, and consequently, the need to participate in the consortium.

3.3 Development of collections in library consortia

The development of collections is an important service in libraries, as it considers users' needs, the budget and the information resources already available to serve institutional interests. In the domain of a consortium, this service needs to be well planned, since it is a question of reconciling different budgets, needs and interests. The service is formed of various activities, among them planning for the acquisition of information resources and their assessment.

A purchasing process carried out by a library can be helped by participation in a consortium, following a collaborative purchasing model in which an agent acts on behalf of the libraries, in a more competitive way, which can allow standardization of processes, reduce the cost of local acquisition and administrative expenses, and consequently increase negotiating power with suppliers (Mapulanga, 2015), optimizing the available budget. Cooperative development of collections can extend the number of titles in the consortium, and consequently in the participant libraries (Jin & Maurer, 2007), optimizing the application of financial resources.

Wakeling et al. (2018) point out that despite severe budget cuts that have hit libraries in the 21st century, in general, the share of resources can be considered a way to potentialize financial resources to acquire services and a strategy to continue providing the necessary services, optimizing the acquisition of collections and the technical services used to make them continuously available (Shepherd & Langston, 2013). This raises questions about the conservation of resources (electronic or otherwise), in the sphere of the consortium and the respective responsibilities for maintenance and conservation (Maskell, Soutter, & Oldenburg, 2010). Some factors have also been identified as preventing the development of collections at the consortium level, such as levels of motivation, effort and commitment among members, as well as unequal access to budgets (Shelton, 2004).

One matter for concern identified in the discussions about collection development is the conservation of e-books, especially about the deposit and use of this material in consortium libraries, since this has been a growing investment by consortia and libraries (Machovec, 2018). Those matters refer to the terms of contract signed, but also to technological requirements (Gaur & Tripathi, 2012). Printed books, when acquired by the consortium, are their property, and so matters of conservation are physical, concerning the natural wastage that comes from use, time and the quality of storage.

This is found not to be a recent concern (Metz, 2000) and at the moment of selecting the consortium's electronic resource, questions about effective licensing should be raised, such as: will the electronic resource by acquired permanently or is only access allowed?; who will be able to use it?; how can it be used – can it be downloaded or is only access allowed? In addition: does downloading an electronic document imply possession, and is this foreseen in the contract or does it violate contract and ownership rights?

Library consortia need to be aware of such matters at the time of forming their collections and seeking joint solutions with suppliers and users to overcome barriers to the share of electronic resources, especially e-books. This leads to more elaborated studies on the needs and behavioural information of library users, models of sharing electronic resources (Denker, 2018) and the licensing terms available for better assessment of the type of contract best suited to each consortium to satisfy users, whether a loan, purchase or hire (Radnor & Shrauger, 2012).

3.4 Licensing contracts and open access to content

Nesta (2019) reflects on consortia's participation in relevant aspects for access to scientific information, especially with the progress in institutional repositories and other tools of open access to scientific communication. This question is relevant since the open access movement was led by libraries, and it is also up to them to make that content available. However, that accessibility has costs of standardizing records (metadata), to allow the interoperability of systems and thereby make the content available. Here, the formation of specific consortia is fundamental, and can even modify current business models (Morris & Hammer, 2019), specifically those called *big deals*.

A *big deal* refers to a business model in which editors elaborate a package of journals of a single size and with a single price, including the most relevant for an area, and so libraries acquire them. The problem lies in the formation of journal packages from a publishing house, which include necessary titles but also those of no use to the community served, and therefore, this raises the price of the subscription and reduces the opportunity to negotiate. It also hinders the process of assessing the collection subscribed to. Some authors claim subscribing to individual resources can be more advantageous for the consortium as the collection can be centred on the user rather than in the publisher's interest (Pedersen, Arcand, & Forbis, 2014). This form of contract can be detrimental to the consortium, as in the case of a group of libraries with homogeneous interests, they will not benefit from the diversity of titles supplied (Ahmed & Suleiman, 2013; Armstrong & Teper, 2017).

However, some defend this type of licensing contract, especially when signed by consortia that join institutions of different sizes, as it gives access to valuable content, which by not being published in top journals, would not be available in individual subscriptions. These contracts can be subject to change, given consortia's power in the negotiating process and publishers' recognition of the economic situation of libraries and their governing bodies (Best, 2009).

Morris and Hammer (2019) describe two initiatives of business models based on multi-consortia of libraries and commercial partnerships that go beyond the acquisition of information resources and cover technology, for access, storage and management of information resources, in seeking solutions for their services. One of the initiatives is the management of statistical data of access to electronic content. Commercial publishers allow that access, but not in the way necessary for the consortium's management to allow appropriate decision-making, and as it is provided by the publisher, it does not belong to the consortium, and when the contract ceases the information is no longer available. The other initiative described is the partnership between the multi-consortium and a commercial company to develop software to manage library services.

This action can even be a future alternative for scientific communication, competing with large publishers that form consolidated markets with exorbitant prices (Morris & Hammer, 2019). Initiatives of this type are already being tested, led by librarians and academics, consolidating the principles of transparency, and adhering to standards of communication, to reinforce free access to information and form new business models.

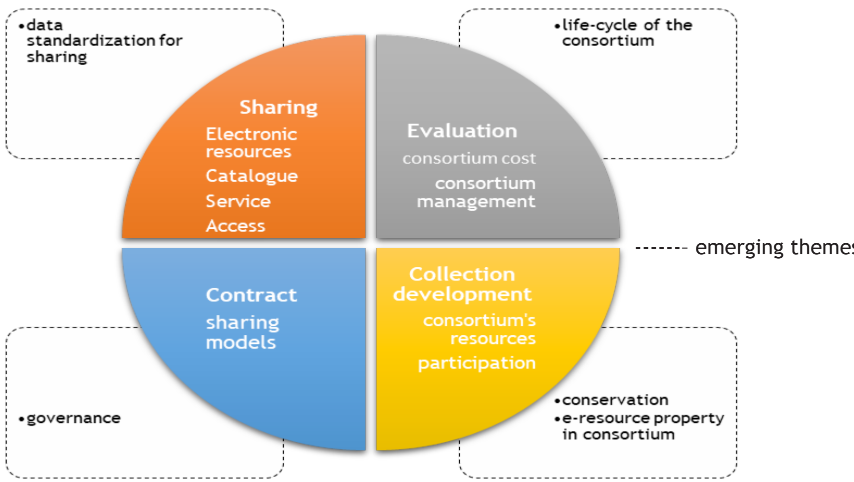
In the discussion surrounding contracts, their value and access to scientific communication, one aspect requires attention: the so-called Article Processing Charges (APCs), and this matter influences the negotiation of contract prices. APCs are levied from researchers for their publications to be open access. This gives rise to a dilemma: the consortium subscribes to the journals of a given publisher, and researchers linked to institutions in the consortium need to pay the APC for their publications to be open access; so does this not mean paying twice? Does it make sense that a researcher has to pay to appear in a journal whose publisher has a contract for access to content with the institution linked to?

So in principle, negotiation would aim for the best price and access licences. With the growing open access movement, and consequently the application of APC, the terms of contract need to be reconsidered. The terms of the agreement, now besides the subscription, include the publication's compensation agreements so that the institution's researchers can publish in open access, with the library belonging to the consortium to some extent already paying to have access to that journal (Horava & Ward, 2016).

Some consortia already include the costs of APC in the *big deal* contract. However, this is a complex matter, which has appeared in discussions about access to scientific communication and consortia's participation in this field (Horava & Ward, 2016). In this context, library consortia have led the discussions and negotiations to find terms of contract appropriate to institutional and commercial interests, in a win-win partnership with publishers.

Systematically, discussions about consortia can be presented as in **Figure 2**:

Figure 2 – Systematization of the literature



Source: Research data, 2019.

Figure 2 reveals that the most intense discussions on resource-sharing in library consortia are more centred on the resources themselves, what is shared, services and access to resources and services. However, some latent discussions were identified in this field, such as data standardization. Since information resources can come from various suppliers, their standardization is an important variable in the discussion of how to allow greater benefit from acquired and shared resources.

Consortium assessment is more focused on discussing the library's participation in the consortium and its cost, but other important aspects were ignored in the sample analysed, such as the consortium's life-cycle. The development of collections, a topic intrinsically linked to assessment, and sometimes the reason for the consortium, leads to discussion on financial resources to maintain the consortium, but little emphasis is given to questions such as the conservation and ownership of the resources acquired through a consortium.

Approaches dealing with contracts, in turn, raise discussion about the business model and forms of negotiation, especially *big deals*, but the contract's governance mechanisms have little prominence in the discussions presented.

4 Conclusions and Future Agenda

Library consortia are characterised as networks, since they are formed around a common objective: initially, only the share of technical services such as the physical description of collections, collaborative acquisition of collections; now increasingly in electronic services, especially electronic journals, due to constantly shrinking budgets. The formation of consortia to acquire electronic resources was a viable solution to cope with the deficits experienced.

This formation is allied to the characteristics of resource-based theory, centred on partners' collaboration using their internal resources. In the library domain, human and physical resources to operationalize the terms of the consortium internally were the main axes of application. In the organisational domain, aspects such as planning to enter the consortium were given less attention, only in isolated cases once participation was underway. RBV emphasises that network resources only add value when used in a planned way, and in the case of libraries, entry to a consortium is not always planned, but rather as a contingency, for example, being imposed by government.

This study highlights as the institutional benefits of participating in a consortium of electronic resources, besides the cost-benefit aspect, increased publication in high-impact scientific journals and the consequent increase in citations of researchers belonging to these institutions forming the consortium. This implies that participation in a consortium can have a positive impact on other areas of the institution, specifically in institutions that carry out research, as the consortium can provide a greater amount of information necessary to develop that research. Here, it is worth highlighting information management as an important item for management of the consortium and its institutional results, whether individual (library) or institutional (consortium).

Studies concentrate more on describing the formation of the consortium, its composition and benefits. However, there is little work on the consortium's impact on the development of leadership, knowledge transfer (Blobaum, 2014) and even on the actual return on the individual investment made by the institution belonging to the consortium. Matters such as the costs of a consortium are not a recent discussion (Clevesy & Inglis, 1978), but due to constant budgetary adjustments and faced with the ever-growing publishing market, they are still pertinent. Leadership is emphasized by Jensen and Maddalena (1986) and Weech (2002) as one of the success factors for a consortium's continuity, but little literature was found to mention this aspect, especially in recent work.

A future research agenda on library consortia could address questions on the financing and ownership of resources acquired in a consortium, factors that potentialize the success or failure of the formation of, and participation in, a consortium, as well as its life-cycle. Since there are no assessments of this phenomenon, especially its long-term effects (Jeon & Menicucci, 2017), it is not possible to assess effectively the benefits of participation, making this a stimulating topic for more thorough research.

In addition, contemporary questions such as negotiating access to resources, the inclusion of hybrid access publications in contracts, open access itself and all associated technology, could influence the formation of new consortia and the continuity of those already formed, as well as their financing and governance models. Other aspects to be explored in greater depth are the quality of records and the interoperability of systems describing electronic contents and their availability to the final consumer, both by suppliers of digital content and consortia managers.

Finally, this study intends to make a practical contribution to library consortium management, raising managerial questions such as assessment of actual participation in consortia and members' individual benefits, business models, the consortium's life-cycle, resource ownership and access. In particular, it adds to the literature on Information Management the perspective of the resource-based view to analyse library consortia.

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Innovation in cooperation network of public intermunicipal consortium in Brazil: an empirical study

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Armando Malheiro da Silva
Marcelo Duarte Porto

Expanding knowledge related to management boundaries is a major challenge for researchers in the field of science. The interdisciplinary and transdisciplinary character, which this theme is inserted, broadens the horizons of the investigated phenomena. There are several dimensions of scientific approaches that extend the boundary knowledge of Information Management through the application of theories from other areas of knowledge.Among these, we highlight the science of administration through the strategic management and diagnostic analysis of process information management in organizations (Almeida *et al* 2009 e 2015; Estrela, 2012; Silva, 2013; Campos, 2013; Fernandes, 2014).

In this sense, innovation occurs in those public organizations whose models of information management and innovation arecentered in strategic alliances oriented to cooperation in organizational networks. This is a way of transposing environmental changes and a series of obstacles that slow down the growth and development of these organizations, for economic reasons, government policy and even technology.

The concept of networks and their typologies are extensively explored in the literature of organization and economy theories (Grandoni and Soda 1995, Veciane 1999, Ireland et al 2001, Franco 2003, Almeida et al 2009, Almeida 2014, Simão and Franco2014). Networks are ordered dimensions of connections structured by the set of formal or informal relationships that are established between two or more actors.

On the other hand, the Intermunicipal Public Consortium cooperation networks are organizations structured in a network with forms of organic relations (according to the standards and legal norms) defined in the Constitution of the Federative Republic of Brazil. And also by law 11.107 of April 2005 and regulated by Decree 6017/2007; or socially (informal relationship) based on norms and socio-cultural values.

In this context, this article presents the preliminary results of empirical research related to information management and innovation in the network of Intermunicipal Public Consortia. The bases of this research are based on the theoretical and operational models described from the construct called Management Information System and Innovation in cooperation network of Intermunicipal Public Consortium.

Therefore, the contributions of this study will be relevant to understand the dimensions of governance of the information management and organizational innovation system centered on network of cooperation of public consortia.

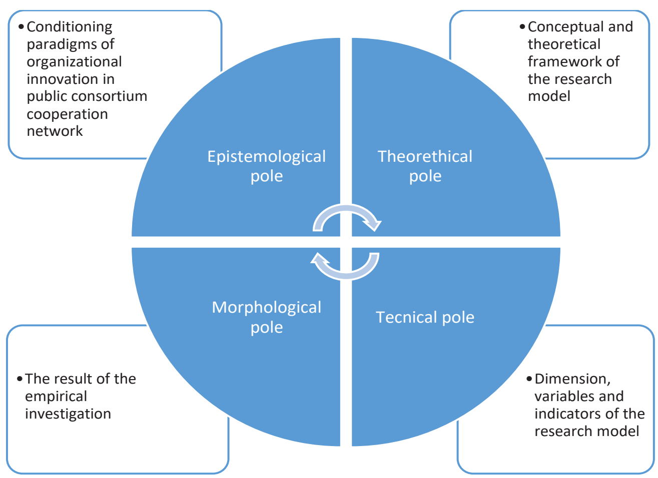
1 Theoretical contribution of research

1.1 The theoretical conceptual research model

The construction of empirical research model is the important element to establish the connections of the observed realities and their practices. This is associated with the search for a new knowledge, through the appropriation of the knowledge of epistemology, of theories, of the underlying techniques applied to theories. In this sense, Silva (2006: 29) advocates the application of the four-pole methodas a research tool. This author considers that this methodology is not restricted to a merely instrumental view, because the interactive dynamics between epistemology, theory, technique and morphology leads to the projection of interpretive paradigms of theoretical and operational models.

In this way, when dealing with information management and innovation system in a cooperation network, reference can be made to the information and innovation management system in the cooperation network of the Intermunicipal Public Consortium under the four-pole method. (Figure 1)

Figure 1 – Information Management System and Innovation in a Cooperation Network of the Intermunicipal Public Consortium



Fonte: Autoral.

1.2 Epistemological pole

The epistemological pole presupposes the development of a diagnostic action. It should be based on the discursive, reflective and interrogative dialectic as to the thematic issues to be addressed in relation to the paradigms of cooperation in Public Consortium Intermunicipal network and organizational innovation. On the other hand, it focuses on elements that lead to the identification of methods and practices related to the information process to meet the precepts of network cooperation and innovation, in reference to the teleology of the information management system and innovation in cooperation network of intermunicipal public consortium.

1.3 Theoretical Pole

The theoretical pole, referring to the paradigms of network cooperation of Intermunicipal Public Consortium and organizational innovation, establishes the set of theoretical and practical reasons for the foundation and definition of the abstract theoretical model (systemic view). Therefore, through the construct system of information management and innovation in Intermunicipal Public Consortium network, we have the research model organized and structured in the form of conceptual representation that allows us to postulate associations or analogies with theoretical structures that may lead to an understanding of the investigated phenomenon.

1.4 Technical Pole

The technical pole is the referential for the analysis of the pertinence and consistency of the abstract theoretical model known as the information management system and innovation in the Intermunicipal Public Consortium network, built under the criteria established at the epistemological and theoretical poles. In this phase, the dimensions and interactions of the abstract theoretical model in logical representation (Cartesian view) are described and explained. The logical (operational) model of empirical research explicitly specifies the set of operational elements required to model empirical research in terms of its size, variables and indicators. These elements are essential for the construction of a primary data collection instrument, as well as for the organization and methodological structuring of the investigation regarding the application of statistical tools to measure the data collected.

1.5 Morphological Polo

The teleology of the morphological pole is to establish technical and operational conditions for the development of actions that promote the interlocution and the interaction between the actors that are interested in the results of the investigation. In this sense, the morphological pole verifies the premises of the investigation in relation to the system of information management and innovation in Intermunicipal Public Consortium network, described from the technical pole, with the technical production of the research results. Therefore, at this stage, research results are shared and disseminated in academic and professional settings as a way to broaden discussions about study and research. Thus, the results of the research are shared with the Federal, State and Municipal Governments that are executor of public policies through intermunicipal public consortia. In addition, with municipalities benefiting from the results of the innovative action of public management in meeting the demands of local society. In this sense, information management undoubtedly plays an important role in information communication for man and society when managing process, sharing, governance and communication of research.

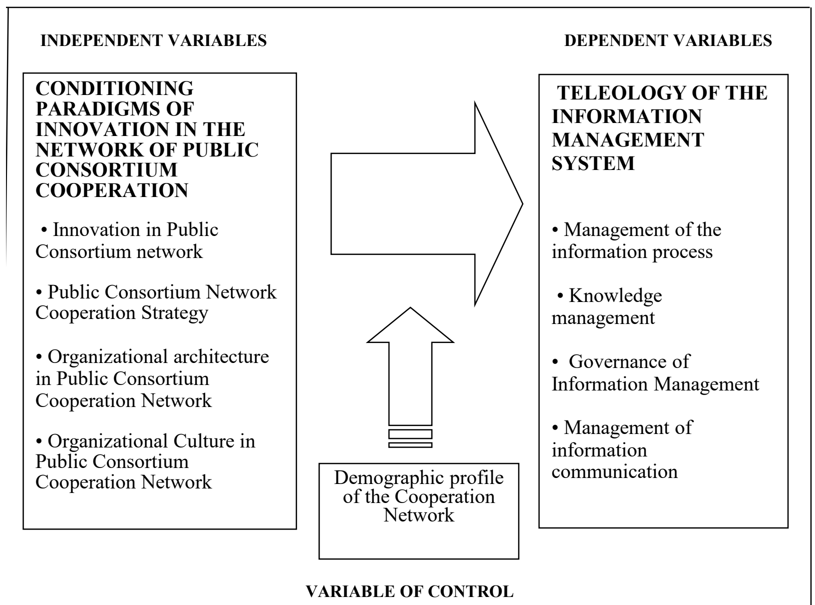
Therefore, the way of thinking information management under the prism of the four-pole method broadens the understanding of the phenomena of information management. It introduces the unification proposition between intuition and reason, as a synthesis derived from the systems theory approach. It represents the construction of symbolic (theoretical) mental models of observed realities and operant reason, logic, Cartesian approach, which describes analytically the logical structure of the observed abstract model.

2 The Operational Logical Model of Research

The researcher makes use of the systemic vision to define the set of essential elements that base their perception on a certain phenomenon observed. The aforementioned cognitive process is portrayed by the epistemological and theoretical poles, through the organization of the abstract thought of the researcher, who associates his experience of the observed reality (tacit knowledge) to formulate his research questions and make conceptual definition of the theoretical construct of research. Therefore, the question of investigation originated at the epistemological pole and the theoretical framework that underlies the basis of the study complement each other to form the research construct in this study.

In this sense, the quadripolar method, under the systemic approach, adds the interaction and integration of poles to build the theoretical model of research. On the other hand, under the Cartesian approach, it allows, from this theoretical model of investigation, to establish operational methodological parameters to seek scientific evidences and explanatory answers regarding the phenomenon to be investigated. Thus, the operational model of research constitutes the logical representation of the theoretical model of research, which portrays the conceptual elements through a Cartesian approach (figure 2).

Figure 2 – Conditioning paradigms of Innovation in Coopertion Networks of Public Consortium and the Teleology of the Information Management System



Source: adapted from Almeida et al 2012.

In this way, the operational model of research, the logical representation of the theoretical model, describes, firstly, the taxonomy of the independent, dependent and control variables. They form the central nucleus of the research object: it seeks to explain if there is a relationship between the conditioning paradigms of innovation in a public consortium cooperation network and the teleology of the information management system.

3 Methodology applied to the research model

Conceptual models become operative (deterministic) when the constitutive elements of their dimensions are dissected into variables and indicators that allow them to be measured using statistical tools. In this sense, Martins and Theofilo (2009) corroborate when they say that the definition of operability leads to a series of procedures that are assigned a measurable meaning to a concept applicable to a specific set of circumstances. Therefore, an operative (deterministic) model, based on the set of variables and data indicators, must be validated through the use of statistical tools, from the perspective of seeking explanations and logical explanations about the phenomenon investigated. In this context, specialists in statistics applied to the social sciences (Malhorta, 2008, Monteiro Filho, 2003, Black, 1997, Mattar, 1996 and Levin, 1987) point to a series of data measurement instruments, such as: of descriptive analysis, using percentage relative frequency, position, dispersion and association measures and by the inferential method for hypothesis validation.

In this sense, the research instrument for the collection of primary data was organized and structured from the theoretical model and dimensioned from the independent, dependent and control variables. This had as reference the description of the dimensions of the conditioning paradigms of innovation in cooperation network of the public consortium and the teleology of the information management system and the demographic profile of the network of cooperation in public consortium.

Each dimension is associated with a set of indicators of the variables, which were expressed by a question of the questionnaire. The questionnaire was modeled as an opinion survey under the title: **innovation in network of public consortium cooperation and information management** in three blocks, namely:

Demographic profile of the intermunicipal public consortium cooperation network – Classifies the Intermunicipal Public Consortium as a basis on criteria related to the type of organization, services provided and socioeconomic indicators

II) *Innovation in the public consortium cooperation network* -This section seeks to know the position of public consortium managers on issues related to technological innovation, cooperation strategy, organizational architecture and organizational culture of cooperation networks of intermunicipal public consortium.

III*) Intermunicipal public consortium network information management system* – In this section, we seek to know the position of public consortium managers on issues related to processed information, governance, knowledge production and their communication in cooperation networks of intermunicipal public consortium

The data collection instrument was elaborated on a Likert scale, with scores ranging from 1 to 5. The Likert scale is a summative characteristic and allows the ordering of an attitude of favorability or unfavorability in relation to a given object. (Selltiz et al., 1967). According to Gill (1999), the results obtained by manifestation of attitude and / or opinion about a problem studied, through the application of data collection instrument constructed on the basis of the Likert-type scale, can be analyzed using the tests of correlation. However, it should be noted that there is a discussion among researchers about the use of parametric and non-parametric statistics in the analysis of the data obtained through the Likert scale. Jamieson (2004) emphasizes that non-parametric statistics should be applied to ordinal data, in the case of a sample with an interval characteristic. However, Allen and Seaman (2007) point out that the analysis of ordinal data (Likert scale) as the data range is based on the assertion that parametric statistical test are more powerfulthan non-parametric alternatives. Carefio and Perla (2007) point to the use of Pearson's correlation, multiple regression, variance analysis and F-test as possible parametric statistical instruments for the Likert scale data analysis. But according to Kislenko and Grevholm (2008), there is no consensus among researchers on which methods are suitable for using the Likert scale.

Considering the arguments presented, the results of this empirical investigation were analyzed through the use of descriptive and inferential statistics. The descriptive analysis made by interpreting the percentage relative frequency. The inductive or inferential analysis is based on the application of the Pearson Correlation technique to determine the degree of association between the studied variables and the use of the F statistic to obtain the test of significance of the hypotheses. Pearson's correlation and Cronbach's alpha are also used to validate the applied research instrument, as well as to measure the internal reliability of the collected data.

4 Results of the Survey

The survey was sent by the google forms system:

https://docs.google.com/forms/d/e/1FAIpQLSc9bZs70g2Sc4VyqsplQ_ko2bofRJR9VxuzY7Colm0fGhAayg/viewformThe sample of 140 (one hundred and forty) Brazilian intermunicipal public consortia, institutions of initiative and competence of entities (Federal, State, Federal District and Municipalities), organized and structured according to the standards and legal norms defined in the Constitution of the Federative Republic of Brazil and by the National Congress of Brazil, through law 11,107 of April 2005 and regulated by Decree 6017/2005. The return of 31 (thirty-one) respondents, or 22, 14% of the sample, was obtained. Therefore, the sample meets the measurement requirements at interval level by using Pearson's correlation as a measure of association between two or more variables (Levin, 1987). The typology of respondent intermunicipal public consortia is as follows: multifinality (24.1%), infrastructure (3.5%), regional economic development (3.5%), urban development and environmental management (17.2%), health (31.0%), education (3.5%), other modalities (17.2%).

4.1 Consistency analysis of the data collection instrument

The numerical set expressed by the Pearson correlation coefficient for the innovation variable in public consortium network is representative for the following management practices: expansion of municipal public policies, improvement of socioeconomic indicators of the region and contribution of rationalization of public resources. However, the homogeneity of the sample is not very representative in the question about the complexity of the management practices of the public consortia investigated. It must be considered that the Alfa Conbach has a degree of consistency measured as good (0.88) for the grouped set of components of the analysis variable. Therefore, by the results presented by Alfa Conbach and Pearson's correlation coefficient, the questionnaire data can be measured as consistent.

Table 1 – Data validation matrix of the research instrument.

Dimension of research analysis	Ask of question	Dimensional homogeneity		Sample validation	
		Coefficient of variation of Person	Indicator Parameter	Cronbach Alfa	Degree of consistency
Innovation in Public Consortium network	The management practices of the intermunicipal consortium in which I participate have expanded the implementation of municipal public policies	0,15	Represen-tative	0,88	Good
	The practices of management of the intermunicipal consortium of which I participate has improved the socioeconomic indicators of the region.	0,18	Represen-tative		
Innovation in Public Consortium network	The management practices of the intermunicipal consortium in which I participate have contributed to the rationalization of public resources.	0,19	Represen-tative	0,88	Good
	The management practices of the intermunicipal consortium I am involved in are complex and do not contribute to helping the municipality implement public policies.	0.66	Not very represen-tative		

Source: authors

4.2 Hypothesis Testing

With the objective of determining the degree of association between the explanatory variable Innovation in Public Consortium network and the teleology variables of the information management system – Information process management, Knowledge management, Governance of information management and Communication management of the information, the following research hypotheses were formulated, namely:

- H1 – There is an association between the explanatory variable, called Innovation in the Public Consortium network and the explained variable, called Management of the information process in Public Intermunicipal Consortium
- H2 – There is an association between the explanatory variable, called Innovation in the Public Consortium network and the variable explained, called Knowledge Management in Public Intermunicipal Consortium
- H3 – There is an association between the explanatory variable, called Innovation in Public Consortium network and the variable explained, called Information Management Governance in Public Intermunicipal Consortium
- H4 – There is an association between the explanatory variable, called Innovation in Public Consortium network and the explained variable, called Management of information communication in Public Intermunicipal Consortium.

Table 2 – Hypothesis signifcance test

Hypothesis group	Hypothesis	Coefficient F			
		Calculation Fo	Critical Fc	Significance	Decision
Innovation in Public Consortium network	H1 – There is an association between the explanatory variable, called Innovation in the Public Consortium network and the explained variable, called Management of the information process in Public Intermunicipal Consortium	2,67	2,45	Fo>Fc	Accept the experimental hypothesis H1 ≠ 0
	H2 – There is an association between the explicative variable, called Innovation in the Public Consortium network and the variable explained, called Knowledge Management in Public Intermunicipal Consortium	2,67	2,45	Fo>Fc	Accept the experimental hypothesis H2≠ 0
	H3 – There is an association between the explicative variable, called Innovation in the Public Consortium network and the explained variable, called Information Management Governance in Public Intermunicipal Consortium	2,67	2,45	Fo>Fc	Accept the experimental hypothesis H3≠ 0

Hypothesis group	Hypothesis	Coefficient F			
		Calcula-tion Fo	Critical Fc	Signifi-cance	Decision
	H4 – There is an association between the explanatory variable, called Innovation in the Public Consortium network and the explained variable, called Management of information communication in Public Intermunicipal Consortium	2,67	2,45	Fo>Fc	Accept the experimental hypothesis H4≠ 0

Source: authors.

The calculated Fo coefficients of the hypotheses H1, H2, H3, H4 were larger than the critical Fc. Thus, at the significance level of P≥0.05, we can reject the null hypotheses H0 and accept the experimental hypotheses. In this sense, it is possible to infer that there is evidence of association between the explanatory variables innovation in public consortium network and their corresponding variables explained teleology of the information management system.

4.3 Correlation analysis

The results of Pearson's correlation between the explanatory variable of innovation in public consortium network and the explained variables of teleology of the information management system show a positive association between the studied variables. Therefore, from the measured data, it can be affirmed that there is evidence that the innovation variable in public consortium network exerts a positive influence on the set of variables denominated Information Process Management, Knowledge Management, Governance of information management and Communication Management of information. Table 3 presents the correlation matrix between the studied variables, at a significance level of 5%. (Table 3)

Table 3 – Matrix of correlation between the components of the resulting teleology of the information management system and the conditioning innovation in a network of public consortium, at significance level of 5%

Dependent variable / Independent variable		Teleology of the information management system							
		Management of the information process		**Knowledge management**		**Governance of Information Management**		**Management of information communication**	
		Corre-lation	**Level of signifi-cance**	**Corre-lation**	**Level of signifi-cance**	**Corre-lation**	**Level of signifi-cance**	**Corre-lation**	**Level of signifi-cance**
Innovation in Public Consortium network	The management practices of the intermunicipal consortium in which I participate have expanded the implementation of municipal public policies	Positive Moderate	0,007754	Positive low	0,007754	Positive low	0,007754	Positive low	0,007754
	The management practices of the intermunicipal consortium I am involved in have improved socioeconomic indicators in the region	Positive Weak	0,008500	Positive Moderate	0,008500	Positive Moderate	0,008500	Positive Moderate	0,008500
	The management practices of the intermunicipal consortium in which I participate have contributed to the rationalization of public resources	Positive low	0,009548	Positive Weak	0,009548	Positive Weak	0,009548	Positive Weak	0,009548

Dependent variable / Independent variable	Teleology of the information management system							
	Management of the information process		Knowledge management		Governance of Information Management		Management of information communication	
	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance
The management practices of the intermunicipal consortium I am involved in are complex and do not contribute to helping the municipality to implement public policies	Positive low	0,015138	Positive low	0,015138	Positive low	0,015138	Positive low	0,015138

Source: Authors.

5 Analysis of results

Then, from the data presented in the Pearson correlation, an interpretative analysis of the management practices of the consortia is carried out. These practices are related to the explanatory variable of innovation in public consortium network and the degree of association between the explained variables ofInformation Process Management, Knowledge Management, Governance of information management and Communication Management of information. In this context, comments are based on the degree of association of the variables that allow to make a series of deductions on the set of management practices of the Public Consortia investigated.

5.1 Implementation of municipal public policies

The practical management of intercity public consortium, regarding the implementation of municipal policies, has a positive influence on the variable components of teleology management information system, which can be deduced by the degree of association of the correlations presented in Table 4.

The following observations are made regarding the associations between the analyzed variables:

- There is evidence that management practices in innovation related to managerial processes and methods are efficient in the implementation of public policies
- It can also be inferred that there is a sharing of managerial knowledge among the members of the researched consortiums, although not very representative
- Evidence points to a marked agency conflict, that is, the relationship between managers and stakeholders (stakeholders), given the low positive correlation
- The low positive correlation indicates that the communication between the management of the consortium and local society is not very representative

Table 4 – Correlation matrix between the components of the resulting teleology of the information management system and the conditioning factor in the network of public consortium – implementation of municipal public policies, at a level of significance of 5%

	Dependent variable	Teleology of the information management system							
		Management of the information process		Knowledge management		Governance of Information Management		Management of information communication	
Independent variable		Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance
Innovation in Public Consortium network	The management practices of the intermunicipal consortium in which I participate have expanded the implementation of municipal public policies	Positive Moderate	0,007754	Positive low	0,007754	Positive low	0,007754	Positive low	0,007754

Source: Authors.

5.2 Improvement of socioeconomic indicators in the region

The positive influence that the innovation variable in public consortium network exerts on the set of variables information process management, knowledge management, information management governance and information communication management contributes to the improvement of regional socioeconomic indicators, having as reference the types of consortia studied.

Regarding the associations between the variables, we can observe:

- There is evidence that organizational innovation practices are representative because, according to the sample studied, the low positive correlation indicates a direct association with the information process management of the consortium entities. Therefore, it can be deduced that the actions implemented by the consortium network contribute to the improvement of the regional socioeconomic indicators of the federative entities participating in the consortium network.
- There is a moderate positive correlation of the investigated sample, in relation to the other variables analyzed. This shows that there is a sharing of knowledge among the consortium members. The evidence for the low agency conflict between the stakeholders of the consortium system and an effective communication with society regarding the socioeconomic results generated by the researched public consortium network. (Table 5)

Table 5 – Correlation matrix between the components of the resulting teleology of the information management system and the conditional innovation in the public consortium network – improvement of the socioeconomic indicators of the region, at a significance level of 5%

Dependent variable / Independent variable		Teleology of the information management system							
		Management of the information process		Knowledge management		Governance of Information Management		Management of information communication	
		Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance
Innovation in Public Consortium network	The management practices of the intermunicipal consortium I am involved in have improved socioeconomic indicators in the region	Positive Weak	0,008500	Positive Moderate	0,008500	Positive Moderate	0,008500	Positive Moderate	0,008500

Source: Authors.

5.3 Contribution to the rationalization of public resources

The management practices of the public consortia researched have a positive association degree of weak and low. As a result of management performance, the evidence points to a set of managerial actions with little impact in relation to the rationalization of public resources. Therefore, we can infer that management practices within the public inter-municipal consortia are conservative. For, given the degree of association obtained, the evidence points to innovative solutions that are not very representative to promote the management of the information process, knowledge management, governance of information management and information communication management. (Table 6)

5.4 Contribution to the rationalization of public resources

The following observations are made regarding the associations between the variables:

- The degree of low positive association in relation to the organizational innovation variables and the management of the information process, evidences that the practices of management of the intermunicipal consortia do not have a representative contribution in the application of the use of public resources by the researched consortia
- In this context of analysis it is verified that the degree of weak positive association between the organizational innovation and the other variables knowledge management, Governance of information management and communication of information, presents evidence that:

  a) The innovative experiences are little shared among the members of the consortium researched;

  b) There is certain degree of agency conflict between stakeholders (manager of the consortium vs. local society)

  c) The communication of the relevant facts of the actions of the intermunicipal consortium investigated and its connections with the local society are little publicized

5.5 Complexity of management practices

Regarding the complexity of managerial practices, there is a low degree of positive association between the explanatory variable innovation in the public consortium network and the explained variables of information process management, knowledge management, governance of information management and communication. It is evidence that the process of organizational innovation has not contributed to attenuate the level of legal and normative complexity in the intermunicipal public consortium network. (Table 7)

In this sense, we can infer that the implementation of public policies in intermunicipal public consortium network, in view of the legal and normative complexity that govern federated consortium entities (Union, States, Federal District and Municipalities) is determinant for:

- the low level of organizational innovation of consortium actions
- delimit the sharing of management experiences among the consortium members
- accentuate the conflict of agency (manager of the consortium and municipal entities) in face of the legislation and the regulation of the consortium public entities
- limit the communication of consortium actions considering the legislation and mandatory rules of the federative entities participating in the consortium.

Table 6 – Matrix of correlation between the components of the resulting teleology of the information management system and the conditional innovation in public consortium network – rationalization of public resources, at a significance level of 5%

	Dependent variable	Teleology of the information management system							
		Management of the information process		Knowledge management		Governance of Information Management		Management of information communication	
	Independent variable	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance
Innovation in Public Consortium network	The management practices of the intermunicipal consortium in which I participate have contributed to the rationalization of public resources	Positive low	0,009548	Positive Weak	0,009548	Positive Weak	0,009548	Positive Weak	0,009548

Source: Authors.

Table 7 – Correlation matrix between the components of the resulting teleology of the information management system and the conditional innovation in the public consortium network – Complexity regarding management practices, at a significance level of 5%

Dependent variable		Teleology of the information management system							
		Management of the information process		Knowledge management		Governance of Information Management		Management of information communication	
Independent variable		Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance	Corre-lation	Level of signifi-cance
Innovation in Public Consortium network	The management practices of the intermunicipal consortium I am involved in are complex and do not contribute to helping the municipality to implement public policies	Positive low	0,015138	Positive low	0,015138	Positive low	0,015138	Positive low	0,015138

Source: Authors.

6 Final considerations

The network system of cooperation of inter-municipal public consortia plays a significant role for socioeconomic development and implementation of public policies. This occurs within the Federal, State, Federal District or Municipal governments. They are public policies directed to regional economic development, urban, environmental management, education and health. Brazilian intermunicipal public consortia are governed by the standards and legal norms defined in the Constitution of the Federative Republic of Brazil and by the National Congress of Brazil, by law 11,107 of April 2005 and regulated by Decree 6017/2005. The federative entities seek, through consortial action, to gather managerial expertise to leverage public policies to meet the regional and sectoral demands of local societies. On the other hand, they also aim to optimize the application of public budgetary resources, as well as the sharing of human and material resources of the federative entities.

This empirical study, applied to a set of intermunicipal public consortia of multifinalitary characteristics, infrastructure, regional economic development, urban development and environmental management, health, education, among other modalities, brings a reading of the degree of association between the construct of conditioning paradigms innovation in cooperation network of public consortia and the teleology of the information management system. In this context, the variable influence innovation in public consortium network was analyzed in relation to the set of variables denominated Management of the process of the information, Management of the knowledge, Governance of the Information management and Management of the information communication. Thus, the following considerations are made from the results obtained in the research:

- The innovative management practices of the public consortia surveyed are efficient in implementing public policies, but need to improve knowledge sharing, governance and communication of the consortium management and the cooperating network;
- The results of the policies implemented by public consortia surveyed are not very representative in relation to innovative practices, but efficient in terms of knowledge sharing, low agency conflict and communication with local society

- Innovative practices related to the application of public resources are not very effective, which can contribute to accentuate the agency conflict (manager of the consortium x stakeholders)
- The normative and legal complexity to which the public consortia and their federative entities are subjected are determinant to the low degree of organizational innovation, compromising the sharing of experience and accentuating the agency conflict (manager of the consortium x federative entities).

Finally, it is worth mentioning the methodological validation of the construct paradigms of the conditioner innovation in cooperation network of public consortia and the teleology of the information management system. Described by the theoretical model of research and using statistical methodological parameters applied to the survey, scientific evidence and explanatory answers about the phenomenon investigated were obtained. In this context, from the data obtained, it can be stated that there is evidence that the innovation variable in the public consortium network exerts a positive influence on the set of variables: information process management, knowledge management, governance of the information management and management of information communication.Therefore, the contributions of this study are relevant to understand the dimensions of the governance of the information management and organizational innovation system centered on the network of cooperation of public consortia of the federative entities of Brazil.

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EDUCATION

Institutionalization of distance higher education in Brazil

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Distance education (DE) can be considered as a recent thematic in the Brazilian legislation. In 1996 – with Law number 9.394 (LDB), of December 20, which talks about the guidelines and bases of national education – DE appears for the first time in a legal document as a legally accepted practice, to be utilized in basic and superior education, integrating the formal Brazilian education system (BRASIL, 1996). Previously to the promulgation of the LDB, the Ministry of Education (MEC) created the Secretary of Distance Education (SEED)[1], which, despite its name, at first developed activities aimed at the use of technology in school and the training of teachers for them.

1 SEED/MEC, created by the Decree number 1.917, from May 27, 1996, was extinguished in the Dilma Government on May 16, 2011 (through Decree number 7.480), and its plans, programs and actions were spread in several instances of MEC, among them, the Coordination for the Improvement of Higher Education Personnel (Capes), which assumes, through the Diretoria de Educação a Distância (DEB), the management of the Sistema Universidade Aberta do Brasil (UAB).

Starting with the introduction of DE in the LDB and the organization of the MEC to manage it, a series of actions, programs and regulations was formulated and implemented with the goal of promoting its institutionalization. The institutionalization of this modality of education possesses a direct relationship with the quality of its offer in the country, which must be based in the orientation of the educational processes and in the most encompassing political guidelines, which happens in the micro level (inside of institutions of higher education) and also in the macro level (as a Estate policy).

Distance higher education is currently offered by institutions of higher education (HEI) both public and private. When it comes to private HEI that currently offer distance undergraduate courses, Lima (2014) highlights that there is a concentration in the number of enrollments in few institutions. When it comes to public HEIs, the majority of them depend on external funding to offer DE, which is done through public notices. This dependence on external resources can be considered contradictory, since while for some this is the way to institutionalize, once it promotes the opportunity of the ofer and the inclusion of a culture of the modality in the institutions, for other it is a hindrance, for it has generated the DE model to be followed, which implies little autonomy on the part of the HEIs that act with that modality of education.

In general, one can say that the collection of the institutional trajectory of the DE in the country is recent and, maybe because of that, it presents a series of elements considered relevant and that demand attention during the delineation of the next public policies and actions in the field, especially in what concerns the characteristics of their expansion; to the varied forms under which the attending and distance modalities are seen by several organs and regulations; and the mechanisms of evaluation and follow-up of the actions of the HEIs that utilize this modality while offering higher education.

With the regulation of DE in higher education and with the policies, programs and actions in the field, one can see a significant expansion in this modality in Brazil, especially after 2000. Besides, together with the expansion and the regulation, one can verify a wide process of institutionalization of DE, due to the induction of MEC and the Coordination for the Improvement of Higher Education Personnel (Capes) and to initiatives of the own HEIs, in general. In public universities, there are regulations, organizational spaces, specific processes and mechanisms that indicate a diverse institutionalization, aiming at meeting the government policies and offering courses and graduation, in Brazil and even abroad.

Even though DE is currently a reality in federal public universities, it is still questioned what would happen in case the federal government funding ceased for the maintenance and expansion of that offer, which is already quite expressive nationally. In 2013, for example, the number of enrollments in undergraduate courses in the modality distance education in Brazil was 179,714 in public HEIs and 973,858 in private HEI, for a grand total of 1,153,572 enrollments (BRASIL, 2014). It is questioned the degree of institutionalization of DE in the public federal universities, since each one of them appears to have structured and organized the offer of the modality in their own way. It is also highlighted the fact that the DE has expanded in a very diversified and asymmetrical way in the different regions of the country. These and other elements will be the object of a deep scrutiny in this study.

1 DE as an object of study: the institutionalization in perspective

The field of study about public policies and the policies of higher education started, according to Draibe (2001), to once again become central in the last decades, which shows how new this field is and how much it still demands new studies. In this context and in the scope of higher education, it is fundamental to critically analyze how the process of institutionalization of distance education has been happening in the different regions of the country, which implies comprehending the regulator marks and the processes of institutionalization, the limits and the possibilities for the democratization of the access to the institutions of education with academic quality.

Alonso (2009), Dourado (2011) and Lima (2014), show that, among the problematic that involve the distance modality, it is possible to indicate some elements that make the quality of the courses difficult. Among them, we can highlight: a) the expansion of the DE in higher learning has developed an educational market in the offer of these courses and a process of precarization; b) the expansionist logic is based on a quantitative and privatist perspective; c) the materialization of the courses happened without the minimal conditions of applicability of the policies and propositions for the modality; d) the tendency to the definition of model for DE and funding of the courses for the public HEIs based in answering public notices, individually (through the adhesion of the teachers that take over the course coordination), and not as an institutional action.

Thus, the theme of the institutionalization of the DE in the HEIs, mainly in the public ones, has been recurrent since 2012, especially through events created to discuss them. One can highlight, for example, the seminar "Institucionalização da EaD no Brasil", realized as part of a participative research project organized by the Universidade Federal Fluminense (UFF) in 2012; the "V Seminário Internacional de Educação à Distância", realized by the Universidade Federal de Minas Gerais (UFMG) in 2013; the "Seminário Institucionalização da EAD", promoted by the Universidade Estadual do Sudoeste da Bahia (UESB) in 2013; among others.

When it comes to research, in the bank of theses and dissertations of the Capes only one work was found about the subject with the keyword "institucionalização da EaD no Brasil" (COSTA, 2012). This is a thesis whose only research is bibliographical and documental, with analyses of the discourses of normative and historical documents, as well as DE regulations. Another research found in the Capes bank was the thesis of Faria (2011), which shows the need for the construction of favorable conditions for the institutionalization of DE in public IESs. On the other hand, the thesis of Lima (2013), when investigating the capacities of the Brazilian Estate, showed that it, despite having kept some DE policies, has not guaranteed their stability, since it does not predict their institutionalization, which indicates a significant hindrance for the development of distance education in the public institutions of the country.

It is worth remembering that the regulation of DE is very recent in the country, being mentioned for the first time in the Art. 80 of the LDB/1996. This device established that the public administration will encourage the development and broadcast of DE and that the institution interested in developing said modality of education must be accredited by the Union, who is responsible for the regulation of the requisites for the evaluation, authorization and implementation of the courses/programs.

In general, the development of a public policy depends on the way it is formulated and implemented, including the DE, whose course offer is regulated according to its legal framework. Until 2012, the development of the DE was marked by two basic elements: a) the constitution of several public or private consortia, or in public-private partnerships for the offer of distance courses, a movement that culminated with the creation of the UAB; b) the constitution of several programs and public actions that began with the regionalized offer and, after, involving all of Brazil.

The constitution of consortia was concomitant with the initiatives and actions implemented by the Government, and it is worth highlighting the movement of articulation of institutions and entities that invested efforts to build propositions configured in collaborative networks, among which: Consórcio Univir-CO[2], Universidade Virtual Pública do Brasil (UniRede), Instituto IUVB, Comunidade Virtual de Aprendizagem – Rede de Instituições Católicas de Ensino Superior (CVA-Ricesu) and the Centro de Educação a Distância do Estado do Rio de Janeiro (consortium CEDERJ).

Thus, one can observe that in the period between 1999 and 2001, there happened the creation of public, private, and confessional networks for the cooperation in technology and methodology in the use of the Technologies of Information and Communication (ICT) in DE. One can consider that the initiatives were a reflex of a worldwide movement of constitution of networks of collaboration and cooperation for the production and dissemination of information and knowledge.

After the experience with the consortia and following their example, the Sistema Universidade Aberta do Brasil (UAB) was created by the MEC in 2005, focusing on the policies and management of higher education. In 2013, there already were 103 public HEIs acting in that modality, with 56 being federal universities, 30 state universities, and 17 Federal Institutes of Education, Science and Technology (Ifs), and also 658 active UAB poles. The public

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2 In the Midwest region, we have Consório Univir-CO and the participation in UniRed. In 1998 the Universidade Virtual do Centro-Oeste (Univir-CO), in the public sphere, for the offer of undergraduate and graduate distance courses. The Consórcio Univir-CO was articulated and implemented by the Pro-Rectories of Extension of seven universities in the Midwest Region. It acted in the regional plan, and, this way, the courses developed happened in the scope of some cosortiated universities. Even though its proposition was to offer alternatives to the demand for higher education with the realization of extension, graduate and undergraduate courses, the offer is limited to improvement and extension courses, or from isolated subjects in the undergraduate courses and wasn't contemplated with funding (SANTOS, 2008).

HEIs were distributed by region as follows: 31 in the Northeast, 27 in the Southeast, 14 in the South, 12 in the North, and nine on the Midwest.

That is a public policy that was initially developed due to the articulation between the SEED/MEC, extinct since 2011, and the Diretoria de Educação a Distância (DED/Capes), aiming at the expansion of higher education, in the scope of the Plan for the Development of Education (PDE), created by Decree number 6.094, of April 24, 2007.

The growth of DE in the scope of public and private higher education shows the importance of researching how the institutionalization and the implementation of policies in the field is taking place, because, as Evans (2004) used to say, the success or the failure of transformative projects depends on how they harmonize with the strategies of the different fields. The thematic of institutionalization is, thus, fundamental, seeing that the comprehension of the process of academic expansion and structuring of DE in the country, once it helps in the comprehension of the relationship between the capability of the State in formulating the public policy for the modality and the way with which it has been implemented by the institutions in different regions. Institutionalization is a process that occurs in stages throughout time, as the result of a series of factors that interact to create an environment that supports it. It is defined by Kesar (2007) as the establishment of a practice or action in a human system, characterized by the routine spread and legitimized, waited, supported, permanent and resilient, besides possessing leadership committed to the creation of an environment that favors action, engaged in the process for institutionalizing a new manner of doing the job or the action.

For Kesar (2007), the institutions are systems that define the behaviors inside themselves, in the way that some qualities can be sustained routinely. The institutions preserve their identity through programs, policies and procedures, and institutionalizing a practice many times requires that the structures of rewards, the policies and the environment be modified. However, for any given innovation, different aspects of a public HEI, for example, may need to be modified, to assure the power of permanence and for them to become routine.

In that sense, Platt (2009) and Kesar & Sam (2012) highlight the three main stages of the process of institutionalization: *mobilization, implementa-*

tion, and institutionalization. There is not necessarily an order for these to occur, because they can happen concomitantly or dynamically. *Mobilization* is the moment when the object or action is prepared for the change (KESAR; SAM, 2012); it is the process that takes to the decision of carrying on with the execution of a policy or action (PLATT, 2009). The characteristics of the process of mobilization are: building reference points and models; creating a taskforce; establishing meetings; gathering external support; utilizing institutional allies; creating plans of action (KESAR; SAM, 2012). Kesar (2007) notices that, in this stage, institutions do not possess an agenda, and few conversations about action take place.

Implementation, on the other hand, is defined as the process of putting into practice an idea, program, or a set of activities and structures. In this stage, whose duration may vary from less than six months up to five years (PLATT, 2009), the personnel of an organization or organ decide to use or adopt the proposed action. It is in it that change or action is introduced. Its characteristics are: moment of creating an infrastructure and support for the action, introduction of incentives and/or de-incentives, maintenance of the dynamics of development of the action (KESAR; SAM, 2012). In this stage there is already an agenda of debates and moments of discussion about the theme; the actions possess a clear rhetoric, related to the action; and the parties or legislators and managers committed to the actions, start to write about the importance of moving beyond rhetoric and into action. With this, there start existing more programs that are less compartmentalized than before (KESAR, 2007).

Institutionalization, however, involves people with a practice whose fundamental value supports work. In this phase, the organization or organ accepts the values and the norms associated with the action and incorporate them into their culture – that is what is called cultural level (KESAR, 2007). The organizational structures, the procedures and the attitudes in relation to the action indicate that it has either become routine or that it is inserted in the global program of the organization or organ, continuing for longer and operating viably (PLATT, 2009).

Institutionalization demands that three conditions be met: a) organizational support; b) standardization of procedures; c) incorporation of values and norms, associated with the action made easy by the organizational culture. An underlining assumption of the model of organizational change is that institutionalization is a desired result and seen as the conclusion of a process in which are present the indicatives of structural, procedural, and cultural inside the organization (CURRY, 1991 *apud* PLATT, 2009).

In institutionalization, the system is stabilized in its altered system. It is characterized by the change in value about the action in the organization or organ, and, when its members arrive at a consensus, the action becomes more stable (KESAR; SAM, 2012). There is a greater control in the efforts to guarantee that progress is being made (KESAR, 2007), that is, in the institutions of higher learning, the policies and actions start to integrate its daily planning and management. Thus, comprehending and analyzing the process of institutionalization of a policy, program, management or action contributes, thus, for the identification of the factors that influence its implementation and its flux of desired procedures. Thus the importance of researching and analyzing the institutionalization of DE, especially in public federal HEIs that have been induced to offer that modality through financial incentives and programs and actions of the federal government.

It is necessary to keep in mind that distance higher learning became a booming modality in Brazil starting in the 2000s. This way, DE deserves the spotlight in the discussions about public policies and also about the role it should occupy in the processes of expansion in higher learning. The occurred expansion, however, already presents preoccupying aspects in what refers to the institutionalization and intensification of privatization of offer, to the quality of the courses/programs and to the adequacy of the model of regulation, evaluation, supervision, among others. In this context, it is therefore fundamental to comprehend the reach of the reformation in the field of superior education, as well as examining in which measure DE has contributed to promote the access to quality courses/programs, in order to promote a greater social inclusion. One should also understand in which measure the policies and programs established by the State need to be perfected and adjusted, considering the perspective of expansion of the public offer in this area.

2 The expansion of distance higher education: privatization and regional assymmetries

The Censo da Educação Superior of 2013 registered a total of 7,305,977 enrollments, with 5,373,450 in the privated administrative category (BRASIL, 2014). From a total of 1,932,527 enrollments in public institutions, 1,137,851 were offered in the federal scope; 604,517, in the state; and 190,159, in municipalities. There were 32,049 courses, with 21,199 being in the private sector and 10,850 in the public sector. The total of graduates was 991,010, of which 761,732 in the private administrative category and 229,278, in the public one. All of these enrollments were offered by 2,391 institutions, among which the universities, which represent 8,2% of the institutions, offer 53,4% of the enrollments in undergraduate courses, while the university centers offer 15,8%; the colleges, 29,2%; and the Ifs, 1,6%. From a total 2,391 institutions, 2,090 are private and 301, public (106 federal, 119 state, 76 municipal).

The Censo da Educação Superior of 2013 (BRASIL, 2014) evidences that the growth in Brazilian higher learning occurred mostly through the private sector, that in 2013 was responsible for 74% of the enrollments in the graduate courses. It is also observed a more intense growth in public enrollments in Brazil starting in 2008, due to public policies, above all federal, which have favored the process of creation of new positions and enrollments in federal universities and in the Ifs. The positions created in the public sector, however, are not enough to expand the enrollments in the same level and rhythm of the private sector. Thus, a strong process of privatization of the offer of higher learning in Brazil is still underway.

Of the total enrollments registered in the Censo of 2013 (7,305,977), 15,8% belonged to distance higher courses, while 84,2% were attendance courses. In the period 2012-2013, the enrollment grew 3,9% in the attendance courses and 3,6% in the distance courses. This expansion in the different regions of the country, above all through DE, can be better observed when we examine the data by institution and the number of enrollments, courses, positions and graduates.

In general, the numbers point to an expressive expansion in higher learning and especially in DE. According to data from the Inep/MEC, in 2002 there were 1,661 registered IESs, and of these, 98,50% were registered for attendance undergraduate courses and 1,50% for distance education. In 2012, there already were 2,562 IESs, of which 94,15% were registered for attendance education (2,412) and 5,85% (150), for the distance modality.

According to the Table 1, there is a concentration of registered HEIs for the DE in the Southeast Region, however, the bigger growth tax occurred in the South and Northeast regions. This expansion in DE confirms what Severino (2009) points out in the Brazilian framework: the existence of a great regional imbalance, by means of which he calls "southeast-fication" of higher learning, since the four states of the Southeast Region accumulate circa of 50% of the HEIs, of the courses and of the enrollments in the country.

Table 1 – Rate of growth in the number of Distance Undergraduate Higher Learning Institutions by Geographic Regions – Brazil 2002-2012

Year	**Brazil**	**Regions**				
		North	**Northeast**	**Southeast**	**South**	**Midwest**
2002/2003	48,0	_	0,0	60,0	50,0	33,3
2003/2004	18,9	_	66,7	0,0	83,3	0,0
2004/2005	31,8	200,0	120,0	-8,3	63,6	75,0
2005/2006	24,1	66,7	36,4	18,2	27,8	14,3
2006/2007	29,2	-20,0	46,7	42,3	8,7	12,5
2007/2008	15,1	100,0	18,2	16,2	12,0	11,1
2008/2009	12,1	12,5	15,4	9,3	7,1	30,0
2009/2010	6,7	-22,2	-3,3	8,5	16,7	0,0
2010/2011	3,9	28,6	6,9	5,9	0,0	0,0
2011/2012	4,5	22,2	6,5	7,4	-2,9	7,7
2002/2012	456,0	-	1000,0	286,7	750,0	366,7

Source: Lima (2014).

Table 2 shows the absolute numbers of the registered HEIs for the offer of distance graduate courses and shows that the North Region begins its activities too late, if compared to the other regions, and it also possess the smallest number of HEIs, followed by the Midwest. When adding the percent growth rate of the number of HEIs that act in DE, relative to 2012, the two regions, North and Midwest, total 18%, that is, an index inferior to 23,7% of the Northeast Region, which is in third place. One can notice, from that data, that in DE there is a movement being developed that goes beyond southeast-fication to the concentration of HEIs in the Brazilian coast, and not in the Mid and North regions of the country.

Table 2 – Number of Distance Undergraduate Higher Learning Institutions by Geographic Regions – Brazil 2002-2012

Year	Brazil	Regions									
		North	%	Nort heast	%	Sout heast	%	South	%	Mid west	%
2002	25	-	-	3	12,0	15	60,0	4	16,6	3	12,0
2003	37	-	-	3	8,1	24	64,9	6	16,2	4	10,8
2004	44	1	2,3	5	11,4	24	54,5	11	25,0	4	9,1
2005	58	3	5,2	11	19,0	22	37,9	18	31,0	7	12,1
2006	72	5	6,9	15	20,8	26	36,1	23	31,9	8	11,1
2007	93	4	4,3	22	23,7	37	39,8	25	26,9	9	9,7
2008	107	8	7,5	26	24,3	43	40,2	26	26,2	10	9,3
2009	120	9	7,5	30	25,0	47	39,2	30	25,0	13	10,8
2010	128	7	5,5	29	22,7	51	39,8	35	27,3	13	10,2
2011	133	9	6,8	31	23,3	54	40,6	34	26,3	13	9,8
2012	139	11	7,9	33	23,7	58	41,7	34	24,5	14	10,1

Source: Lima (2014).

Despite one of the causes in the utilization of DE as a modality be, in theory, related to the possibility of extending the democratization of Access to higher learning, mainly in the centralized regions of the country and in the cities that still do not possess HEIs, the data show that the Midwest and North regions are the ones that possess a smaller number of HEIs and courses in this modality. However, there is a need for studies about the totality to subsidize a better comprehension of the ways of development in higher learning in the region.

One of the aspects presented for DE, both in the Plano Nacional de Educação (PNE) 2001-2010 and in the PNE 2014-2024, show the relationship of the modality with the strategy of expansion in superior education and the democratization of the access to academic education. But the date show that, if we consider the regions and the absolute numbers of the registered HEIs for the offer of distance higher education, the North Region starts its activities later and possesses a smaller number of HEIs, followed by the Midwest region.

In the Censo of 2013, one can observe that the number of HEIs that offered graduate courses in the modality distance education in 2003 and 2014, according to the administrative category of the HEIs and by region, show a total of 165 registered HEIs, of which 88 are private and 77, public. The bigger part of these institutions is located in the Southeast (39.4%) and South (24.2%), followed by the Northeast (20.6%), Midwest (8.5%), and North (7.3%). The most significant growth, considering the years 2004 and 2013, was registered by the Northeast Region, especially via public HEIs.

In spite of the Midwest region being in fourth place in number of HEIs in 2013 (14) and in courses of distance higher education (109), it is also the one that presented the biggest growth in enrollments in the distance courses in 2012, demonstrating expansion and investment in the modality (Table 3).

Table 3 – Number of positions, Enrollments, and Graduates from Distance Higher Education by Geographic Region – Brazil 2002-2012

Year	Offered Positions				
	North	Northeast	Southeast	South	Midwest
2002	-	3,530	17,579	1,500	1,780
2003	-	309	3,452	18,400	1,864
2004	345	7,203	7,111	96,620	1,800
2005	17,425	62,540	19,778	313,589	10,079

Year	Offered Positions				
	North	Northeast	Southeast	South	Midwest
2006	12,460	81,675	96,084	604,424	18,907
2007	52,346	58,509	976,076	372,034	82,105
2008	156,703	46,922	693,071	654,299	148,494
2009	6,371	70,070	779,865	586,629	118,780
2010	1,235	70,047	877,372	447,037	238,427
2011	1,185	33,821	853,506	282,047	54,201
2012	2,207	51,233	850,097	327,790	98,080
Year	**Enrollments**				
	North	Northeast	Southeast	South	Midwest
2002	-	1,959	18,965	17,646	2,144
2003	-	1,506	23,522	20,698	4,185
2004	275	3,541	23,906	27,140	4,749
2005	16,327	12,937	21,877	57,989	5,512
2006	660	32,581	31,411	134,457	8,097
2007	54,005	27,039	63,235	200,968	24,519
2008	211,546	42,970	141,227	283,099	49,119
2009	74,773	70,589	216,053	404,816	71,894
2010	61,097	83,987	297,273	397,891	89,931
2011	53,740	74,068	331,647	436,546	96,926
2012	41,343	83,681	365,132	473,037	150,657
Year	**Graduates**				
	North	Northeast	Southeast	South	Midwest
2002	-	525	-	1,187	-
2003	-	90	23	3,113	779
2004	-	229	886	4,065	1,566

Year	Offered Positions				
	North	Northeast	Southeast	South	Midwest
2005	-	377	9,837	1,907	505
2006	-	1,587	2,080	21,294	843
2007	-	832	4,280	23,557	1,143
2008	3,452	9,891	12,191	42,037	2,497
2009	13,791	10,596	21,538	77,134	9,210
2010	4,857	6,321	34,330	87,023	12,022
2011	10,805	3,788	39,997	89,681	7,281
2012	16,591	5,719	45,546	92,654	13,812

Source: Lima (2014).

The Censo of 2013 registered the offer of a total of 1,258 courses, of which 476 (37.8%) in public HEIs and 782 (62.2%) in private HEIs (Table 4). The biggest parto f the courses was offered in the Southeast region (569), followed by the South region (294). In the North and Northeast regions the course offer was bigger in the public HEIs, while in the Southeast and South regions, the offer in private HEIs was the most expressive.

Table 4 – Number of Courses and Positions in Graduate Courses in the Modality of Distance Education, According to the Administrative Category of the HEIs by Region and Offer, 2003-2013

Region	Network	Courses		Positions	
		2004	2013	2004	2013
North	Public	12	48	1.587	2.462
	Private	3	18	360	1.890
	Subtotal	**15**	**66**	**1.947**	**4.352**

Northeast	Public	2	141	661	10.052
	Private	10	79	5.660	30.089
	Subtotal	**12**	**220**	**6.321**	**40.141**
Midwest	Public	4	45	300	3.505
	Private	1	64	1.500	248.005
	Subtotal	**5**	**109**	**1.800**	**251.510**
Southeast	Public	15	164	3.409	77.851
	Private	34	405	2.862	760.815
	Subtotal	**49**	**569**	**6.271**	**838.666**
South	Public	3	78	ND	5.811
	Private	23	216	ND	497.947
	Subtotal	**26**	**294**	-	**503.758**
Brazil	Total Public	36	476	5.957	99.681
	Total Private	71	782	10.382	1.538.746
	Total	**107**	**1.258**	**16.339**	**1.638.427**

Source: Developed by the authors, based on the Censos da Educação Superior/Inep (BRASIL, 2013).

The positions have been growing significantly in the last decade, totaling 1,638,427 in 2013, according to Inep's Censo da Educação Superior (BRASIL, 2014). Of these, 1,538,746 were offered in private IESs and 99,681, in public HEIs. With the exception of the North Region, which is of little significance, the biggest offer comes from private HEIs. There are more positions being offered than enrollments being made, which indicates that there is a great number of empty positions in that modality and, probably, a great evasion, above all in private HEIs (Table 4).

The enrollments totaled 1,153,572 in 2013, of which 973,858 (84,5%) in private HEIs and 179,714 (15,5%) in public HEIs (Table 5). This information reveals that the privatization of distance courses is bigger than that in the attendance courses. Besides, the private enrollments are not predominant only in the Northeast Region. In the South, the predominance in the number of enrollments in private IESs is expressive (521,683), if considered the enrollments in public HEIs (18,907).

Table 5 – Number of enrollments in Undergraduate Courses in the Modality of Distance Education, According to the Administrative Category of the HEIs and by Region, 2004 and 2013

Region	Network	Enrollments			Graduates	
		2003	2004	2013	2004	2013
North	Public	ND	2.128	5.991	-	755
	Private	ND	1	18.351	-	9.044
	Subtotal		**2.129**	**24.342**	-	**9.799**
Northeast	Public	ND	1.238	46.853	229	4.062
	Private	ND	453	37.323	-	3.411
	Subtotal		**1.691**	**84.176**	**229**	**7.473**
Midwest	Public	ND	2.310	7.320	1.566	852
	Private	ND	2.439	125.384	-	20.324
	Subtotal		**4.749**	**132.704**	**1.566**	**21.176**
Southeast	Public	ND	17.015	100.643	886	6.593
	Private	ND	6.887	271.117	-	39.862
	Subtotal		**23.902**	**371.760**	**886**	**46.455**
South	Public	ND	1.426	18.907	1.030	3.692
	Private	ND	25.714	521.683	3.035	72.477
	Subtotal	**-**	**27.140**	**540.590**	**4.065**	**76.169**
Brazil	Total Public	-	24.117	179.714	3.711	15.954
	Total Private	-	35.494	973.858	3.035	145.118
	Total	**-**	**59.611**	**1.153.572**	**6.746**	**161.072**

Source: Developed by the authors, based on the Censos da Educação Superior/Inep (BRASIL, 2013).

The number of graduated from DE is very preoccupying, when one consideres the quantitative of positions and enrollments. In 2013, only 145,118 graduates were recorded in private HEIs and 15,954 in public HEIs (Table 5). The biggest part of the graduates is from the South and Southeast regions.

The total enrollments in DE divided by the number of HEIs allows one to calculate the average of students by institution in 2012. In the case of the public sector, there was an average of 2,270 students per institution, while in the private ones this average went up to 13,317 students. That data makes us believe that the professor-student relationship is extremely elevated in private HEIs, which certainly causes losses in the quality of courses.

The Censo EAD.BR (2013) indicates the presence of 6,500 distance subjects offered in authorized courses, in its majority in private HEIs with non-lucrative goals (2,644 subjects), followed by the federal HEIs (1,563). The region that possesses the greatest number of subjects is the Southeast (3,521), and the one with the smallest number is the Midwest (219). Another significant datum is that 43% of the offered courses in DE are from the Social Sciences and from Administration/Management is the one that focuses the biggest number of courses (60%).

Of the 7,520 free courses registered, the majority is offered by private HEIs and with lucrative goals (4,236) from the Southeast (61.9%) and Midwest (15.8%) regions. Among them, we have: updating (31.5%), improvement (30%), academic extension (14%) and training (10.2%), according to the Censo EAD. BR 2013. It is worth considering that there were 9,376 registered courses and, of these, 1,856 are authorized. This shows that the majority of courses offered nowadays by the respondent institutions are free.[3]

In this context, according to goal 12 of the PNE 2014-2014 (Law number 13.005/2014), the country must "elevate the brute rate of enrollment in superior education to 50% […] and the liquid rate to 33% […] of the population of 18 (eighteen) and 24 (twenty-four) years" and to guarantee "the quality of

3 About the legal nature of the respondent institutions, on can highlight the following: public, private (with and without lucrative goals), educational foundation, secretary of education (state and municipal), companies (SNA and not exclusively educational), non-educational public organ, non-governmental organization, and other.

the offer and expansion to, at least, 40% of the new enrollments, in the public sector" (BRASIL, 2014). To reach this goal, the number of enrollments will need to reach at least 16 million in the indicated age group, what can be reached in case the yearly growth rate is kept. However, at the same time, one questions with which quality that growth of attendance and distance courses would happen, and what will be the percentage of offer via public HEIs, taking in consideration the correction of regional asymmetries, the strong privatization underway and the need for economic and social growth in the country.

3 Final considerations

The analysis of the expansion of higher distance education in Brazil leads us to conclude that the State regulates and institutionalizes the modality in public and private HEIs, above all starting with the approval of LDB/1996. The expansion, however, points to a wide process of privatization, more intense than in attendance undergraduate courses, with great concentration in the South and Southeast regions, what has caused the deepening of the regional asymmetries. The logic of private expansion is based more on the search for new economic niches than on the democratization of access, one of the promises of the institutionalization and expansion of that modality in public HEIs. The public sector, although registering growth, cannot keep up with the intensive DE in the private sector, since it answers for more than 84% of the enrollments.

That expansion in higher education tends to intensity in the next ten years, due to the approval of the PNE 2014-2024, which intends to reach the goal of 33% of enrollments in the 18 to 24 age group, currently in 15%. Here one can raise two questions: is it possible to more than double the offer of higher public and private education, attendance and distance, guaranteeing the quality of the offer? Is the current system of regulation, control, evaluation and supervision capable of guaranteeing that expansion with quality?

In what concerns the expansion of superior education, via DE, one can still question: are the current referentials able to guide the development of DE with quality or only how to build courses and projects? Why is there concentration in few private HEIs, with a great number of positions, for the offer of DE in higher education? What are the reasons that take the biggest part of the

DE offer in public HEIs to continue being made by means of public notices for funding programs? Why is the offer of courses a hostage to the market, to the demands, and not to social needs that promote the improvement of people's capabilities, besides economic and social development? Is it possible that the only DE model guarantees the quality of the offer of courses and the education of people? Has the dependence on external complementary funding for the offer of distance courses guaranteed its institutionalization? Will the logic of expansion of the undergraduate courses, which privileges the enrollments in private HEIs, be the strategy utilized by the federal government to reach the goals of enrollments in higher education stated in PNE 2014-2024? Will the current logic of the funding o DE in public HEIs be kept, or is there any prediction of expansion in this modality by means of permanent funding foreseen in their respective budgets? What must be the role of the public HEIs in the expansion of DE, aiming at reaching the goals of the PNE in terms of higher education and the continued education of teachers? Is it possible that the process of institutionalization of the DE in federal universities denotes that the offered courses are already effectively integrated in the permanent planning, management, funding, and in the didactic-pedagogical practice in the institutions?

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The Common National Curriculum Base: between limits and potentialities

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The last decades of the twentieth century and the beginning of the twenty-first century were marked by a crisis narrative: capitalism, the state and science. This crisis originates at the moment when Fordism / Taylorism, as the organizational and scientific model of capitalism, in order to maintain its rising rates of profit, had to be readjusted.

This readjustment came from different "reforms", the main one being the reform or reorganization of capitalism itself that adopts a more flexible layout whose production is distributed in different spaces around the globe causing a dependence of the local to the global and vice versa.

The "reform" of capitalism, now from neoliberal bias, refers to another major reform: that of the state. State reform is accompanied by a narrative of the welfare state's inadequacy, disability, and inefficiency, whereas, because it is excessively large and has a lot of costs, it must be reformed, giving way to a minimal state whose role is merely to evaluate and regulate the market.

This minimum state, however, is quite selective, since it is "minimal" in social areas, considered as unproductive, and in the regulation of profit rates, of labor relations. At the same time, it is a "maximum" state in the transfer of resources from the public to the private sector, via financing of economic activities (low interest loans, tax waivers, etc.).

The transformation of this state, in turn, necessarily leads to a transformation of education that is no longer an inalienable right to become a commodity, a type of service, and the state must regulate the market conditions in the provision of this service.

This process of commercialization of education takes place from the policies formulated by the State, which, however, do not present themselves as univocal and unidirectional. This means that, even formulated by neoliberal interests, such policies are the result of clashes and political-ideological tensions, so they hold contradictions in themselves.

1 State Reform and Education

To understand current educational policies, one must understand how the formation and transformation of the state took place. This has its origins in the passage from absolutism, whose foundations are theological, to constitutionalism, based on a contractual conception of society, either from a "good savage" perspective (ROUSSEAU, 2007) or from a human being's perspective as " man's own wolf "(HOBBES, 2003).

Unlike the state of earlier periods, in Greco-Roman antiquity or even in the Middle Ages, the modern state is marked by "sovereignty, which is still the most characteristic trait, despite the converging globalizing and neoliberal reluctance to purge it from contemporary theories of power" (BONAVIDES, 2015, p. 39).

Thus, even in a context of intensifying globalizing processes, that is, in a growing economic, cultural and social exchange, which promotes interdependence between national states in different parts of the globe, the role of the state in the adoption, promotion and implementation of policies cannot be disregarded.

The State, in this sense, experienced important transformations from the second half of the twentieth century. Associated with the "crisis in modernity", these transformations are marked by a constant period of crisis affecting the "pillars" of modernity: capitalism, the national state and science (CHEVITARESE, 2001).

As a result of the crisis context, the conception of postmodernity is taken as denoting the characterization of current culture as a "**symptom** of the crisis *in* modernity" (CHEVITARESE, 2001, p., Emphasis added). Therefore, we live in a period of crisis within modernity (under the aegis of capitalism, the state and science as an explanation of reality, even though these "pillars" are not univocal), in which contemporary culture can be characterized as postmodernist whose valorization is the ephemeral, the simulacrum, the credible.

Thus, from the 1960s onwards, with the successive crises of capitalism in its Fordist organization, a new regime of accumulation emerged, now characterized as flexible (HARVEY, 2005). Flexible accumulation is characterized by the association of different locations in a global productive system, where there is a selective territorialization of capital promoting a development that is both unequal and combined (SMITH, 1988).

This development is uneven because it presents itself selectively, listing places where it is possible to extract surplus value and, consequently, profit. Similarly, it is combined because it selectively associates sites by promoting an interdependent relationship between them. Just look, for example, at technology production, where minerals are extracted in Africa, microelectronic components produced in Asia, and the assembly takes place in Latin America.

With the transformation of capitalist organization and science as rationality, the state also needed to be transformed. Thus, under the charge of inefficiency, rigidity and excessive bureaucracy, the welfare state must give way to a new conception of state, now characterized as a minimal state, in a neoliberal conception, or social-liberal state (BRESSER– PEREIRA, 2001).

Bresser-Pereira (2001, p. 16), characterizing the social-liberal state points out that "he is social because he is committed to social rights. It is liberal because it believes in markets and competition more than they create in them the social democratic state," however, it is known today, especially due to the global crisis that began in 2006 and fierce years after that there is a natural inability of the market to self-regulate (HARVEY, 2011) and that the conception of a market society is presented in a mythological way.

In Brazil, the constitution of a welfare state is quite incipient, being abandoned even before its completion in the 1990s with the reformulation promoted by Fernando Henrique Cardoso, president of the republic of that period, and Luiz Carlos Bresser Pereira, his minister of the federal administration and state reform, whose principles are found in the "Master plan for reforming the state apparatus" (BRASIL, 1995).

In this period,

> The thesis of state bankruptcy came to admit openly and without nuances, that it was seen as incapable of formulating macroeconomic policy, and the desirability of transferring this serious responsibility to international organizations, which we considered by definition to be independent and disinterested agents to which we were entitled to appeal as partners. It was no longer just a question of whether the state should or could be an entrepreneur. Whether it could, or should, monopolize strategic activities. It was simply assumed as a premise that the state would no longer be in a position to exercise an essential attribute of sovereignty, that of pursuing monetary and fiscal policy (BATISTA, 1994, p. 9).

Thus, the reform of the Brazilian state was marked by neoliberal ideals promoted from the Washington Consensus. Held in the US capital in 1989, the consensus brought together financial institutions (the International Monetary Fund, the World Bank, and the US Treasury Department), which in the end established 10 economic measures to be adopted by countries wishing to borrow from these institutions.

Among the main measures, there were: the adoption of fiscal discipline, trade and financial liberalization, the privatization of state enterprises and services, and the deregulation of the economy. Underlying all these guidelines is an idealization of the commodification of life, responsible for transforming services that were previously the duty of the state into market objects such as health and education.

Thus, despite the Washington Consensus recognizing democracy and the market economy as the ultimate goals, there is a subordination of the political to the economic (BATISTA, 1994). This subordination, in educational scope, is evidenced by the adoption of a series of policies on a global, national, regional and local scale that transforms the inalienable law education into commodity.

Thus, state reform and, consequently, educational reforms constitute an attempt to regulate (adequacy) the educational systems seen as a source of innovation and technological production in the service of the new demands of a scientific, technified, technological and computerized capitalism.

The main characteristics of these educational reforms, which took place in the late twentieth and early twenty-first centuries, are: 1) centralized decentralization (LOCATELLI, 2011), that is, decentralizing administration and responsibility over education systems while centralizing the curriculum; 2) the change in the role of the state, which, no longer being the promoter of education, it becomes only an evaluator and regulator (MAUÉS, 2005).

The adoption of this new conception of the State and, consequently, of educational policies and of education itself, causes paradigms previously considered exclusive of the business environment to invade the school environment. This is the case with productivity, total quality, flexibility and competitiveness (LIBÂNEO, 2008). These paradigms created in other cultures need to be understood in their contexts and relativized.

Productivity, total quality, flexibility and competitiveness are a set of values that, although not formulated in an educational environment, today are part of the current language among educators and policy makers, whether in basic or higher education, just see how resources are distributed for research funding at universities or for transfers to school institutions.

2 Some official documents in the context of educational policies

The understanding of the Brazilian state today goes back to the restructuring that took place in the 1990s under the aegis of growing neoliberalism and the logic of the implementation of a management model of education. This management model predicted a standardization, resource rationalization, bureaucracy and maximum efficiency and effectiveness (BRASIL, 1995).

In the context of Brazilian redemocratization, the first educational policies are formulated. These policies, although significant, for broadening access to education, for the restructuring of school subjects such as philosophy, sociology, history and geography, bring in its core values and neoliberal ideas common to the period.

These ideals are found especially in the understanding of what education is, its purposes and the way it occurs, giving rise to a pseudo-dichotomy: educating for citizenship or educating for the market.

This dichotomy is untrue, given the relationship of dependence between market and citizenship, so that there can be no state apparatus guaranteeing a citizenship indeed, without taxes, likewise there cannot be a market without regulation and active state participation. In other words, there can be no real citizenship that does not guarantee fair working conditions.

Educational policies, however, formulated from redemocratization to the present period, cannot be understood as univocal, in fact, they constitute disputing societal projects, not constituting an imposition as such from one group to the rest of society; on the contrary, these policies experience constant tensions in its elaboration and implementation, translated into the curriculum, management, teacher training and system organization that permeate from basic education to higher education (PERONI; CAETANO; LIMA, 2017).

For Gohn (2019, p. 9),

> [...] Democracy has educational aspects, arising from the participation of citizens, both in the civil public sphere and in the governmental public sphere, giving grounds for the exercise of citizenship. The educational process results in the production of knowledge and political learning for the participants themselves and society, regardless of ideological or pragmatic positions of any sector or social group. Therefore this learning can generate conceptions and values that can reinforce progressive principles as in generating or reinforcing conservative principles. It is the political culture of the country that is under construction.

However, the reflection on which political culture has been strengthened in Brazil at many times has been neglected, or in some cases even not allowed, for example, it has spoken with great representativeness of the implementation of different bills submitted to the legislative power in defense of what they called “School without a party” that determines, among other definitions, what can and / or should be spoken in school environments that violate the Brazilian Constitution (BRASIL, 1988). But even being contrary to the legislation in force in that country, determining actions within formal educational establishments, as opposed to the democratic rule of law, it was gaining a proportion to the point of being discussed at the national level, reinforcing some principles with so-called neutral concepts and values not linked to a project of society and interests that would permeate different orders.

Brazilian formal education consists of two major systems: basic education: made up of kindergarten up to 5 years old, nursery up to 3 years old; Preschool 4 and 5 years old, Elementary School up to 14 years old comprising the early years 6 to 10 years old, final years 11 to 14 years old, high school 15 to 17 years old; and higher education: corresponding to university education, undergraduate and postgraduate, from the age of 17 (BRASIL, 2017b).

From 2013, there is a constant process of discussion in Brazil about the possibility, necessity and relevance of a common curriculum. This discussion translated, in 2017, to elementary school, in the National Common Curriculum Base (BNCC), approved in its 3rd version by political groups that took power after President Dilma's impeachment in August 2016, having as president Michel Temer.

The high school BNCC was approved on 12/14/2018, still under the same government, being in line with the High School Reform (Provisional Measure 746/2016) and different from the BNCC of elementary school, it establishes 1800h for basic general education and 1200h organized from the areas of knowledge and technical and professional training called formative itineraries. These formative itineraries correspond to a separate formation that the student will choose from his or her career preferences and intentions. Thus, Law No. 13,415 / 2017 amended the LDB, establishing that,

> The high school curriculum consists of the Common National Curriculum Base and formative itineraries, which should be organized by offering different curriculum arrangements, according to the relevance to the local context and the possibility of education systems, namely: I – languages and their technologies; II – mathematics and its technologies; III – nature sciences and their technologies; IV – applied human and social sciences; V – technical and vocational training (LDB, Art. 36; added emphasis) (BRASIL, 2018, p. 468).

BNCC was organized into major areas of knowledge (Humanities, Nature Sciences, Languages and Mathematics), area-specific components, curriculum components and component-specific skills (eg. Geography, History, Chemistry) (BRAZIL, 2017a).

Formative itineraries can be implemented according to the specificities and school contexts, there is no obligation for each of the Brazilian cities, where many have only one public school, to adopt the five itineraries. Thus, there is a weakness of the guarantee of democracy, in which a question is asked: how to ensure the execution of training itineraries for each high school student throughout Brazil?

In this context, of the formulation and implementation of these curriculum guiding documents, we see "a process of weakening democracy with a tendency towards de-democratization, with a process of deregulation or review of many participatory spaces and rights" (GOHN, 2019, p.249).

The curriculum corresponds to what is considered fundamental that future generations need to know and can be translated by the question "what to teach?" (LOPES; MACEDO, 2011). This question brings in its epistemology the historicity of knowledge and, consequently, of the curriculum itself, that is, what is considered fundamental for the new generations to know today, may change in the future.

This centrality exerted by a national curriculum gains even more challenging contours in a country like Brazil. This is due to the existence of multiple indigenous nations in their territory, the different regionalisms and the plural cultural differences due to their territorial extension.

From the construction of such documents, under the same assumptions, the BNCC for teacher training is being prepared, the proposal already in its third version updated on 18/09/2019, predicts that:

> The BNCC should not only support the conception, formulation, implementation, evaluation and review of curricula and pedagogical proposals of school institutions, but should also contribute to the national coordination of the appropriate alignment of educational policies and actions, especially the policy for initial and continuing teacher education. Thus, it is imperative to insert the theme of professional training for teaching in the context of change that the implementation of BNCC triggers in Basic Education (BRASIL, 2019, p.1).

These documents consist of an enumeration of what teachers should know and be able to accomplish, consisting of,

> [...] descriptors and guidelines that articulate learning, content and teaching, resulting in three main dimensions: 1. Knowledge about how students learn in different educational and sociocultural contexts; 2. Specific knowledge of the areas of knowledge and learning objectives, which is commonly related to the current curriculum; 3. Pedagogical knowledge about the relationship between teacher and students and the teaching and learning process that, when put into practice, favor the integrated development of cognitive and socio-emotional skills (BRASIL, 2019, p.1).

There are many uncertainties that have arisen from the construction of these official documents, and the last one is still under discussion, which is not yet possible to specifically indicate their demands and possibilities. The challenge of education is to provide children, teens and adults with a “human, cultural, scientific and technological development, so that they acquire conditions to meet the demands of the contemporary world” (LIBÂNEO; OLIVEIRA; TOCHI, 2012, p. 16). Educational agents, among them the teacher, have intentionalities that cannot differ from the search for a democratic society in which formation permeates the reflection of the changing world and for change in search of personal and professional autonomy.

In this understanding, having dialectic and contradiction as beacons of the understanding of reality, it is believed that even a centralizing and culturally arbitrary curriculum, includes advances and achievements. The BNCC carries different tensions and disputed policies, neither being a homogeneous nor a univocal document. This question is of fundamental importance, because the transformation of education does not happen externally, but, on the contrary, it occurs from the conditions and possibilities that, implicitly or explicitly, arise from the contradictions of the system itself (VESENTINI, 2015). It enables a proposal of education in its broadest sense, which for Libâneo (2008) refers to the onilateral development of personality that involves the formation of human qualities with the social environment, in contexts of social relations.

3 BNCC: Deployment Context

With the scope of studying the BNCC, and the context of implementation, we opted for the elementary school, as an educational policy already in execution. Thus, a bibliographic and documentary research was carried out (LAKATOS; MARCONI, 2003) observing the discussions on the theme, giving greater emphasis to those that concern formative itineraries. Also in this regard, the educational policy analysis cycle formulated by Bowe was used; Ball; Gold (1992), responsible for giving visibility to the contexts of influence, elaboration and practice.

3.1 BNCC Traces of Elementary Education

The policy cycle, formulated by the English authors, reveals the "complex and controversial nature of educational policy, emphasizes the micro-political processes and the action of the professionals that deal with the policies at the local level, and indicates the need to articulate macro and micro processes in the analysis of educational policies "(MAINARDES, 2006, p. 49).

It is initially composed of three contexts[1]: 1) context of influence, 2) context of production of the political text and 3) the context of practice. The first context corresponds to the discussion about politics, the constitution of the first discourses, in it,

> Interest groups vie to influence the definition of the social purposes of education and what it means to be educated. In this context, social networks operate in and around political parties, the government and the legislative process. It is also in this context that concepts acquire legitimacy and form a basic discourse for politics. Formation discourse is sometimes supported and sometimes challenged by broader principles and arguments that are influencing public action arenas, particularly by the media. Moreover, there is a set of more formal public arenas, such as committees and representative groups, which can be places of articulation of influence (MAINARDES, 2006, p. 51).

It is representative of this context in the production of the BNCC's political text the action of the Movement for the Common National Base composed by agents such as: the Ispirare Institute, the Lemann Foundation, the Unibanco Institute, the Todos Pela Educação organization, among others. What is outlined in this context is an association of the institutions promoting a discourse in favor of a common national base with the provision, directly

1 In a later work, Ball (1994) inserts in his theory two new analytical contexts: the context of results (effects) and the context of political strategy; however, due to the implementation stage of the BNCC they were not used.

or indirectly, of educational services (education systems, handouts and books, methodologies, etc.), having a direct interest of these institutions in the direction of Brazilian educational policy.

In the second context, that of the actual creation of the text, represents the materialization after countless discussions between the influencing institutions, civil society, and school communities. It presents a more general public discourse, not being visible its ideology or its theoretical alignment (BOWE; BALL; GOLD, 1992).

In the case of the BNCC, this context was present in two different ways: from the 1st and 2nd versions, still elaborated in the Dilma government, having a more democratic character and presenting a broad conception of education, a general formation for the different spheres of life in society.

The third context seeks to assess the conditions under which policy is implemented, "it is where politics is subject to interpretation and recreation and where politics produces effects and consequences that can represent significant changes and transformations in the original policy" (MAINARDES, 2006, p. 53).

This context is the most challenging to analyze due to the fact that the BNCC is still in the implementation phase by public and private education networks. However, it can be said that this process is being done more from doubts and uncertainties than by noise-free steering.

With regard specifically to the formative itineraries, especially Geography, there is a transformation of its disciplinary structure due, mainly, to the abolition of a list of contents to be taught, in view of this, the BNCC brings the "geographical situation" (BRAZIL, 2017a), that is, situations from which the teacher must insert the student in a teaching-learning process with a view to forming concepts that enable students to comprehend reality.

Also noteworthy is the understanding of BNCC as a centralizing curriculum, which allows different students throughout Brazil to access culturally accumulated knowledge throughout human history, since this is the role of the school: to teach knowledge other than what students have access to on a daily basis, especially because you don't have to teach the student what they already know.

Thus, it is believed that,

> There is something in school or curriculum knowledge that enables the acquisition of some types of knowledge. So my answer to the question, "What are schools for?" is that they enable or can enable young people to acquire knowledge that, for most of them, cannot be gained at home or in their community, and for adults, in their workplaces (YOUNG, 2007, p. 1294).

So schools are, in a broad sense, empowered by a powerful knowledge that, to the extent that it is democratic, it allows students to understand the conditions of their reality and, by understanding them, it is possible to transform them. Differing from the knowledge of the powerful, I restrict to the dominating classes and service of the status quo.

The author in explaining powerful knowledge, expresses:

> This concept does not refer to who has the most access to knowledge or who legitimizes it, although both are important issues, but it refers to what knowledge can do, such as, for example, provide reliable explanations or new ways of thinking about the world (YOUNG, 2007, p. 1294).

So, and in a contradictory way, even a curricular policy full of neoliberal conditions enables students to acquire knowledge through a dialectical relationship between them, the contents and the teacher, which allows them to build a powerful knowledge capable of explaining reality.

4 Some considerations

The present work tried to reflect on the possibilities and conditions of BNCC, especially that of elementary school. To this end, the policy cycle formulated by Bowe was used; Ball; Gold (1992), who identified in the different contexts (elaboration, text and practice) agents that acted directly in its construction, and it is not possible to fully understand the ways this policy materializes in the school, given the fact that it is still under implementation.

Along with this, we sought to highlight the possibilities present in the BNCC that, even presenting directors of a pro-market education, allows the development of a powerful knowledge, capable of raising the students the understanding of the different social determinants and, understanding them, they will transform them.

This powerful knowledge, in turn, constitutes a concept opposite to the knowledge of the powerful, that is, the dominating class, because it seeks to be democratic, as well as everyday knowledge, even if it makes use of it, because it is scientific. So that with him, the student can understand not only their immediate reality, but also other realities that have similarities.

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Crisis in the social-education system: resocialization or marginalization facing pedagogical actions

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The present text shows a set of elements related to the crisis of the socio-educational system in the search for the process of resocialization and social reintegration of young people in conflict with the law, considering that the involvement of children and adolescents with violence and the world of crime has been a constant. New challenges are emerging in the educational field, one of them being the applicability of socio-educational measures of social reintegration, readaptation, social adjustment, integration with family and society. All these are used as legal apparatus by the State, following the promulgation of the Statute of the Child and Adolescent (ECA/ SCA), in 1990, which aim to call the accountability of young people, in the face of the transgressions committed by them, aiming at the socio-educational character and the possibilities of social reintegration of young people in conflict with the law.

In this context we present a set of elements related to the challenges related to the study of the Socio-educational System and the applicability of educational measures. The research also shows the functions and objectives of education in institutions deprived of liberty, as well as the objectives of socio -educational measures in these spaces.

The study on social vulnerability, the mitigation of penalties, the birth of prisons and youth violence, and their possible causes, as well as the methods and techniques for the directed work, from a perspective of freedom, interdisciplinary work and the role of the socio-educator in these institutions, the related positive factors, through the transformation and instruction of these individuals and what is needed and what should be the differential in the Socio-Educational System compared to prison systems.

The field of research, besides the object of study, is highlighted in the Goiás Region, specifically, in the Municipality of Luziânia, State of Goiás (GO), the study of the Socio-Educational System, as well as the work developed in the process of resocialization since its physical structure, human resources training and educational actions. It sought to raise the debate about the crisis in this system and its influences and the applicability of the socio-educational character of the reintegrating measures, according to what is advocated in Article No. 112 of the Statute of the Child and Adolescent (ECA), we highlight the hospitalization in institutionalized educational establishment.

Based on this assumption, it presents the following problem: is it possible to characterize Socio-Educational Measures as efficient social reintegrators, given the high recidivism rate? Once the subjects submit to the compliance with the rules based on the institution's internal regulations and interdisciplinary, through educational actions with the intention of reinserting them in society.

Thus, the objective of this study was established to show some challenges of the crisis in the socio-educational system, pedagogical actions and the applicability of custodial educational measures aimed at the process of resocialization and reintegration of young people in conflict with the law. Regarding the specific objectives, the evidence of the origin of the recidivism, considering the link between institution, family and society, and the possible contributing factors to the recidivism in infringing acts, as well as the understanding of the procedures of these measures in the institutions and the function of these, through the resocialization of young people in conflict with the Law and also the verification of educational actions, from the pedagogical point of view and their contributions in the process of resocialization of young people in situations of deprivation of liberty, viewing educational and psychosocial development.

Thus, the theme is justified by thinking the relationship that makes up the institutional universe with incarceration and the actions applied through socio-educational measures, if they contribute to resocialization or marginalization, where the invitation of this line of research may be useful for several purposes, such as the justification for acts of violence committed by young people who had gone through the system and later recurred in the practice of new illegal actions. In addition, it opens space for further debates on this subject, which presents significant relevance for the construction of academic knowledge.

1 Brief history of the socio-educational system

The eighteenth century brought to civilization important achievements. In Criminal Law, the illuminist principles gave rise to the classical school that understood the human being endowed with free will and should be punished for the acts he chose to practice, always in proportion to the harm he had caused to society. Thus, in order to be punished, the offense had to be previously provided for by law and the accused given the guarantees of due process of law. In this understanding, Foucault (1997), adds that each era created its own criminal laws, using the most varied methods of punishment, ranging from physical violence to the application of humanistic principles that bet on the recovery and reintegration of delinquents in society.

At this time, children and adolescents were subjected to the same rules as adults for the prosecution and punishment of crimes committed. Among the various methods of punishment, the same author raises, in a historical context, orthopedics, or the art of preventing and correcting in children the deformities of the body through behaviors badly regarded by society, such as flaws related to gluttony, laziness, disobedience, fight, among others.

According to historical records, there was only a minimum age for punishment, usually around the age of nine, and penalties were given in the same places as adults, but over the centuries, these punitive measures were changing and gaining new aspects related to the social and political context.

In contemporary times, the 1927 Children's Code brought in its body the Doctrine of the Irregular Situation of the Tradition of the Minor. This legislation was based on the former "Children's Law", which was elaborated from the experiences of the so-called Juvenile Courts, whose function was to exercise control over certain groups of children and adolescents.

According to Ferrari (2004), to operationalize these concepts, two legal institutes were used: Minority and irregular situation. Thus, the undocumented adolescent would pass to the aegis of the juvenile judge who, in his favor, would apply the measures for his protection. The adolescent was not tried, but he was guarded: he was not convicted, but protected, not arrested, but interned. Thus, in order to find a solution to the applicability of the custodial measures, the solution was to change the names given to those measures. Thus, the trial became custody and the prison became internment.

The creation of the norms of the socio-educational system in Brazil dates, most evidently, back to the 1920s, a period in which there was a historical evolution of Brazilian legislation in adolescent treatment. Well, it was a period when the country was in a scenario of economic crisis, inserted in the oligarchic system and all this contributed to the emergence of the situation of social vulnerability of the young Brazilian. Thus, it was in this scenario that the first legislation aimed at children and adolescents was organized. According to Francischini and Herculano (2005), the 1927 Code of Minors was based on regiments advocated by the former Children's Law, whose function was to exercise control over certain groups of children and adolescents.

Still in this historical context, the situation of the minor began to be seen as causes to be inserted in the field of public policies of the time, starting to have a look at the problems involving victims of abuse, helplessness and delinquents. Then came the Minor Assistance Service, around 1960, whose work was focused on the development of assistance activities for poor children and adolescents, understood as a social dysfunction conducive to marginality.

Already in 1964, with the Military Coup, the Child Assistance Service was replaced by the State Foundation for the Welfare of the Child – FEBEM. According to historical records, the Foundation was in line with the National Policy for the Welfare of Children, established in 1973 in several Brazilian states.

FEBEM incorporated a repressive welfare policy that resulted in inefficient actions and disrespect for fundamental rights and human dignity. Yet, in the late 1979, there is a reformulation of the Code of Minors, which was replaced by Law 8.069 of 1990, thus giving birth to the Statute of Children and Adolescents (ECA); just when the International Year of the Child was celebrated, a period of great promises of better protection for the needy, abandoned and violating adolescents.

As it can be observed, from the creation of the ECA, the rights and duties are established, thus establishing the Socio-Educational Measures (MSE), with pedagogical and educational nature, trying to fill the gaps provided for in the 1979 Code of Minors. With a view to correcting the problems related to the policy of boarding schools, which focused on the perspective of prison, repression and welfare.

In order to operationalize what ECA advocates, Law 12,594, sanctioned in 2012, which establishes the Norms of the National System of Social and Educational Assistance (SINASE), prioritized open-ended measures, community service and assisted freedom. This, to the detriment of restricting freedom in institutionalized educational establishments, always observing the brevity of these measures, reaffirming the Statute's guideline on the pedagogical nature of Socio-Educational Measures already provided for in the ECA, having as its inspiring platform the international agreements on human rights and especially in the area of the Rights of Children and Adolescents.

2 Educational measures

The ECA provides for six socio-educational measures, which can be applied through Warning, Obligation to Repair Damage, Community Service, Assisted Freedom, Semi-Freedom and Admission to a socio-educational establishment. These are considered legal apparatus of the State with a view to the socio-educational character aiming at the social reintegration of the young person in conflict with the law. Also being measures of a pedagogical and educational nature which are executed through the existence of evidence of authorship and degree of infringement according to the legal process.

Still in this context, the Legislation classifies the acts performed by these young people who go against the Law, as offenses and non-crimes, seen as misdemeanors and susceptible to corrective measures, guided by the logic of accountability. In this way, the child who commits an infraction will not be punished, as it is considered, in this understanding, as unputable. The adolescent who commits an infraction is seen as the author of an infraction or misdemeanor, not being classified as a crime, the effects of which will imply in the exclusive application of socio-educational measures of a pedagogical nature and during the completion of these, the adolescents cannot be withheld from their rights, but it can enable inmates, through pedagogical actions, schooling, professionalization, as well as other activities that provide them with culture, sport and leisure.

In this sense, Francischini and Herculano (2005, p. 06) contribute by pointing out that:

> The child who commits infractions will not be punished and prosecuted, however, in relation to the adolescent, the offense is seen as an offense or misdemeanor not being classified as a crime, whose effects will imply the exclusive application of socio-educational measures ensuring his freedom and constitutional and procedural guarantees cases recognizing the right to due process of law, except in cases of seizure, flagrant and internment order based on judicial authority. The pedagogical aspect is affirmed in the operationalization of socio-educational measures governed by SINASE (2012).

In order to supply the socio-educational measures, within the pedagogical proposal, there was a need to expand the actions, according to the norms of SINASE.

3 The role of the socio-educator in socio-educational institutions

As well as other educational institutions, socio-educational institutions are also ordered and organized according to a Pedagogical Political Project – PPP, this is pointed by SINASE norms as the action and management coordinator of socio-educational care.

The PPP is the guide for the elaboration of the other institutional documents; as well as the Internal Rules and Disciplinary Rules, the (PIA), Individual Assistance Plan, among others included in the Socio-Educational Program. The PPP must be based on an educational, emancipating and humanizing action, which must guarantee the integral development of the adolescent.

In this perspective, the bases of socio-education that is conceptualized as social education are approached. However, we highlight the learning for social life and the exercise of citizenship. In this sense, it should be noted that, according to the educator Costa (2001), socioeducation is distinguished in two major modalities: one of protective nature and the other of socio-educational character. The first is based on threats, personal or social risks, whose purpose is to safeguard the physical and moral integrity of the adolescent. The second is of a social and educational nature, aimed at young people in conflict with the Law, as a result of committing an offense.

The educational actions, foreseen in the PPP, have some objectives that guide and direct the socio-educational action from the perspective of the integral formation of the adolescent, whose objectives are to help the reeducator to contact himself, to encourage the adolescent to face their difficulties, to accompany this subject in the process of awareness of their life history and possibilities for the future and arouse in them the desire for change, among others.

Thus, in interdisciplinary practice, the following basic characteristics must prevail: different interventions for each case, as well as for each adolescent and family through the IAP/PIA, the professionals can act without confusion of roles, seeking to contribute to the resocialization of the intern.

Therefore, Costa (2001) states that different interventions in socio-educational systems can occur almost simultaneously with the performance of the entire team, as long as they are willing and committed to their role and function. On the other hand, it is important to emphasize the following aspects in the work of agents and educators, who, in addition to looking at the work of Presence Pedagogy, through orientation, socialization and education, they must be attentive to safety care, discipline, and the rules of coexistence.

Given the above, the same author emphasizes, when all this work is done in a committed and organized manner by the entire institutional team, the results along the processes of applicability of socio-educational measures can be predicted through incidence or recurrence of these youth, where it is possible to observe if, indeed, the period in which these adolescents were institutionalized, truly contributed to their way of behaving and acting beyond the institution's walls as resocialized and active subjects in society, without declining again in the world of crime.

4 The socio-educational system compared to prison systems

Thinking about the kind of reeducated that is intended to graduate, educational actions play an important role in these institutions. Given the organic relationship between education and society, which makes the educational process partial and relative, therefore, there is no certainty that this process meets the expectations, in terms of the adolescent who is expected to graduate, so that it is returned to society, once its result is a subject product of a dynamic that far goes beyond this process.

According to what is determined by the SINASE rules, the adolescent offender must have multidisciplinary attention that addresses the particularities of their social reality, along with the actions of the institution's technical team, which needs to be implemented, showing ways to insert it again in social life. The most that can be expected is that, given certain working conditions, life relationships, within the institutions, the student takes a specific posture of respect towards his life and that of others.

Thus, Volpi (2008) points out that referring to the conditions that the institutions of deprivation of liberty have, in order to provide social reintegration, implies considering at least the aspects related to the physical structure, human resources and actions taken, because one of the first actions would be to overcome current conditions in almost everything resembling ordinary prisons, where, most of the time, they are housed in cells similar to those of the prison system, whose space is not suitable for people in the process of development, making it still necessary to comply with minimum health and dignity requirements for any human being.

This dignity, which is often violated by the system itself, when adolescents need to share these spaces with other peers, these are prone to suffer aggression and even abuse of sexual violence, fleeing the eyes and monitoring of agents and educators, given the low number of staff members.

The documentary record, in most of the institutions aimed at adolescents, has achieved the goal of extinguishing physical coercion and the course of force as an educational strategy, since the system itself, in parts, does not guarantee this respect for dignity. As pointed out by Francischini and Herculano (2005), most institutions do not have a specific space to enable the dynamics of youth service.

Professional unpreparedness can be considered as another contributory factor for failures to meet the educational demands of these young people, in the context of an institution deprived of liberty, such issues end up reinforcing prisionalization, consolidating aggression, reproducing marginality and even more, by ineffective and bankrupt legal and institutional apparatuses that produce contradictory effects to the purposes of the ECA and the norms foreseen by SINASE.

From what is observed in the context of the media, adolescents who participated in social-educational care programs in an institutionalized environment, it is possible to identify their decline again in the world of crime, making the criticism focused on the creation and consolidation of efficient public policies so that this problem is indeed fixed.

Regarding the available human resources, the role of these professionals in the system, despite the policy of resocialization, the pedagogical actions, in turn, do not resocialize, in their operation, because the possible causes can be observed through public policies aimed at to such an area. In relation to the ECA, many challenges were placed out, because the conflicting social reality continues to express the social inequalities that are often reinforced by the lack of job offers, the stigma of poor and marginal, the so-called "pebas", too, due to family exhaustion, fragility and superficiality of family and social relations and difficulties in community living.

Another important aspect to note is that, often, interdisciplinary pedagogical actions, developed within these institutions that apply socio-educational measures for the resocialization of adolescents, do not operationalize their actions coherently either due to internal difficulties, the availability of resources, or even by the uncompromising look of the professional, contributing to a deficit in the quality of care offered to adolescents in conflict with the Law, because they were not yet able to return to social life for the simple reason of complying with their measure, still lacking. follow-up beyond the institutional walls. These are provided by the Social Assistance Reference Centers (CRAS), and (CREAS), Specialized Social Assistance Reference Centers.

Faced with the problem of the crisis and the recurrence rate of adolescents who submitted to the compliance with the rules based on the bylaws and socio-educational pedagogical actions directed to the ones being reeducated through concrete opportunities, with structuring actions that show the importance of the norms and limits for the well of each and every one.

Costa (2002), stresses the importance of Presence Pedagogy in working with these young people, where the interdisciplinary teams that make up the system need to observe the set of events that occur from the moment the adolescent arrives at the unit to the period in which their disinternation takes place, preparing them to live in freedom.

From the theoretical contributions in this study it can be considered that the problem of the efficiency of the applicability of socio-educational measures in both the institutionalized and the open environment is related to the lack of follow-up of these young people, which ultimately contributes to the reiteration of inflationary acts.

So, according to what is raised by Abramovay (2002) and Morais (2017, p.79) when quoting the Federal Constitution – CF of 1988, more specifically Art. 205, stressing that education is seen as a public subjective right, whose offer is the duty of the state and the family, which is promoted and encouraged through social collaboration, with the objective of the full development of the subject, their preparation for the exercise of citizenship and their proper qualification for work.

Education is considered here as a positive factor whose purpose is to transform and instruct the youth. In contrast, the triad, state, family and society sometimes neglect these rights for adolescents in conflict with the law, from the moment the state fails to provide quality education, as well as the applicability of policies that meet the needs of young people, viewing their access and permanence in the school system, neglecting the latter access to cultural, sports and leisure goods and preparation for the world of work, factors that could distance these subjects from the possibility of insertion in the world of crime.

So, in line with the ideas of the authors, it is observed that most respondents consider that, within the System, the MSE, in their applicability, works in parts. For the Center for Social and Educational Assistance, albeit at a loss in the absence of resources to invest in courses and projects, it still works to meet basic needs such as health, education, food, and even housing.

Regarding the pedagogical actions and their contributions to the resocialization process, it was evident that they contribute to the construction of values while respecting the rules, norms and discipline of the institution. And also in the process of schooling of these, while they are institutionalized, since some of the young people were able to complete their studies within the system. These actions also contribute through citizen participation, community involvement by visiting family members and other groups in society through religious assistance, and educational walks for those who show good behavior.

Also in this sense, it was observed that most interviewees consider that for a more efficient resocialization, the system needs investments in vocational courses, and a greater articulation of the networks responsible for the continuity of monitoring of these adolescents, after completion of the custodial MSE. Since, upon being disinterned, they receive progression of the measure, becoming under Assisted Freedom. And since there is no articulation and continuation of this work, there is a rupture in what was worked and developed within the institution, with the lack of follow-up of these outside the Socio-Educational Care Center.

5 Final Considerations

Thus, with the investigation it can be concluded that the researched subjects realize this distancing due to the lack of articulation of the work of the CRAS, CREAS, and CAPS Networks, and of the family itself for not following fully what the Socio-Educational Assisted Freedom Measure foresee, thus generating the breaking or rupture of what was developed within the CASE institution, with which it has to comply in the open environment, generating the disobedience of the applied norms, and as consequence may return to the institutionalized environment.

Another factor presented in the result of the investigation is that the lack of control and supervision due to the coverage of the counties that the municipality serves, this monitoring is only in documentary terms. Only the adolescent and family are guided under which steps to follow. However, it was also observed that some young people who were detached from the center and then, through reports and observations of the interviewees, these young people transgress again, generating the so-called "LA breaks" whose consequences are the return to the socio-educational system and when they are older than eighteen years, they are sent to the prison system when they survive the storms of the criminal world.

However, it is noteworthy that both the critical analysis as well as the study of this problematic deserves a careful and systematic execution that allows a broad view of this object, due to limitations of this research, which was restricted to conducting semi-structured interviews with only professionals who mostly deal with the applicability of custodial measures in the institutionalized system of the Socio-Educational Care Center located in the city of Luziânia – GO, since, as Greco (2016) tells us, delinquency has neither explanation nor easy medicine.

It is in this sense that this research presents as main contributions the debate surrounding the theme of crisis in the socio-educational system, resocialization or marginalization, facing the pedagogical actions, as well as a rereading of the problems related to it, factors that are relevant to the tripod of the University, based on teaching, research and extension, once they englobe these three faces and for the improvement regarding the problem in question, as well as a critical and ethical view regarding the applicability of socio-educational measures and their follow-up with a view to resocialization and social reintegration of these young people.

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TECHNOLOGY

Digital platforms: language teachers' perception based on an extension action

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Regarding the society current scenery, it is important to reflect about the new ways of thinking about linguistic education. First, it is necessary to take into account that the new society has been transformed in many ways, being called the "digital society" (CASTELLS, 1999), and has been undergone changes regarding communication and new ways of interaction. Based on this perspective, we realized the need of a broader educational proposal, one that contemplates the language in this renewed form of communication, interaction and meaning construction (MONTE MÓR, 2010). Then, it is also important to rethink and resignificate teachers' initial and continuing education.

In this sense, this article enables discussions about current language teachers' education under multiliteracy perspective, in which we consider today's scenery pf multiple languages and culture (ROJO, 2019), in order to promote reflections about the importance of digital platforms. This theme choice is specially justified by the present scenery itself, strongly marked by paradigms changes, social and technological changes, and by the infinite possibilities of communication, interaction and expression, this calls us to reflect about the multiliteracy importance and demand in different contexts.

This article brings about the results of researched related to multiliteracies in teachers' education and proposes, based on the theories, on rereading and resignifications, a reflection about digital platforms possibilities of use to teacher's education actions, regarding when teachers have a multiliterated experience, they can handle, in a more significative way, new languages and new ways of existing readings in their practices.

Given the above, this research goal is to analyze and discuss language teachers' perception, observed during an extension action in the form of a course, in which they took part. The course, which is characterized as a group study, promote readings, discussions and reflections about the ongoing theories about the theme. The participants are also given opportunities to experience different technological tools in real situations of use or in situations of resignification.

This article is organized into three sections. First, the theoretical foundation, discussions and reflections about the theme, based on Monte-Mór (2007, 2010, 2018, 2019), Roxane Rojo (2012, 2019), Menezes de Souza (2011), among others. Secondly, the methodology, characterizing this research as a case study with a qualitative approach. In this section it will also be presented the context, the participants, the instruments and the research steps. Finally, it will be shown the analysis of the participants perception related to the digital platforms.

1 Theoretical foundation

Nowadays, we are an integrating part of a society which demands more and more innovative measures, in every step, in every "blink of an eye", a new invention, from the humongous digital intelligence, rises or is enhanced and new abilities are required. And, in this process, everything is at stake, communication, information, formation, education, interaction, and much more. When we think about the society and the school, we get even more concerned, because we see the importance of reflecting about new ways of thinking and seeing the world and, consequently, about the education, specially about the questions related to language teaching.

We are immersed in a society that demands more and more, from everyone that is part of it. We are a society characterized by heterogeneity and it is necessary to think every single part as a whole system, to take into account the diversity, the contemporaneity, the individual as a whole subject. We are a society characterized by new ways of reading, and many different texts, which imply new subjects' constitutions and concerns with teachers' and students' learning education, mainly because this needs to be critical and reflexive (MONTE MÓR, 2007).

We have to highlight that in the *Base Nacional Comum Curricular*, the practices of language in the digital culture, this document proposes that: "propõe que os estudantes possam vivenciar experiências significativas com práticas de linguagem em diferentes mídias (impressa, digital, analógica), situadas em campos de atuação social diversos" (BRASIL, 2018, p.485),

Regarding the multiliteracies, we consider a digital society that constantly lives with the writing society, building, (re)forming, resignificating and collaborating at the same time.

> Em qualquer dos sentidos da palavra "multiletramentos" [...] os estudos são unânimes em apontar características importantes: a) eles são mais interativos; mais que isso, colaborativos; b) eles fraturam e transgridem as relações de poder estabelecidas em especial as relações de propriedade; c) eles são híbridos, fronteiriços, mestiços. (ROJO, 2012. p.23)

This is a vision that proposes rethink the education, the curriculum and also both teachers' and students' identities. It should be done in multidisciplinary way, in order to investigate globalization and technology, being able to understand the context and move around the world (MENEZES DE SOUZA, 2011).

Given the perspective of information "at the speed of light", the work of the teacher in training has been to enable a reflection of what we are producing and reading. Our concern is to form a reader who is able to see between the lines, able to think and rethink what they are reading. Because,

> Nós precisamos abrir os olhos para o fato de que estamos perante novas formas de aprender e ensinar, perante uma forma diferente de se relacionar: hoje em dia as pessoas se relacionam sem se ver, através das várias formas de comunicação digital. Surgem novas formas de relacionamento, [...] São novas formas

de construção de comunicação, de novos textos. (MENEZES DE SOUZA, 2011, p.283-284)

In personal relationships, the concentration of people in defined and organized groups broaden, forming virtual groups, and personal plans are diversified, given the multiplicity of alternatives that are becoming more visible in digital societies. So, studying language from the perspective of literacy is what makes sense today, because we consider the various perceptions, the cultural diversity, the social diversity. Understanding the classroom as a multiple space enables the understanding of the specificities of each situation and the demand of each one. In this sense, the practice depends on the epistemological choices we make throughout the education itself.

In this case, it is clear that it is undeniable the importance of taking into account that society has suffered and has been undergoing transformations, in all senses, renamed as the "digital society", which is constantly undergoing paradigm shifts, especially with regard to communication and forms of interaction (MONTE MÓR, 2019). Also, according to the above-mentioned author, this society gradually transforms itself in all areas, in the workplace people must have skills that are not limited to competent repetition, but also the capacity for initiative, choice and critical perception, in favor of better performance on tasks.

However, if we do not consider that introducing technological resources into training will reinforce the multiprofessional and interdisciplinary perspective, we are moving further and further away from this paradigm shift that the emerging context demands so much. Providing in the spaces of teacher education experiences with new technologies will enable them to understand it as a social and cultural practice, as well as their contributions to language education.

When we talk about society, reading, and technology, and we are concerned about what kind of reader we are forming, then we should turn our gaze to the teacher education. The reframing can and should be thought from the initial education. Teachers in training need to learn about methodologies just as they need to learn about technologies, which are constituent parts of their ways of life.

Thus, every practice, be it reading or writing, will only have a positive effect if it makes sense to the student and the meaning will always depend on the context of the student's baggage (KERSCH; RABELLO, 2016). This is the first resignification that must be made during education, considering the current and emerging context of society.

In order for the student to feel like belonging to a particular community of practice, he needs to be clear about what he is reading and what he is reading for. We engage in what makes sense to us, not just to school, but in life. (KERSCH; RABELLO, 2016).

It is important to consider both the current, local, and the future, global, situation. And when we propose to rethink teachers' education, we are thinking global, because we are concerned about the compromise related to the professional activities that are facing today scenery.

We believed that motivate experiences with multiplicities of languages and culture and emerge from these relations with technology enable paradigms changes, giving opportunities to new reflections to linguistic education.

2 Methodology

This research is characterized as a case study (YIN, 2001) with a qualitative approach. The research context was the teachers' education course called "Multiliteracy in teachers' education" which is part of a study group study and research called GEFOPLE (Study and Research Group about foreign language teachers' education) and it is linked to the Research Project "Multiliteracy in teachers' education: questions emerging in contemporaneity" (FREITAS, 2017).

The course was registered for the first time in 2018, the meetings used to happen weekly and in the presential mode and, in 2019, it had its reedition and the meetings started to happen in biweekly, with the option of distance mode or by videoconference.

To make the meetings happen, there is always a schedule with reading suggestions to be fulfilled previously to the meetings so them can be discussed by the group.

Besides the theories, the meetings enable a practice and/or experiences with digital technologies that are part of the everyone's daily routine that can be considered in language teaching situations.

The participants are students from the Language Teaching Course who take part in the project of scientific initiation (SI) linked to the research project, students who are writing their final paper about the theme; students who are taking the lato sensu postgraduation course Language, Culture and Teaching and students who are taking the stricto sensu postgraduation course in the Program of Master's degree in Language, Literature and Interculturality (POSLLI). The research instruments are notes made by us during the participation and observation of the extension course, the participants' final reports and audio recordings from the meetings.

This research was developed into three phases. The first phase consisted in the enrollment, participation and observation of the group. The second phase consisted in the document analysis, that is, knowing and understanding the course project, to understand the methodology and goals of the group, it was also analyzed the course material and schedule. The third and last phase consisted in the analysis of the data obtained and registered through the notes, audios and final reports, in 2018 the reports were handwritten and in 2019 they were sent via WhatsApp.

3 Information discussion

The analysis is about the teachers' perception of the digital platforms, considering the course context, the experiences and the discussions fulfilled during the course. Throughout the meetings, as researcher participant it was possible to observe meaningful changes in the way of thinking and seeing the current scenery of all participants. It's worth noting that the teachers involved in this research highlighted that during the initial education the use of technology wasn't part of the program in an effective way; and the teachers, that was already taking the postgraduation course, also highlighted they never took part in continuing education courses that contemplated the use of technology.

In the reports, the participants resumed the activities already lived during the course, specially, those in which we used some digital platforms like Plickers, WhatsApp, Youtube and videoconference. According to the reports, those experiences were important, because many participants didn't consider WhatsApp, for instance, as a possible tool to language teaching.

Some participants reported strangeness facing new technologies, as in the following registry:

> A experiência com a Plickers foi muito nova para mim. Nunca tinha visto uma plataforma digital, que pudesse ser utilizada em sala de aula, com tantas possibilidades e que ainda ajuda muito o professor, na verdade eu nem acreditava muito que essas ferramentas tecnológicas pudessem ser efetivas nas aulas. (Participante 4/2018)

This happens because participants considered the experiences with technology in teaching practice during their education, however, they showed interest in acquire new skills and competences to face the challenges of integrating and acting in the digital society's current scenery.

The participants claimed the lack of contact with technology during their education, according to them, "*muitas vezes até tentam coibir o uso de celulares e notebooks na sala de aula*". They said the only experiences with technology in college, they were aware of, were the researches done at home during some homework, the use of software such as Word, Power point, tools such as projectors, and medias such as songs. So, they believe that being there, taking the course about multiliteracies, made them reflect about the practices they lived and realize that they could go further and that it is important to learn different ways of teaching and it is also important to unite the pedagogical practices with students' reality. This can be seen in a report by one of the participants:

> Acredito que o uso da tecnologia não venha de fato resolver todos os problemas que a escola enfrenta, mas acredito que o uso das plataformas digitais venha ser um instrumento a mais que o professor pode ter em suas aulas e que pode se tornar um caminho de possibilidades para um ensino mais interativo e colaborativo. (Participante 3/2019)

Thus, it is possible to notice how important they think digital platforms are to their education, specially to take them into account them when they have to face a classroom.

Some participants opened up to the new way of thinking about technology as part of everyone's way of life today, so they saw the opportunity for breakthroughs where technology is able to promote greater mobility and interaction between educator and learner, as well as the new ways of thinking about multiliteracy within the academic society, as it can be perceived in the excerpt from participant 2:

> Acredito na importância do grupo de estudo, que nos permite interação e colaboração, uma vez que o aprendiz precisa estar constantemente em processo de motivação e ciência de que ele será um 'eterno aprendiz', que o seu saber nunca estará pronto e acabado. (Participante 2/2018)

Other participants reported the importance of an extension act, such as this course, in teacher education, as they saw that a teacher needs to know and evolve in the face of new technologies in order to transmit them to others and also to reach the classroom and contribute for a teaching of quality focused on the current reality, as it can be understood by the report of participant 3:

> Os textos discutidos e as ideias compartilhadas sobre multiletramentos no grupo de estudos tornam-se essenciais à medida que trata questões emergentes da contemporaneidade e possibilidades de práticas de letramentos, trazendo assim conhecimento para o professor em formação [...] (Participante 3/2018)

It was also possible to understand, in most reports, the importance of multiliteracy practices during teachers' education, emphasizing, in multiliteracy perspective, that the learning and teaching process involves articulating different language modalities that go beyond writing, indagating the social mediation and current technologies. This statement can be perceived in the report of participant 3:

> A docência é, portanto, uma atividade complexa que exige do professor muito mais do que o domínio do conteúdo. Demanda compreender que o mundo é multiletrado, e a prática de multiletramento dentro da sala de aula é uma possibilidade de tornar a prática educativa mais interativa e colaborativa. (Participante 3/2018)

Thereby, some participants said that the relevance of the experience to the theoretical and practical development, as well as the exchange of knowledge and the new possibilities reflected throughout the study, favor practical and academic development, giving them more motivation and dynamism in projects and new practices. All of them made the importance of the course to teaching education very clear, that now, when they got to a classroom where the students were already engaged in technologies, they were felling able and at will to use these benefices in their pedagogical actions.

4 Conclusion

In studies of multiliteracy it is understood that there's a great variety of texts available to be read, and in different ways, from this premise we are required new skills, new ways of conducting this readings and, consequently, new literacy practices. The technology occupies a primordial place in these changes and in the new spaces od interaction. So, we must consider technology in a different perspective in favor of a considerable transformation in society.

Thus, based on the goal of this research, that is, to analyze and discuss language teachers' perspective, observed during an extension action in an extension course, in which these teachers participated, we could say that the goal was reached. Therefore, it was possible to perceive the opinion of these teachers about the multiliteracy proposal.

Most of the times, during the meetings, it was possible to notice the difficult of using the technologies in our favor. Although technologies are present in our daily lives, for instance, for shopping, sharing files, accessing social networks, among other activities, many times they were seen only as an entertainment activity. So, we understood that the discussions provided by the group enabled reflections so that language teachers could review their ideas about using technology as teaching practice through multiliteracy's perspective.

We also recognize that often schools and educational institutions do not have technological resources and that there are some issues

> Para considerar as tecnologias nos contextos de ensino é preciso aceitar que os problemas de infraestrutura existem e que é essencial estar disposto a se abrir para um novo mundo e sair da "zona de conforto" tradicional.

When we talk about "leaving our comfort zone" we always notice a strangeness on behalf of future teachers, there are always doubts: "But how will we use the internet if the campus connection doesn't work well? Why should we consider technologies if the school where we will work, most of the time, they are prohibited?" "Wow, it's so hard to think of taking WhatsApp to the classroom as an activity. How are we going to do it?".

So, questions like these are frequent, demonstrating dissatisfaction with the infrastructure that is not consistent with what is required by current reality, lack of interest in learning / developing new skills or even lack of motivation to overcome the obstacles encountered in this technological path.

Analyzing the reports, we found out that contemporary technological advances cause insecurity and even strangeness when brought into universities. Teachers still feel insecure, afraid and challenged by new technologies, even understanding that these technologies are part of people's lives today, that is, it is impossible to disregard the new technologies of information and communication, especially in schools and universities.

Through the analysis of the participants' reports we can understand how important the discussions about the current scenery of society are, regarding the issues of academic education and of teaching and learning in the professional context. In this perspective, we add that

> é indispensável oportunizar, nos cursos de formação de professores de língua inglesa, práticas de multiletramentos e que estes possam ser profissionais letrados digitalmente no intuito de letrar digitalmente os profissionais para compreender o potencial de uso Isso implica saber lidar com as tecnologias de informação e comunicação, por meio de um processo crítico de ensino e aprendizagem de língua inglesa. (AVELAR; FREITAS 2018, p.210)

Experiences such as these in the study group allow us to rethink initial teacher education, as the educational universe is increasingly permeated by the presence of new technologies. And teachers in training should be aware that they need to consider this scenery, seeking new opportunities and developing/improving new skills.

This study allowed the reflection of the experiences with different multi literacy practices, through digital platforms, motivating their resignification, collaborating with the creation of new teachers practices and language teaching policies.

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Digital culture: reading acess

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> "It is necessary to try to capture how we move in the world nowadays, so we can understand how we become aware of the world and of ourselves." (FLUSSER, 2008, p.33)[1]

The social transformation, lived in the contemporaneity, affects all fields, whether in the historical context or in the cultural context, society is more and more immerse to different languages, technologies and different influences coming from new communicational processes.

Purposely, this article intends to investigate the baselines issues of the new 21st century library configurations. In this process, the understanding of particularities and complex transformations undergone by society requires a reflection on the educational and cultural context that involves

1 É preciso tentar captar como nos movimentamos atualmente no mundo, para podermos compreender como tomamos consciência do mundo e de nós mesmos.

the spaces of libraries, spaces rethought based on different spaces of learning, living and interacting.

There is no way to pass untouched by the concept of digital culture, in the contexts that is approached here, in the universe of digital library, media libraries and multi-libraries. As in an increasing scale, there is a detachment of materiality to the projection of becoming, turning out to be, from the physical library in a new composition with an alteration in its form and visibility.

Notoriously, the assimilation models, circulation and content consumption of reading and researching have their support in technology. Similarly, these models reverberate in the library environment. Therefore, besides emphasizing the equipment, devices, tools, instruments and technological apparatuses, they point to the importance of glancing at the digital culture concept as social practices, as a complex process that is established in the in the social relations plots that are configured in daily life.

Thus, dealing with library, media libraries and multilibrary, as it is proposed here, it is to recognize them as *locus* of singular paths and as social interaction possibilities, glimpsing the peculiar ways of integrating and sharing knowledge from new contextualization.

All this context gives rises to a reality that becomes evident: the necessity of pondering about the fluid aspect of the library's place in contemporaneity and showing the line of thought that composes the goal of this article, it is interesting to look at the metamorphosed library through new configurations to serve its users while they are the change in exercise, without disregarding the formal and symbolic aspects of the materialized environment.

In the exercise of the preexistence, existence, and coexistence of digital libraries, media libraries, and multi-libraries, forms of sharing information were expanded. In this case, there is a subversion, spaces are created, modalities are created with new sensitivities.

Unraveling: libraries

> "(...) the spaces of cultural practices are loaded with symbolic elements that emerge simultaneously as practices and as 'objects' of these practices, functioning as possible anchor points for the subject and meanings represent themselves in their unity, since they are, in their nature, dispersed." (ORLANDI, 2001, p. 37-38)[2]

The formal space, recognized as with an institutional link, loses its exclusive place of producing and organizing knowledge to other spaces, both physical and nonphysical, in the face of multiple digital tools.

The immersive process are clear archetypes of artistical and educational subversion, with a new modality, using a new space and provoking new experiences. Such perspective is justified by the very ontology of the digital culture that recognizes the common digital base of distinct products of the culture.

Thus, the configurating and formatting study of learning spaces and its relation to their non-formal relationships goes beyond the cultural system and not in studies of isolated cultural facts. The system presents itself as a displacement in the operation of bordering spaces. In this sense, in the spaces of cultural practices, other practices emerge, anchoring different forms of unfolding the folds.

An open path to understand as the measures of controlling information flux through other access routes may be equivalent to another form of correlation between such domains. Free spaces where students could participate and interpret aesthetic-educational experiences.

As for the digital phenomenon, new tools and images codes – as they are digitally organized the book's text – unveil what the cover image probably already does: there is a capture facing the wrapping with the image which absorbs us in absolutely new configurations.

The shift from a culture of ownership and custody to a culture of accessing and sharing is a fact, although it is also a fact that cultural changes will

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2 (...) os espaços de práticas culturais se carregam de elementos simbólicos que emergem simultaneamente como práticas e como 'objetos' dessas práticas, funcionando como pontos possíveis de ancoragem para o sujeito e sentidos se representarem em sua unidade, já que eles são, em sua natureza, dispersos.

not take place soon. The prospect of change was already noted in the characterization of the Baby Boomers, X, Y, and Z generations, in services such as Uber and AirBnb, in sociocultural behaviors through the use of social media technologies, and the production of knowledge, with a tendency for scientific publications on free platforms called open access.

Still in the field of scientific and cultural production, the icons of possession and custody culture were finally seduced by the new culture. Libraries and museums open to the perspective of new social dialogues, reinventing their position and function in the connected society. From Greek origin, the word library (biblíontēkē) means book deposit, referring to a box or cabinet for bookkeeping. The word tēkē is also used in words such as media library, toy library, picture gallery, cinematheque, video library, film library, newspaper library and disco[3], the latter in frank disuse, but with the same sense of place of guard. Museums, places dedicated to the guarding of natural and cultural goods, have been linked throughout their history to the very concept of the past, when, in fact, their function is the exercise of dialogue with cultures, using diachrony as a principle.

The functional revision of these places, based on the cultural logic of accessing and sharing, does not make them abandon the terms that name them, since language allows a semantic reordering, updating meanings according to their use. On the other hand, some variations may accuse this logical change and its composition, as we can see in terms such as library, digital library, media library and multi-library.

While the term library refers to a traditional space that brings together printed books, visibly aligned with their holdings and preservation, digital libraries migrate their holdings collecting bits that are virtually updated as books and the like.

As bibliotecas digitais não necessitam de espaços físicos, elas disponibilizam acervos online. A maioria são consideradas repositórios digitais de conteúdos diversos, tanto educacionais, quanto culturais, artísticos, científicos, dentre outros.

3 Midiateca, brinquedoteca, pinacoteca, cinemateca, videoteca, filmoteca, hemeroteca and discoteca, respectively.

These libraries have come to promote an evolution in access to information sources. Instead of going to a physical library and finding a material book there to frequently refer to just one chapter or excerpt, it is possible to quickly and immaterially get the chapter, excerpt, or text from your own computer, tablet or smartphone or even the study shared in many research sources.

The media library is a newer phenomenon, usually a library space dedicated to unprinted media, such as videos and audios, in formats that change over time: from cassette tapes, microfilm and VHS to CDs, DVDs, and more recently to ebooks, podcasts, and movies stored on offline or online servers.

In the culture of accessing and sharing, the multi-library is highlighted as a point of sharing information of multiple formats, such as books, magazines, newspapers, movies, music, videos and all sorts of information, always digital and networked, without the need for possession or even guard. Servers that store this information do not necessarily belong to the multi-library, which can take advantage of the open access of various information already available and provide direct links to these sources in an informational curation exercise that provides access and sharing possibilities. Multi-libraries may or may not have a physical space, having, when available, devices to access the collection offered, but essentially their habitat is the network, and their role is to select and maintain information, not objects.

Digital dynamism reflects in culture its strongest link: human attachment. The changes we bring about in museums and libraries, beyond the insertion of technological apparatuses and the digitization of collections, indicate a much larger logic, linked to the way we think and build knowledge: the logic of accessing and sharing.

Unraveling: the multisensoriality of the media

> "The eye, that capture the radiant energy, is the sense that goes the farthest in the panoramic exploration 'til the horizon. The ear, that capture the vibrant mechanical energy, does not reach the same distance they eye do. The touch interacts in a body-to-body relation to things, touch, feel, trip. The smell captures the chemical energy in an exchange of particles that come through air.

> In the gustation, this exchange of particles happens in the body itself." (SANTAELLA, 2005, p. 74).[4]

Language, legitimately multisensory, is inclined in its constructions and meanings. The

A linguagem, legitimamente multissensorial, é inclinada em suas construções e sentidos. Participants, facing their contexts, exercise their interpretive connections and (in)accuracies. Such communication processes are constituted in dissolvable and recombinable semantic networks.

Similarly, the media have been experiencing very different conditions, emerging from contexts tense by culture, which converges in becoming media. According to Santaella (2003):

> To understand these passages from one culture to another, which I consider subtle, I have used a division of cultural ages into six types of formations: oral culture, written culture, print culture, mass culture, media culture, and digital culture. First of all, it must be stated that these divisions are based on the conviction that the media, from the vocal apparatus to today's digital networks, are merely channels for the transmission of information. For this reason, we should not fall into the misconception that cultural transformations are due solely to the advent of new technologies and new media and culture. It is the types of signs that circulate in these media, the types of messages and communication processes that engender the real responsible not only for shaping the thinking and sensibility of human beings, but also for the emergence of new sociocultural environments. (p.2)[5]

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4 O olho, que capta energia radiante, é o sentido que mais longe vai na sua exploração panorâmica até o horizonte. O ouvido, que capta energia mecânica vibratória, não atinge as mesmas distâncias que o olho. O tato interage no corpo-a-corpo com as coisas, toca, apalpa, tropeça. O olfato capta energia química numa troca de partículas que chegam pelo ar. No paladar essa troca de partículas se dá no próprio corpo

5 Para compreender essas passagens de uma cultura à outra, que considero sutis, tenho utilizado uma divisão das eras culturais em seis tipos de formações: a cultura oral, a cultura escrita, a cultura impressa, a cultura de massas, a cultura das mídias e a cultura digital. Antes de tudo, deve ser declarado que essas divisões estão pautadas na convicção de que os meios de comunicação, desde o aparelho fonador até as redes digitais atuais, não passam de meros canais para a transmissão de informação. Por isso mesmo, não devemos cair no equívoco de julgar que as transformações culturais são devidas apenas ao advento de novas tecnologias e novos meios de comunicação e cultura. São, isto sim, os tipos de signos que circulam nesses meios, os tipos de mensagens e processos de comunicação que neles se engendram os verdadeiros responsáveis não só por moldar o pensamento e a sensibilidade dos seres humanos, mas também por propiciar o surgimento de novos ambientes socioculturais.

These conditions, considered as progress, result from scientific and technological changes, as diverse sources of communicational processes and a practice based on flow and connection.

There is a deeper involvement with digital culture, especially in the 21st century, when interests from different social spheres increasingly influence this field.

For example, the academic format of disseminating even more usually legitimized knowledge is book printing with linear pagination. However, with the advent of digital information and communication technologies, there are different possibilities and challenges both to gestate, and to organize, store and retrieve information.

The recognition of how these narratives are established, in view of their constitutions, indicate new paths to access to reading and the production of knowledge, providing contemporary clothing to the learning organism.

The highlight in recent times has been technology, which can singularize the experience, making it a founding experience. The modes of presentation of utterances, via technological apparatuses, which in themselves are attractive (MURRAY, 2012), amplify the potential of experience, immanent from the collections in online libraries, media libraries and multi libraries, in clear dialogues with the contemporary context, characterized by technological connectivity, which allows to singularize the access.

This growing experience is an increasingly evident vector, even in the great world libraries, which discreetly or not, incorporate the technologies of our time, into polls of contemporary spirits. And in so doing, they not only resize functions and their doing, but essentially revise the modus operandi that leads the contemporary library as an institution to overcome its own spatiotemporal delimitation.

Prospected Paths

> "Spaces metamorphose and fork at our feet, forcing us into heterogenesis." (LÉVY, 1996, p. 23)[6]

In light of some considerations, in view of the reflections achieved with the development of this study, it can be inferred that the ontological condition of library / media library / multilibrary has gradually and profoundly reconfigured not only the theory in question and the practices in its surroundings, as, above all, the ways of valuing, as a whole, the digital culture.

Multisensory language, with meanings in relationships, enables linguistic formations for connections, with meanings that produce a diachronic and synchronic semantic unit.

Similarly, the media has advanced significantly, emerging other hybrid, convergent and fluid tendencies as media, channels, means, media in which verbal, nonverbal and ideological signs are processed. These trends result from scientific and technological advances, as sources of transmission in communicative processes, with the insertion of a media policy of connecting, accessing and sharing.

Virtually, technology can change the world, but in practice, it is people who change the world when they gain the knowledge and practices that can bring about that change.

The field of culture is established in the collectivity as traces of social sharing. Culture is indelibly etched in people just by sharing and experiencing, and so it is that we give reason to the popular saying that we can take a person from one place, but will be much more difficult to take this place of the person, understood as an experience taken.

Similarly, it can be defined that a person is not born in a culture, but a culture is born in a person, precisely because it conceives that culture is the fruit of social experiences, which constitutes, in the subject, tastes, values, ways of being, thinking and acting. It is in this ballast that it is possible to con-

6 Os espaços se metamorfoseiam e se bifurcam aos nossos pés, forçando-nos a heterogênese.

textualize people, inferring about their customs, values and ways of thinking and acting.

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English for kids project: reframing teaching and research through extension

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English can be seen as an inclusion factor for children in the globalized world, as well as in the living wheel of diversity that composes the humanity and our planet. However, when public school children are not part of this scenario, it becomes an exclusion factor instead. Depriving they from a linguistic diverse experience trims their lives from intercultural and pluricultural experiences (ROCHA, 2012) associated with the development of superior mental functions (VYGOTSKY, 1998), besides the awareness regarding diversity. Consequently, as to have expanded learning spaces, it is also necessary to guarantee a proper teacher education program that prepares them, at least minimally, to the specific praxis ahead of the English language teachers.

As it is widely known, (ENEVER, 2011; GRADDOL, 2006; CRYSTAL, 2003) the field of English Teacher Education for Young Learners. (hereafter ETEYL) is a complex one, presented the existing gap for this area at the graduation courses of Languages[1] teaching in Brazil (ROCHA e BASSO, 2007; 2012; ROCHA, TONELLI e SILVA, 2010; TONELLI, FERREIRO E BELO-CORDEIRO, 2017; SANTOS e BENEDETTI, 2009). Considering the relevance of teaching English to Young Learners (henceforth EYL), we started asking ourselves the following questions: i) How has UEG contributed to the reframing of EYL in the investigated scenario? ii) What are the teachers' perceptions about their experience in the extension course? and iii) How has the focused extension proposals contributed to the teachers' education? In order to answer these questions, we will display two contexts: the extension course *English for Kids*[2] and the extension annual event ENFOPLE[3]. Therefore, our aim is to cite two extension activities carried out at UEG Campus Inhumas, besides proving the importance of integrating education, research and extension for the English teachers' education in the state of Goias scenario.

This chapter is composed of six sections, besides this presentation. First there are two sections that ground our later analyses. Next the investigation is detailed in the Methodological Apparatus, followed by two distinct sections of analyses, entitled dialogues. At last we tie up some loose ends with our last inferences, proceeding to the references.

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1 As there are different ways to translate the name of the course Letras such as Liberal Arts, Language Education, Languages and Linguistics, we opted to use Languages Graduation course throughout this article, as we agree that summarizes the scope of the curriculum at the researched institution.

2 The English for Kids course is an action proposed in partnership with the university Foreign Languages Center, and aims at attending children aged 7 to 10 years old. This initiative started in 2016, developed as a project of a beginner's Scientific Research by a postgraduation scholarship holder from the Lato Sensu course Language, Culture and Teaching, rooted at UEG Inhumas. Besides offering the children an unpaid English course, it provides the opportunity for pre-service teachers to experience the praxis of English teaching to children. The course welcomes approximately 20 children from the community, weekly, offering classes based in the transdisciplinarity principles as well as citizenship building that guide the teachers' practicum. The English for Kids project was born in order to supply the Languages Teaching course with a practicum field for pre-service teachers that participate in the extension course 'Teacher Education: teaching English for children', a 50 hours course created for pre-service and in-service English teachers of Inhumas and vicinity, interested in this field of instruction.

3 ENFOPLE stands for Encontro de Formação de Professores de Línguas Estrangeiras, that is "Meeting of Foreign Languages Teachers Education". Throughout the text we chose to use the Portuguese initials. The event will be described in one of the sections that follows.

1 From the community to the university

The teaching of EYL in Children Education as well as in Elementary School in Brazil, has become a reality in our educational context, either in private and public schooling (LINGUEVIS, 2007), even though it is optional (LIMA; KAWACHI, 2015). Crystal (2003) unveiled that English has become a *world language*, without legitimate owners, being the language of all people, according to Rajagopalan (2005, p. 150-151 apud ROCHA, 2007, p. 14), or as a *língua franca* (SEIDLHOFER, 2001), which means that "English today is used mostly in situations by speakers of diverse mother tongues" (GIMENEZ, et. Al., 2015, p. 595). Therefore, we agree that teaching English should promote real speech situations, in a process in which schools contribute not only to what people do, but also to who people have become, or will eventually become, through their experienced background at the school context (SARUP, 1996 apud PESSOA; URZÊDA FREITAS, 2012).

In reference to teaching EYL, Graddol (2006, apud TONELLI; CRISTOVÃO 2010) states that children have begun learning English earlier all over the world. Hence, it seems to us that it is undoubtedly necessary to care for teacher education to act in this field of knowledge, confirming Barcelos, Sá Batista and Andrade (2004, p. 12), in the sense that "it is caring for our teacher education and establishing as a priority that we contribute to improve education".

However, regarding teaching EYL, there has been a shortfall in the process of teacher education for such a specific learner. Most of the graduation courses of Languages in Brazil do not have a focus on this field (ROCHA; BASSO, 2007; 2012; ROCHA; TONELLI; SILVA, 2010; TONELLI; FERREIRO; BELO-CORDEIRO, 2017; SANTOS; BENEDETTI, 2009). As a matter of fact, pre-service teacher education parameters and policies do not contemplate this realm. The official document that establishes the National Curriculum Guidelines for all graduation courses in Brazil (Resolution n. 2, 2015) does not specify whose responsibility it is to provide education to teachers who will teach EYL, but we advocate that the graduation in Languages should include in its curriculum principles and guidelines for this matter. In agreement with Tonelli and Cristóvão (2010), we understand that the Languages courses should adapt their curriculum to the new reality and the English teaching performance needs. For the authors:

> [...] we believe it is fundamental that the Letras courses educate professionals that are prepared to face the scenario above described: external changes to school that end up especially influencing it. One of these changes is exactly offering English for children in most regular schools (Child Education and Elementary School), private idioms centers and also in some city's schools[4]. (TONELLI; CRISTÓVÃO, 2010, p. 66)

In accordance to Tonelli and Cristóvão's aspiration some attempts have been made to accomplish Language's graduation courses responsibilities in providing ETEYL, as stated by Egido (in press). The author has shown in this study six different teachers educators, in five diverse regions of Brazil, who have been struggling as social actors to materialize teacher education experiences in pre-service as well as in-service teachers education.

As a matter of fact, the community of local English teachers for children showed this need, as we recognized it as a duty of the Languages graduation course at UEG. In respect to the social development function of education and of the university, there have been efforts to implement and to install new activities to reinforce teacher education program. They have been employed by means of extension proposals, aiming at minimizing the deficit of pre-service teacher education, in a partnership between the Foreign Languages Center of UEG, extension coordinator, teacher educators, the community of teachers of EYL and future teachers.

2 From the university to the community

Aware of the existing gap in teachers' education for acting in the field of teaching EYL, there have been continuous efforts to provide extension courses and activities that promote discussions and methodological/pedagogical allowances to teachers of EYL that work in the public schools of the city, as the pre-service teachers who are interested in such a context. In 2015, there was

4 Original in Portuguese: "[...] acreditamos ser fundamental que os cursos de Licenciatura em Letras formem profissionais que estejam preparados para enfrentar o cenário acima descrito: mudanças externas à escola que acabam por influenciá-la sobremaneira. Uma dessas mudanças é justamente a oferta da LI para crianças em grande parte das escolas regulares (Educação Infantil e Primeiro Ciclo do Ensino Fundamental), escolas de idiomas e também em algumas escolas da rede municipal."

the first edition of the extension Project entitled "Teacher Education: teaching English to children", which was also offered in two more editions. In 2017, the subject 'Teaching English to children' was approved and given as an optative on-line course, and included in the curriculum of the Languages Teaching course at the Inhumas Campus in order to complement the pedagogical and theoretical foundations of these pre-service and in-service EYL teachers.

Corroborating Dutra and Mello (2004), Inhumas Campus has striven for one of the ideals of the public university, which is the integration of education, research and extension with an understanding that these activities should merge in a sturdy objective. Hence, the experience exchange and the moments of reflection regarding the teachers' role and teaching EYL, provided by the extension course and its preparation and planning, have expanded teachers' education as a whole at the campus, assembling knowledge that objectify, at least, to fill in part of this gap.

In our understanding, the university extension is an educational, cultural, and scientific process that articulates education and research in an inseparable way, as it enables the transformative relation between society and university. Kochhann (2016) states that it is necessary to surpass the fragmented vision of the university extension, understanding it in its totality, as in its perspective of becoming a critical-emancipatory praxis, influencing directly in teachers' education.

According to Costa, Baiotto and Garces' (2013, p. 66) perspectives, university extension "is a privileged locus for academic praxis. Upon acting in extension projects, students live meaningful learning experiences, relevant not only to their professional, but also personal shaping[5]". In this sense, confirming the authors' perceptions, the extension activities at Inhumas campus have a central role in the deconstruction and reframe of the development of the creative and transformative potential that will strengthen people involved in this scenario. Thereby, the service provision done by the university should

5 Original in Portuguese: "é um lócus privilegiado para a práxis acadêmica. Mediante a atuação em projetos de extensão, os estudantes vivenciam experiências significativas de aprendizagem, importantes não apenas para sua formação profissional, mas também pessoal". All citations in Portuguese are translated by the authors.

represent a moment of production and distribution of the knowledge produced (SOUSA, 2000, p. 127 *apud* KOCHHANN, 2016).

Whenever we look at the process of teaching/learning by the inseparability prism, we should expect pre-service teachers to be able to research and to assimilate a theoretical/practical knowledge, relating all this to the reality over the university walls, into real life scenery. The extension, through these lenses, will contribute to the analyses and to the critical questioning, for constructing, among the society, a system that will be more empowering, based on social justice (KOCHHANN, 2016).

Given the above, corroborating Dias and Brossi (2015), we see theory as an essential element for teaching praxis performance once "teaching knowledge is not built only with practice, it is nurtured also by educational theories[6]" (PIMENTA, 2005, p. 24). However, practice becomes theory whenever a teacher is able to reflect over his/her own practice. Hence, reflexive education provides the (re)significance of teachers' role, (PESSOA; BORELLI, 2011), allowing all stakeholders in the classroom context to be the leading figures in the reflection, reconstruction, and (re)significance of their roles in society.

The extension activities in the mentioned context promote knowledge exchange amidst both the community and the university, enabling the profession improvement and adding an instructional value, once it instigates research, participation, disclosure, discussion and publishing of studies about the accomplished activities. It is up to us to consider extension as a transformative praxis; it should bring changes in society and allow even changes in the academic and the scientific spheres.

Relating to that, Darling-Hammond (2006) advocates stronger and more effective teacher education programs, including a narrow coherence and integration among subjects, between them and praxis, an intensive and extensive supervision integrated among the practicum and theoretical matters, as well as proactive and closer relationships with the school fields.

6 Original in Portuguese: "o saber docente não é formado apenas de prática, sendo também nutrido pelas teorias da educação"

In order to achieve this proximity between EYL teachers from the public Elementary schools system, the young learners' families, the scholars, and pre-service teachers, we anchored 2019 extension activities proposals, organization and grounding in the partnership principles, in a reflexive combination of aspects considered favorable to the establishment of a coherent partnership with the context we act upon. Although finding that partnership may strengthen the relationship between school and university for building reciprocal trust, understandings between contexts, and the possibility of developing theory starting from reflections, (DARLING-HAMMOND, 2006; FURLONG et al, 2006), the results of the authors' discussions show that the model of organization, among other things, may result in the unsustainability of the partnership (DOUGLAS; ELLIS, 2011; ZEICHNER, 2010). Breault (2013) argues in favor of a more consistent, low scale relation, ecologically established, to become a sustainable partnership. We commune the author's viewpoint for a low scale partnership and we advocate, from our reality's experiences, partnerships accomplished in contexts with more proximity, in smaller groups, as defended by Zeichner (2010) with breeding hybrid spaces to optimize learning and teachers' education.

Both activities we present in this investigation are coated of theoretical intensity, arising from research, or at least allowing a research. We bring evidence of the university that aims at complying with its social role further than knowledge production, through research, achieving the socialization of its investigations, through the extension activities, in line with Kochhann and Ramiro (2016).

As we keep the social aspect of UEG's Foreign Languages Center[7] in mind with the goal of bringing the community closer to the academic context, it is intended to allow young learners to get involved with the contact with diverse identities and cultures, improving their understanding of their own culture, as well as themselves (ROCHA, 2012). In other words, among the main reasons Rocha (2006) advocates teaching EYL is to stimulate them to break down

7 UEG Foreign Languages Center is an extension nucleus entitled to offer gratuitous languages courses for the community, where classes are given by voluntary pre-service teachers or scholarship holders supervised by a teacher educator from the campus.

cultural barriers and broaden their horizons, promoting, at the same time, cognitive, linguistic, sociocultural, and psychological developments.

Searching for that ideal, the English for Kids course proposes language classes, guided by the critical perspective, as well as the transdisciplinarity lenses, considering multiliteracy as a centerline. Therefore, teaching English goes far beyond classic rationality, acting in the recognition of the importance of emotions, feelings and affections (MORAES, 2014). It is about changing the world and struggling for a planetary citizenship based not just in the ideals of justice, freedom, fraternity, and peace, but also, for human understanding (MORAES; BATALLOSO, 2014). According to Petraglia (2008, p. 33):

> Authors [Jung and Morin] suggest reflection, questioning and contextualization as facilitators for searching of sense through a personal education process at the same time in communion to other beings. Both philosophers have hope in the future and understand that the planetary citizen is capable of coexisting with uncertainties and respect the differences in multicultural societies. They propose otherness and solidarity relations to face crisis and barbarism.[8]

Grounded on Petraglia's words, the sense of otherness and solidarity guide teachers' education from planning to action, as well as the collaborative reflections afterwards throughout the extension activity. Thereby, we defend that teaching EYL within the English for Kids course, is a privileged space for reflection and research, allowing questioning and critical reflections from cross-curriculum themes, combined with transdisciplinarity, enabling the learner to see him/herself as a writer of their own history, aware and capable of self-perception as a citizen in a society (BEHRENS, 2006). In this new society shape, in which information is easily accessed, teachers must clearly understand the goals of teaching a foreign language. According to Rocha (2015, p. 107),

8 Original in Portuguese: "Os autores sugerem reflexão, problematização e contextualização como facilitadoras para a busca de sentido através de um processo educativo ao mesmo tempo pessoal e em comunhão com os outros seres. Ambos os pensadores têm esperança no futuro e entendem que o cidadão planetário é capaz de conviver com as incertezas e respeitar as diferenças nas sociedades multiculturais. Propõem relações de alteridade e solidariedade para o enfrentamento da crise e da barbárie."

> [...] it is indispensable to question cultural aspects beyond "curiosities" in a Foreign Language teaching-learning, aiming at contributing to the learner citizenship formation, and preparing one to deal with intercultural misunderstandings, intolerances, unwisdom and differences, in an effort to sensitize them."..[9]

We note the importance of the teacher's role to this learning development. We agree that "a person is not independent of one's context, [...] however a being of interactions, relations, […] in this world in transformation[10]" (MORAES, 2008, p. 256). Tilio (2015, p. 54 – 55) states that "learning a language means learning knowledge related to it and knowing how to use it[11]". More than that, "learners need to be empowered to use language in a critical and responsible way, aware of their roles in the globalized world and ready to act on it[12]". We defend the awakening in EYL teachers awareness of the relevance of cultural aspects, embedded in relations and interactions that may transform the context, as Rocha (2015), Moraes (2008) and Tílio (2015) emphasize, therefore learners use language to act in their context.

Due to this complex feature of constant transformation, the lack of EYL teacher education has been the focus of our efforts, our actions, and our studies in favor of educational guidelines for this specific field that still holds neither parameters nor regulations, and therefore is not contemplated in most Languages graduation courses curriculum. It is during the Elementary School that these "citizens of New worlds" (GEE, 2000) will develop some of their language capacities, as well as complex thoughts relevant to their future attitudes towards the challenges of life. Gee (2000) makes us aware of the risks of schooling failure for less favored social classes children and young adults. We agree with the author in the sense that the lived family experiences, in the

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9 Original in Portuguese: "é imprescindível que no ensino-aprendizagem de LE, aspectos culturais sejam problematizados para além das "curiosidades", visando contribuir para a formação cidadã do aprendiz e prepará-lo para lidar com mal-entendidos, intolerâncias, incompreensões e diferenças interculturais, para os quais eles devem ser sensibilizados."

10 Original in Portuguese: "o sujeito não é alguém independente do seu contexto, [...], mas um ser de interações, de relações, [...] neste mundo em transformação"

11 Original in Portuguese: "aprender uma língua significa aprender conhecimentos a ela relacionados e saber utilizá-los"

12 Original in Portuguese: "os aprendizes precisam ser empoderados para usar a língua(gem) de maneira crítica e responsável, consciente do seu papel no mundo globalizado e preparado para agir nele."

community, and in social relations in general outline the language practices that constitute the human being. Therefore, the lack of experiences disfavors public schools children, who are constituted by practices and experiences that are meaningful to them, however, the same experiences will let them in disadvantage for collaboration and for partnership systems characterized as "New Capitalism", in Gee's[13] terms.

Teacher education allows engagement with thinking reform to integrate diverse knowledge, enabling the interrelation of parts to the whole, through transdisciplinary themes across curriculum. The 21st century teacher must be aware that society is not uniform. Hence, the focus of the extension activities we present is on educating a teacher who has understanding of oneself and others, with "the solidary and planetary awareness, that provide the development of a democratic, creative citizen, inserted in his/her cultural universe[14]"

In other words, we advocate through these extension activities, a teacher education to enable the development of conscious children, fair and critical citizens, introduced in the "New Capitalism" tendency – horizontal hierarchy, of distributed systems with specific tasks, where value of knowledge lays on the flexibility to overcome frontiers and solve problems from sharp actions that supports the whole group, with collaboration and partnership.

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13 We use the expression "New Capitalism" from Gee (2000, p. 46), grounded in Castells (1996), Gee et al. (1996), Boyett and Conn (1992), who characterizes this new type of global capitalism based in distributed systems. For him, innovation is what distinguishes a product from others, and the uniqueness feature of personal design according to each client particularity. Each component of the system holds the power of decision in favor of the entire group, building a horizontalized hierarchy. This tendency, according to Gee, is to have smaller, more efficient and autonomous units which will be easier to adapt to world economic and market changes in constant innovation. The author reinforces the need for educational systems, as well as society, to change their point of view about thinking and learning for all educational stakeholders, aiming at communities of practice and communities of learning, that will prepare learners to participate collaboratively, with agency in problem solving projects, with the main goal of social and economic development as a choice for learners to adapt and survive the "New Worlds" (GEE, 2000).

14 Original in Portuguese: "consciência planetária e solidária, que propicia o desenvolvimento de um sujeito cidadão democrático, criativo e inserido em seu universo cultural"

3 Methodological apparatus

This investigation is characterized as a qualitative case study (ANDRÉ, 1995; ERICKSON, 1990, *apud* BROSSI, 2008). Endowed by Adelman et al. (1976 *apud* NUNAN, 2005, p. 8), the motivational aspect of this type of research is its biggest advantage, once it inspires other teachers on this field, who identify themselves with the real context situations. This article presents a clipping from a larger study being conducted since 2012. Martins (2008, p. 11) points out that a case study allows a deep vision of a social reality, as it "iis an empirical investigation that researches a contemporary phenomenon in real life context" Yin (2005, p. 32), suitable when "circumstances are complex and they might change, when conditions have not been found before, when they are highly politicalized and where there are a lot of people interested in them" (LLEWELLYN; NORTHCOTT, 2007, p. 195).

This chapter has been guided by the following research questions: i) How has UEG contributed to the reframing of EYL in the investigated scenario? ii) What are the teachers' perceptions about their experience in the extension course? and iii) How has the focused extension proposals contributed to the teachers' education?

The scenario we bring in this chapter is composed by two different contexts: 1) the English for Kids extension course and 2) the ENFOPLE extension annual event. The *English for Kids*, which is Context 1, targeted audience were children aged 7 – 10 from the local community. The class was currently composed by 18 children, mostly from public schools. There were two voluntary teachers, who perform the planning, the material, and the teaching. The teaching methodology, besides being guided by the theoretical constructs that ground this study, is based on a vision of the classroom "as a place to make and un(re)make life in the daily interaction understanding that if we think of the language based just in its internal structure or as a space for communication deflated of social relevance is an educational and political waste", as stated by Maria.

The annual extension event ENFOPLE, which is context 2, started 15 years ago. It was created in order to instigate discussions about Foreign Languages teachers' education and to disseminate the knowledge constructed by research and by education at the Inhumas UEG. The event has been distinguished from others in the area for offering during its 4-5 days, an English immersion program for pre-service and in-service teachers who enroll to participate in its full programming. For the last three editions (2017, 2018 and 2019), there has also been an English workshop for children 9-11 years old (5th graders) from Inhumas public schools, ministered by professors from UEG and other institutions in partnership with EYL teachers from Inhumas, supported by pre-service teachers who volunteer to join the workshop. The workshop is organized and planed collaboratively, by the English for kids program coordinator and members and a team of professors invited from other institutions, and who are interested in joining this experience. In the workshop, learners, who are minors from local public schools, join a class at the campus environment, which provides them with contact with the foreign language for three hours. During this time allotted, they participate in activities based in the critical questioning perspective (PENNYCOOK, 2001; 2012), whose aims at awareness to the foreign language learning and its use. Concomitantly, it offers a reframing of senses since the problematized themes. In the 2019 edition, the founding theme was respect to the differences, from the book "It's okay to be different", by Todd Parr. In 2019, there were five classes of 20-25 kids, led by a group of 15 volunteers who interacted mostly in English. The classes happened in two mornings, counting with the full support of the Inhumas secretary of education, as well as the schools' staff and teachers, for transportation and school lunch.

As our aimed contributions, we hope to enhance EYL teachers' education by demonstrating the role of extension activities for pre-service and in-service teacher education. The data we analyzed is composed of three sets of perceptions, namely: i) pre-service teachers' collaborative reflection, during planning and after the conclusion of the EYL classes, ii) parents' and learners' family members who participated on the English for Kids course and iii) Young learners that participated at the EYL workshop during the 2019 ENFOPLE edition.

The case study participants were two EYL teachers, Maria and Marcos, 12 *English for Kids* course mothers and fathers, and approximately 200 children who joined the English workshop at the ENFOPLE event. Both voluntary teachers are members of the learning community entitled English Language for children[15]. Maria is graduated in Language Teaching and Marcos is a pre-service teacher; they are both from Inhumas UEG campus. As to Maria, her voluntary participation in the extension project happens for her own personal motivation in "becoming a transformative teacher". The cross curriculum themes selection for the course comes from the local social practices perceived by Maria and Marcos as opportunities for transdisciplinary projects. Once the theme is elected, workshops are prepared, lasting either four or five classes, by the critical perspective of language teaching, pierced by Multiliteracy (BROSSI; SILVA; 2016). The final activity of the projects consists in a musical/artistic presentation, a handcrafted work, and a solidary act of donation, suggested by Maria and Marcos and designed and organized in partnership with the students' families involved, other members of the learning community, as well as other professor and staff from the university campus.

We generated the analyzed data from a) questionnaires performed during the course as part of the actions towards teachers' education improvement, b) collaborative reflections recorded and transcribed from the planning meeting, as well as from the reflective sessions after the classes and c) teachers' diaries with both their reflections and impressions after classes. The parents' and family members' perceptions were withdrawn from a) feedback questionnaires done after each project end and b) forms filled during the English for kids parents' meetings with open questions for them to evaluate the course and to make suggestions. The EYL workshop (ENFOPLE) learners' perceptions came from written narratives, in which they wrote about their experiences. We took all ethical care before the data was generated by presenting the research design and by getting the written informed consent to all minor participants' guardians and to the teachers involved. We keep the secrecy of all participants by adopting pseudonyms to refer to them.

The data was gathered, transcribed and analyzed in the light of the authors who ground this investigation (DUTRA; MELLO, 2004; PENNYCOOK, 2001, 2012; TÍLIO, 2015; PESSOA, URZÊDA-FREITAS, 2012; PETRAGLIA, 2008, MORAES, 2008; TONELLI, CRISTÓVÃO, 2010; KOCHHANN; RAMIRO,

15 The community of learning English Language for Children (LIC in Portuguese) is a group of stakeholders who meet periodically to discuss different aspects of teaching English for children in the local scenario.

2016). The analysis criteria base 1) in the examination of the fulfillment for integration of education, research and extension, the trivet of Higher Education and 2) in the presentation of ways to contribute to XXI Century EYL teachers' education.

Since we have justified this investigation, weaved a dialogue among authors who ground it, presented its methodological apparatus, we will next discuss the data, questioning and reflecting upon their outcomes in an attempt to answer our research questions, as well as to reinforce the relevance of extension activities as a privileged locus of EYL teachers' education.

4 Analysis and discussion: the stakeholders voices

4.1 Dialogue with teachers and parents

One of the topics that emerged from the teachers' data referred to their previous knowledge regarding the teaching and learning of EYL. Maria and Marcos unveiled that their prior knowledge was not enough to assure learning for the children with beliefs like "teaching English for children is easier than to adults" or " to teach English to children all you need to know is how to draw on the board using words in English", among others. From the discussions proposed during the meetings for planning, anchored in theoretical readings and reflections, participation in seminars, and collaborative planning reflections, there was a shift in their perception of teaching EYL, such as the notion of using the language in real life situations, as a social practice, according to the excerpts below:

> I do not know much about …I had little knowledge. This course came to add a lot in my personal life. Even with my lack of experience, I hope to overcome my difficulties for teaching children. (Maria)
>
> I had no idea what we would see in the course... I thought there would be small topics such as colors, family, alphabet. However, I was surprised after we met. (Marcos)

One aspect we can relate to what Maria and Marcos pointed out is distinguished by Tonelli and Cristóvão (2010), regarding the undergraduation course in Languages responsibilities for these teachers' education. The same passages corroborate Barcelos, Sá Batista and Andrade (2004) on the importance of "caring" for these pre-service teachers in order to contribute to their education improvement. On the one hand, when we consider that Maria was a graduated teacher at the time she started teaching at English for Kids, her recognition of her own didactical improvement, which was promoted by the extension activity, is evidence of the extension contributions the her continuing education. On the other hand, Marcos statement reveals how shallow the field of knowledge seemed to be for the participant.

Another aspect (viz. Languages courses responsibilities in ETEYL) that arose from the teachers' speeches confirms what Kochhann (2016) says concerning the possibilities supplied by the extension activities to pre-service teachers in relating theory and practice in real class environment. It also corroborates Costa, Baiotto, and Garces (2013, p.66) who state that extension "is a privileged locus for academic praxis", meeting teachers' opinions about the experience provided by the English for Kids course and its relevance to their education, apparent in following excerpts:

> It's important to participate because we have the chance to unite theory and practice, for a complete experience Exchange. (Maria)
>
> It's contributed to my education... this relation between the English for kid course and the meetings and studies for the preparation. All of it helps us connect theory and practice. (Marcos)

The important question raised by Maria and Marcos reinforce the concerns of Darling-Hammond (2006) about the fragmented teachers' education process, which might not be able to connect theory and practice during the undergraduation course. We agree with the author's concern, emphasizing the relevance of both extension activities we present here in the goal of promoting both reflection and knowledge construction, concerning teaching EYL, strengthening the graduation course in Languages, and minimizing the gap of teaching praxis in EYL.

When we asked them about such a gap in their graduation, teachers highlighted the university fundamental need to fill it because otherwise it limits their professional practice, once they graduate. The following excerpts give us clues of the coherence in Maria and Marcos' perceptions with the constructs that ground this study. In this sense, they stated how the reflections provoked from their experiences in the English for Kids favored them to become leading figures in their reflection, reconstruction, and reframing of their role in society:

> The English for kids classes materialized the pedagogical practices relating to the theories previously studied. Therefore, we had contact with teaching as a real thing. All classes so far have changed my way of thinking about being a teacher, and now I feel more prepared to take over a class. (Maria)
>
> It is great, especially for the Languages course, in which we study the English language, but we had no idea on how to explain a content towards children's previous knowledge. (Marcos)
>
> The English for Kids course has helped me to see different ways of teaching English. (Maria)

Moving forward to what parents and families members say regarding English for kids course, we believe it is noticeable that, although it is a recent activity in the campus, the extension course has brought improvement not just for these children's linguistic scope, but for their citizenship awareness, too. The feeling of being part of a partnership may be inferred in the mom's speeches, corroborating the ideao of a community project

> If it weren't for this opportunity here at UEG for the children, my son wouldn't have another condition to study English. (Mom A[16])
>
> This was a brilliant idea the activities have been generating short and long term results. My son was involved in the donation of toys in the English project. This experience has touched him… It went over the university walls…I wish other institutions would follow this example. (Mom B)

On account of these study participants' voices regarding the extension course English for kids, it is visible that the activity makes the difference for all stakeholders, from the teachers to the children's families involved. Both teachers and parents recognize the relevance of offering such an activity at the Higher Education institution, even expressing a wish for others to "follow this example" (Mom B). Besides teachers' voices corroborating that the extension has contributed to their praxis, in our viewpoint, the benefits of the course reach places beyond the classroom walls, as Mom B said. In view of the course

16 Voices from children parents/relatives. During 2017/2018 the children's families answered forms and participated in meetings regarding the transdisciplinary projects.

being grounded in the transdisciplinarity bias, it is noticeable that besides learning English, these young learners are learning values and making bonds for life. We conclude this section considering that the analysis carried out here has partially answered the second and third research questions: ii) What are the teachers' perceptions about their experience in the extension course? and iii) How has the focused extension proposals contributed to the teachers' education?, as we also showed impressions of parents whose children are benefited from the course.

5 Dialogue with the kids

Although the focus of this chapter remains on presenting two extension activities executed at UEG Campus Inhumas, we bring in this section the children's voices, who participated of the III EYL workshop, at the XV ENFOPLE edition. As we have described, this event happens annually at the Inhumas campus, with lectures, seminars and round table talks, with participation of a great deal of English and Foreign languages teachers, local and from other states, in a joint desire to share researches and developed knowledge, as well as to collaborate to innovation in our field of expertise. Since 2017, the community of learning LIC and the extension course English for Kids have organized a workshop that serves city schools learners from 5th grade. This year, 221 children joined this workshop that was planned in telecollaboration (EGIDO; BROSSI, in press) by teachers' educators from three different institutions (UEG, UEL[17] and USP[18]). Before the workshop happened, all pre-service teachers and EYL teachers from the city schools participated in a meeting for sharing the ideas and suggesting changes, once 15 people were involved in conducting the workshop. Through our transdisciplinary lenses, we consider the workshop a unique moment of praxis for EYL teachers, both pre-service and in-service, what leads us to pursue a greater community involvement each new edition. The way we see this, all stages of a teaching praxis are met with the activity: discussions about the cross curriculum theme for the edition,

17 Londrina State University.
18 São Paulo University.

decisions about the material and textual genre, collaborative planning, sharing, conducting the workshop and its evaluation right after its end.

In order to answer the first question, that is, How has UEG contributed to the reframing of EYL in the investigated scenario?, we understand it is important to consider what the young learners said about the extension event that enabled them to have a three-hour workshop in English. After the end of the workshop, the city English teachers, who are part of the community of learning LIC, guided the learners to write narratives, in Portuguese, to describe the activity they joined at UEG, with the following directions:

Write about your experience at UEG, describing the activities you participated and what is your opinion about learning English.

Hence, we present excerpts from some of these narratives:

> It was great at UEG. I met many people […] they talked to us in English and I learned new words. (Julie)
>
> The day I went to UEG I felt accomplished! Because we were greeted with a lot of love and care. […] There was a mysterious box, some thought there was an ET, others some animals, and even scarecrows. After that, the teacher read a book that talked about children and animals that were different. It was very cool! (Maya)
>
> The day at UEG was incredible! We saw things we had never seen, we learned about how different we are, a big nose, medium or small…it doesn't matter. You are a different person and we should be happy for being different. (Julio Francisco)
>
> I went to UEG and stayed there from 7-11. What I liked more was the teacher because she talked a lot to us in English, she read a story, and the teachers only spoke in English. It was a very cool and unique trip, and I will never forget! (Luna)

Each of the impressions narrated by learners who joined the workshop is filled with positive expressions such as 'great', 'accomplished', 'incredible', 'cool', 'unique', which give us the assurance that it was a valuable experience to them. The cross curriculum theme was mentioned by the learners in theses excerpts what assures us they were involved and motivated by the discussions that we proposed during the workshop regarding being different. For example, the words by Julio Francisco, ensuring the understanding of the theme and its relevance. Hence, it is visible that our goals with the workshop were achieved. Another impression highlighted by them was the excitement of living a diverse experience of English, as the language spoken all the time.

However, it is necessary to present some excerpts where we notice the need for a discussion to be done at schools, so learners, as well as teachers, recognize the importance of learning English for many other reasons, besides the supposed importance of English in the world. It is urgent to demystify the idea that the language that influences us, and begin talking about the language that constitutes us, and therefore empower us to act upon the world we live in. The next excerpts are part of their narratives, regarding their opinions about learning English; as some of them also explained the reason why they want to learn English:

> English influences our lives, if we **ever** go there, it influences in the games too. (Luis)
>
> For me English is important because if **some day** I go to any place where everyone speaks English I already know it. (Eva)
>
> The English is important to have a great profession and visit other countries (Rodrigo)
>
> The English is important to my life because when I travel I can speak English with people that don't speak Portuguese (Ian)

Although curricular changes in the Languages graduation course have been made, new extension activities have focused on teaching EYL, and this subject has been put up for debate. The hegemonic aspect of the English language is still left untouched, to these young learners' eyes. It is tangible how learning English is still seen as a need to 'visit other countries' or 'to have a great profession', as just mentioned. There are, of course, diverse discourses from these young learners that are worth showing as an inspiration for the continuity of our efforts in promoting more opportunities for an approach that will instigate the deconstruction of naturalized discourses:

> I am learning English because it is very important to learn it because I become more intelligent (Samuel)
>
> I would like to learn English because I think it's important that English is thought to everybody, so people will have more knowledge about other cultures. And also

almost every country speaks English, so it will be easier to talk to people in other places. (Valéria)

The idea that learning a foreign language may bring other kinds of cognitive development may be inferred in the voice of S. On the other hand, VG shows us his perception of the importance of knowing other cultures through speaking English.

6 Final remarks

After presenting two extension activities, which targeted both EYL teachers' education and children awareness to learning English through a critical perspective, we recognize the relevance of extension for these English teachers, in an attempt to bring about a praxis (re)significance, as well as to improve the teaching of EYL approaches and the use of Multiliteracies. Therefore, we state that both activities promote the interrelation between theory and practice for pre-service and in-service EYL teachers, as we prove the integration of the trivet education, research and, extension that supports Higher Education, and it is accomplished in our campus. Although other attempts were also successful in fomenting the reflection about teachers' education for the scenario we act upon[19], we opted for presenting those two activities that are characterized as extension.

We will recapture our research questions and outline some thoughts in order to sum up. This chapter presents two extension activities that contribute to the development and fortification of field of EYL teaching in the state of Goias scenario. The event ENFOPLE, which has been held for 15 years, has provided for the last three years the opportunity for fifth graders to join an English workshop, at the campus. It is also a rich context for pre-service and in-service EYL teachers' education experience that contributes to the reflec-

19 Other attempts that have been taken are: 1) the extension course Teacher Education: Teaching English for children (BROSSI, SILVA, 2018), 2) the approved proposal of a special elective subject in 2017 included in the Languages course pedagogical project at UEG Inhumas, 3) the development of a community of learning in partnership with the city's secretary of education as well as EYL teachers, which provides seminars and meetings for teacher education and praxis improvement, 4) the disclosure and enlargement of the research group supported by the community of learning (LIC Portuguese acronym).

tion and rethinking of the EYL praxis, answering partially the first question, that is, How has UEG contributed to the reframing of EYL in the investigated scenario? We understand that the English for Kids course is the main reason why the workshop at the ENFOPLE has started in the first place. First, once it initiated in 2016, the involvement of the community bringing the children to attend English classes weekly caught up a lot of attention, pointing to a social necessity. Second, many pre-service teachers were engaged in this activity for diverse reasons including the fertile ground for research, preference to teach children, need for extension activities for graduation, among others. At the end, it was a conquered space for the field in the campus.

As we look into de second inquire, that is, What are the teachers' perceptions about their experience in the extension course?, we feel comfortable to state that teachers involved in both activities recognized the relevance of their participation for their own growth, and development of teaching EYL. Summarizing their perceptions, we are able to affirm that they had a better understanding of the integration of theory and practice, as well as planning and reflection upon the plan and action were relevant to their teaching knowledge. One of the voices we also brought forward was the parents/relatives perceptions regarding the course for their children's development, which added another sense to the role of the extension activities. As some parents have highlighted, the opportunity the campus has given to these young learners to be in contact and learn a foreign language, and especially their participation in projects, go 'beyond the university walls'.

At last, in order to answer the third question, that is, How has the focused extension proposals contributed to the teachers' education?,– we recall that the ENFOPLE event was created to contribute to teachers education, offering academic debate concerning diverse topics for interest to English teachers education, in general. As the extension course reached a baseline of fulfilling a community social need, as well as EYL teachers' lack of specific education, the related field of knowledge has been strengthened, with a recognized and empowered research area. Consequently, it brings contributions not only for teachers' education and praxis, but also to their development through academic and scientific outcomes.

One of the results that data analyses show is a unique resource that needs to be improved and taken to other extension activities: the community participation through family meetings provided by the teachers, which motivate children and families to get involved in projects. Besides, city in-service teachers, secretary of education and the university general community composed a very active community of learning that reflects and proposes small changes that have been slowly benefiting young learners from the public schools. This investigation has also proved that, in relation to the field of EYL teachers' education, as well as teaching, UEG campus Inhumas has fulfilled the relevant integration of the trivet education, research and extension, pointing the potential of EYL in the local scenario.

Among the barriers the extension activities have faced we can include the lack of time to organize all the material and plans, the need for scholarship support that would be welcome to those pre-service teachers who work voluntarily, a low linguistic proficiency in English that prevents many teachers from joining the activity, among others. On the other hand, our main driving springs are the positive feedback of children and their families, the recognition and support from all university staff, and the motivation of teachers involved: our special gratitude to each of you. As a contribution, we hope this study will promote teachers' reflection about their praxis, in the sense of understanding their role in transforming context, encouraging them to reframe their praxis in order to empower their learners.[20]

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Over the last years, information management, education practices and technology activities have gained increasing attention both academic and practice contexts. These topics are complex phenomena linked to economic development and society's well-being. Their socio-economic impact has motivated studies by specialists, universities and researchers worldwide, as well as a large proportion of the population.

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