DISSERTATION

"Brazil: When Did e-Books Become a Socioeconomic and Cultural Issue?"

Submitted by

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Abstract:

Purpose

Physical books in Brazil are considered expensive, which makes them difficult to obtain, especially for low-income people and students. This study aims to carry out an up-to-date survey of Brazilian society when the subject is reading and their preference between physical books and especially Electronic Books. And shows the impact of reading when it becomes an economic issue. The objective also is to present the creation of the Brazilian education from the beginning and how electronic books have become an ally for all socioeconomic classes. And how Brazilian culture has become increasingly digital.

Methodology

In this study, a mixed-method approach was employed. The research method used for this work was an online survey incorporating some desk research elements. A literature review and other research that was relevant and sustainable in relation to e-Books and physical books as a means of transmitting information has already been carried out. Two research forms were used, one for teachers and the other for the General Public, the research was carried out only with Brazilians. All the questionnaire was written in the Portuguese Language, which will be translate in English for present in this paper.

Value and originality

In the area of Library Science, some students bring to the table the themes of e-Books and Physical books. As well as proposing a theoretical framework based on which these powerful and diverse information formats can be analysed and understood. The central objective of this dissertation is to make an update and a new line of thought, is not possible to talk about just e-Books and physical books in the sense of what the society prefers as a preference and not as a choice. When it comes to the matter of opinion between physical books and electronic books, needs to be involved in the socioeconomic and cultural in which Brazilian society finds itself.

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Introduction

Students and low-income people have faced economic difficulties when it comes to reading physical books, in Brazil the easier way found for reading is online through digital libraries and books available for free on digital platforms, it has become an ally in bringing information and culture to the lower classes.

As a result of this reflection, this paper intends to understand how e-Books can be purchased at a cheaper price than physical books and other advantages of using an electronic device for digital books and how e-Books may have become an alternative for Brazilians low-income, enabling reading and access to education.

Background

The number of electronic books sold in Brazil grew by 83% while traditional books dropped by 18% in 2020 compared to the previous year's sales. The data is part of a Nielsen survey released by the Brazilian Book Chamber. One of the reasons pointed out in the survey for the growth of digital books is the price. On average, an e-Book costs almost 40% less than traditional books.

In general, the amount spent to produce and distribute e-Books is lower when compared to physical books, which allows the digital version to reach the market at a lower price. However, e-Books do not need to be printed, as reading is done by electronic equipment. This generates a good economy, reducing the investment in paper, ink and printers.

With the lack of school libraries in Brazil and the lack of incentives for Brazilian public libraries, students end up encountering educational barriers related to research and reading and resort to the Internet for easier access.

The Brazilian population has become increasingly digital, and the book is also becoming present, but in a digitized form. In the United Kingdom, the tradition of traditional books is still present, in Brazil due to socioeconomic issues the reality differs on another level.

As part of this study, will determine the extent to which people of all ages do their readings, in physical or digital books, to understand how socioeconomic and culture are linked in the way of receiving and disseminating information as well as the level of understanding.

Aims and objectives

It is essential to understand what this research is intended to accomplish in order to clarify its purpose. Aiming to accomplish the following:

- Understand the parameters of Brazilians in preferring electronic books to physical books.
- Attempt to obtain an overview of how education works in Brazil and the complexity encountered in obtaining a book.
- Recognize how it is possible to read books on smartphones and tablets, and on which websites can be found books for free and open access.
- Investigate the intertextuality and complexity of the social issue facing the country, where Libraries and Bookstores are closed, whether due to the global economic crisis or the lack of public interest. Is there still room for reading?
- How public school students do their homework with physical books or electronic readings.
- Understand how public school teachers encourage their students to read and what resources are used for this.

To achieve these objectives, the following objectives must be defined:

- Find information in newspapers and publishers about access to information and dissemination in electronic books.
- Access current government data from 2018 to 2023 on taxation and cost of books.
- Using a sociological approach, creating an online survey that will allow us to collect primary data on a set of understandings among readers across Brazil with different age groups and public school teachers.
- As part of this study, it will also be investigated how the publication and subscription of e-Books in Brazil works.
- Make a comparison between the UK and Brazil on e-Book licenses for libraries.

Scope and definition

I believe it is prudent to define the scope and concepts of the research due to the wide range of topics related to physical books and e-Books, despite that they do not discuss the point of view of socioeconomic and cultural issue. In addition to setting realistic goals, I want to set realistic expectations.

With a new wave in Brazil of demand for e-Books, that is, reading books through electronic devices that are not physical books. Many low-income Brazilians argue that physical books are only for the elite, this research was done to understand whether this "choice" is related to socioeconomic factors or if Brazilian culture is increasingly digitized.

The research also examined data and newspaper made by other institutions in the period between 2018 and 2023 and obtained the data collection made through the online survey, and developed a new international online survey with the Brazilian population with all social classes and ages. It also included public school teachers. And it analysed whether there is a socioeconomic and cultural difference with regard to reading.

Literature Review:

This chapter will explore the literature on the topic in question in four ways, based on an overview of the scope of the article and the objective goals and research questions stated in the previous paragraph. This work will be divided into 4 parts:

1. It will bring an overview of how education are developed in Brazil and the challenges encountered by teachers in relation to reading and teaching.

2. It will bring a socioeconomic and cultural vision in the current phase in which the country finds itself and its relationship with reading. The difficulties encountered by physical bookstores in keeping their spaces open. How taxation of books and licenses operates in Brazil. The barrier of Brazilians in obtaining physical books, and the ease of obtaining them in digital format.

3. It will provide an overview of public and academic libraries. The ease in obtaining licenses for digital libraries, and the differences between the UK and Brazil regarding licenses for physical books.

4. Will discuss the pros and cons found in the country consistent with "Digital Inclusion".

All topics in Literature were based on data from Brazilian Institutes and Newspapers:

- Brazilian Institute of Geography and Statistics (IBGE)
- National Association of Bookstores (ANL)
- University of Sao Paulo (USP)
- Newspaper: Folha de Sao Paulo, Estadão
- Ministry of Education (MEC)
- BookData Nielson (CBL, 2021)

PART I- BRAZIL AND EDUCATION

Introduction

We cannot begin the narrative about e-Books in the socioeconomic and cultural context of Brazil without first seeing the background history of schools and how it was developed over the years. We need to analyse how education in the country works, especially what happens in public schools, and the challenges find for teachers and government to develop a better education.

Historical Overview of Education in Brazil

The first educational institution created in the country was the "Colégio de Salvador" in the state of Bahia, founded by Father Manoel da Nóbrega, in 1549. The second appeared the following year, founded by the Jesuit Leonardo Nunes in São Vicente, on the coast of São Paulo. Basically, education consisted of teaching how to read, count and respect Catholic principles.

With the expulsion of the Jesuits in the 18th century, teaching became secular and unrelated to religion. With the arrival of the Portuguese royal family in 1808, Joao VI promoted significant changes in education, inaugurating the first university of medicine, one in Bahia and the other in Rio de Janeiro and in 1816 the School of Arts, which helped to develop science in Brazil. However, only 10% of the population attended school.

With the arrival of the 20th century, then President Getulio Vargas, the education gains greater prominence, schools must be used as a mediator of social conflicts, contributing to the creation of new knowledge that is capable of developing man as a critical and thinking being. In 1930, the Ministry of Education and Public Health Affairs was created. (Vidal & Filho, 2003)

In 1988, after the military dictatorship, the Brazilian government was concerned about the illiteracy rate in Brazil, during this period the "1988 Constitution" was created and set a 10-year deadline to universalize education and eradicate illiteracy.

Only in 1996 was the new LDB - Basic Guidelines Law, law 9394/96 dictates the necessary guidelines for the organization of the educational system. What does the government's obligation to guarantee education for children from zero to six years of age mean? In Brazil, early childhood education becomes the first stage of basic education, followed by elementary and high school.

If we analyse the summary of this historical line on education in Brazil, we will see that the country is still young in terms of education, which should not be bought with other countries such as in Europe or the US, where education was developed differently.

The illiteracy rate is still the subject of debate, according to the "Brazilian Institute of Geography and Statistic" in 2018, there were 11.3 million illiterate people aged 15 or over. (IBGE, 2018)

For the first time Brazil participated in an international assessment, this research was carried out by "Pirls" 2021 (Progress in International Reading Literacy Study), the test evaluates the ability of children to understand texts, establish connections between the information read and develop a critical sense about a content. The research was carried out with students in the 4th year of elementary school who would be children between 9 and 10 years old. In this survey, Brazil is in the 39th position among 43 countries. (PIRLS, 2021)

This in practice means that Brazilian children know how to read simple texts and locate ideas that are explicit. At the most advanced level, recorded by countries such as the UK, students are able to interpret the characters' emotions, assess the author's style, make complex connections between ideas and establish more elaborate comparisons.

According to the survey, only 13% of Brazilian students can be considered proficient in reading comprehension in the 4th year of schooling, and these are those who reach a high or advanced level of proficiency.

Brazilian Public Education has been scrapped for years, in some cases teachers do not have basic conditions within a classroom, such as space to be able to develop projects and thus improve students' education.

According to data tabulated by "Inep" (National Institute of Educational Studies and Research), 7 to 10 students in universities drop out of the course to become professors. (INEP, 2022)

In the newspaper article of "Folha de São Paulo" made by journalist Isabela Palhares in May 2023, she points out that "The data from the 2022 School Census, from the Ministry of Education, shows how the lack of adequate physical structure, materials and professionals is more a challenge faced by teachers from municipal and state systems to teach. According to

them, the difficulties hinder the pedagogical activities and demotivate the students." (Palhares, 2023)

Most Public Schools have educational projects, but they do not have the material to put these projects into practice.

School Libraries

The 2010 Law determines that by May 2020 all Brazilian schools will have a library, and according to the Education Commission of the Chamber monitors compliance with the law of the 180,000 Brazilian schools, 98,000 or 55% do not have a school library or reading rooms. The data are from the National Institute of Educational Studies and Research Anísio Teixeira (Inep) and were presented by the general coordinator of the Book Programs of the National Education Development Fund (FNDE), Lauri Cericato, in a public hearing in the Chamber of Deputies. (Deputados, 2018)

The debate was promoted by the Education Commission and discussed the implementation process of Law 12,244/10, which determines that by May 2020 all Brazilian schools – public and private – will have school libraries. The number of books in the library must be at least one title for each enrolled student. Law 9674/98, which deals with the profession of librarian, provides for the mandatory supervision of these professionals in all libraries.

However, a Consolidated Report was released in April 2023 by the Court of Auditors of the State of São Paulo (TCESP) together with other Brazilian states including 26 states and 1082 public schools. According to the "Education Operation" report, it was an initiative to analyse the infrastructure conditions of state and municipal schools in the 26 states of Brazil and the Federal District. The work consisted of surveying the operating conditions of selected schools with face-to-face visits to high school units.

Of the 197 schools visited, 105 do not have Libraries, which would be, according to the research, a margin of 53.3% of the schools. Of the same total, 98 of the schools do not have reading rooms, accounting for 49.75%. Still, according to the survey, the lack of infrastructure increased in almost all items analysed from 2014 to 2018. The number of schools in all grades that did not have reading rooms rose to approximately 25% in the period and the absence of reading rooms information technology, almost 6%. (TCESP, 2023)

According to Journal of Sao Paulo University (USP) in January 2023 some libraries and reading rooms in public schools had to be transformed into classrooms, due to the economic crisis, many parents were forced to transfer their children from private schools to public schools and these schools were not prepared for this demand. (USP, 2022)

While in the UK, research was carried out in 2019 by "The Great School Libraries" campaign which aims to make sure all children have access to a good school library, of 1,750 schools across England, Wales and Northern Ireland, found 87% have access to a designated library space – but around one in eight (13%) do not. With a number of 13% of schools not having libraries, it still does not fit a comparison with the situation in Brazil. However, this lack of 13% could already be the beginning of a structural problem in education in the UK. Even if it's a small percentage. (Gerver, 2021)

Through the Brazilian data, can evaluate school conditions and education. With the lacking of libraries and reading rooms that still exist in the field of education in most schools in the country, how do teachers encourage reading in their students?

The Origin of the Textbook in Brazil

One way of the Brazilian education system is concentrated and disseminated of the distribution of textbooks. These books help teachers in conducting the pedagogical project and support students in monitoring the contents, helping to guide the educator's planning, and suggesting paths and logical sequences for learning. Having the textbook as a support point, it is easier to avoid gaps in the presentation of content and the teacher gains more freedom to innovate in teaching strategies.

In Brazil, the first ideas about the textbook emerged in 1929, with the creation of the National Book Institute- INL, this institute was created to legitimize the national textbook and assist in its production. But all this remained on paper for a long time. It was only in 1934, during the government of President Vargas, that the institute began to create a national dictionary and an encyclopedia and to increase the number of public libraries.

During the Brazilian New State, suggested to Getúlio Vargas the creation of a decree-law to supervise the elaboration of textbooks. The commission was created in 1938 and established that, from January 1, 1940, no textbook could be adopted in the teaching of pre-primary,

primary, normal, professional, and secondary schools in the country without the prior authorization of the Ministry of Education and Health. (Ferreira, 2008)

Many ways were tried by several governments, during 67 years (1929 to 1996), for the textbook to reach the classrooms, but only with the extinction of FAE – Student Assistance Foundation – in 1997, and with the integral transfer from the implementation policy of the PNDL – National Textbook Program – to the FNDE – National Fund for the Development of Education – a continuous and massive production and distribution of textbooks began.

Brazilian society in the 1970s saw the emergence of numerous changes in the constitution and policy of textbooks, but it was in the late 1980s and early 1990s that a movement began to renew textbooks, especially history books.

From the 1960s to the 1990s, the production of textbooks changed from artisanal to industrial, due to market demand. The use of colours is a hallmark of books intended for elementary school, in which there are more illustrations, boxes and other resources for editing and formatting the text. Books intended for high school were at the time more stripped down than the first ones. In them, the privilege was always in the written text and not in the watermarks and illustrations. (Junior, 2004)

Of course, this increases the interest of bookstores and the federal government. According to Fonseca: "The central concern of society and the State is to build a quality basic education, it is essential to improve the national policy on textbooks. For this, it is necessary to deepen the process of permanent evaluation of the products available in the market. The State and public and private schools, the biggest buyers, must demand their rights as demanding consumers, proposing qualitative changes to publishers, including demanding revision or withdrawal from the market outdated books, those that contain conceptual errors and those that convey racial prejudice, political and religious." (Fonseca, 2003)

Nowadays, in addition to the PNLD, the federal government had two other programs on textbooks: the National Textbook Program for Secondary Education (PNLEM), created in 2004 and the National Textbook Program for Youth and Adult Literacy (PNLA), created in 2007.

The textbook then begins to lead to the inclusion of students not covered by traditional teaching methodologies. It thus reaffirms the undeniable right of all Brazilian children and young people to access quality basic educational training.

Books and Access to Digital Information

It is necessary to encourage media education for children and young people, both in families and in schools, so that we train young people capable of distinguishing between information and disinformation on social media and on future platforms that will still emerge.

An object of study that students in the area of Library and Information Science have brought to the table in Brazil is about an environment where technology and information prevail through the internet versus how to work with students through textbooks.

A pertinent article by João Ferreira Sobrinho Junior and Nyuara Araújo da Silva Mesquita: "Perspectives regarding the presence of digital technologies in science textbooks of the National Plan of Textbooks – PNLD 2020", they arguing that "The non-instigation to the practice or a stimulus to non-formal use through the book, that is, the use of the book itself and its present elements, in no way diminishes its relevance. Because, its handling and reading, is a key points for the student's learning as well as the maintainability of the printed textbook as a product coming from the PNLD as an educational policy of the State, bearing in mind that, if there is no indispensability of handling the book, which purpose would have had it printed? Such a tool would then be unnecessary. Young people have increasingly engaged as protagonists of digital culture, getting directly involved in new forms of multimedia and multimodal interaction and social network action, which are carried out in an increasingly agile way". (Júnior & Mesquita, 2022)

Data from the most recent ICT Kids Online Brazil show that 57% of the population between 11 and 17 years old say it is true that children and teenagers know how to check if the information found on the internet is correct, which means that almost half of them admit to having difficulties in carrying out this task-check.

When asked how to check if a website is trustworthy, the rate is 62%. The survey has been carried out since 2012 by the Regional Center for Studies for the Development of the Information Society (Cetic.br), from the Information and Coordination Center of Ponto BR (NIC.br), with the objective of detailing how this age group uses networks. (Cetic, n.d.)

Accessing, analysing, creating and critically participating in the informational and media environment in all its formats and models, which includes print and digital vehicles, are fundamental requirements in the education of any citizen in the context in which we live. This

knowledge must be constructed –it is not something given, as we are used to thinking– and the school has a fundamental role in the media education of students since they enter the education system.

Studies that consider the use of reading and writing on the internet are still little explored in textbooks, as such content is essential in today's society.

Bearing in mind that regardless of being a corporate, academic or even personal environment, there is a need to work on these different readings, since they "contribute to the literacy of students in a digital context". (Júnior & Mesquita, 2022)

Araújo point out that textbook authors are starting to realize that "the didactic sequences proposed by the books must have as main references the linguistic events that are recurrent in today's society, which necessarily implies the inclusion of digital genres in these sequences". (Araújo, 2008)

Using the web, regardless of age, requires mastery overuse because he is not a native or immigrant, and not even a visitor or resident, considering that the digital browser only: browses intentionally or unintentionally; for leisure, work or research; continuously or only when necessary, among other possible scenarios. (Júnior & Mesquita, 2022)

Part II - SOCIOECONOMIC AND CULTURAL ISSUES

Introduction

In 2020 in Brazil, the sale of e-Books increased by 83% compared to physical books, some Brazilians argue that "traditional books" (paper format) belong only to the wealthier classes. In this part of this paper will be describe the social context of how much a physical book costs compared to what Brazilians earn per month, and argue the socioeconomic concept of Brazilians when it comes to books, including fees and expenses between e-Books and physical books. And understand the parameters of Brazilians in preferring electronic books to physical books.

e-Books Vs. Physical Books

Companies in Brazil mostly pay the salaries of their employees monthly, in the country, the minimum wage is R$ 1,320 which would be approximately £264. According to the Center for Social Policies of the Getulio Vargas Foundation (FGV, n.d.), for example, earnings for middle-

class people range from R$2,284 to R$9,847 per month. According to the table of social groups, Brazilian society can be divided into:

• Class A: More than R$22,000;

• Class B: Between R$7.1 thousand and R$22 thousand;

• Class C or Middle Class: Between R$2.9 thousand and R$7.1 thousand;

• Classes D/E: Up to R$ 2.9 thousand.

Nevertheless, How are Brazilians as readers? In Brazil, there are about 100 million readers, according to the research Portraits of Reading in Brazil, carried out by Instituto Pro Books and released in 2020. Of this total, 70 million are from classes C, D and E. Which are families with income between one and five minimum wages. The survey results were 67% from class A, 63% from class B, 53% from class C and 38% from classes D/E.

The number of class A and B readers with higher education is decreasing as this group replaces books with screens. The use of social networks, conversation apps and the consumption of television programs, movies and series are among the activities most carried out in the interviewees' free time, which may explain the decrease in the number of readers in this income range.

On the contrary, the habit of reading crosses social classes in Brazil. However, when it comes to access to the book, the scenario is different. According to more recent data from the National System of Public Libraries (SNBP, 2022), the country has 6,057 libraries. In each region of the country, the average slightly exceeds that of one public library per city, and not all Brazilian consuls have access to them.

The big debate among Brazilians of all classes and ages, who see reading as part of their day-to-day life, is that a book is expensive to acquire. What is the reason?

A problem that Brazil has always faced is that some products are invoiced in US Dollars, such as books, for example. In recent years, with the high dollar and inflation, these costs have only increased. Many publishers absorbed part of this rise for a while. Some publishers and bookstores take into account the price of books due to the fact that there are Company expenses, accounting expenses, book production costs, raw material and graphics costs, storage expenses, distribution expenses, expenses with marketing, advertising expenses, website

maintenance expenses, taxes, bookstore discounts, copyright (a percentage that is always calculated on the cover price for the author's remuneration), employee payments, lawyer expenses.

According to the newspaper "Globo" in 2022 the cost of physical books increased by 23% compared to the previous year due to the change of paper by some publishers. According to the partner of "Sextante", the price of paper for printing books has increased, on average, by 65% since 2019.

The reasons for the paper price explosion are manifold. Among them, the rise of the dollar, which made imports difficult and, in the first half alone, made cellulose more expensive by 40%. (Gabriel, 2022)

Which is reflected in the final price that goes to the consumer. According to some authors, the fact that the book is expensive would be that the purchasing power of Brazilians has changed with the increase in inflation.

A Federal Revenue report published in 2021, justifies a tax on books on the pretext that only the richest population in the country reads non-didactic literature, which would be an opportunity for the government to place taxes on books, this result would double the price of the books.

The Federal Revenue has published a project to merge the PIS/Cofins into a single tax, which would increase the taxation of publications. Based on data from the 2019 IBGE Household Budget Survey (POF), the text proposed the end of the tax exemption for publications, with the justification that non-textbooks are consumed by families with incomes greater than 10 minimum wages. Thus, tax immunity would not serve the neediest classes, being dispensable.

The end of the exemption could apply up to a 12% rate on publications (which would further reduce the possibilities of purchase).

According to government data over the past 14 years, the book industry has shrunk by 20%. This analysis was carried out in the Production and Sales Survey of the Brazilian Publishing Sector carried out in early 2020. The value invoiced by the market in 2019 reached R$ 1.75 billion. Although the value seems high for the majority of the Brazilian population, it would not be relevant for a country the size of Brazil.

According to a document released in March 2020 by the National Federation of State and District Tax Authorities (Fenafisco), the National Association of Tax Auditors of the Federal Revenue of Brazil (Anfip), Tax Auditors for Democracy (AFD) and the Tax Justice Institute (IJF), if the country started to tax the super-rich, it would get an annual amount of R$ 272 billion to deal with the economic crisis. (FENAFISCO, 2020)

However, the government of then-President Jair Bolsonaro decided that it would tax the book. In May 2022, nonetheless, the Constitution and Justice Commission (CCJ) of the Chamber of Deputies approved a bill that grants tax exemption to books in digital, magnetic and optical format, and to electronic equipment whose exclusive or primary function is reading these texts, as e-readers.

Bill 4534/12, from the Senate, amended the National Book Policy, which grants exemption to books in digital, magnetic and optical media, and those printed in Braille, only if intended for use by people with visual impairments. In Brazil, according to the Federal Constitution, books, newspapers, periodicals and the paper intended for their printing do not pay taxes.

The Senate argued that devices for reading publications in digital format could make reading access cheaper, as e-Books, as a rule, have more affordable prices. In the House, the proposal received a favourable opinion from the rapporteur.

The law was approved and, in addition to books, products converted into a digital, magnetic or optical format that is equivalent to books, such as fascicles, colouring albums and geographical atlases, were exempt. According to the article published by Journal of Chamber of Deputies, the Federal Supreme Court (STF) was in favour of the application of tax immunity to electronic books (e-Books) and reading devices (e-readers) and the National Book Policy already granted an exemption to books printed on paper and other similar publications. (Deputados, 2022)

However, still doesn't mean that book prices have become more affordable.

e-Books

In general, the amount spent on producing and distributing e-Books is lower when compared to physical books, this allows the digital version to go to market at a cheaper price.

In addition, it is also possible to discount physical store maintenance values, such as rent, water, electricity and so on. Another factor worth mentioning is that there are no expenses for transporting books to a bookstore or warehouse.

As a result, for the end consumer, e-Books can be purchased at a cheaper price than physical books. Thus, the reader can pay less and, at the same time, obtain all the other advantages of using a digital book reader.

Readings can be done not only with e-Books but through digital devices such as computers, tablets and smartphones. Which makes reading more democratic, reaching all social classes.

Many Brazilians are adapting their reading to digital formats. In general, an e-Book can cost less than 40% of traditional books and can often be found on the internet for free. An example of this would be Jean Delumeau's physical book "The Civilization of the Renaissance" Portuguese version used by students in the graduation of History course, it can be found for an average price of R$90 to R$110. However on the website "Academia.edu" it can be found in pdf format for free. The digital format of books would be salvation for a low-income student.

Bookstores vs. Digital Bookstores

With the economic crisis, Brazilian Bookstores have been facing difficulties in keeping their business running. According to writer Wellington de Melo, owner of "Mariposa Cartonera" and editor of Publishing in Pernambuco State (Cepe) "It is very difficult to sustainably maintain a bookstore in Brazil. The model of physical bookstores tends to disappear in the next 30 years". (Mesquita, 2023)

The closure of bookstores has intensified in recent years. The recession that Brazil faces causes the consumption of books to fall and increases operating costs. The National Association of Bookstores (ANL) argues that: "The market is adapting to the arrival of new technologies and changes in consumption habits. It is a situation of rapid changes, which puts to the test the ability of entrepreneurs to adapt".

The latest survey of data carried out in 2021 from bookstores in Brazil, by the Brazilian Chamber of Books (CBL), registers around 1,400 companies. There are no bookstores in 73% of Brazilian municipalities, and in those where they exist, most are located in the states of Rio de Janeiro and São Paulo. 56% of Brazilian bookstores are concentrated in the South and Southeast regions. The Northeast gets 15% of the total, while the North concentrates only 3%.

Still, according to the research, the low-income class that exists in the country is intertwined with the fact that less than 20% of the Brazilian population is actually a reader, with a full capacity to read, criticize and formulate texts. (CBL, 2021)

The fact that bookstores are being closed opens up new business opportunities and the democratization of reading, giving greater and often free access, especially to low-income people.

The digital book market allowed the publication of works without publishers, opening up space for new authors. The main symbol of this trend is the publishing platform offered by Amazon. Since 2014, authors who have published their works on Kindle Direct Publishing have received $1.5 billion. Writers receive up to 70% of the amount charged for e-Books.

For Amazon, the e-Book is still evolving and we shouldn't think that it will replace the printed one. It's not a question of one format against the other, but of complementation in democratizing reading and the possibilities that each technology offers.

Even though it is still a small portion of the market, the digital book continues to grow. Revenues from the e-Books segment in Brazil will grow 15.6% in 2022, still 20% of the market value of physical books. Although small, the number is above the global average expected for the year, in the forecast of Statista consultancy, which is 15.4%. (Carrança, 2023)

A survey carried out by the Production and Sales of the Editorial Sector released in May 2023, carried out by Nielsen consultancy in partnership with the National Union of Book Editors and the Brazilian Chamber of Books shows that virtual bookstores surpass physical ones for the first time in the revenue of publishers like Amazon rose from 30% to 35% in sales share.

According to a report in the newspaper "Folha de São Paulo": "It is the most comprehensive survey of the industry, a portrait that covers all sales made by the market looking at publishers' production, not retail consumption —already detailed in a survey released in January ."

Online stores accounted for 35.2% of book sales in 2022, a significant jump from 30% in 2021. Physical bookstores dropped from 30% to 26.6%. Publishers' sales through their own websites remained stable at 6%, as well as sales to schools, which concentrate mainly on didactic material, at 8%. (SaoPaulo, 2023)

The vast majority of revenue from this type of content is due to e-Books, but audiobooks have a relevant share, especially in the non-fiction market, something that is in line with the booming podcast market in the country.

PART III – ACADEMIC LIBRARY AND PUBLIC LIBRARY

Introduction

This Part intend to describe how Public and Academic Libraries work and how open access to physical books and electronic books works according to Brazilian laws. Is maintaining a digital library in Brazil more economical than maintaining a public library? What are the difficulties in Brazil in maintaining its public libraries? And make a brief analysis between the countries of the United Kingdom and Brazil if there are any differences when it comes to obtaining licenses for electronic books.

Public Libraries

Public Libraries in Brazil can be considered a heritage of humanity. Most cities have at least one library, and each library contains historical documents from both the State and the Country and can be considered a museum of public documents. In addition, novels and educational books are always available in the library.

The first Brazilian public library was created in 1811, in the city of Salvador, Bahia. The analysis of the creation documents of this library demonstrates the concern with the role of supporting education. Today, in Brazil, support for education is still one of the priorities of the public library, not only in relation to formal education but mainly in the process of continuing education.

Public libraries in Brazil are those maintained by municipalities, states, the Federal District or the federal government, which serve all audiences. They are considered cultural equipment and, therefore, are within the scope of public policies of the federal government.

In order to carry out this function, it is necessary for the library to work in partnership with other entities in the community, thus seeking to combine efforts to eradicate illiteracy and promote the social insertion of individuals through reading. The education and promotion of reading cannot be entrusted entirely to the school and the family, especially when directed at the less favoured social groups of the population.

As we saw at the beginning of this paper, despite the strong role assumed by modern mass media, in contemporary Brazilian society, reading is an essential condition for the individual to have access to information. Reading – considered not only as the decoding of graphic signs, but the ability to critically perceive and interpret information – is an essential tool for transforming information into knowledge.

The new concept of public library must be implemented, widely promoting the facilities offered by new information technologies (electronic records, communication and file transfer) and making these modern means of communication and information available, through training and guidance of users for their use.

Public library must also act as a popular culture information center promoting the best community/library integration, aiming at the collection, preservation and dissemination of representative documentation of the cultural values that express the roots, and identity.

In Brazil, the largest public library is the National Library, based in Rio de Janeiro. It is also one of the largest in the world, according to UNESCO. Its collection comprises an incredible 9 million works.

Its history dates back to the arrival of the Portuguese Royal Family to Brazil in 1808 when it brought a collection of over 60,000 pieces, including books, manuscripts and maps, among others. In 1921, with the return of the Royal Family to Europe, a large part of the collection was taken back, only after the Proclamation of Independence of Brazil, in 1825, the acquisition of the then Royal Library by the country regulated, becoming the National Library.

According to the Brazilian Ministry of Tourism, the last update, in partnership with the State and District Public Libraries Systems, was carried out in 2020. There are approximately 5293 public libraries in Brazil at municipal, district, state and federal levels, in the 26 states and in the Federal District data separated by region are:

North region

• 423 public libraries

Northeast Region

• 1807 public libraries

Midwest region

• 498 public libraries in the

Southeast region

• 1274 public libraries

South region

• 1291 public libraries

The latest census data for 2021 shows that in Brazil the population number exceeds 210 million inhabitants, with regard to the number of public libraries in Brazil, it becomes impossible to serve the population. According to the Reading Agency website in the United Kingdom, the number of physical libraries across the country is 3,667 to serve 67.33 million inhabitants, in addition to the existing school libraries in the country.

According to data from the National System of Public Libraries, the SNBP, suggest that Brazil lost almost 800 public libraries between 2015 and 2020. Most recent data available on the SNBP[1] website.

The drop in the number of libraries reveals a disregard by the government for the most vulnerable population, which does not have access to bookstores. As already described in this work.

According to a report by BBC Brazil carried out in August 2022, "the number of closed libraries may be even greater, due to the current fragility of the National System of Public Libraries, after the extinction of the Ministry of Culture, and the lack of effective control by the systems states, whose data feed the national system." (BBC, 2022)

Nevertheless would the same apply to academic libraries in the country?

Academic Libraries

In general, the University Library is a space created for study and research by students of the Higher Education Institute (IES). The University Library is the main space of higher education

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[1] This paper is Available at: https://www.gov.br/turismo/pt-br/secretaria-especial-da-cultura/assuntos/sistema-nacional-de-bibliotecas-publicas-snbp.

institutions dedicated to teaching and research. Thus, it plays a central role in the formation of the IES student body.

For students who are interested in specific research topics, the University Library can be a space to expand their knowledge. It also contributes to the autonomy of students, who can research different subjects, according to their own pace and curiosity.

In Brazil, Academic Universities are not different from Europe and the US, many of them receive rare works and archives from Colonial and Brazil Empire. One of the largest academic libraries in Brazil are the Libraries of the University of São Paulo (USP), Libraries of the Federal University of Rio de Janeiro (UFRJ) and Central Library of the University of Brasília (UNB).

In an attempt to research the collection of these physical libraries, was not possible find any relevant information about the physical book system and how they maintain their collections. However, an important fact is that all these universities on their websites direct directly to the "Digital Library".

Digital University Libraries in Brazil

Electronic books became part of the collection of university libraries in the late 1990s. Online University Libraries have been used for decades around the world. However, the pandemic scenario we are experiencing and the need to massively adopt remote learning have made it an essential tool for any Education Institute.

Even data from the 2021 Higher Education Institute (IES) Census revealed the expansion of distance education over the last few years. Between 2011 and 2021, the number of students entering higher education undergraduate courses, in the Distance Education modality, increased by 47.4%, while the number of students entering face-to-face courses decreased by 23.4%.

To give an idea of the dimension of this movement, in 2011, enrolments through Distance Education corresponded to 18.4% of the total; in 2021, this percentage reached 62.8%.

The historical series of research indicates that the remote mode tends to assume an even greater role when it comes to higher education. Between 2020 and 2021, the increase in enrolments in higher education courses was exclusively caused by the offer of Distance Education in the private network. (IES, 2021)

In this sense, the digital library has become an indispensable resource for certification by the Ministry of Education (MEC), Online University Library is an important platform also for face-to-face teaching, given that we live in an increasingly digitized world.

After all, the possibility of consulting the course bibliography at any time and place, in addition to the rapid and recurring updating of works, is beneficial for any student.

An example is the website of the University of São Paulo, the "Digital Libraries and Collections Agency" (ABCD-USP) is the University's body responsible for aligning the management of information, intellectual production and institutional libraries with USP's objectives. On the Agency's portal, it is possible to find information about all the units' libraries and also about the various online resources available to the USP community and the general public.

The library is open to the general public, and only students can borrow books, however, the Digital Library has open access, providing rare works from special collections and historical documentation.

According to the Ministry of Education in Brazil "In a digital library, costs of updates, repairs and maintenance of works are reduced. Losses due to damage or misappropriation of books do not happen and this translates into savings for the Institute of Higher Education". (MEC, 2018)

The constant demand for updates of the works of certain courses is also met, since, with the subscription, the contracted platform will be responsible for the inclusion of these new titles.

The business model adopted for electronic books is different from the business models for printed books. In addition, there is a difference between the model for individuals (personal use) and legal entities (libraries - shared use). The electronic book intended for personal use is sold by bookstores on their websites, through electronic commerce. As for libraries, they are available through licensing through suppliers, such as content aggregators, and publishers.

However, it should be noted that the content will always be the property of the author. Therefore, the elements that will define proprietary acquisition will be the following: ownership of the support and ownership of the content. Given the above, four categories will be possible: purchase, donation, exchange and download. Subscriptions to periodic printed publications in Brazilian libraries can be annual or monthly.

Serra and Silva believe that the access provision model, which they call licensing, is a problem for the library. According to the authors: "For the library, having the license to use and not the ownership of electronic books is a problem, since the control of the existence, permanence and use of licensed publications are crucial for the development of collections and maintenance of services provided". (Serra & Silva, 2017)

Morris and Silbert (2011) report that these models arise because e-Book suppliers and publishers need to develop purchasing models that attract libraries, and that, at the same time, protect the negotiated content from illicit activities (piracy) and still manage and protect their revenue. As a result, there are a variety of options available to libraries looking to build e-Book collections. As provisions for access to electronic books, four business models were identified: perpetual access, electronic signature, pay-per-view and demand-drive acquisition. (Polanka, 2011)

The copyright law in Brazil says that you cannot reproduce the content of a book in more than 20% of e-Book providers and publishers have sought to find business models that protect the content against "piracy" - that is, the illegal reproduction – and which, at the same time, are sources of income. This work will bring this theme to the next chapters.

The Copyright Law can be divided into 3 parts: Property, Possession and Use:

Property: (according to Brazilian law) "The constituent elements of the property are described in art. 1,228 of the Civil Code. Therefore, the person who has the ability to use, enjoy and dispose of the good will be the full owner of the property. In the event of the dismemberment of one of them, the exercise of ownership becomes limited".

Ownership: Libraries cannot digitize books unless they are in the public domain. Because although libraries buy the books, they are still in the author's possession according to Brazilian copyright law. "If the library digitizes content protected by copyright, over content that has been materialized on a new medium, it exercises precarious or vitiated unfair ownership, and therefore contrary to the law". (Caldeira & Cunha, 2020)

Use: Use has some of the characteristics of usufruct, such as the dismemberment of ownership and temporality, which is why it is understood in the doctrine as a form of restricted usufruct (Fernandes, 2011). The use will depend on the law, and the extent to which you can use something that belongs to someone else.

Brazilian federal universities receive external incentives from other countries, such as donations or investments, as in the case of the Library of the Federal University of Minas Gerais (UFMG), with 11 thousand e-Books by Knowledge Unlatched (KU, n.d.), a provider of open access based in Berlin, Germany. And to collaborate with this initiative, it participated, along with institutions from other parts of the world, in the evaluation process of e-Books in the areas of human and social sciences that were included in the 2020 KU collections.

Knowledge Unlatched brings together and makes available, through crowdfunding, more than 86,000 items with scientific content, including books, book chapters, videos, posters and podcasts for free and open access, download and circulation.

These books, according to the library, are indexed in the online catalogue and cover several areas of knowledge – including works of literature – and several languages, mainly English. All are available in PDF to download, print and save, with no access limit, in accordance with the Creative Commons License of each title. (UFMG, 2020)

However, in the academic article: "Electronic Books in Brazilian university libraries: a systematic review of national literature" by Rosane Teles Lins Castilho, she argues that "more effective and intensive programs for the dissemination and promotion of the collection are needed, as well as measures that guide users to evaluate the reliability of alternative search sources and access to e-Books, which they deem more satisfactory, such as those found through Google and on the Internet. The surveys also revealed the existence of a portion of users who know the collection, but in general, point out several weak points in it, among them: insufficient quantity of e-Books, the reduced availability of complete texts, and the absence of e-Books. Books that are really important for academic activities, new and interesting titles, and also the absence of the most used didactic e-Books in courses." (Castilho, 2022)

Nevertheless, it is the responsibility of every librarian to observe and value the maintenance and conservation of works in a library. In its digital version, this work is also optimized, allowing the librarian to spend his time updating available works and searching for new information to be offered to users.

In summary, the digital library obviously transforms the work of the librarian, while reinforcing its importance and need for action so that this space works and collaborates with the quality of undergraduate and graduate teaching at the institution.

It is of fundamental importance to understand that the principles applied to a physical library are the same in the case of its digital version, what changes are the focus of work and time spent in each function.

This happens because, in a digital library, there are no physical limitations, whether of space or handling, the collection can be expanded without limitations, the works can be accessed simultaneously by several users without damage or loss and the search time is much shorter. For the librarian, this experience with the conservation and management of these works is taken to another status in this transformation.

Open Access and Piracy

As we observed during this project, the Digital Book can be a great ally in bringing reading to the low-income population. However, Brazil has been facing another problem called "piracy" which means illegal reproduction. This illegal reproduction can be reproduced in several ways, from film series illegally reproduced on the internet and to books.

The digital "piracy" of books can be framed in §3 of art. 184 of the Brazilian Penal Code. This norm typifies as a crime the violation of the copyright of third parties and its offer to the public through the internet, optics, satellite or any other system.

According to the Ministry of Justice of São Paulo (MJSP), those who practice this type of crime are subject to imprisonment, which can vary from two to four years. In addition to prison, those responsible for illegal book download platforms may also have to pay a fine. (MJSP, 2020)

The virtual piracy of digital books, materialized by the availability of works through different archive portals, differs a lot from the usual piracy, observed in illegal trade, for the reason that there is no commercial act carried out, which makes it available for free.

In the case of e-Books, the application of DRM (Digital Rights Management) in the ePub format is a great achievement in digital rights management, a feature that inhibits book copying. But many PDFs and Word files are still easy to reproduce on the internet. There are sites where the reader can choose whether to download PDF, ePub, Mobi or read online, all for free.

The ease of access to culture that the world wide web provides has revolutionized world education. In the past, a search would take hours longer than it does today. Not only because

of the physical availability of sources but also because of the difficult access, synchronization and organization of information in an integrated and didactic system.

Virtual encyclopedias, such as Wikipedia, offer knowledge that about ten years ago was restricted to the privilege of a small number of people. The various governmental and non-governmental projects for digital inclusion provide - to an ever-increasing portion of Brazilian society.

Therefore, there is no ignorance in saying that literary piracy fits into a cultural gap and plays a very important social role in the development of the intellectual formation of Brazilian citizens.

There are many sites with open access to digital books, it is up to schools and the Brazilian government to campaign for these websites.

A vital tool that can be widely used in the national library network. The allocation of government funds to public libraries is far from being enough, so the interaction of systems with digital libraries can be fundamental to inhibiting the precariousness of the library collection accessible to the people, as we have seen in during this work.

The growing incorporation of digital collections by libraries, the creation of independent digital libraries and the availability of all this material to the users of the world wide web is the great hope in the perspective of solving the problem.

Digital Library and Physical Library an Overview Between Brazil and the United Kingdom

The new educational technologies are increasingly integrated into everyday life, adding dynamism, connectivity and autonomy to contemporary Brazilian education. Digital libraries, for example, offer a great incentive to national scientific research, by providing simple, practical and instant access to current publications in the most different areas of specialization.

With search tools that optimize reading, no queues to access titles and greater ease of updating the collection in relation to physical media, the digital library fosters the progress of science and is widely accepted by the academic community.

However, it is not just the academic community that benefits from the digitization of the collection, Managers, coordinators and deans can reduce the operational maintenance budget while aligning with education trends, through the incorporation of the digital library.

In Brazil, as already mentioned during this project, the cost of purchasing a physical book is much higher than the price of a license to access a digital literary work. In addition to being more expensive, the physical collection still generates the need for several copies per title, so that all academic demand is met.

The e-Book access license allows an unlimited number of simultaneous readings – therefore, a single copy of each title is enough to meet all demands. In this way, the money previously invested in the accumulation of copies can be directed to the expansion of the collection, contemplating new areas of knowledge.

In Brazil, there are several platforms for digital libraries, such as "BibliOn" which makes more than 17 thousand e-Books available to residents of the city of São Paulo. In its form of acquisition for digital books, it is not different from those found in the UK or in other countries like the US for example. The systems used are Pay Per Use, License Management and Perpetua.

In most Brazilian digital libraries, they are made through electronic resources that are made available for use in the "Catalog of Online Public Access" (OPAC). In the case of the BibliOn Library, the corresponding value of the licenses is debited from the Institution.

BibliOn is part of a project by the Government of the State of São Paulo and can be used through electronic devices by downloading the App. The online book loans are made through the app, remains for two weeks and can be renewed.

The Collection is multidisciplinary, consisting of books, reference works, comics, audiobooks, videos and podcasts, focusing on national and foreign literary works, national and foreign literature classics, including children's literature and literature awards, also addressing the area of humanities, such as general works on history, art, psychology, religion, social sciences, biographies, environment and others. (BibliOn, 2022)

The traditional library lives in a state of constant expansion, to accommodate new publications and update the available collection. When it comes to a digital library, the collection is entirely stored in the cloud, on platforms equipped with learning resources that eliminate the need for physical space. The migration to digital storage excludes structural costs related to the

library space, such as electricity, water, internet, and hiring and training of specialized staff to serve the public, among others.

Updating the physical collection involves purchasing new copies to replace outdated ones – a high investment with a short shelf life. Updating the digital collection is simpler, with reduced costs and greater ease of access to the most recent publications.

A library with a physical collection should already assume periodic expenses with maintenance and replacement of copies. Losses and material wear and tear as a result of intensive use are intrinsic to the dynamics of renting physical media. The digital collection, stored and accessed via virtual channels, offers full preservation of the integrity of publications, whether textual, sound or image.

Therefore, the digital library allows the bibliographic collection to be enjoyed without damage for long periods, reducing maintenance costs both in its exclusive use and in complementarity with the pre-existing physical collection. The use of digital devices for reading, as they are cheaper than obtaining physical books, helps institutions to invest more on Digital Libraries.

In São Paulo, where many of the public libraries are located far from the poorest areas, there is a need to spend money on the bus or underground to go to a library, and online there is no need to leave the house.

What happens in the UK is the opposite, according to Iain Moore, commercial director of Libraries Connected: "Licensing arrangements, which means e-Books cost three to four times more to buy than print versions. Libraries might have a license to lend it out 24 times over two years. Whereas for physical books, they would just buy them. For a hardback book, they lend it out about 100 times and for a paperback about 50 times". So it's just the cost per issue is very different.

Some e-Books can only be loaned out one at a time while some publishers do not make e-Books available for sale to libraries until months after the initial release. "It means that sometimes people just can't get access to books at the point when they're trending and people want to read them". (Sandhu, 2021)

According to the project "DIGITAL TRANSFORMATION FOR UK PUBLIC LIBRARIES: A Report by the British Library for Arts Council England and Carnegie UK Trust FIVE APPROACHES TO A 'SINGLE DIGITAL PRESENCE' in 2019".

One of the project's ideas would be to make a digital library with a single system, which would reduce the cost of licenses for e-Books to less than half.

While commercial advisors dominate the English-speaking market, European countries with small markets have developed licensing agreements and national e-lending platforms, although attempts to centralize even on this scale have produced divisions with both publishers and local partner libraries.

That would be the case of Brazil and the University of São Paulo where another 66 digital libraries are added.

However, what we can observe in the United Kingdom is that for each library there is a different system when we talk about the Digital Library.

Still according to the report: "The Usage of public libraries has declined over the last 6 years, these figures are part of a more complex set of causative factors than the resource reductions triggered by austerity measures. Since 2012, there has been a 26.7% decrease in physical borrowing with a 16.6% reduction in audio-visual material (including digital loans). Visits to library premises have also been reduced by 18.2%, with libraries seeing 55 million fewer visits in 2017 compared to 2012". (Library, 2019)

Nonetheless, the question that needs to be answered is: Why is Brazil investing in Digital Libraries and does the United Kingdom find certain difficulties to do so?

As we have already seen during this paper, Brazilian public libraries do not have the government investment as it should be done, most of the collections are outdated and the spaces without conditions to be used, are being forgotten.

According to Everton da Silva Camillo in his academic article "The public library in adult education and the Role of the Librarian: a dialogue of Interactions", there are five problems in why Public Libraries in Brazil do not work as they should:

"1. Lack of integrated planning and collaboration between libraries, which prevents a better yield of existing resources;

2. Lack of awareness on the part of municipal governments regarding the importance that the public library can have for the socio-cultural development of the community;

3. Lack of financial resources;

4. Lack of human resources;

5. The lack of good bookstores in the municipalities, in addition to making it impossible to spontaneously motivate production through the habit of reading, makes the work of those responsible for local libraries extremely difficult, due to the few options offered for the acquisition of collections and the excessive price that is normally charged."

According to the survey conducted by the University of Strathclyde Glasgow: "More than half (57%) of GB adults disagree that digital services are an adequate replacement for traditional libraries."[2]

Although in the UK they maintain both physical and digital library options, with the values of e-Books and their licenses changed in the UK there is a need to still maintain physical libraries, and this will not change as the country has been developed in a way economically and culturally different. The British population still maintains the mentality of the importance of keeping these spaces functioning.

The Brazilian government is investing in the digital library because not only is it practical in the country and can cover all Brazilian social classes, but it also receives funding and help from other countries to be able to invest in this new information space.

On the other hand, the United Kingdom, they are still proud to have its public libraries, and apparently, they are in no hurry to transform their spaces into something digital. And yet they believe that libraries are not just about keeping books or manuscripts, but a form of social interaction and a sense of community, a defining characteristic of libraries and has renewed importance.

Although this subject needs to be a little more in-depth and studied. This just shows the economic-social and cultural differences that these two countries present, Brazil is investing in

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[2] This paper can be fond at
https://www.strath.ac.uk/whystrathclyde/news/2022/digitalservicesarenosubstitutefortraditionallibraries/ (Last Access 24/06/2023)

Digital Libraries and the United Kingdom still finds the importance of keeping traditional rather than entering the new digital age.

PART IV Digital Inclusion

Introduction

A theme that has been under debate in Brazil is "Digital Inclusion", and how to bring the internet to all social classes. Brazil is going through a process of digital transformation in which it is possible to guarantee quality internet throughout the national territory and ensure universal access to connectivity.

How Digital Inclusion Works in Brazil

According to Christian Gebara in the newspaper article at "Folha de Sao Paulo": "Brazil has the fifth largest online population in the world, with 71% of people connected to some social network, versus 59% of the global average. In total spend nine hours a day on the internet, four on video streams and three on social media. The population is 52% users of digital banks, compared to 33% in England".

However, 40% of public school students do not have a computer or tablet at home, while 94% of US public schools provide these digital devices to students who need them. Only 33% of Brazilian municipalities adopt electronic medical records in Basic Health Units (UBSs) — compared to 86%, if we compare with British cities.

The lack of internet access restricts the right of access to information to the more affluent layers of the population. In fact, this is a very serious problem. In an increasingly connected economy, the digital divide is a relevant impact factor for economic and social inequality.

According to the standard established by the UN that measures the accessibility of internet packages, 1GB of data must cost less than 2% of gross national income per capita. Brazil meets this target when considering the entire population.

However, when analysing income groups individually, reality changes in a worrying way: The average consumption package costs 6% of monthly income among those who are among the 40% of the population with the lowest wages. In the lower tier, it reaches 10% of the average income for the poorest 20%. (GEBARA, 2023)

In comparative terms, the price of connectivity in the country is not high and has been dropping a lot in recent years. Considering the 15 countries that most access broadband in the world, the cost in Brazil is 55% lower than the average and has dropped by no less than 80% in the last 10 years. Even so, it is not enough to reach the pockets of the most vulnerable population.

According to the survey carried out by LCA Consulters based on the Continuous Household Sample Survey of the Brazilian Institute of Geography and Statistics (IBGE), more than 67% of workers in the country receive only two minimum wages in 2022 (R$ 1,302).

In this sense, it is possible to note that the main reason for digital inequality is not a problem of supply, but of demand.

A Survey carried out by "The Regional Center for Studies for the Development of the Information Society" on internet use in Brazil, shows that there is still a difference between social classes with internet access. The survey dates back to 2020 and shows that internet use in Brazil has grown, and reached 81% of the population, which represents 152 million people.

Internet access was expanded mainly in C and D/E class households. In class C, the proportion of households with internet rose from 80% in 2019 to 91%. In classes D/E, the index increased from 50% to 64%. (CETIC.BR, 2020)

Despite this, these groups still have lower connectivity levels than those of classes A and B, in which 100% and 99% of households have internet access, respectively.

According to another survey carried out by TIC Domiciles in 2022, more than 28 million people have never accessed the internet in the country, which is equivalent to 15% of the population. The reasons are diverse and 29% say they do not have the purchasing power to hire the service.

Access to connectivity needs to be treated as something of fundamental importance. Developed countries have long had several public policies to ensure that their citizens and companies go digital.

Connectivity has become the shortest and fastest way to ensure training and promote social inclusion. Its absence, on the other hand, has the capacity to significantly increase existing inequalities.

Research Methods

This study used a mixed-method approach to gain a better understanding of electronic books and the preference of the Brazilian population when it comes to reading. In this section, the research methods used in this work are presented.

One of the main reasons for this research would be to update the subject of e-books and physical books. Utterly of the literature on e-books and technologies is dated before 2016, which means that the data found cannot be used in the current context in which the country is found. They do not expose the sociocultural and economic problems that may exist involving physical and electronic books.

An experimental quantitative analysis that consists of formulating questions that may prove or disprove a hypothesis was carried out in order to expand and gather sufficient data regarding the specific public, which in this case are teachers of the Public Schools and the general population in Brazil. The objective of this research will be to provide a better understanding of the socioeconomic and cultural situation of Brazilian society today.

Overview

For this research, two different questionnaires were created, one for public school teachers and the other for the general public.

The teachers questionnaires, the questions that were asked, were with the objective of knowing what the work environment of this teacher would be like, how many students they have in their classrooms and what the age range of these students is.

As already described in this work the educational situation in Brazil is not appropriate in some schools. The objective would be to know if in their work environment is there a reading room or library and what would be the student's relationship with reading.

Another point to try to understand in this teacher's questionnaire would be to investigate whether your students prefer physical or electronic books. And when it comes to doing homework how these students do their research? Do they use physical books or the internet? One of the objectives would also be to understand how the new generation interacts with reading, and to show how socioeconomic is interconnected or there may be a connection with books.

For the General Public questionnaire, the questions asked were based on understanding the population in relation to socioeconomic and cultural aspects. The questions asked were to find out the age and the income per month, and their level of education in order to understand the social context in which these people find themselves.

I believe that in both results we can well assess this context of socioeconomic and cultural such as the reading preference of the Brazilian population.

All questions in the questionnaires were asked in Portuguese, as the Qualtrics software can translate into different languages, either Portuguese-English. This decision was taken after careful consideration regarding the number of people I wanted to reach with this survey and a large part of the population in Brazil does not speak English, which makes it difficult to disseminate this research.

The initial idea was to reach the number of 100 responses on each survey, unfortunately for the teacher questionnaire I reached 54 answers. Nevertheless, for General Public, had 172 answers.

Both questionnaires were done through Qualtrics, and data will be stored in that as well. However, I downloaded it into my laptop and I am the only person authorized to access it.

Survey

Both questionnaires were created using Qualtrics in accordance with the rules of the City, University of London. And was carried out anonymously. As already mentioned, the questionnaires were produced in Brazilian-Portuguese, to facilitate access by the population. Quizzes for teachers and the general public are multiple-choice, some yes-no answers and some questions are allowed for multiple answers.

Questionnaires for Teachers

In the teachers' questionnaire, 17 questions were created. At the beginning of the questionnaire, bases were made to try to understand how many years they have been working in the profession and how many students they have in their classrooms, also what age group these students are.

Based on what has been shown in this study so far about the structure of public schools in Brazil, a question was extremely necessary to understand whether this teacher has the material to be able to transfer the knowledge to his students, one of the questions was whether in if their schools have libraries or reading rooms, which type of material this teacher uses with his students.

Also to understand the role of the schools concerning Public Libraries, what is the interest of students in public libraries, if in their schools there is an incentive for students to attend these spaces.

Other questions were also used to try to understand the "digital inclusion" of these students, how many of them have access to the internet and how many have electronic devices, and if they would be able to buy physical books to do school work.

The last questions were made to understand the preference of these students, in doing the reading in electronic devices or physical books. Another question was created to know if the teachers are aware of the Digital Library "BibliOn" with more than 17k digital books for free. This question was important for knowing if they know about these new technologies, if they do not, this question could be used as information that they can use with their students.

Questionnaire for General Public

In the General Public questionnaire, 16 questions were elaborated. At the beginning of the questionnaire were made on the basis to understand the demographics of respondents. Such as age group, monthly income, and level of education. And regarding digital inclusion, the question that was asked was to find out if they have access to the internet and where this access takes place.

A multiple-response question was asked to find out, which means were used to obtain information.

Also, what is the relationship between these people with public libraries, if they have already visited one, or if they still use it to do research both at school and for work.

To find out the relationship of these people with reading, questions were used to find out how many books these people read per year, and what tool they used, Physical books or electronic books? And if they believe that physical books could have the most affordable price.

The same question that was asked in the teachers' questionnaire was also asked in this questionnaire regarding if they are aware of the Digital Library "BibliOn" with more than 17k digital books for free.

Dissemination

When the questionnaires were ready in Qualtrics, anonymous links were used, in order to be able to distribute them on social networks, such as Instagram stories, and Facebook. WhatsApp, including family and friends which also helped to distribute them to their social networks, friends and other family members, Reedit in teachers' communities, in forums for public school teachers. Pages on Brazilian websites referring to university research.

There were 172 responses gathered at the end of the survey for the General Public, far more than the minimum number of responses envisioned at the beginning of the survey. And 54 for teachers' responses, unfortunately, was not possible to reach the number expected. Nevertheless was possible to gather data for this research.

Limitations

This project did not have many limitations. However, one of the limitations found was finding academic literature based on the e-Book subject and physical books. Most of the academic literature found is dated before 2016, as already mentioned in the course of this work, it does not encompass the reality experienced by the country at this time. However, many articles were found in newspapers which was a gain to update the theme. Another limitation was the survey was also limited by the lack of participation in finding teachers for answering the survey.

Ethics & confidentiality

A research ethics checklist sent to City University revealed that the research was free of ethical concerns. The ethical consideration was not acknowledged. Data collected in this study has been kept anonymous, and no data about individuals has been retained. In any case, a form requesting consent for participation in the survey was enclosed at the start of the questionnaire.

Qualtrics' "Skip-logic" option enables the survey to conclude automatically when the respondent no longer agrees to the survey and will not be surveyed again. The publicized link to the survey questionnaire allowed anyone to access it as it was made available. The

questionnaire had about 4 replies from those who were not yet 18 years old collected and then discarded right away, however with some were included and discarded afterwards. The under-18 option was available, filtering out those who were below 18 years old.

The research should have avoided confidentiality issues by providing anonymous answers in this manner. Respondents must not disclose sensitive information in their responses on the consent form, which mandates disclosure of sensitive information. The answers were designed with a minimum number of characters to ensure that no personal information would be disclosed.

Research Analysis

The conclusions of the survey's questionnaire are outlined and discussed and analyse in this chapter, after obtaining data from each question's responses. A review of both questionnaires will be carried out, with the data collected to be presented in various graphs and themes chosen from the available data.

Questionnaire- General Public a Presentation and Discussion of the Results

In this part of the work, the 172 answers results of the questionnaire for the General Public will be presented, for a better understanding the structure of the text will be:

- The question with the results.
- Analysis.
- Discussion.

Question number 1 will be left out of the analysis because it was only about the consent to be able to answer the questionnaire. The consent was explained the reason for the questionnaire and for whom it is intended.
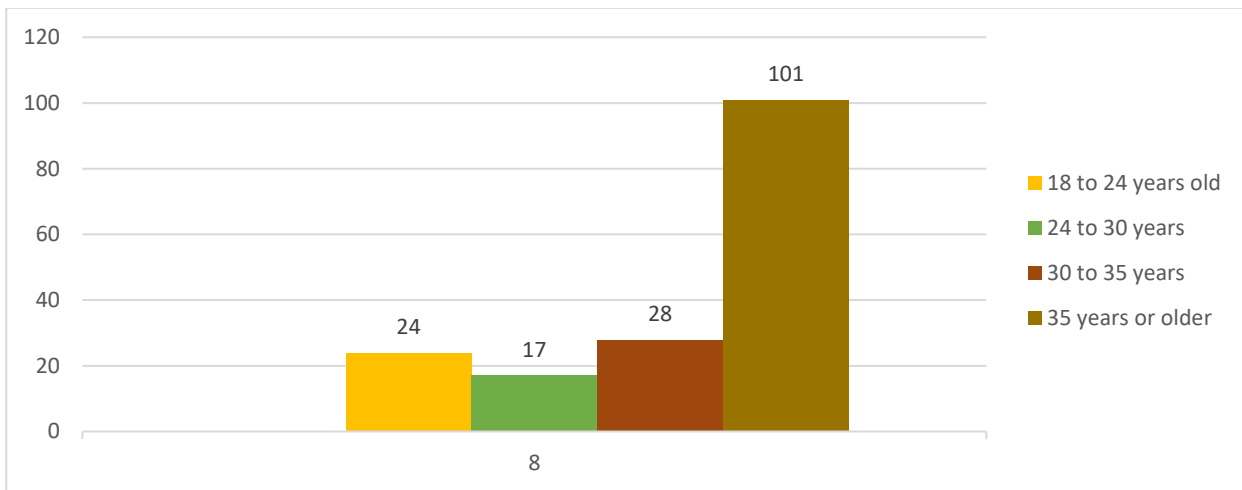
Question 2: What is your age range?

Figure 1 Age Range

Analyses: This data represents the age distribution of the group respondents, and it provides insights into the age composition. The majority of individuals fall into the "35 years or older" category, accounting for **57.71%** of the total count. The distribution indicates that the group is skewed towards older age groups.

18 to 24 years old: Percentage: **14.29%** Count: 24.
24 to 30 years old: Percentage: **9.71%** Count: 17.
30 to 35 years old: Percentage: **16.00%** Count: 28**.**
35 years or older: Percentage: **57.71%** Count: 101.

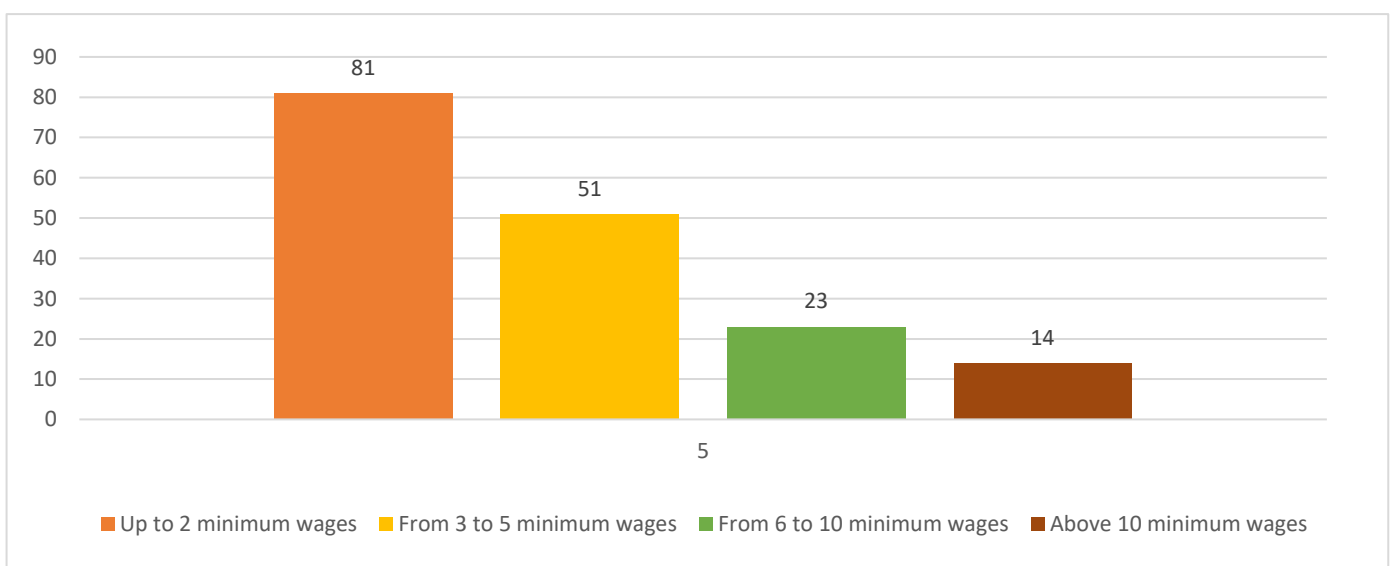**Question 3:** What is your personal monthly income?

Figure 2 Personal Income

Analyses: Despite the total number of responses in the role questionnaire being 170, the "total" count provided at the end of this question is 169, which is the sum of the individuals in all income categories. This result gives an overview of the income distribution within this group, based on their earnings in multiples of the minimum wage. The largest percentage falls within the "Up to 2 minimum wages" category, indicating that a significant portion of the group has income levels around or below twice the minimum wage. As the income levels increase, the percentage of individuals decreases, with fewer people falling into the higher income categories. **Up to 2 minimum wages:** Percentage: **47.93%** Count: 81; **From 3 to 5 minimum wages:** Percentage: **30.18%** Count: 51; **From 6 to 10 minimum wages:** Percentage: **13.61%** Count: 23; **Above 10 minimum wages:** Percentage: **8.28%** Count: 14

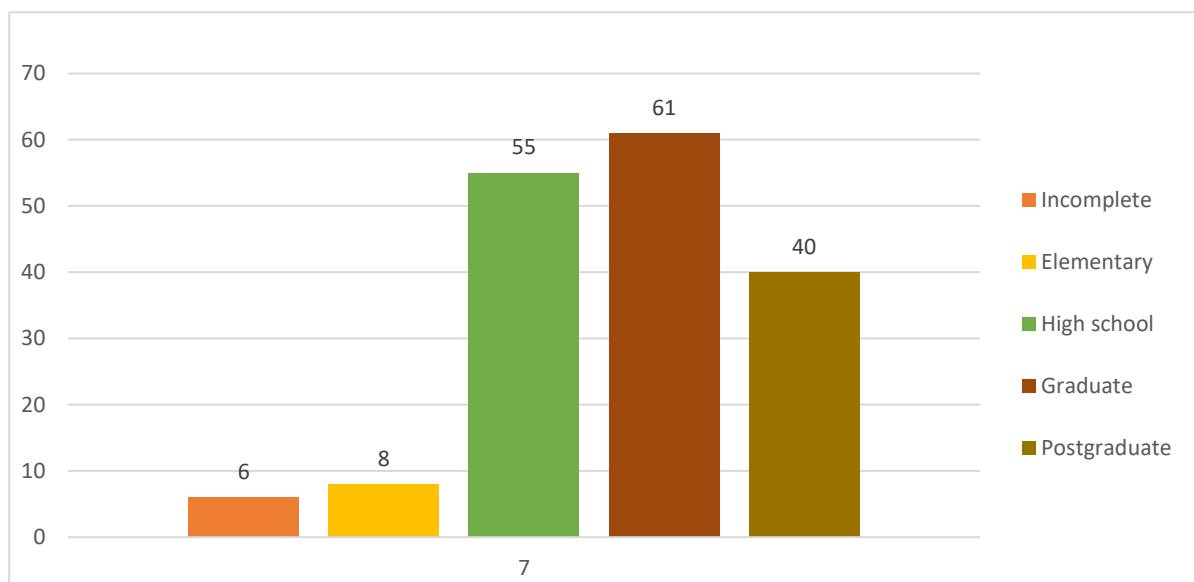**Question 4:** What is your education level?

Figure 3 Education Level

Analyses: The results of this question represent the distribution of the respondents' education levels. A total of 170 people were counted who answered this question, however these details provide insight into the educational makeup of the group. Most individuals have completed high school or Graduate education, with the "Graduate" category having the highest percentage. It is also important to note that a significant portion of the group reached postgraduate level, which is a higher educational level.

Incomplete Education: Percentage: **3.53%** Count: 6 individuals. In this category includes individuals who have not completed their education.

Elementary: Percentage**: 4.71%** Count: 8 Individuals. In this category individuals who have completed elementary school.

High School: Percentage: **32.35%** Count: 55 Individuals. This category includes individuals who have completed high school.

Graduate: Percentage: **35.88%** Count: 61 individuals. In this category pursued education beyond high school, such as college or vocational training.

Postgraduate: Percentage: **23.99%** Count: 40 Individuals. This category includes individuals who have completed education at the graduate level, such as a master's or doctoral degree.
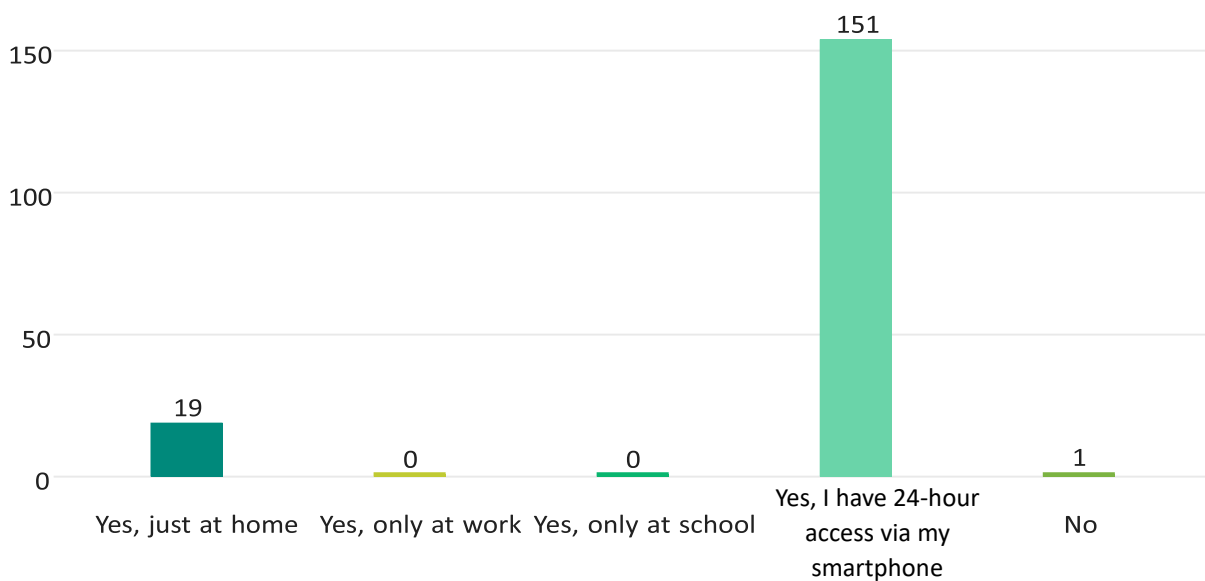
Question 5: Do you have internet access?

Figure 4 Internet Access

Analyses: In this question, the results provide insights into the digital inclusion of the group, specifically regarding how they access the internet. The vast majority of individuals have access to the internet 24 hours a day through their smartphones, indicating a high level of mobile connectivity. Additionally, a smaller percentage of individuals have access to the internet only at home, and a very small portion do not have internet access at all. These data represent the digital inclusion status of a group in terms of internet access. The detailed analysis of the different access scenarios within the group:

Only at Home: Percentage: **10.86%** Count: 19 individuals. This category includes individuals who have access to the internet only when they are at home.

Only at Work: Percentage: **0.00%** Count: 0 individuals. No individuals in the group have access to the internet only at work.

Only at School: Percentage: **0.00%** Count: 0 individuals. No individuals in the group have access to the internet only at school.

24-Hour Access via Smartphone: Percentage**: 88.57%** Count: 151 individuals. Individuals in this category have continuous internet access through their cell phones.

No Access: Percentage: **0.57%** Count: 1 individual A small portion of the group does not have access to the internet.

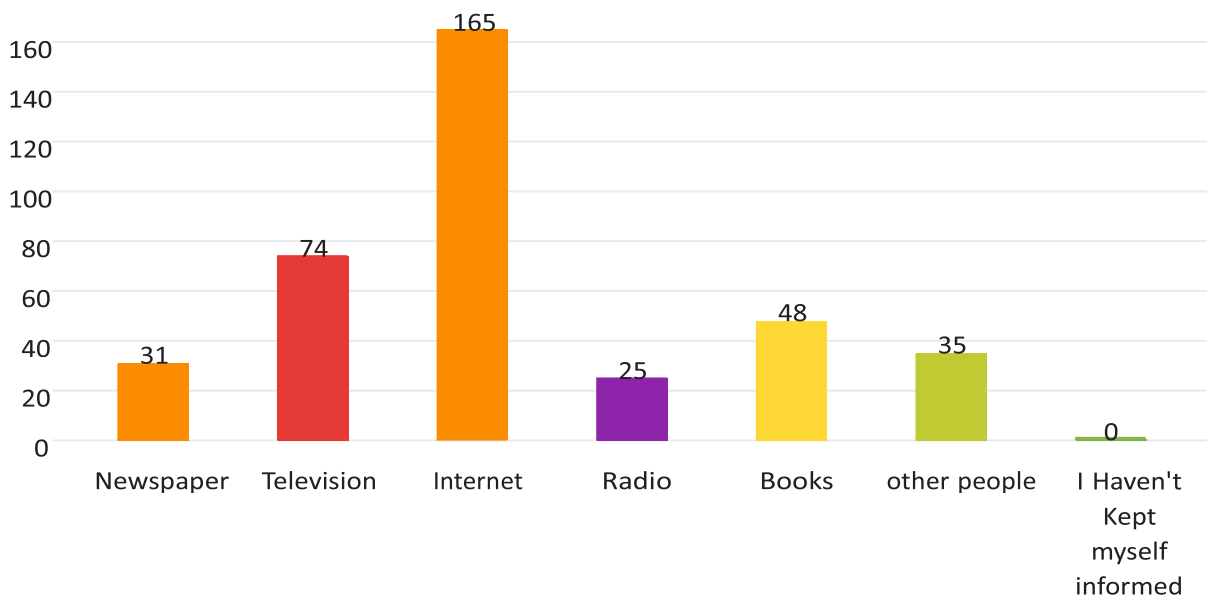**Question 6:** What is your main source of information? (Select one or more answers)

Figure 5 Source Of Information

Analyses: This question results represents the means used by respondents to obtain information. The total number of responses and percentages are calculated based on the total number of responses being 381. Being greater than the total number of respondents which was 170, because respondents could choose multiple options that were used to obtain information. The detailed analysis of the answers found showed that the means of obtaining information most used by the respondents were the internet, television and books. This approach allows individuals to leverage multiple channels to stay informed.

Newspaper: Percentage**: 8.14%** Count: 31 responses. This indicates that, of the total number of respondents, 31 individuals reported using the newspaper as a means of obtaining information.

Television: Percentage: **19.69%** Count: 75 responses. 75 respondents indicated using television to gather information.

Internet: Percentage: **43.57%** Count: 166 responses. The largest share of respondents, 166 individuals, reported using the internet to access information.

Radio: Percentage: **6.56%** Count: 25 responses. 25 respondents said they use the radio as a source of information.

Books: Percentage: **12.86%** Count: 49 responses. 49 respondents mentioned using books to obtain information.

Other people: Percentage: **9.19%** Count: 35 responses. 35 respondents reported relying on others for information.

Didn't Keep Me Informed: Percentage**: 0.00%** Count: 0 answers. No respondents selected this option.

Question 7: Have you ever visited a library to do homework, or some other activity?
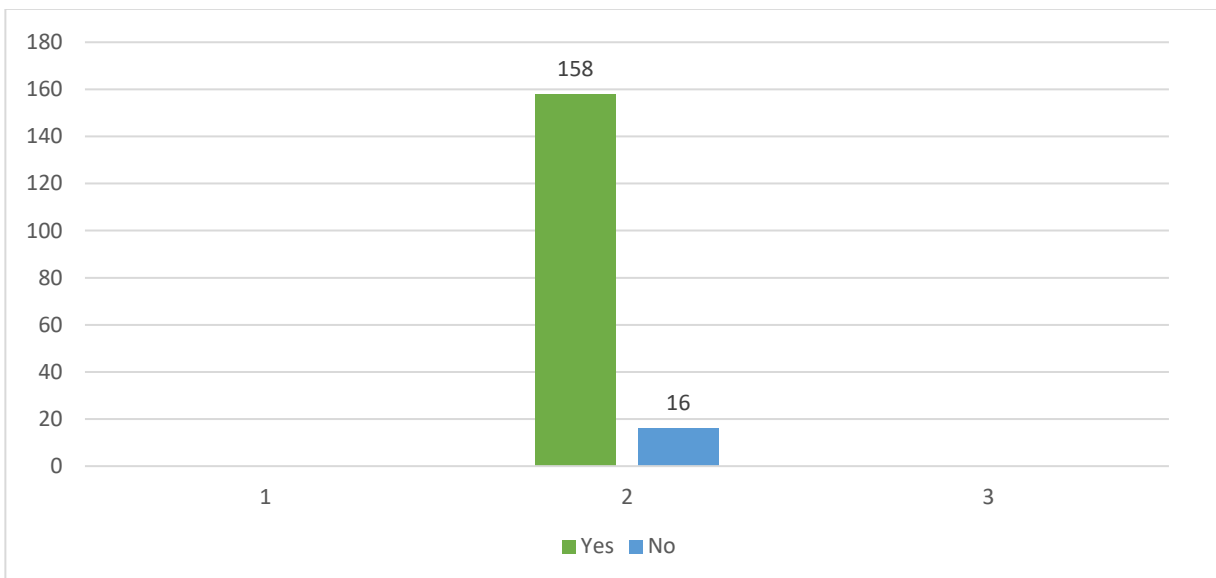

Figure 6 Library Visits

Analyses: These details provide insights into the frequency of visiting a library for homework or other activities among the respondents. The majority of respondents with **90.86%** have visited a library, while a smaller percentage **9.14%** have not.
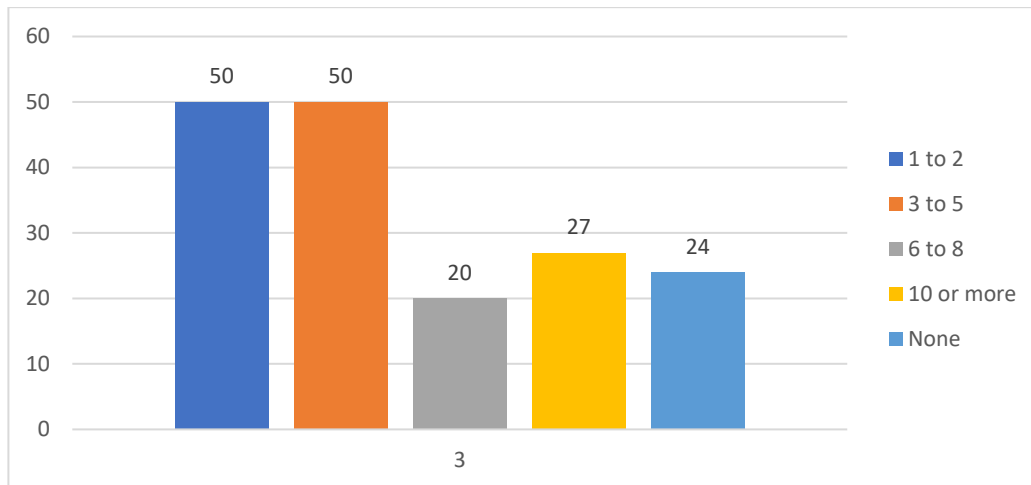
YES: 90.86%

NO: 9.14%

Question 8: How many books, on average, do you read per year?

Figure 7 Books Read Per Year

Analyses: The data provided represent answers to the question about the average number of books the 171 respondents read per year. The complete and analysed result provides information about the reading habits of the interviewees. Most read a moderate number of books per year, with the "3 to 5 books" category being the most common. A significant portion of respondents also reported reading more than 10 books a year, while some respondents mentioned reading fewer books or not reading at all.

1 to 2 books: Percentage: **29.24%** Count: 50 respondents. This category includes individuals who read between 1 and 2 books on average per year.

3 to 5 books: Percentage: **29.24%** Count: 50 respondents reported reading between 3 to 5 books on average per year.

6 to 8 books: Percentage**: 11.70%** Count: 20 respondents read between 6 to 8 books on average per year.

10 or more books: Percentage: **15.79%** Count: 27 respondents indicated that they read 10 or more books on average per year.

None: Percentage: **14.04%** Count: 24 respondents reported reading no books on average per year.
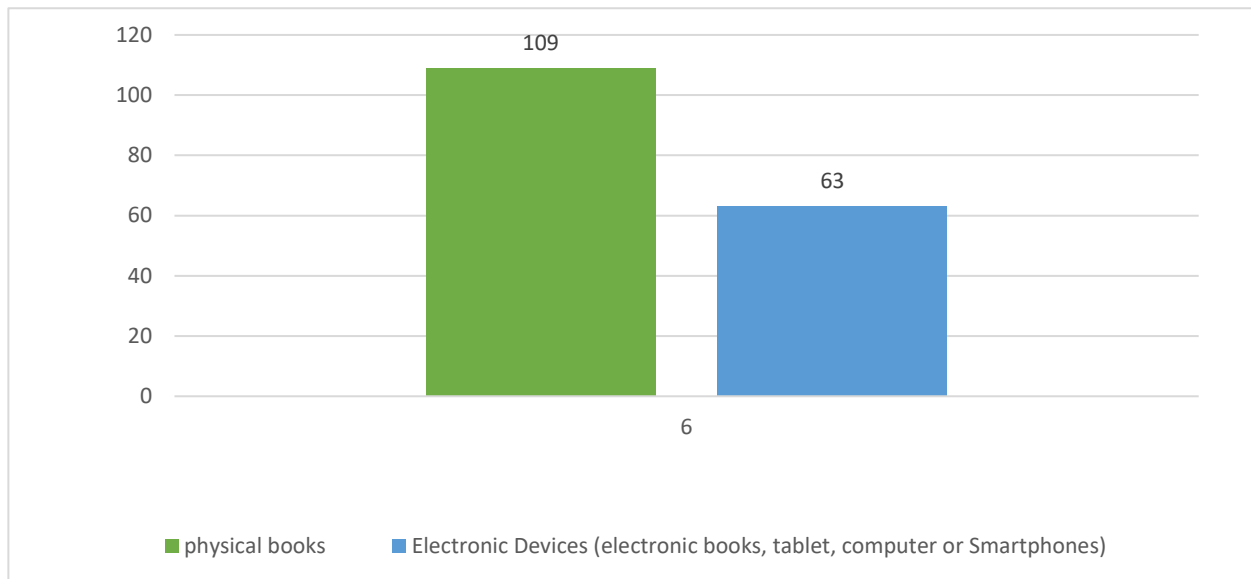
Question 9: Do you prefer reading on:

Figure 8 Reading Preferences

Analyses: This analysis provides insights into the reading preferences of the respondents. The majority (63.01%) prefer reading physical books, indicating a strong preference for the tactile experience and traditional format of printed books. However, a significant portion (36.99%) also expressed a preference for reading on electronic devices, which offers the convenience of digital reading and access to various digital platforms.

Physical Books: Percentage: **63.01%** Count: 109 respondents. This category includes individuals who prefer reading traditional physical books.

Electronic Devices (e-books, tablet, computer or smartphone): Percentage: **36.99%** Count: 64 respondents expressed a preference for reading on electronic devices, such as e-books, tablets, computers, or smartphones.
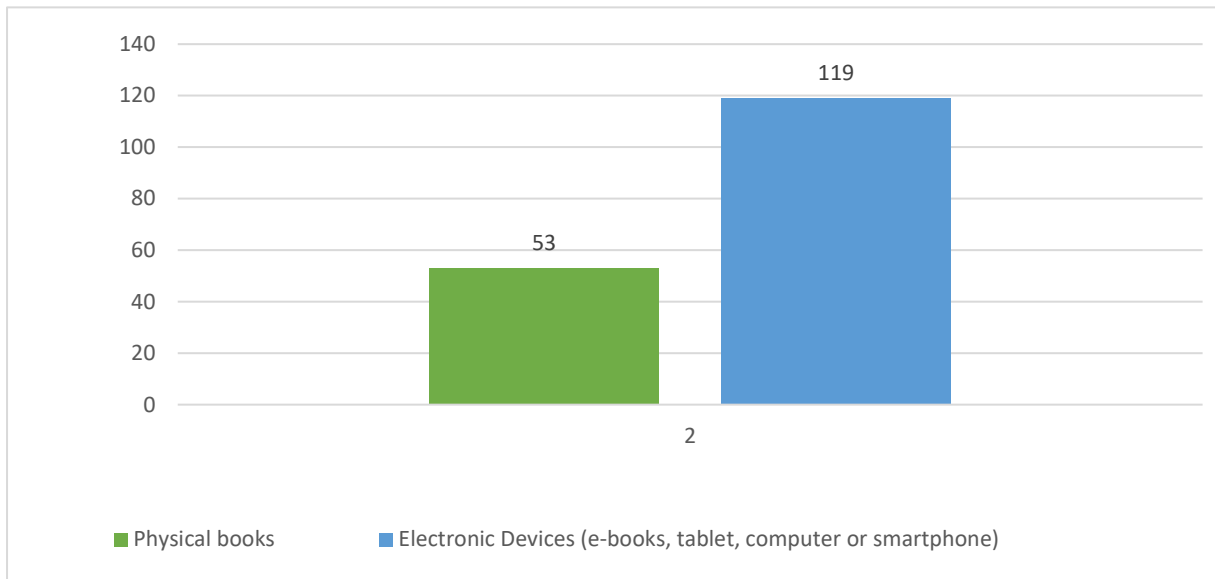
Question 10: In your daily life, what are you most used to reading?

Figure 9 Used for Daily Readings

Analyses: The analysis provides information about respondents in terms of what means they use to read books on a daily basis. This would not be a "preference" but what they exactly use to read. The majority (69.36%) use electronic devices for their daily reading, indicating a shift to digital reading platforms. However, a significant portion (30.64%) still prefer physical books for their daily reading, highlighting the enduring appeal of traditional print media.

Physical Books: Percentage: **30.64%** Count: 53 respondents This category includes individuals who use physical books as their primary means of daily reading.

Electronic Devices (e-books, tablet, computer or smartphone): Percentage: **69.36%** Count: 119 respondents reported using electronic devices such as e-books, tablets, computers or smartphones as their primary means of daily reading.

Question 11: What is more economical: Reading from physical books or electronic devices?
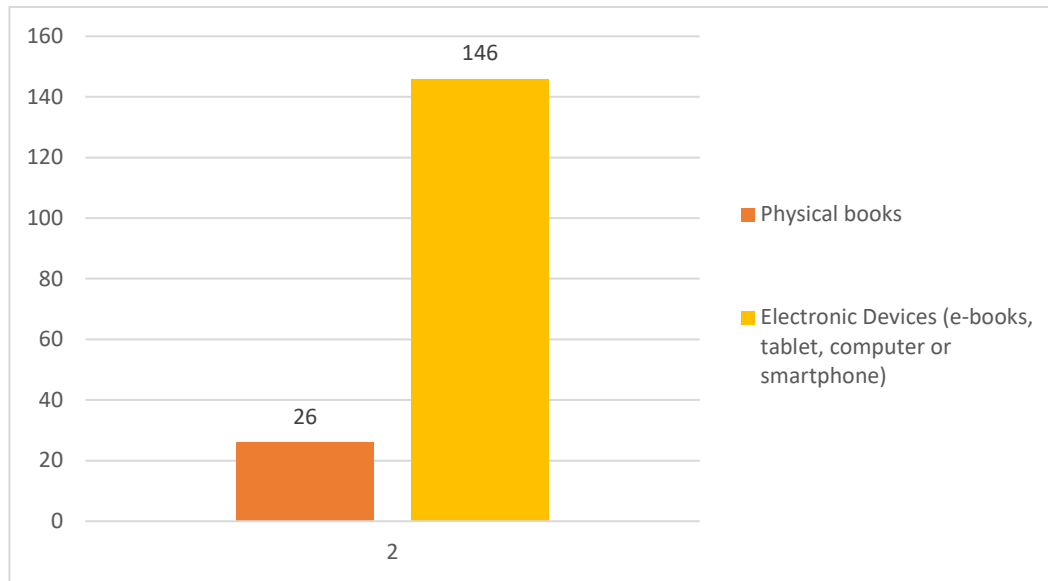

Figure 10 Economic Means for Reading

Analyses: This analysis reflects respondents' views on the economics of reading in different formats. The majority (84.97%) believe that reading through electronic devices is more cost-effective, likely due to factors such as the potential cost savings associated with digital books and the convenience of accessing multiple materials on a single device. A smaller portion (15.03%) still considers the physical book the most economical option.

Physical Books: Percentage: **15.03%** Count: 26 respondents consider reading physical books more economical.

Electronic Devices (e-books, tablet, computer or smartphone): Percentage: **84.97%** Count: 147 respondents believe that the use of electronic devices, such as e-books, tablets, computers or smartphones, is more economical.

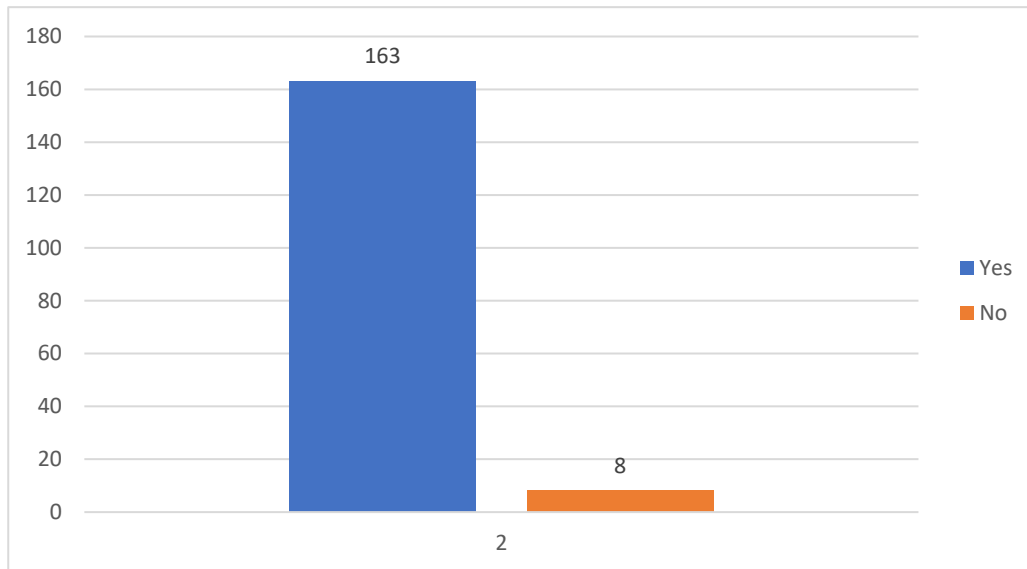**Question 12:** In your opinion could physical books have more affordable prices?

Figure 11 Books at Affordable Prices

Analyses: This analysis reflects respondents' views on the accessibility of physical books. The vast majority (95.32%) believe that physical books could be more affordable, which may reflect a desire to reduce costs in the traditional printed book market. A small portion (4.68%) expressed a different opinion, suggesting that they do not believe that the prices of physical books can be more accessible.

Yes: Percentage: **95.32%** Count: 163 respondents believe that physical books could be more affordable.

No: Percentage: **4.68%** Count: 8 respondents do not believe that physical books can have more affordable prices.

Question 13: What electronic devices do you use or used to read books and texts? (Select one or more answers)
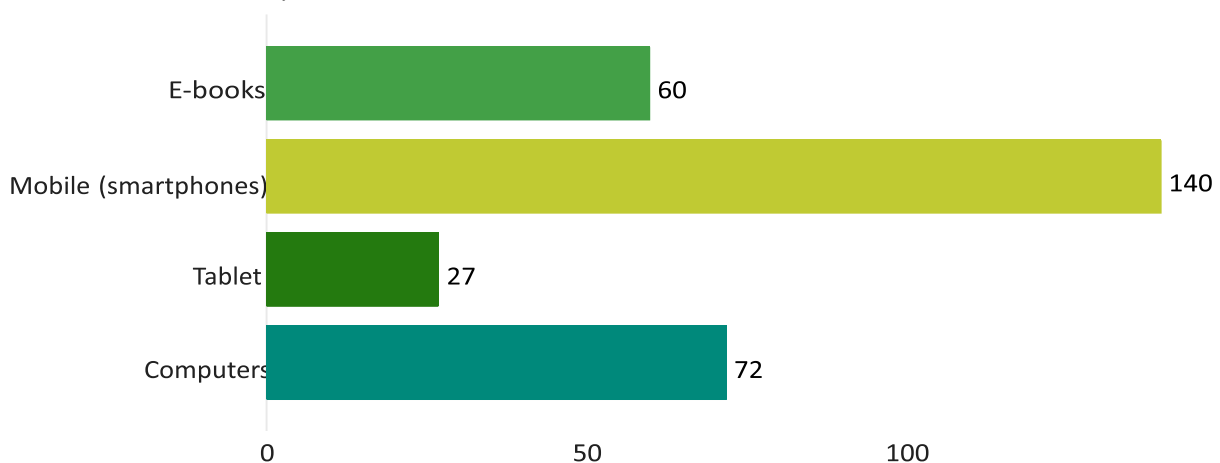

Figure 12 Electronic Devices Used to Read Books

Analyses: In this question, the respondent could mark more than one option. The analysis provides insights into the electronic devices respondents use or have used to read books and texts. Most respondents reported using their cell phones (smartphones) for this purpose, indicating the widespread popularity of mobile reading. Computers and e-books also emerged as commonly used devices, while tablets were used by a smaller share of respondents.

E-books: Percentage: **20.33%** Count: 60 respondents reported using or having used e-books for reading books and texts.

Cell phone (Smartphones): Percentage: **46.67%** Count: 140 respondents indicated using or having used cell phones (smartphones) to read books and texts.

Tablet: Percentage: **9.00%** Count: 27 respondents reported using or having used a tablet to read books and texts.

Computers: Percentage: **24.00%** Count: 72 respondents reported using or having used computers to read books and texts.

Question 14: Would you say that most of the electronic books that you own or have access to were:

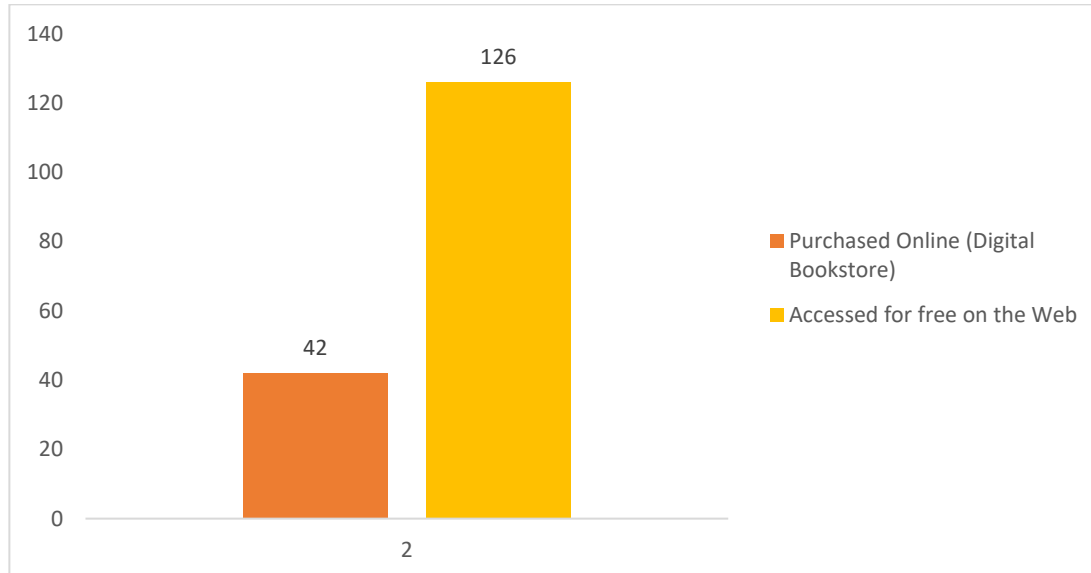*Figure 13 Accessed to Electronic Books*

Analyses: This analysis provides insights into the sources from which respondents obtained most of their electronic books. The majority (74.56%) reported accessing electronic books for free on the web, which could include websites, libraries, or platforms offering free content. A smaller portion (25.44%) indicated buying electronic books from online digital bookstores.

Purchased Online (Digital Bookstore): Percentage**: 25.44%** Count: 42 respondents reported that most of the electronic books they own or have access to were bought from online digital bookstores.

Accessed for Free on the Web: Percentage: **74.56%** Count: 126 respondents indicated that most of the electronic books they own or have access to were obtained for free from the web.

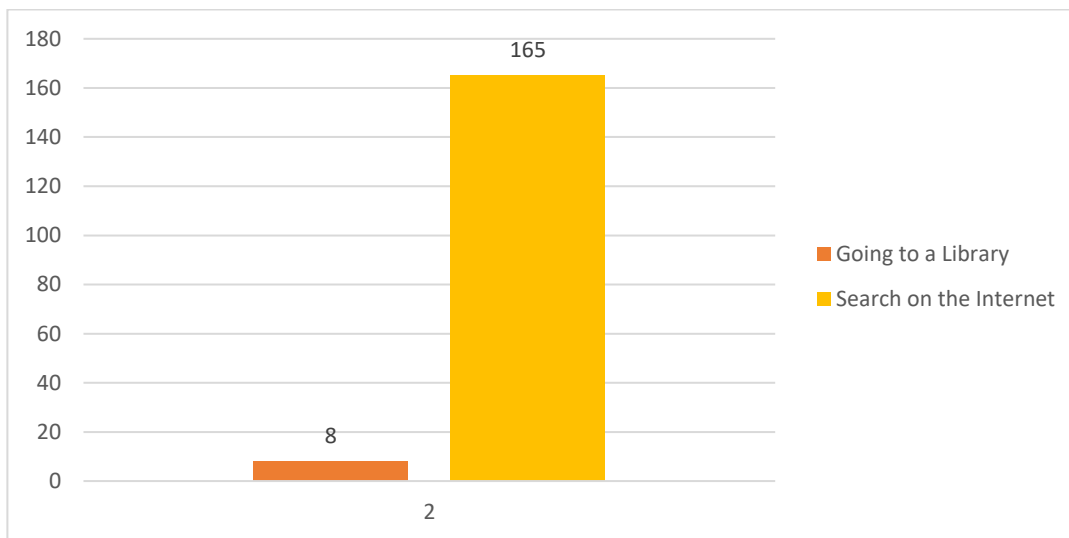**Question 15:** Do you need to develop a project for school or at work, How do you do your research?

Figure 14 Means for Research

Analyses: The question results provide insights into the preferred methods of research among respondents when they need to develop a project for school or work. The overwhelming majority (95.40%) reported using internet searches as their primary method for gathering information and conducting research. A small portion (4.60%) indicated that they prefer going to a library for their research needs. The prevalence of internet searches suggests the widespread use of online resources for research purposes, likely due to the convenience, speed, and availability of information on the internet. However, a subset of respondents still values the resources and environment provided by libraries for their research needs.

Going to a Library: Percentage: **4.60%** Count: 8 respondents reported going to a library to conduct research for their projects.

Internet Search: Percentage**: 95.40%** Count: 165 respondents indicated that they conduct research for their projects through Internet searches.

Question 16: Have you heard about the "BibliOn" digital library with more than 17,000 books available for free?
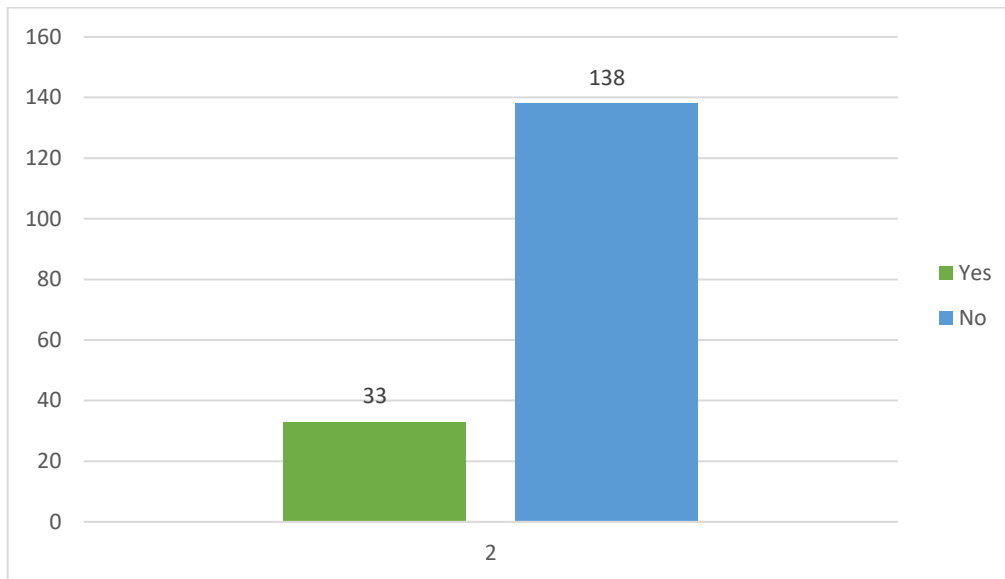

Figure 15 BibliOn Digital Library

Analyses: This analysis provides insights into the level of awareness among respondents regarding the "BibliOn" digital library. The majority (81.14%) were not familiar with the library, while a smaller portion (18.86%) reported having heard about it. The availability of over 17,000 books for free is an important feature of the library, but it appears that a significant portion of respondents were not aware of this resource.

Yes: Percentage: **19.30%** Count: 33 respondents indicated that they have heard about the "BibliOn" digital library.

No: Percentage: **80.70%** Count: 138 respondents reported that they have not heard about the "BibliOn" digital library.

Discussion

Regarding the analyses granted in this part of the work, a discussion or a hypothesis about the data collected from the survey will be presented. Along with the preference of the Brazilian population regarding physical books and e-Books and thus elaborating their socioeconomic and cultural construction. It will discuss only the important data relevant to this work, with comparisons and graphics.

The age range of the groups, as expected, was people aged 35 and over. A total of **57.71%** of the responses, which indicates that the vast majority of individuals receive only up to two

minimum wages paid by Brazilian industries, totalling **47.93%** . That monthly amount would be between R$1,302 to R$2,600, which would equate to around £200 to £410 monthly.

According to the results of the survey, the rate of people with complete graduation is equivalent to **35.06%** compared to people who only completed high school **32.76%.** Thus, the difference in percentage points between the Undergraduate and High School categories is approximately **2.30%.** This means that a slightly higher percentage of respondents (2.30% more) completed graduation compared to those who only completed high school.

According to what has already been written in this paper, Brazilian education needs to be improved, also salary companies. If we compare **Q3** and **Q4**, we will observe that:
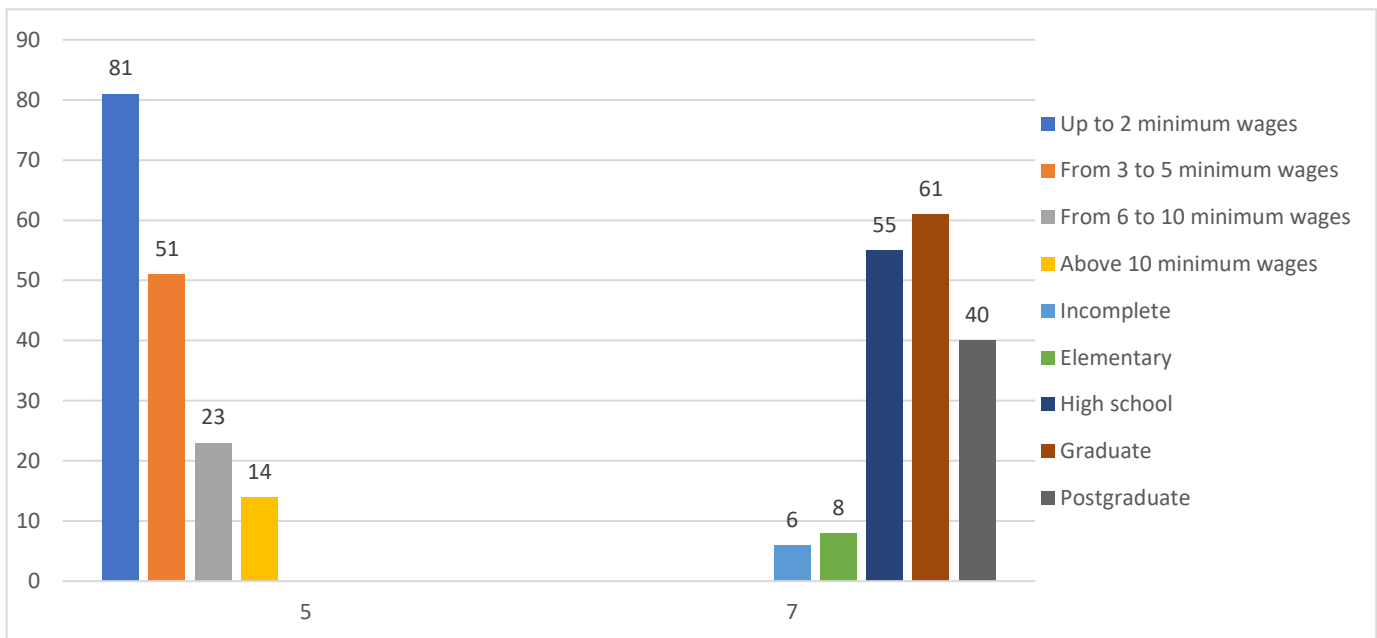
Figure 16 Comparison of Questions Q3 and Q4

Socioeconomic distribution: The survey include a diverse range of socioeconomic situations. The highest percentage of respondents in the category "Up to 2 minimum wages" may reflect the distribution of income levels within the researched group.

Cultural and regional factors: Cultural and regional factors can play a role. The culture of the Brazil as a country may place a strong emphasis on education, leading to higher rates of higher degree attainment even in low-income populations. This would indicate why the survey has high data concerning up to two minimum wages and high school and undergraduate education also have high responses.

Some comparisons and hypotheses can be extracted about the data found between **Q2, Q3 and Q4:**

Figure 17 Comparison of Questions Q2,Q3 and Q4

Age and Salaries: The highest percentage of respondents (**57.71%**) falls within the "35 years or older" age group,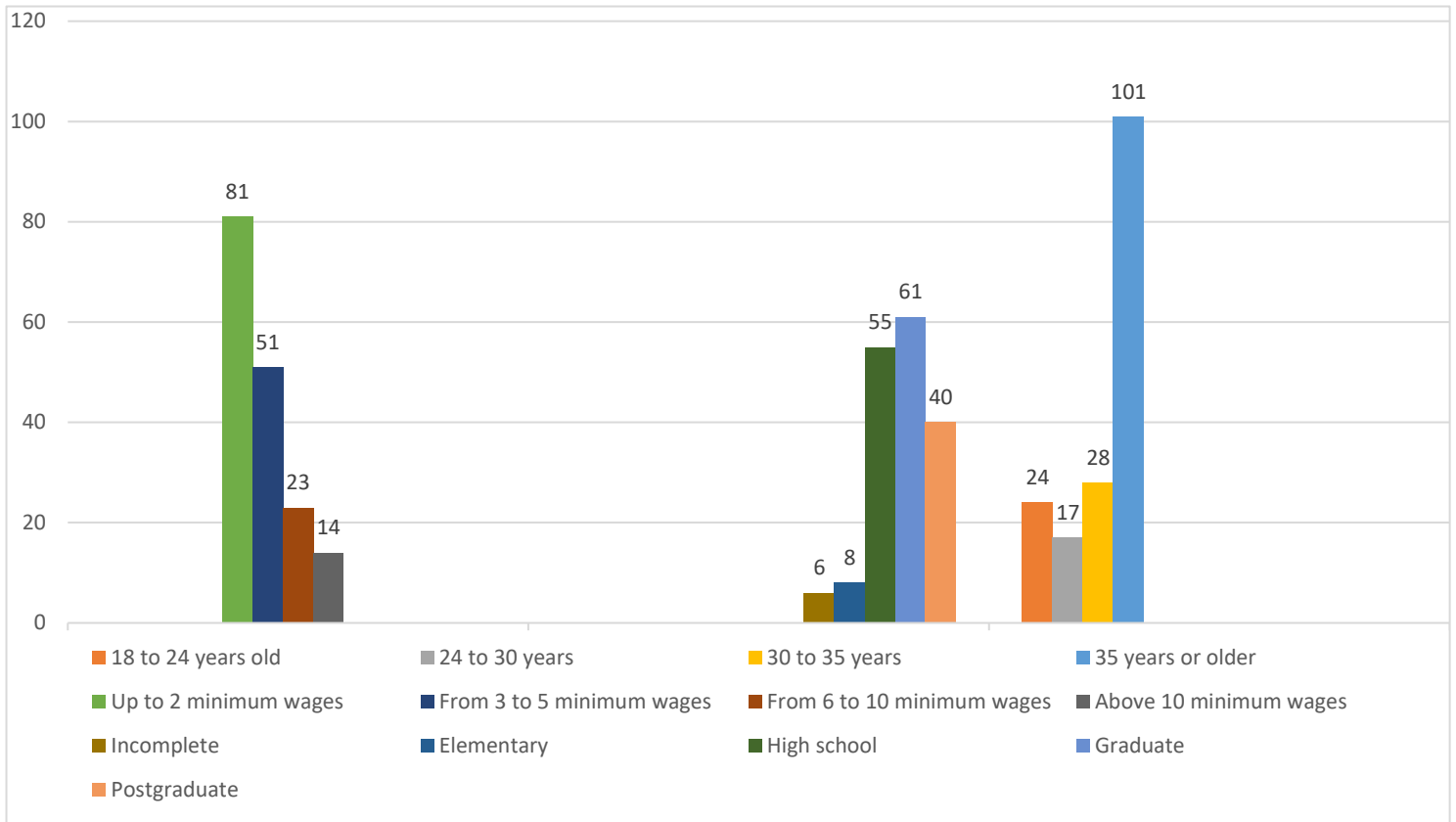 suggesting that a substantial portion of respondents are in this age group. This may be correlated with the distribution of wages since the majority **(47.93%)** earn "Up to 2 minimum wages". This may reflect Brazil's wage distribution.

Age and Education: The highest percentage of respondents **(35.06%)** falls into the "Postgraduate" category in terms of education. This indicates a significant number of individuals who pursued education beyond high school. This distribution may be correlated with the age category "30 to 35 years old", as individuals in this age group may have had time to attend higher education and reach the "Postgraduate" level.

Age, education and salary: The combination of the "35 years or more" age group, "Postgraduate" education and salary distribution may suggest that a significant number of respondents in this age group have attended higher education, but still receive "Up to 2 minimum wages".

Educational opportunities and age: The distribution of educational levels can also be influenced by the availability of educational opportunities and resources for different age groups. The data may reflect the trend towards higher education opportunities among younger respondents.

The comparison highlights in **Q9** and **Q10** the shift in reading habits and preferences toward electronic devices, even if respondents retain a preference for physical books. This dynamic might be influenced by technological advancements and the convenience that electronic devices offer for daily reading.

Observing the graphic **Serie 6** refers to a preference for reading physical books. **Serie 2** is regarding where the respondents do their reading on a daily basis.
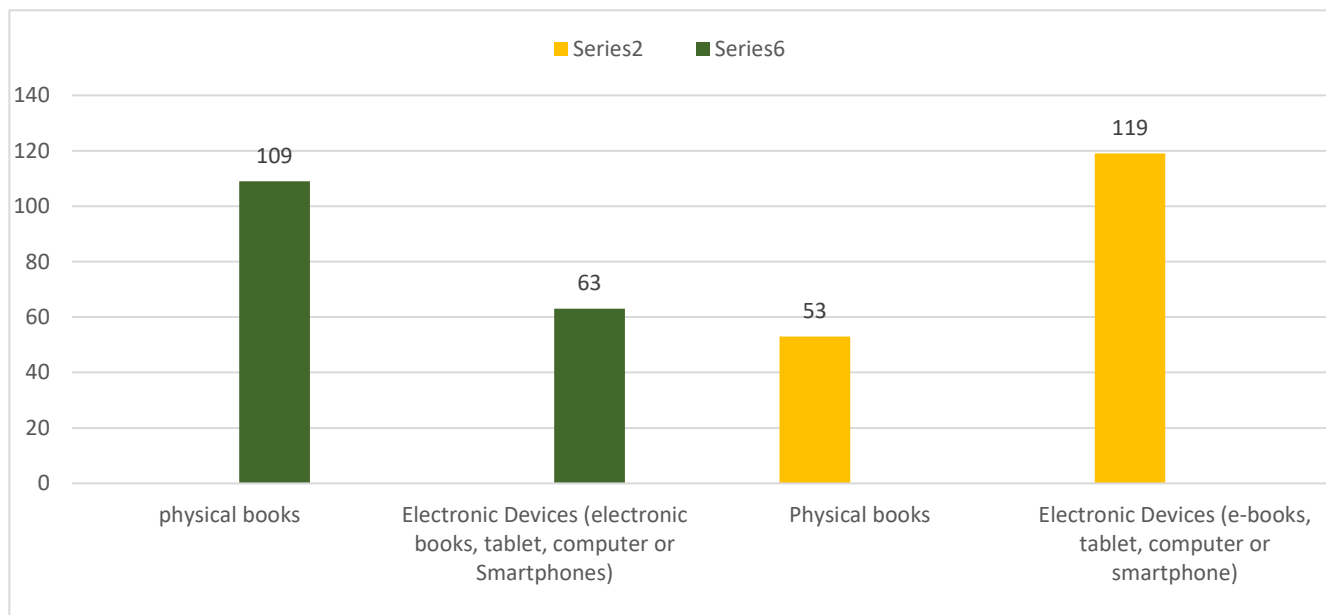
Figure 18 Comparison of Questions Q9 and Q10

Preference v. Daily Use: The data indicate a difference between preference and daily reading habits. While **63.01%** of respondents prefer physical books for reading, only **30.64%** use physical books as the most common means of reading in daily life. On the other hand, **36.99%** prefer to read on electronic devices, but **69.36%** use electronic devices as their main means of daily reading.

Technology influence: The strong preference for electronic devices in daily reading (**69.36%**) is in line with the trend of digitization and integration of technologies in various aspects of life, including reading habits.

As can be seen at the next graphic in the analysis between **Q3, Q11** and **Q12**.

Figure 19 Comparison of Questions Q3, Q11 and Q12

As we observed in this work, Brazil has become a country with more internet access in the world. In the analysis of question **Q6** we can see that **43.57%** use the internet as a way to acquire information, and in **Q15 95.40%** prefer to do research using the internet than going to a library.

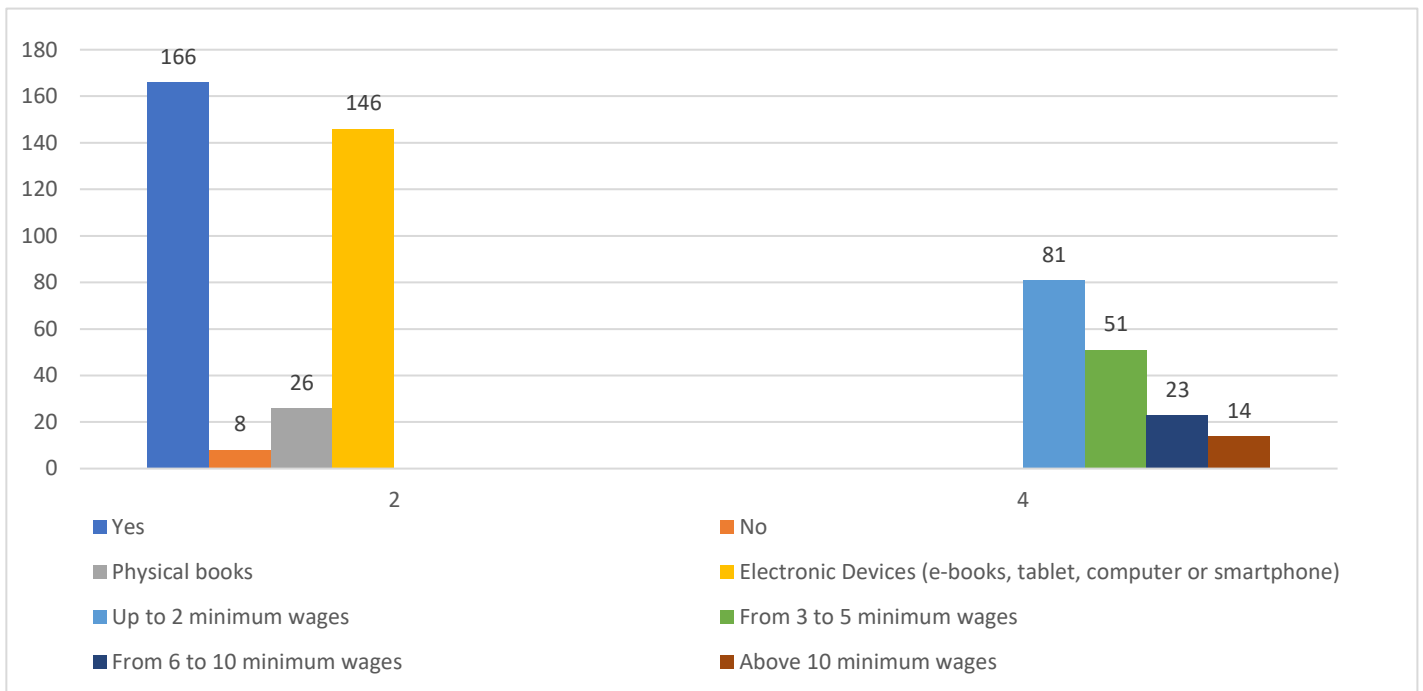**Preference change:** The difference in preference and daily use may reflect changes in reading habits due to the convenience and accessibility offered by electronic devices. While a significant number of respondents prefer physical books, more individuals are using electronic devices for their daily reading, possibly due to factors such as portability and access to digital content. In the case of Brazil and the interviewees, this "preference" may also be a reflection of the cost of these books, as we have already seen in the analysis of question **Q3 47.93%** of respondents earn up to the 2 minimum wage per month, which makes these numbers between "preference" and "daily use" different.

Income and Reading Preferences: A connection might exist between income levels and reading preferences. The preference for electronic devices (**84.97%**) could partly stem from factors like cost-effectiveness and convenience, which align with certain income levels. Those with lower incomes might find electronic devices more economical due to lower e-book prices and easier access to digital content.

Income, Affordability Perception, and Reading Preferences: The strong belief that physical books could be more affordable (**95.43%**) might be influenced by income disparities. Respondents with lower incomes might perceive physical books as less affordable due to their cost compared to e-books. This perception could impact the preference for electronic devices for reading, as they are seen as more economical.

Income Distribution and Affordability Perception: Respondents with lower incomes might lean towards the belief that physical books could be more affordable (**95.43%**) due to their desire for accessible reading materials.

Reading Format Preference and Affordability Perception: The preference for electronic devices (**84.97%**) aligns with the perception that physical books could be more affordable (**95.43%**). Respondents might view electronic devices as a cost-effective way to access reading materials.

Reading Format and Daily Use: The data shows a preference for electronic devices (**69.36%**) as the primary daily reading, which corresponds with the preference for electronic devices in general (**84.97%**).

Reading Format Preference and Economic Factors: The preference for electronic devices (**84.97%**) might also be influenced by economic factors like income disparities and regional cost of living variations.

Reading Format Preference and Educational Factors: The preference for electronic devices (**84.97%**) could be linked to educational factors, as individuals with higher education might be more comfortable with technology and digital content.

In conclusion, these data points are related through factors such as income, perception of affordability, reading preferences, and technological familiarity. Respondents' socioeconomic backgrounds, along with their beliefs about book prices and technological convenience, contribute to their preferences for reading formats. The interaction between income, education, and "technological cultural" trends forms a complex web of relationships within these data points.

Questionnaire- Public School Teacher a Presentation and Discussion of the Results

In this part of the work, the 54 answers results of the questionnaire for the Public School Teacher will be presented, for a better understanding the structure of the text will be:

- The question with the results.

- Analysis.

- Discussion.

Question number 1 will be left out of the analysis because it was only about the consent to be able to answer the questionnaire. The consent was explained the reason for the questionnaire and for whom it is intended.

Question 2: How many years have you been working as a Teacher?
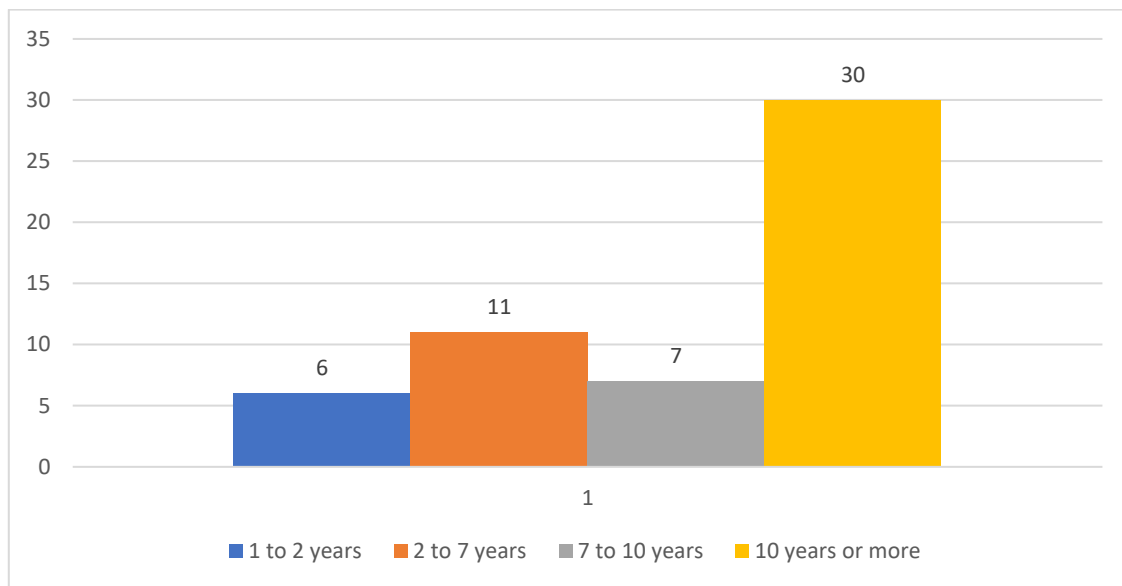
Figure 20 Refers to How Many Years Worked as a Teacher

Analyses: This information provides insight into the distribution of teachers based on their years of experience. The total responses ware 54, the majority of teachers (55.56%) have 10 or more years of experience, while the other group ranges are represented by smaller percentages.

1 to 2 years of experience: There are 6 teachers in this category, making up **11.11%** of the total.

2 to 7 years of experience: There are 11 teachers in this category, making up **20.37%** of the total.

7 to 10 years of experience: There are 7 teachers in this category, making up **12.96%** of the total.

10 years or more of experience: There are 30 teachers in this category, making up **55.56%** of the total.

Question 3: What is the age range of your students?
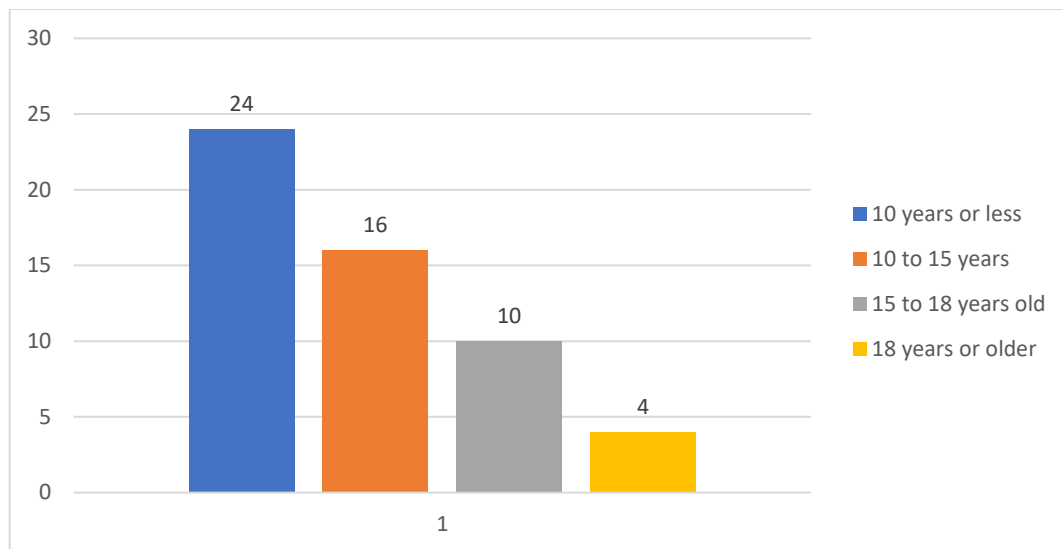
Figure 21 Age Range of the Studants

Analyses: This question was asked on the basis of understanding the age range of students with whom these teachers work. The largest group of students fall into the "10 years and under" category, while the other age groups are represented by smaller percentages of the total student. The category "10 years or younger" refers to students who are 10 years of age or younger. These students are typically in the elementary school age group, which includes students from kindergarten to around 10 years old. This age group is commonly associated with the early years of primary education.

10 years or younger: There are 24 teachers who work with this age range, making up **44.44%** of the total.

10 to 15 years old: There are 16 teachers who work with this age range, accounting for **29.63%** of the total.

15 to 18 years old: There are 10 teachers who work with this age range, comprising **18.52%** of the total.

18 years or older: There are 4 teachers who work with this age range, constituting **7.41%** of the total.

Question 4: How many students do you have in your classrooms?
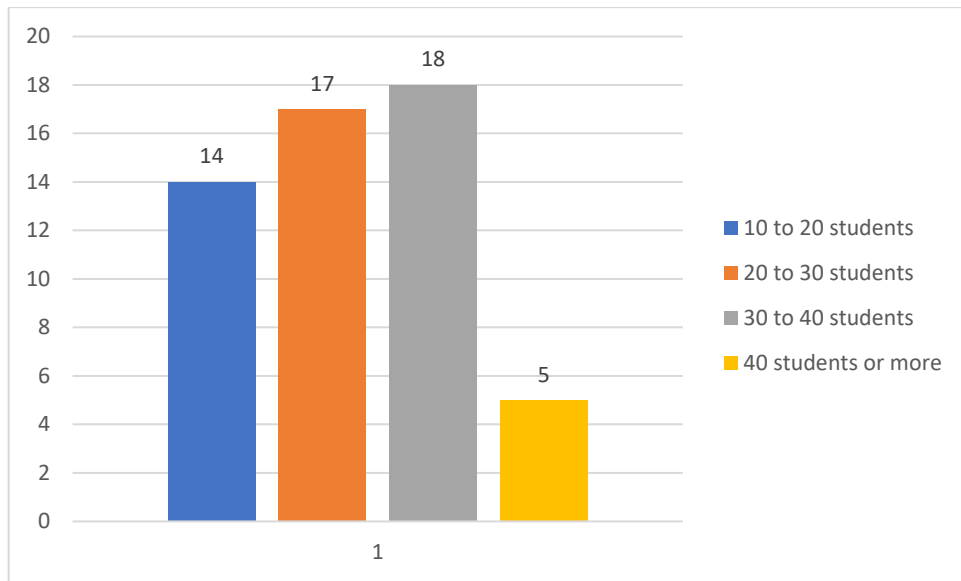
Figure 22 Number of Students in the Classrooms

Analyses: This information provides how many students have in the classrooms. The most common range seems to be between 20 and 30 students, while the other ranges also contribute to the overall distribution. In total, 54 responses were given by teachers.

10 to 20 students: There are 14 teachers who the classrooms in this range, making up **25.93%** of the total.

20 to 30 students: There are 17 teachers who the classrooms in this range, accounting for **31.48%** of the total.

30 to 40 students: There are 18 teachers who the classrooms in this range, comprising **33.33%** of the total.

40 or more students: There are 5 teachers who the classrooms in this range, constituting **9.26%** of the total.

Question 5: Does the school where you work have a library or reading room?
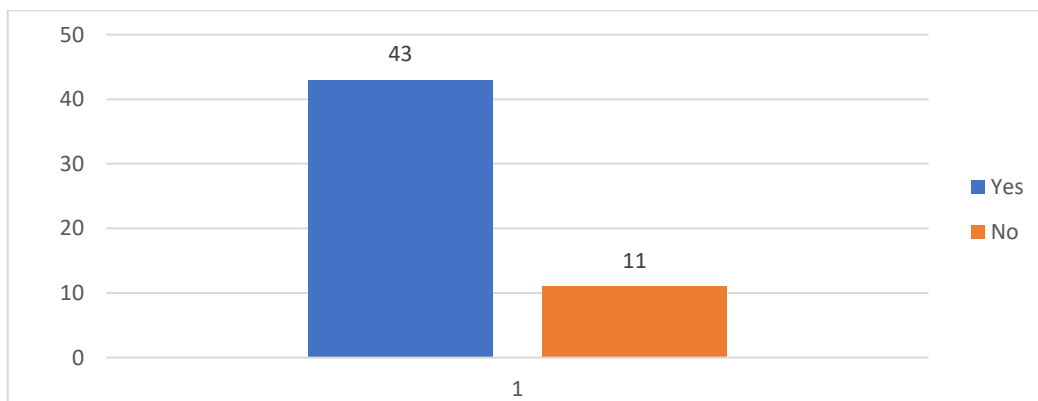
Figure 23 Schools that have Libraries

Analyses: These were "YES" or "NO" questions, this information allows knowing whether the school where the teachers work has a library or reading room. Most respondents (79.63%) indicate that their school has such a facility, while a smaller percentage (20.37%) indicate that their school does not. The results are:

Yes: 43 respondents (**79.63%**)

No: 11 respondents (**20.37%**)

Question 6: Do you use the library or reading room with your students?
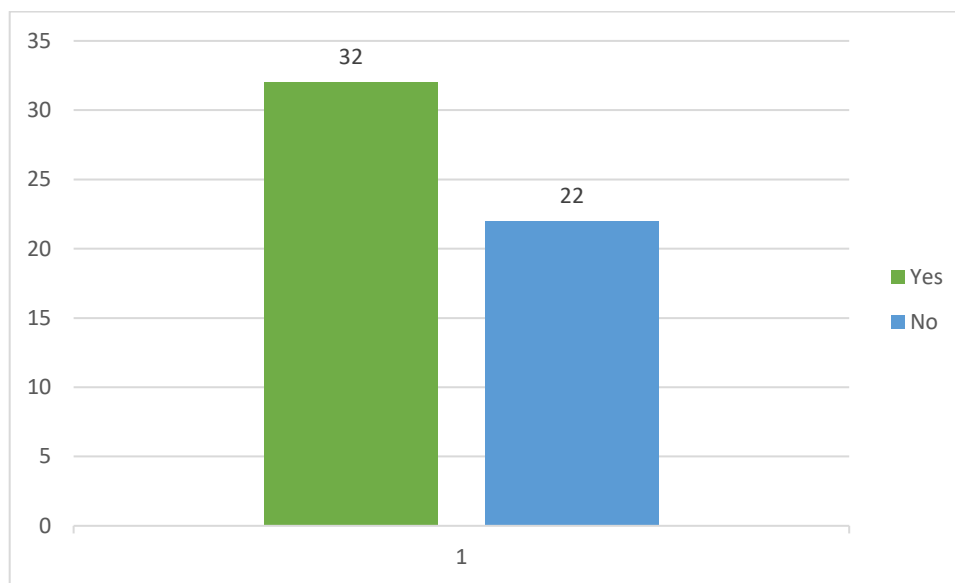
Figure 24 Refers to teachers who make use of School Libraries

Analyses: These were "YES" or "NO" questions. This information provides about whether teachers use the library or reading room with their students. Most respondents (59.26%) indicate that they use these facilities with their students, while a smaller percentage (40.74%) indicate that they do not.

Yes: 32 respondents (**59.26%**)

No: 22 respondents (**40.74%**)

Question 7: In your daily activities with students, what material do you use?
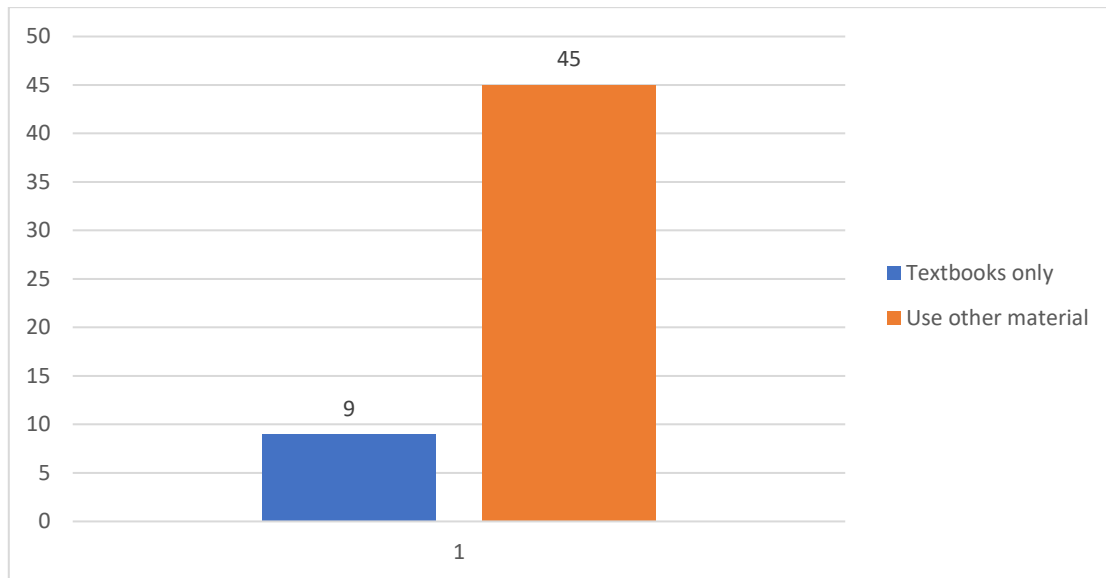
Figure 25 Type of Material Used by Teachers with Students

Analyses: This information provides insight into the types of materials teachers use in their activities with students. Most respondents (83.33%) indicate using other materials in addition to textbooks, while a smaller minority (16.67%) indicate using textbooks exclusively.

Only Textbooks: This option was chosen by 9 respondents, representing **16.67%** of the total.

Uses another type of material: This option was chosen by 45 respondents, making up **83.33%** of the total.

Question 8: For research, what material do your students use? (Select one or more answers)
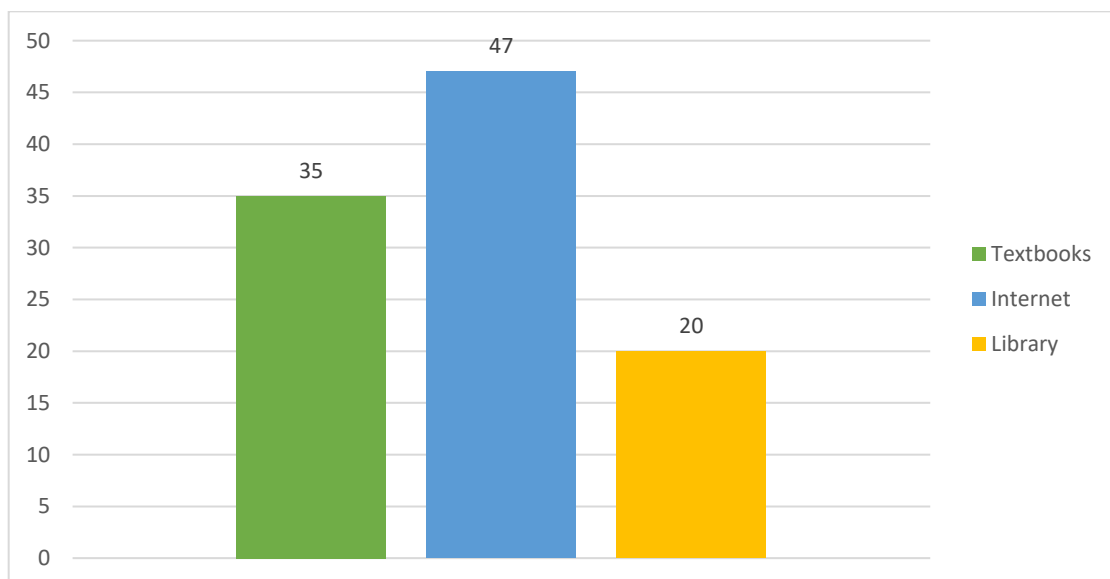
Figure 26 Means of Research Used by Students

Analyses: The data provided pertains to the types of materials students use for research purposes. A total of 54 respondents were allowed to select one or more responses to the question about the survey materials. The options offered were: Textbooks, Internet and Library.

Textbooks: According to the responses, approximately **64.81%** indicated that their students use textbooks as a source of information for research.

Internet: The Internet has emerged as a highly preferred resource for student research approximately **87.04%** mentioned that their students use the Internet for research purposes.

Library: Despite the digital age, the library continues to play an important role in student research, approximately **37.04%** reported that their students use the library for their research needs.

Question 9: Have your students ever visited a public library?
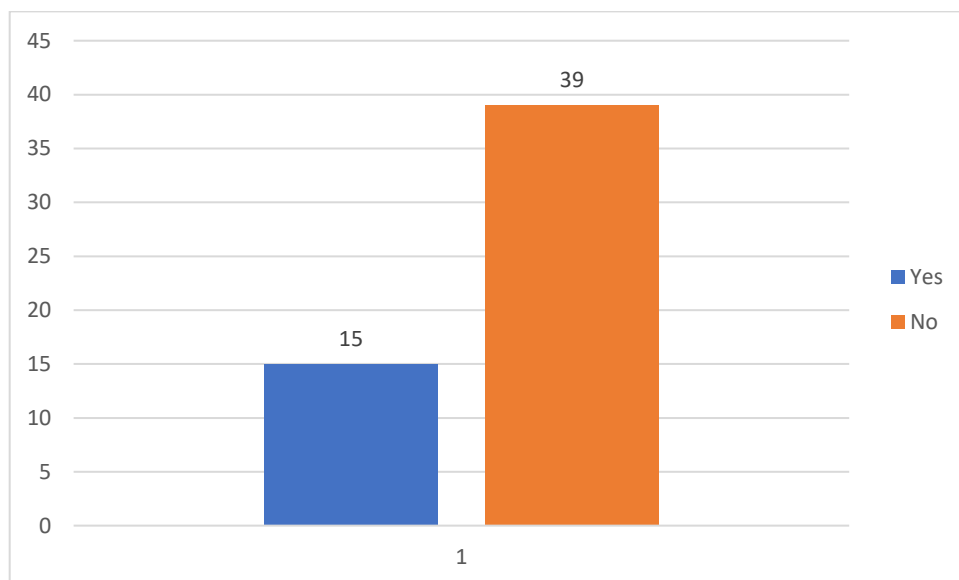
Figure 27 Students who have visited Public Library

Analyses: These were "YES" or "NO" questions. This information provides insight into whether the students have visited a public library. The majority of respondents (72.22%) indicate that their students have not visited a public library, while a smaller percentage (27.78%) indicate that their students have indeed visited one.

Yes: 15 respondents **(27.78%)**

No: 39 respondents **(72.22%)**

Question 10: In the school where you work, is the use of public libraries encouraged?
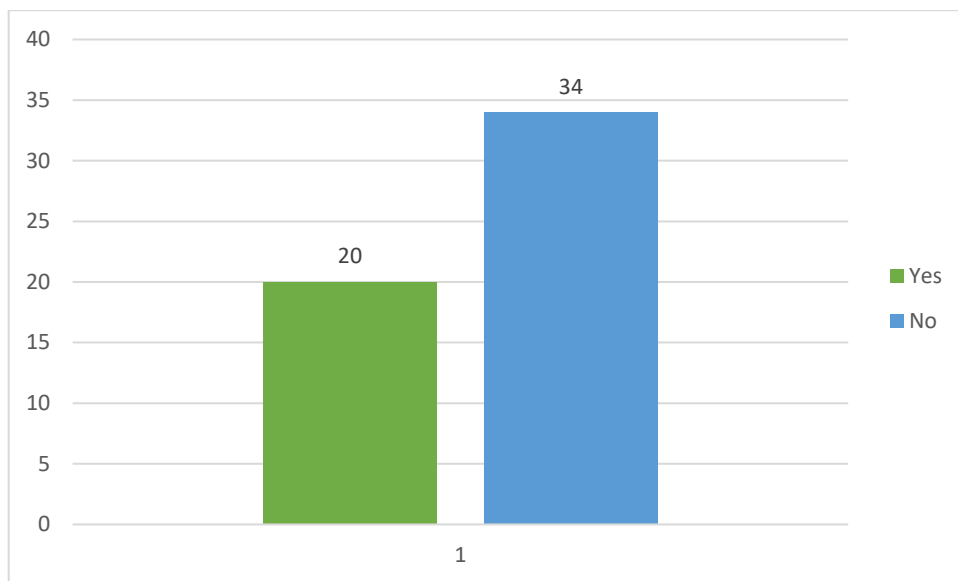
Figure 28 Refers to Schools that encourage the use of Public Libraries

Analyses: This data examines the extent to which public library use is encouraged in schools, based on responses from 54 teachers.

Yes: Among the surveyed teachers, **37.04%** (20 respondents) reported that their school encourages the use of public libraries.

No: On the other hand, **62.96%** (34 respondents) stated that their school does not encourage the use of public libraries.

Question 11: In an overview of your students, do you believe they have the habit of reading?
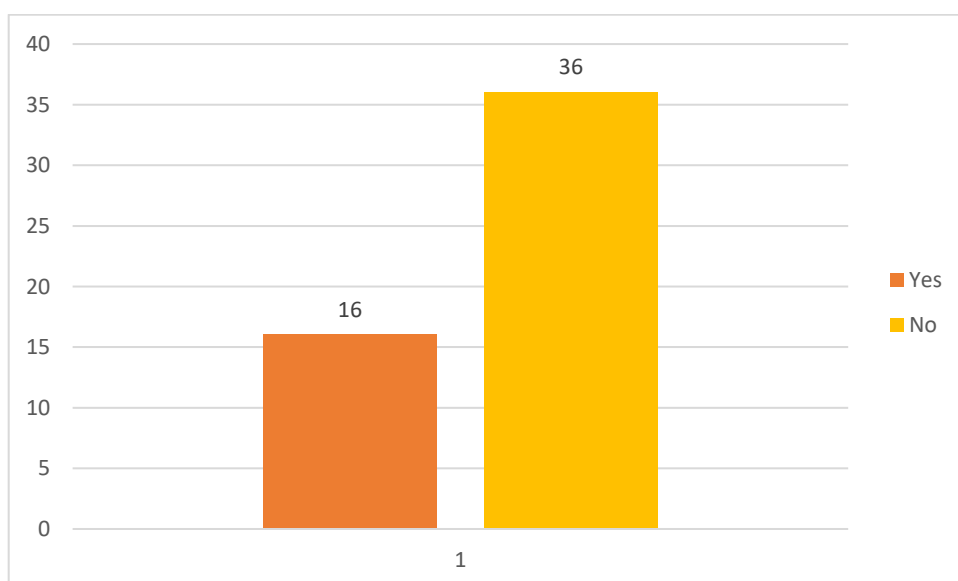
Figure 29 Students who have the Habit of Reading

Analyses: The question is about teachers' perceptions regarding their students' reading habits. The data highlights that a significant number of 69.23% of teachers do not believe their students have a habit of reading. Addressing this perception could lead to strategies that encourage reading habits and enhance overall learning experiences for students.

Yes: Among the surveyed teachers, **30.77%** (16 respondents) believe that their students have the habit of reading.

No: On the other hand, **69.23%** (36 respondents) do not believe that their students have the habit of reading. The majority of teachers perceive that their students lack a consistent reading habit.

Question 12: Do most of your students have internet access?
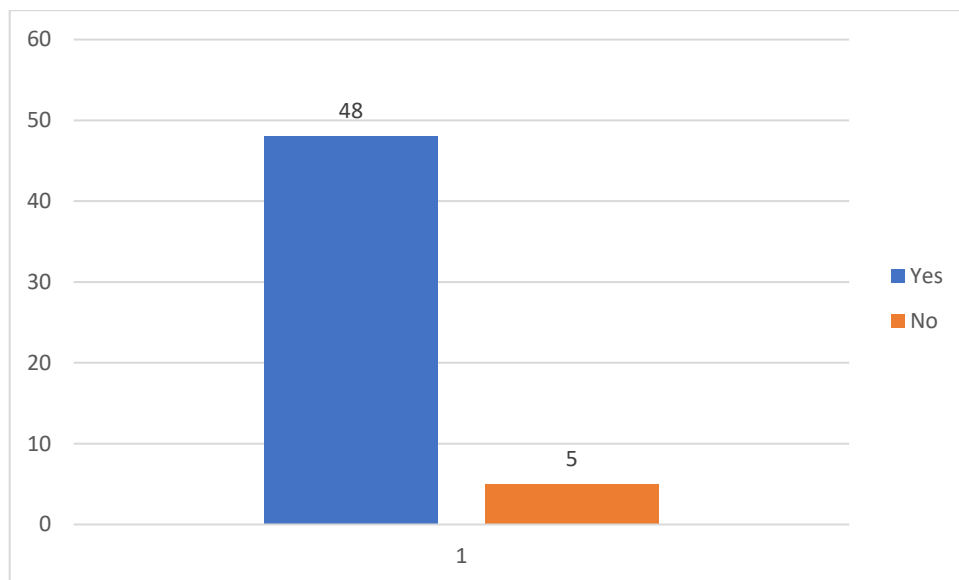
Figure 30 Internet Access by Students

Analyses: The data pertains to whether the students have internet access. The question reveals that a large majority of teachers believe their students have internet access. This perception can shape how educators integrate digital resources into their teaching methods and ensure equitable access to online learning opportunities.

Yes: Among the surveyed teachers, **90.57%** (48 respondents) believe that most of their students have internet access.

No: On the other hand, only **9.43%** (5 respondents) do not believe that most of their students have internet access.

Question 13: Do most of your students own any electronic devices? For example, cell phones, computers, tablets.
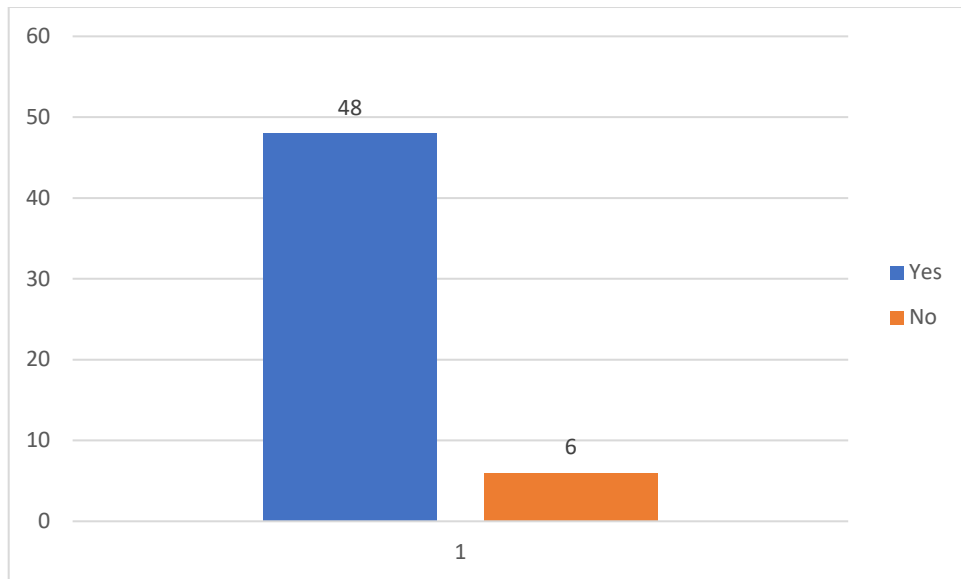
Figure 31 Students who own Electronic Devices

Analyses: The question pertains to whether the students own electronic devices such as cell phones, computers, and tablets. The data indicates that a substantial majority of teachers believe their students own electronic devices. This perception underscores the potential for technology integration in education, while considerations for equity and tailored strategies remain important factors.

Yes: Among the surveyed teachers, **88.89%** (48 respondents) believe that most of their students own electronic devices.

No: On the other hand, only **11.11%** (6 respondents) do not believe that most of their students own electronic devices.

Question 14: Thinking about the reality in which their students live. If you could ask them to buy a book to do an activity, do you believe that everyone would be able to afford it?
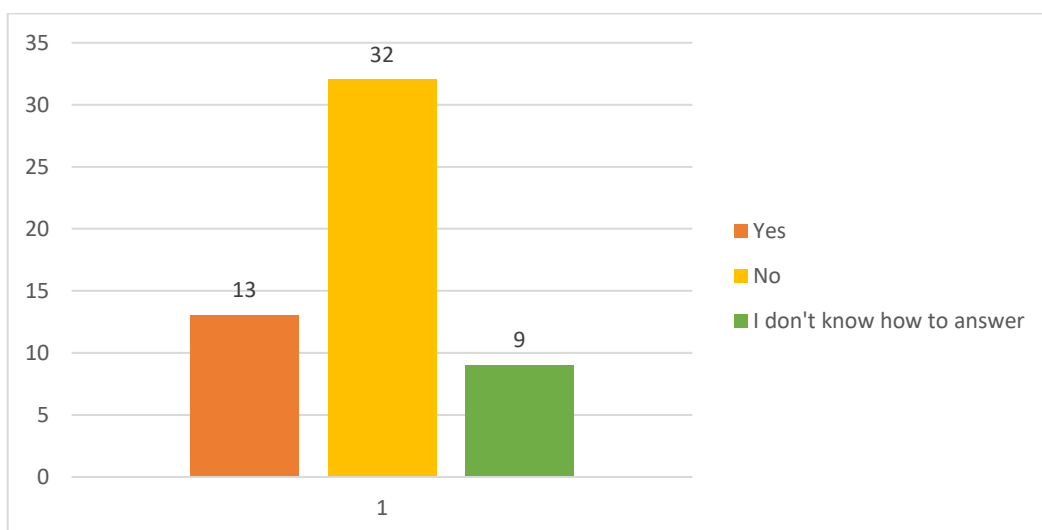
Figure 32 Financial conditions for buying books

Analyses: The question pertains to whether teachers believe their students would be able to afford to buy a book for an activity. The data highlights that a majority of teachers do not believe all students will be able to afford to purchase a book for an activity. This underscores the significance of creating inclusive learning experiences that consider students' financial circumstances.

Yes: Among the surveyed teachers, **24.07%** (13 respondents) believe that all their students would be able to afford to buy a book for an activity.

No: On the other hand, **59.26%** (32 respondents) do not believe that all their students would be able to afford to buy a book for an activity.

I would not know how to answer: 16.67% (9 respondents) were unsure how to answer this question.

Question 15: In your opinion as an Educator, could physical books be more affordable?
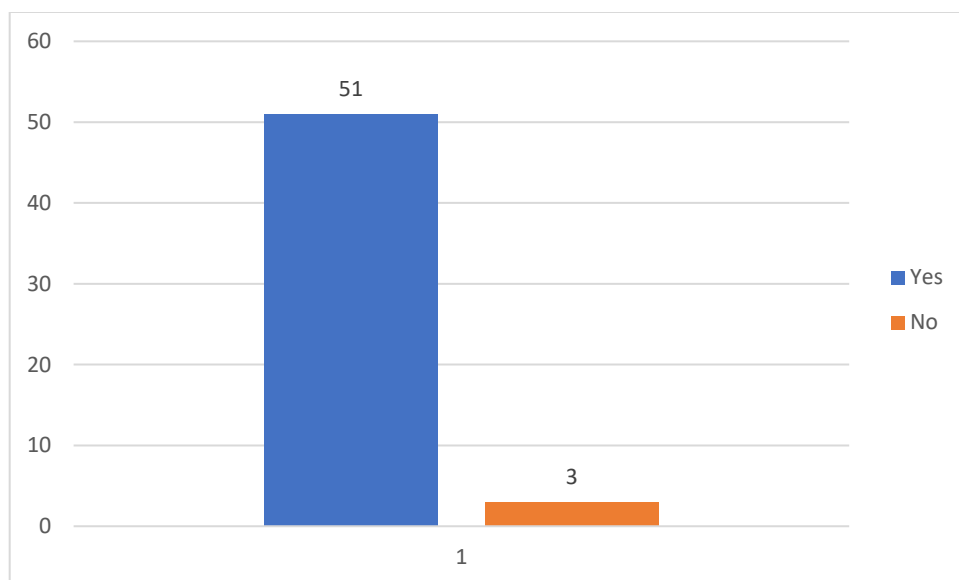
Figure 33 Refers to Affordable Prices of Physical Books

Analyses: The question is about pertains to whether teachers believe that physical books could be more accessible. The results data underscores the belief of the majority of teachers that physical books could be made more accessible.

Yes: Among the surveyed teachers, a significant majority of **94.44%** (51 respondents) believe that physical books could be made more accessible.

No: On the other hand, only **5.56%** (3 respondents) do not believe that physical books could be made more accessible.

Question 16: Between physical books and electronic books, do you believe that your students prefer:
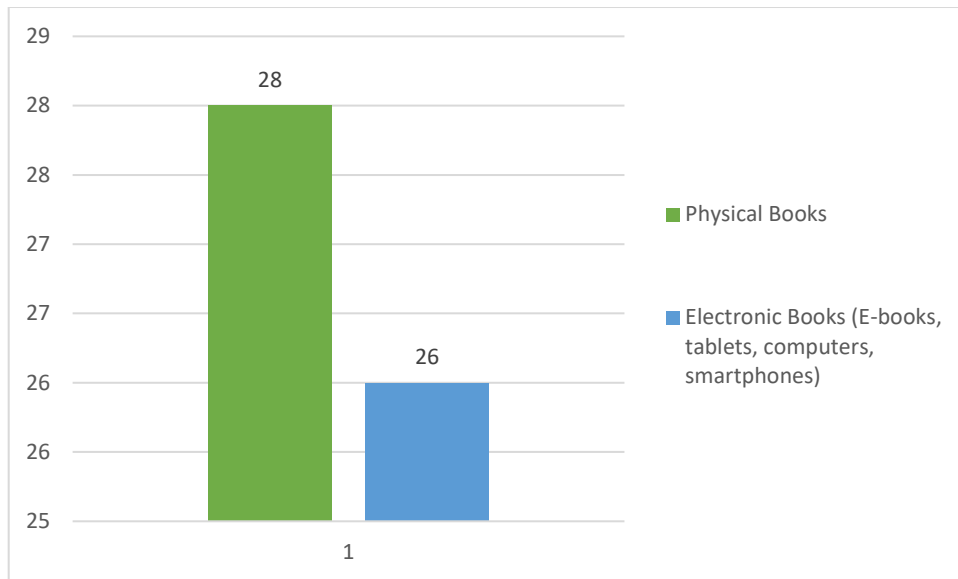
Figure 34 Refers of the Preference of Students between Physical Books and Electronic Books

Analyses: The question is about pertains to teachers' perceptions of their students' preferences between physical books and electronic books. The data indicates that teachers' perceptions are divided, with a nearly equal split between those who believe their students prefer physical books and those who believe their students prefer electronic books. This diversity of preferences underscores the importance of offering a variety of reading materials to cater to the needs and preferences of all students.

Physical Books: According to the teachers, **51.85%** (28 respondents) believe that their students prefer physical books.

Electronic Books: On the other hand, **48.15%** (26 respondents) believe that their students prefer electronic books (E-books, tablets, computers, smartphones).

Question 17: Have you heard of "BibliOn"? A digital library with over 17,000 books available for free?
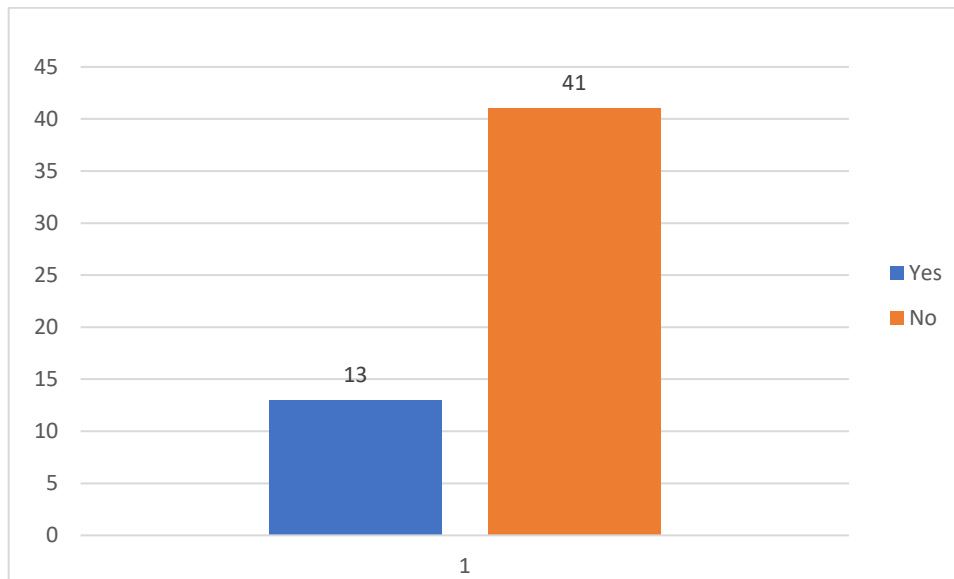
Figure 35 BibliOn known by teachers

Analyses: The question is about pertains to whether teachers have heard of "BibliOn", a digital library with over 17,000 books available for free. The data results reveal that most teachers surveyed are not aware of "BibliOn", a digital library with a substantial collection of free books. Increasing awareness of such resources among educators could potentially enhance access to diverse reading materials for students.

Yes: Among the surveyed teachers, **24.07%** (13 respondents) have heard of "BibliOn."

No: On the other hand, **75.93%** (41 respondents) have not heard of "BibliOn."

Discussion

In relation to the analysis given in this part of the work, a discussion or a hypothesis about the data collected in the research will be presented. The answers given by teachers from Brazilian public schools will be analysed, as we have already observed during this project, how teachers work with reading in their classrooms or in reading rooms with their students. Socioeconomic and cultural formation will be discussed through the analysis of this research. However, only the important data relevant to this work will be discussed, with comparisons and graphs.

The vast majority of teachers surveyed had been in the profession for 10 years or more, totalling **55.56%**. This range of experience levels can contribute to a well-rounded and

supportive educational environment where experienced teachers can mentor those newer to the profession, benefiting educators and students alike.

Another important fact in the research is the age range of these students, the vast majority are 10 years old or less **(44.44%)**, that is, a large part of the professionals interviewed work in the area of early primary education or elementary education.

As we observed throughout this work, Brazilian public schools "show how the lack of adequate physical structure, materials and professionals is yet another challenge faced by teachers from municipal and state networks to teach" (Palhares, 2023). Through this questionnaire, it was clear that diversity in capacities of the classroom highlights the complexity of resource allocation and classroom management in Brazilian public schools.

Schools with smaller class sizes (10 to 20 students) may provide a more conducive environment for individualized learning and teacher-student engagement. The prevalence of larger classrooms **33.33%** (30 to 40 students) may be indicative of resource constraints or an attempt to maximize the handicap of limited resources.

Compared to questions **Q5** and **Q6** related to educational resources and their use within educational institutions. The presence of libraries or reading rooms is more widespread **(79.63%)** than the use of these resources by teachers with students **(59.26%)**.

This indicates that a portion of institutions with libraries may have professors who are not actively involved with these resources in their pedagogical practices. Among institutions with libraries, **59.26%** of teachers use the resources, suggesting that, although available, these resources are not fully used by all educators. As we can see in the graph:
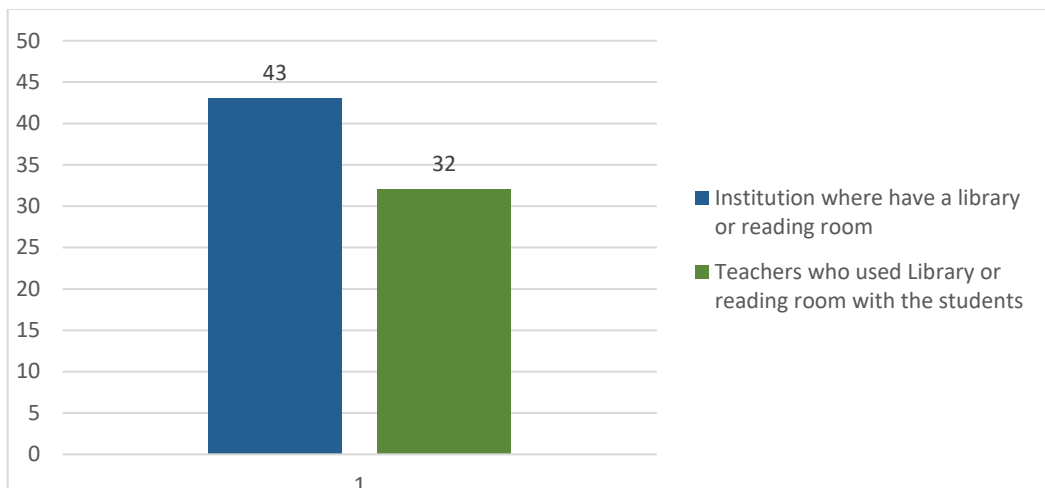
Figure 36 Comparison of Schools that have Libraries and that are Used by Teachers

The comparison between the presence of libraries or reading rooms in educational institutions and their use by teachers shows a significant discrepancy. Although many institutions have these resources, a number of professors do not actively use them with their students. Addressing this gap presents an opportunity for institutions to improve resource engagement and student learning experiences. By fostering a culture of resource exploration, professional development, and collaboration, educational institutions can overcome this discrepancy, fostering a richer, more diverse learning environment for students. However, one of the observations of this work was the lack of care for these structures and the large number of students per classroom may be the main reason for these teachers not to use libraries or reading rooms with their students.

In question **Q10**, for example, we can discuss the analysis of data that emphasizes the importance of encouraging the use of the public library in Brazilian educational institutions. In the case of the research, according to the teachers interviewed, currently, **62.96%** of educational institutions do not prioritize this incentive. This number is alarming Educational institutions that encourage the use of public libraries recognize the potential of various resources to enhance students' educational journey.

Public libraries offer a variety of materials that can complement classroom learning, leading to a more comprehensive understanding of subjects. However, the Brazilian Public Libraries need improvements to be able to offer these students appropriate resources for teaching.

Comparing questions **Q3** and **Q11** in the two sets of data: teachers' perception of their students' reading habits and these students' age groups. From these data sets, there are

possible correlations and perceptions between students' ages and their reading habits, shedding light on the dynamics of the Brazilian educational scenario. By believing in students' reading habits, **69.23%** of teachers do not realize that their students have a reading habit. The data suggest that teachers who believe their students have reading habits may observe a more pronounced reading engagement among younger students (10 years old or younger) and older students (18 years old or older).

Middle-aged groups (10-15 years old and 15-18 years old) may have lower reading habits based on teachers' perceptions.

The higher percentage of students in the "10 years or less" category may be indicative of early reading habits formed in younger students. The drop in reading habits between the "10 to 15 years old" and "15 to 18 years old" groups may reflect increased academic demands, extracurricular activities and technological distractions.
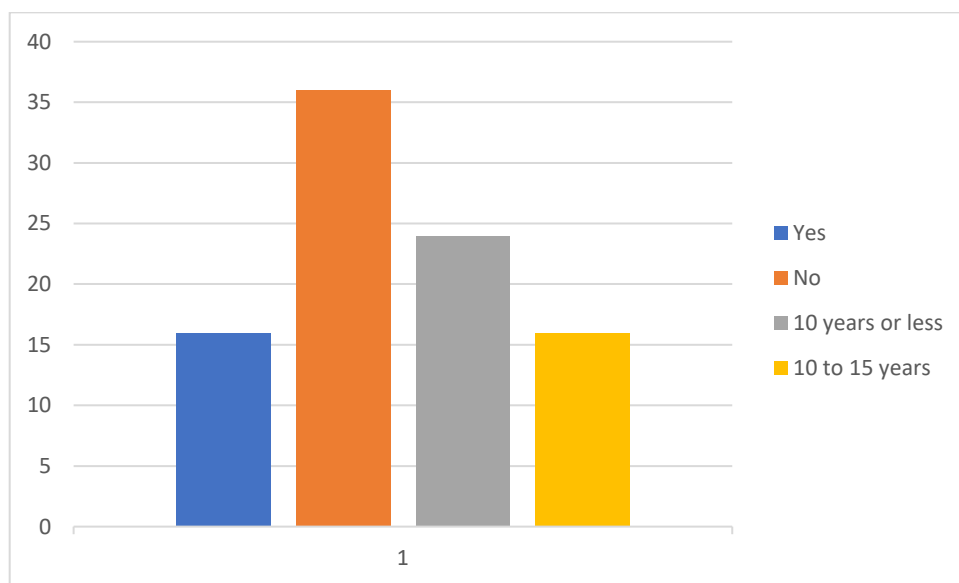
Figure 37 Comparison of Reading Habits Across Age Groups.

Comparative analysis of students' age groups and teachers' perceptions of their reading habits provides valuable information on the interaction between these factors. While the data suggest age-related patterns in reading habits, it is essential to consider the multifaceted nature of these trends. Educational institutions can leverage these insights to adapt reading promotion efforts, ensuring that students of all ages are exposed to diverse and engaging reading materials. By recognizing the nuances of reading engagement at different age groups, schools can contribute to promoting a culture of learning.

However, students' reading habits can be influenced by cultural factors and socioeconomic backgrounds. Addressing these nuances can help adapt strategies to promote reading habits in diverse student populations.

Another factor found in this research is the fact that the results of **Q14**, the analysis of teachers' perspectives on students' ability to buy books for activities, highlight the importance of understanding Brazil's socioeconomic and cultural scenario. About **59.26%** of the teachers interviewed believe that students would not be able to buy a book to do the activities. This question was asked to explore the implications of these perspectives in the context of Brazil's diverse socioeconomic landscape and offer considerations for promoting an accessible and inclusive reading culture. As we saw during this research, prices for books in traditional (physical) formats in Brazil are not affordable.

The answers to question **Q15** make it clear that **94.44%** of teachers believe that physical books could be more accessible. And this ends up reflecting on the reality of the students. Reading in Brazil involves the need to take advantage of technology, schools can explore e-books and digital platforms that offer an economical way to access reading materials. According to the results of this research, most students have some electronic device and internet access, which can make digital resources accommodate different learning preferences and overcome geographic limitations.

Question **Q16** the percentage difference between the preference for "physical books" and "electronic" is **3.70%**. This indicates that a slightly larger percentage of individuals prefer physical books to e-books in the given dataset. This small difference in the surveys may be due to the fact that they have more responses from teachers who work in primary and elementary education, children under 10 years old are more interested in interacting with physical books.

Conclusion:

In conclusion, this segment of the work presented an analysis of the collected data together with discussions and hypotheses about the results of the questionnaires for "Teachers" and the "General Public". Responses provided by Brazilian public school teachers were examined to gain insights into how teachers integrate reading practices into their classrooms and reading rooms. This analysis also investigates the influence of socioeconomic and cultural context on research results, this can be observed in the results of the General Public questionnaires.

The research highlighted the challenges faced by Brazilian public schools due to insufficient physical infrastructure, resources and personnel, affecting the quality of education. The complexities of resource allocation and classroom management vary considerably across classrooms, reflecting the diverse capacities present in Brazilian public schools.

Economic and cultural factors significantly influence students' ability to access books. This Research showed that a significant percentage of teachers believe their students cannot purchase activity books. This points to the importance of addressing socioeconomic challenges and promoting an inclusive reading culture. While of teachers feel that physical books could be more affordable, their preference may not be fully in line with economic realities.

The preference for electronic devices in daily reading reflects the continuing trend of integrating technology into various aspects of life. The broad access to the internet in Brazil is exemplified by the fact that respondents in both questionnaires use the internet as their primary source of information. Also, most prefer to search online rather than visit libraries.

The juxtaposition of preferences versus everyday practices reveals changes in reading habits influenced by the accessibility and convenience of electronic devices. However, economic factors and preferences often differ due to cost considerations. Income distribution, perceptions of accessibility, and technological familiarity contribute to the complex relationship between reading preferences, resources, and socioeconomic background. Respondents' socioeconomic backgrounds, beliefs about the cost of books, and preferences for electronic devices intersect to shape their reading habits. The interaction between income, education and technology forms a multifaceted structure that impacts the results observed in the collected data.

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Reflection

The focus of my dissertation is the question: "Brazil: when did e-books become a socioeconomic and cultural issue?" This theme arose from a classroom discussion about preferences between physical books and e-books. I clearly remember that more than half of the class preferred physical books. This led me to mentally juxtapose these two ways of reading and recall my own experiences in Brazil. At that time, owning physical books was no economically viable, it seems, nothing changed. With a background in history and emphasis on the study of

societies, understanding the historical evolution of culture becomes essential to contextualize our current circumstances.

My research, however, does not seek to establish a dispute between the merits of physical and electronic reading. Rather, my aim was to deepen the socioeconomic and cultural nuances associated with reading practices, particularly in the Brazilian context. In hindsight, my research stayed true to my initial project proposal. The journey through this intriguing and personally rewarding topic has revealed an essential truth: the means of reading is immaterial compared to its democratic nature and its potential to reach socioeconomically disadvantaged classes.

While time constraints and limitations in reaching a wider audience prevented the collection of extensive and substantial data, the findings still laid a solid foundation for understanding both desired and actual contexts. Through this effort, I came to a personal conclusion: whether in the digital world or the physical world, recognizing the intricate interplay between these factors is crucial. Furthermore, Brazil has the capacity to shape a next generation of well-informed and empowered individuals.

Appendix 1- Questionario "Publico-Geral" (Portuguese- Original Version)

Start of Block: Default Question Block

Q1 Este é um projeto de pesquisa intitulado: "Brasil: Quando os e-books se tornaram uma questão socioeconômico e cultural?" O projeto busca participantes para uma análise social e tenta descobrir através desse questionário qual é a preferência do brasileiro referente aos meios utilizados para leitura, que podem ser feita através de livros físicos ou de dispositivos eletrônicos (E-books, PC ou Smartfones). Esta pesquisa sera parte do projeto de Mestrado para o curso de Biblioteconomia na City, University de Londres, realizada pela estudante Talita Lima Messias.

A pesquisa sera realizada de forma anonima, não tendo vínculo com seus dados pessoais, sendo assim não apresenta riscos para o participante. Este questionário não levará mais de 5 minutos do seu

tempo. Sua participação neste estudo é um acordo para fornecer as respostas mais honestas possíveis. Selecionar "Aceito" significa que você concorda com os termos declarados acima.

○ Aceito (1)

○ Não Aceito (2)

Q2 Qual é a sua faixa etária?

○ Menos de 18 anos (1)

○ 18 a 24 anos (2)

○ 24 a 30 anos (3)

○ 30 a 35 anos (4)

○ 35 anos ou mais (5)

Q3 Qual é sua renda pessoal mensal?

○ Até 2 salários mínimos (1)

○ De 3 a 5 salários mínimos (2)

○ De 6 a 10 salários mínimos (3)

○ Acima de 10 salários mínimos (4)

Q4 Qual é o seu nível de escolaridade?

○ Incompleto (1)

○ Fundamental (2)

○ Ensino Médio (3)

○ Superior (4)

○ Pós-graduação (5)

Q5 Você tem acesso à Internet?

○ Sim, apenas em casa (1)

○ Sim, apenas no trabalho (2)

○ Sim, apenas na escola (3)

○ Sim, tenho acesso 24 horas através do meu celular (4)

○ Não (5)

Q6 Qual é o seu principal meio de informação? (selecione uma ou mais respostas)

☐   Jornal (1)

☐   Televisão (2)

☐   Internet (3)

☐   Rádio (4)

☐   Livros (5)

☐   Outras pessoas (6)

☐   Não tenho me mantido informado(a) (7)

Q7 Você já visitou alguma biblioteca para fazer trabalhos escolares, ou alguma outra atividade?

○ Sim (1)

○ Não (2)

Q8 Quantos livros, em média, você lê por ano?

○ 1 a 2 (1)

○ 3 a 5 (2)

○ 6 a 8 (3)

○ 10 ou mais (4)

○ Nenhum (5)

Q9 Você prefere fazer leituras em:

◯ Livros físicos (1)

◯ Dispositivos Eletrônicos (e-books, tablet, computador ou smartphone) (2)

Q10 No seu dia-a-dia qual é o seu veiculo de leitura mais ultilizado?

◯ Livros físicos (1)

◯ Dispositivos Eletrônicos (e-books, tablet, computador ou smartphone) (2)

Q11 O que é mais economico: Realizar leituras em livros fisicos ou em dispositivos eletronicos?

◯ Livros fisicos (1)

◯ Dispositivos Eletrônicos (e-books, tablet, computador ou smartphone) (2)

Q12 Na sua opinião os livros físicos poderiam ter os preços mais acessíveis?

◯ Sim (1)

◯ Não (2)

Q13 Quais dispositivos eletrônicos você utiliza ou utilizou para ler livros e textos? (Selecione uma ou mais respostas)

☐ E-books (1)

☐ Celular (smartphones) (2)

☐ Tablet (3)

☐ Computadores (4)

Q14 Você afirmaria que grande parte dos livros eletronicos que você possui ou teve acesso foram:

○ Comprados Online (Livraria Digitais) (1)

○ Acessados gratuitamente na Web (2)

Q15 Você precisa desenvolver um projeto para a escola ou em seu trabalho como você faz a pesquisa?

○ Vai para uma Biblioteca (1)

○ Pesquisa na Internet (2)

Q16 Voce já ouviu falar da "BibliOn"? Uma Biblioteca digital com mais de 17mil livros disponíveis gratuitamente?

○ Sim (1)

○ Não (2)

End of Block: Default Question Block

Appendix 2: Questionnaire General Public (English-Translate Version)

Start of Block: Default Question Block

Q1 This is a research project entitled "Brazil: When Did E-Books Become a Socioeconomic and cultural issue?" This questionnaire seeks participants for social analysis and tries to find out what Brazilians prefer when it comes to reading, which can be done through physical books or electronic devices. The study is being conducted as part of the Master's requirements for the Library Science course at City, University of London this research is being done by Talita Lima Messias.

 Your responses will be anonymous, this study is not associated with any risks. This survey will take no

more than 5 minutes of your time. Participation in this study is your agreement to provide as honest answers as possible. The survey team will not know which of your responses are yours, or the responses of any additional respondents. Selecting "I Agree" means agreeing to the terms stated above.

○ I Agree (1)

○ I do not Agree (2)

Q2 What is your age range?

○ Under 18 years old (1)

○ 18 to 24 years old (2)

○ 24 to 30 years (3)

○ 30 to 35 years (4)

○ 35 years or older (5)

Q3 What is your personal monthly income?

○ Up to 2 minimum wages (1)

○ From 3 to 5 minimum wages (2)

○ From 6 to 10 minimum wages (3)

○ Above 10 minimum wages (4)

Q4 What is your education level?

○ Incomplete (1)

○ Elementary (2)

○ High school (3)

○ Graduate (4)

○ Postgraduate (5)

Q5 Do you have internet access?

○ Yes, just at home (1)

○ Yes, only at work (2)

○ Yes, only at school (3)

○ Yes, I have 24-hour access via my cell phone (4)

○ No (5)

Q6 What is your main means of information?

☐ Newspaper (1)

☐ Television (2)

☐ Internet (3)

☐ Radio (4)

☐ Books (5)

☐ other people (6)

☐ I haven't kept myself informed (7)

Q7 Have you ever visited a library to do homework, or some other activity?

○ Yes (1)

○ No (2)

Q8 How many books, on average, do you read per year?

○ 1 to 2 (1)

○ 3 to 5 (2)

○ 6 to 8 (3)

○ 10 or more (4)

○ None (5)

Q9 Do you prefer reading on:

○ physical books (1)

○ Electronic Devices (electronic books, tablet, computer or Smartphones) (2)

Q10 In your daily life, what are you most used to reading?

○ Physical books (1)

○ Electronic Devices (e-books, tablet, computer or smartphone) (2)

Q11 What is more economical: Reading from physical books or electronic devices?

○ Physical books (1)

○ Electronic Devices (e-books, tablet, computer or smartphone) (2)

Q12 In your opinion could physical books have more affordable prices?

○ Yes (1)

○ No (2)

Q13 What electronic devices do you use or have used to read books and texts?

☐ E-books (1)

☐ Mobile (smartphones) (2)

☐ Tablet (3)

☐ computers (4)

Q14 Would you say that most of the electronic books that you own or have access to were:

○ Purchased Online (Digital Bookstore) (1)

○ Accessed for free on the Web (2)

Q15 Do you need to develop a project for school or at work, How do you do your research?

○ Going to a Library (1)

○ Search on the Internet (2)

Q16 Have you heard about the "BibliOn" digital library with more than 17,000 books available for free?

○ Yes (1)

○ No (2)

End of Block: Default Question Block

Appendix 3: Questionario de Professores (Portuguese-Original Version)

Q1 Este é um projeto de pesquisa intitulado: "Brasil: Quando os e-books se tornaram uma questão socioeconômico e cultural?" O projeto busca professores para participar de uma análise social e tenta descobrir através desse questionário qual é a preferência e acesso dos alunos referente aos meios utilizados para leitura, que podem ser feita através de livros físicos ou de dispositivos eletrônicos (E-books, PC ou Smartfones). Esta pesquisa sera parte do projeto de Mestrado para o curso de Biblioteconomia na City, University de Londres, realizada pela estudante Talita Lima Messias.

A pesquisa sera realizada de forma anonima, não tendo vínculo com seus dados pessoais, sendo assim não apresenta riscos para o participante. Este questionário não levará mais de 5 minutos do seu tempo. Sua participação neste estudo é um acordo para fornecer as respostas mais honestas possíveis. Selecionar "Aceito" significa que você concorda com os termos declarados acima.

○ Aceito (1)

○ Não Aceito (2)

Q2 Há quanto anos você trabalha como Professor(a)?

○ 1 a 2 anos (1)

○ 2 a 7 anos (2)

○ 7 a 10 anos (3)

○ 10 anos ou mais (4)

Q3 Qual a faixa etária dos seus alunos

○ 10 anos ou menos (1)

○ 10 a 15 anos (2)

○ 15 a 18 anos (3)

○ 18 anos ou mais (4)

Q4 Quanto alunos tem em suas salas de aula?

○ 10 a 20 alunos (1)

○ 20 a 30 alunos (2)

○ 30 a 40 alunos (3)

○ 40 alunos ou mais (4)

Q5 Na instituição de ensino que você trabalha existe Biblioteca ou sala de Leitura?

○ Sim (1)

○ Não (2)

Q6 Voce utiliza a Biblioteca ou sala de leitura com os seus alunos?

○ Sim (1)

○ Não (2)

Q7 Nas suas atividades diárias com os alunos, qual matérial você utiliza?

○ Somente os Livros didáticos (1)

○ Utiliza outro tipo material (2)

Q8 Para trabalhos de pesquisa que material seus alunos utilizam? (Selecione uma ou mais resposta)

☐ Livros Didáticos (1)

☐ Internet (2)

☐ Biblioteca (3)

Q9 Seus alunos já visitaram alguma biblioteca publica?

○ Sim (1)

○ Não (2)

Q10 Na instituição de ensino que você trabalha é incentivado o uso de bibliotecas publicas?

○ Sim (1)

○ Não (2)

Q11 Em uma visão geral sobre os seus alunos, você acredita que eles tem o habito de ler?

○ Sim (1)

○ Não (2)

Q12 Grande parte dos seus alunos possuem acesso a internet?

◯ Sim (1)

◯ Não (2)

Q13 Grande parte dos seus alunos possuem algum dispositivos eletrônicos? Por exemplo, celulares, computadores, tablets.

◯ Sim (1)

◯ Não (2)

Q14 Pensando na realidade em que vivem seus alunos. Se você pudesse pedir para eles comprarem um Livro para fazer uma atividade, você acredita que todos teriam condições financeiras para comprar?

◯ Sim (1)

◯ Não (2)

◯ Não saberia responder (3)

Q15 Na sua opinião como Educador (a) os livros físicos poderiam ter o preço mais acessível?

◯ Sim (1)

◯ Não (2)

Q16 Entre Livros físicos e Livros Eletrônicos, você acredita que os seus alunos preferem:

○ Livros Físicos (1)

○ Livros Eletrônicos (E-books, tablets, computadores, smartfones) (2)

Q17 Você já ouviu falar da "BibliOn"? Uma Biblioteca digital com mais de 17mil livros disponíveis gratuitamente?

○ Sim (1)

○ Não (2)

End of Block: Default Question Block

Appendix 4: Questionnaire- Teachers (English-Translate Version)

Start of Block: Default Question Block

Q1 This is a research project titled: "Brazil: When did e-books become a socioeconomic and cultural issue?" The project seeks teachers to participate in social analysis and tries to find out through this questionnaire what is the preference and access of students regarding the means used for reading, which can be done through physical books or electronic devices (E-books, PCs or Smartphones). This research will be part of the Master's project for the Library Science course at City, University of London, carried out by student Talita Lima Messias.

 Your responses will be anonymous, this study is not associated with any risks. This survey will take no more than 5 minutes of your time. Participation in this study is your agreement to provide as honest answers as possible. The survey team will not know which of your responses are yours, or the responses of any additional respondents. Selecting "I Agree" means agreeing to the terms stated above.

○ Accepted (1)

○ I do not accept (2)

Q2 How many years have you been working as a Teacher?

○ 1 to 2 years (1)

○ 2 to 7 years (2)

○ 7 to 10 years (3)

○ 10 years or more (4)

Q3 What is the age range of your students?

○ 10 years or less (1)

○ 10 to 15 years (2)

○ 15 to 18 years old (3)

○ 18 years or older (4)

Q4 How many students do you have in your classrooms?

○ 10 to 20 students (1)

○ 20 to 30 students (2)

○ 30 to 40 students (3)

○ 40 students or more (4)

Q5 Does the school where you work have a library or reading room?

○ Yes (1)

○ No (2)

Q6 Do you use the library or reading room with your students?

○ Yes (1)

○ No (2)

Q7 In your daily activities with students, what material do you use?

○ Textbooks only (1)

○ Use other material (2)

Q8 For research, what material do your students use? (Select one or more answers)

☐ Textbooks (1)

☐ Internet (2)

☐ Library (3)

Q9 Have your students ever visited a public library?

○ Yes (1)

○ No (2)

Q10 In the school where you work, is the use of public libraries encouraged?

○ Yes (1)

○ No (2)

Q11 In an overview of your students, do you believe they have the habit of reading?

○ Yes (1)

○ No (2)

Q12 Do most of your students have internet access?

○ Yes (1)

○ No (2)

Q13 Do most of your students own any electronic devices? For example, cell phones, computers, tablets.

○ Yes (1)

○ No (2)

Q14 Thinking about the reality in which their students live. If you could ask them to buy a book to do an activity, do you believe that everyone would be able to afford it?

○ Yes (1)

○ No (2)

○ I wouldn't know how to answer (3)

Q15 In your opinion as an Educator, could physical books be more affordable?

○ Yes (1)

○ No (2)

Q16 Between physical books and electronic books, do you believe that your students prefer:

○ Physical Books (1)

○ Electronic Books (E-books, tablets, computers, smartphones) (2)

Q17 Have you heard of "BibliOn"? A digital library with over 17,000 books available for free?

○ Yes (1)

○ No (2)

End of Block: Default Question Block

Appendix 5: Project Proposal

WORKING TITLE: "Brazil: When did e-books become a socioeconomic and cultural issue?"

INTRODUCTION

In February 2023, after 70 years of existence, one of the largest bookstores in São Paulo-Brazil declared bankruptcy, "Livraria Cultura" began its history as a small circulating library, which later became a small store, with success and then came the first megastore. The economic moment was favourable, credit was facilitated, and the company grew and spread throughout Brazil. It occupied large spaces in malls, bringing the first e-reader to the country. Some readers associate the end of the bookshop with the end of Culture. It will be?

The number of electronic books sold in Brazil grew by 83% while traditional books dropped by 18% in 2020 compared to the previous year's sales. The data are part of a Nielsen survey released by the Brazilian Book Chamber. One of the reasons pointed out in the survey

for the growth of digital books is the price. On average, an e-book costs almost 40% less than traditional books.

In São Paulo, only 55% of public schools have libraries. And unfortunately in January 2023 some libraries and reading rooms in public schools had to be transformed into classrooms, due to the economic crisis, many parents were forced to transfer their children from private schools to public schools and these schools were not prepared for this demand.

Perhaps an alternative for these schools would be to make online readings available through e-books, it would be a temporary solution for those schools that unfortunately had to take this measure, to better adapt to the social reality of the city and the students. However, how would public schools deal with this technology?

This study intends to understand if there is a socioeconomic and cultural concept, with regard to Brazilians preferring electronic books to physical books. Brazil has become a country where electronic objects have become part of everyday life. Can we include the books as well?

What is known so far about this preference is that in general, the amount spent to produce and distribute e-books is lower when compared to physical books, which allows the digital version to reach the market at a lower price.

According to the newspaper "Globo" in 2022 the cost of physical books increased by 23% compared to the previous year due to the change of paper by some publishers. According to the partner of "Sextante", the price of paper for printing books has increased, on average, by 65% since 2019. The increase varies from publisher to publisher, from printer to printer, according to contracts signed with the paper industry.

The reasons for the paper price explosion are manifold. Among them, the rise of the dollar, which made imports difficult and, in the first half alone, made cellulose more expensive by 40%. The pandemic also got in the way. Due to the e-commerce boom, the demand for paper used to package products has grown.

In general, the amount spent to produce and distribute e-books is lower when compared to physical books, which allows the digital version to reach the market at a lower price. However, e-books do not need to be printed, as reading is done by electronic equipment. This generates a good economy, reducing the investment in paper, ink and printers.

As a result of this reflection, this paper intends to understand how e-books can be purchased at a cheaper price than physical books and other advantages of using an electronic device for digital books and how e-books may have become an alternative for Brazilians low-income, enabling reading and access to education.

AIMS, OBJECTIVES, AND RESEARCH QUESTIONS:

It is essential to understand what this research is intended to accomplish in order to clarify its purpose. Aiming to accomplish the following:

- Understand the parameters of Brazilians in preferring electronic books to physical books.
- Attempt to obtain an overview of how education works in Brazil and the complexity encountered in obtaining a book.
- Recognize how it is possible to read books on cell phones and tablets, and on which websites can be found books for free and open access.
- Investigate the intertextuality and complexity of the social issue facing the country, where Libraries and Bookstores are closed, whether due to the global economic crisis or the lack of public interest. Is there still room for reading?
- How public school students do their homework with physical books or electronic readings.
- Understand how public school teachers encourage their students to read and what resources are used for this.

To achieve these objectives, the following objectives must be defined:

- Find information in newspapers and publishers about access to information and dissemination in electronic books.
- Assess current government data from 2020 to 2023 on taxation and cost of books.
- Using a sociological approach, creating an online survey that will allow us to collect primary data on a set of understandings among readers across Brazil with different age groups and public school teachers.
- Analyse primary survey data already carried out by government institutions on access to books between 2020 and 2023

- As part of this study, it will also be investigated how the publication and subscription of e-books in Brazil works.

Scope, limitations, and definitions:

The best interest in defining the scope and concepts of the research would be to define it with a realistic time limit, it may not be possible to reach many people in order to have new data on the subject involving e-books and physical books.

There is a new wave in Brazil of demand for e-books, that is, reading books through electronic devices that are not physical books. As many low-income Brazilians argue that physical books are only for the elite, the research would be to understand if this "choice" is related to socioeconomic or if the Brazilian culture is increasingly digitized.

The research also intends to examine old data made by other institutions in the period between 2020 and 2023 and will try to collect recent data made through the online survey, in a way which will develop a new international online survey with the Brazilian population of all social classes and ages, including public school teachers. It will be analysed, thus being able to find out if there is genuinely a socioeconomic and cultural difference when it comes to reading.

Research context/literature review:

One of the main reasons for this research would be to update the subject of e-books and physical books. Utterly of the literature on e-books and technologies is dated before 2016, which means that the data found cannot be used in the current context in which the country is found. They do not expose the sociocultural and economic problems that may exist involving physical and electronic books.

For example, the article by Thaís Cristina Martino Sehn and Suely Fragoso: "The synergy between e-books and printed books in Brazil" reviewed on January 13, 2015. They allege that "the percentage of Brazilians with home internet access is low, the connections are typically slow and prices are high in comparison to those of other countries". (p. 402)

These numbers have clearly changed since 2015, as in the survey carried out by "The Regional Center for Studies for the Development of the Information Society (Cetic.br)" on internet use in Brazil. The survey dates back to 2020 and shows that internet use in Brazil has grown, and reached 81% of the population, which represents 152 million people.

The survey also shows that there is still a difference between social classes with internet access.

Internet access was expanded mainly in C and D/E class households. In class C, the proportion of households with internet rose from 80% in 2019 to 91%. In classes D/E, the index increased from 50% to 64%.

Despite this, these groups still have lower connectivity levels than those of classes A and B, in which 100% and 99% of households have internet access, respectively.

This research specific will use recent data from the main Brazilian newspapers and research centres to provide a basis for research regarding the social and cultural problems that may exist in Brazil.

METHODOLOGY:

The research method that will be used for this work will be online survey and incorporating some elements of desk research. First, I will rely on secondary data to achieve or help achieve the research objectives. I will review the literature and other research already done that is relevant and sustainable in relation to e-books and physical books as a means of transmitting information.

By creating an online survey based on a sociological approach, I will be able to gather information about how books are viewed from the point of view of different age groups and social classes.

The survey will be done using the "Qualtrics" software. Qualtrics will be where I will securely store and manage all quantitative data collected, even if the results are anonymous. I intend to combine closed and open questions in the search.

The initial idea will be to create two different questionnaires, one for the general public and the other just for public school teachers in Brazil.

The Research will be to know how many people use the e-book as a way of reading, and how many prefer physical books, both for school work and for leisure; whether they find physical books or e-books easier; if they have used any electronic device to read texts, etc.

As for public school teachers, different questions will be asked to try to understand, for example, how many students use electronic devices to do extra work without using the

textbook, and how many students, on average, have already used libraries to do school work mentioned by teachers. And whether the school where they work has reading rooms or libraries, and whether they use them or not. Both questionnaires will ask about the age group and what social position they consider themselves.

All questions in the questionnaires will be asked in Portuguese, as the Qualtrics software can translate into different languages, either Portuguese-English. This decision was taken after careful consideration regarding the number of people I want to reach with this survey and a large part of the population in Brazil does not speak English, which would make it difficult to disseminate this research.

The objective is guarantee a minimum of 100 responses to ensure a sufficient amount of data collection. Also store the data in Qualtrics, download a copy to my personal computer, which I am the only person authorized to use and upload a copy to a cloud service like Google Drive or iCloud Upon completion of the study, I will keep the data in the same location in case a legitimate person requests it for peer review or for any other valid reason.

The target audience is in Brazil, I believe that create the research in Qualtrics would be the safest and most confidential way to keep the data. For the dissemination of the Online Survey, I intend to use emails and social networks, through Qualtrics links.

DISSEMINATION

For the Dissemination of this dissertation I would consider leaving on depositing dissertation in the CityLIS area on the Humanities Commons website, and publishing part of the research as an article on LinkedIn or some other social network, with open access.

WORK PLAN:

Dissertation	Jun 2023	Jul 2023	Aug 2023	Sept 2023
• Find more resources and data on the subjects. • Examine relevant literature and other research in more detail. • Think about questions that need to be answered	X			
• Start to design the Surveys. • Planning the questions and how disseminating them. • Methods of sampling and data analysis must be finalized.	X	X		

Start to write the dissertation in two-part, each part needs to contain min of 10,000 words. First Part • Prepare the discussion and results chapters. • Prepare a draft of the dissertation. • Revisions and feedback discussed with the supervisor		X	X	
Second and Final Part • Prepare the discussion and results chapters. • Prepare the final write of the dissertation. • Revisions and feedback discussed with the supervisor. • Checking final submission before hand-in • Delivery			X	X

RESOURCES

For this project will be use Qualtrics and personal computer will be used to conduct the entire research. For now no other equipment or software or travel costs will be used. It will depend on how this project develops. A travel to Brazil will not be necessary as it can be done from the UK.

ETHICS AND CONFIDENTIALITY

I will conduct the survey anonymously, and I will not have access to any of the participants' personal information other than their age, so the need for ethical approval is unlikely. Nevertheless, my supervisor is expected to decide whether I need ethical approval. I will not gather or keep any other details in the final work.

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ETHICS REVIEW FORM:

A.1 If you answer YES to any of the questions in this block, approval will be needed from an appropriate external ethics committee for approval. Consult your supervisor if you think this may be the case.		*Delete as appropriate*
1.1	Does your research require approval from the National Research Ethics Service (NRES)? *e.g. because you are recruiting current NHS patients or staff?* *If you are unsure try - https://www.hra.nhs.uk/approvals-amendments/what-approvals-do-i-need/*	**NO**
1.2	Will you recruit participants who fall under the auspices of the Mental Capacity Act? *Such research needs to be approved by an external ethics committee such as NRES or the Social Care Research Ethics Committee - http://www.scie.org.uk/research/ethics-committee/*	**NO**
1.3	Will you recruit any participants who are currently under the auspices of the Criminal Justice System, for example, but not limited to, people on remand, prisoners and those on probation? *Such research needs to be authorised by the ethics approval system of the National Offender Management Service.*	**NO**
A.2 If you answer YES to any of the questions in this block, approval will be needed from the Senate Research Ethics Committee. Consult your supervisor if you think this may be the case.		*Delete as appropriate*
2.1	Does your research involve participants who are unable to give informed consent? *For example, but not limited to, people who may have a degree of learning disability or mental health problem, that means they are unable to make an informed decision on their own behalf.*	**NO**
2.2	Is there a risk that your research might lead to disclosures from participants concerning their involvement in illegal activities?	**NO**
2.3	Is there a risk that obscene and or illegal material may need to be accessed for your research study (including online content and other material)?	**NO**
2.4	Does your project involve participants disclosing information about special category or sensitive subjects?	**NO**

	For example, but not limited to: racial or ethnic origin; political opinions; religious beliefs; trade union membership; physical or mental health; sexual life; criminal offences and proceedings	
2.5	Does your research involve you travelling to another country outside of the UK, where the Foreign & Commonwealth Office has issued a travel warning that affects the area in which you will study? *Please check the latest guidance from the FCO -* http://www.fco.gov.uk/en/	**NO**
2.6	Does your research involve invasive or intrusive procedures? *These may include, but are not limited to, electrical stimulation, heat, cold or bruising.*	**NO**
2.7	Does your research involve animals?	**NO**
2.8	Does your research involve the administration of drugs, placebos or other substances to study participants?	**NO**
A.3 If you answer YES to any of the questions in this block, then approval will be needed from the Computer Science /Library and Information Science Research Ethics Committee (CSREC). Consult your supervisor if you think this may be the case.		*Delete as appropriate*
3.1	Does your research involve participants who are under the age of 18?	**NO**
3.2	Does your research involve adults who are vulnerable because of their social, psychological or medical circumstances (vulnerable adults)? *This includes adults with cognitive and / or learning disabilities, adults with physical disabilities and older people.*	**NO**
3.3	Are participants recruited because they are staff or students of City, University of London? *For example, students studying on a particular course or module.* *If yes, then approval is also required from the Head of Department or Programme Director.*	**NO**
3.4	Does your research involve intentional deception of participants?	**NO**
3.5	Does your research involve participants taking part without their informed consent?	**NO**
3.5	Is the risk posed to participants greater than that in normal working life?	**NO**
3.7	Is the risk posed to you, the researcher(s), greater than that in normal working life?	**NO**
A.4 If you answer YES to the following question and your answers to all other questions in sections A1, A2 and A3 are NO, then your project is of minimal risk. **If this is the case, then you can apply for approval through your supervisor under PROPORTIONATE REVIEW. You do so by completing PART B of this form.** **If you have answered NO to all questions in the checklist, including question 4, then your project does not require ethical approval. You should still include the form in your dissertation proposal.**		*Delete as appropriate*
4	Does your project involve human participants or their identifiable personal data?	**YES**

	For example, as interviewees, respondents to a survey, or participants in testing.	

PART B: Ethics Proportionate Review Form

If you answered YES to question 4 and NO to all other questions in sections A1, A2 and A3 in PART A (checklist) of this form, then you should complete PART B of this form to submit an application for a proportionate ethics review of your project. Your supervisor has delegated authority to review and approve this application under proportionate review. Your proposal, including this ethics application, must be approved by your supervisor before beginning the planned research.

If you cannot provide all the required attachments (see B.3) with your project proposal (e.g. because you have not yet written the consent forms, interview schedules etc), you must submit the missing items to your supervisor for approval prior to commencing these parts of your project.

Your supervisor may ask you to submit a full ethics application through Research Ethics Online, if they are unable to give approval.

B.1 The following questions must be answered fully.		Delete as appropriate
1.1.	Will you ensure that participants taking part in your project are fully informed about the purpose of the research?	**YES**
1.2	Will you ensure that participants taking part in your project are fully informed about the procedures affecting them or affecting any information collected about them, including information about how the data will be used, to whom it will be disclosed, and how long it will be kept?	**YES**
1.3	When people agree to participate in your project, will it be made clear to them that they may withdraw (i.e. not participate) at any time without any penalty?	**YES**
1.4	Will consent be obtained from the participants in your project? Consent from participants will be necessary if you plan to involve them in your project or if you plan to use identifiable personal data from existing records. "Identifiable personal data" means data relating to a living person who might be identifiable if the record includes their name, username, student id, DNA, fingerprint, address, etc. *If YES, you must attach drafts of the participant information sheet(s) and consent form(s) that you will use in section B.3 or, in the case of an existing dataset, provide details of how consent has been obtained.* *You must also retain the completed forms for subsequent inspection. Failure to provide the completed consent request forms will result in withdrawal of any earlier ethical approval of your project.*	**YES**
1.5	Have you made arrangements to ensure that material and/or private information obtained from or about the participating individuals will remain confidential?	**YES**

B.2 If the answer to the following question (B2) is YES, you must provide details		Delete as appropriate
2	Will the research be conducted in the participant's home or other non-University location? *If **YES**, you must provide details of how your safety will be ensured.*	**NO**

B.3 Attachments **All of the following documents must be provided to supervisors if applicable. If they are not available when the proposal is submitted, they must be approved by the supervisor later.**	*YES*	*NO*	*Not Applicable*

Details on how safety will be assured in any non-University location, including risk assessment if required (see B2)			Not Applicable
Details of arrangements to ensure that material and/or private information obtained from or about the participating individuals will remain confidential (see B1.5) *Any personal data must be acquired, stored and made accessible in ways that are GDPR compliant.*			Not Applicable
Full protocol for any workshops or interviews**			Not Applicable
Participant information sheet(s)**		*NO*	
Consent form(s)**		*NO*	
Questionnaire(s)** *sharing a Qualtrics survey with your supervisor is recommended.*		*NO*	
Topic guide(s) for interviews and focus groups**			Not Applicable
Permission from external organisations or Head of Department** *e.g. for recruitment of participants*			Not Applicable