

The thousand faces of the school library: a regional diagnosis in public primary schools in Tuxtla Gutierrez, Chiapas

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— Abstract —

This study aims to describe the current state and presence of school libraries (SLs) in public primary schools in Tuxtla Gutierrez, Chiapas, with the purpose of constructing a diagnostic overview of their existence and conditions. To this end, a qualitative methodology with a regional approach was employed. Semi-structured interviews were conducted with the principals of each institution in order to analyze the symbolic, structural, organizational, and material conditions of 137 school libraries in the city.

The main finding of the study is the identification of six distinct configurations of SLs, revealing a diversity of meanings in the ways school actors use and understand the library space. This diversity responds to the particular dynamics of each school, as well as to local contexts, current public policies, and the regulatory frameworks that govern (or, in many cases, fail to address) their operation. Throughout the analysis, a widespread lack of awareness regarding the formally assigned functions of SLs within school communities was observed, which has led, in most cases, to their abandonment and marginalization.

In this context, the notion of *orphaned libraries* is proposed as an analytical category that makes it possible to name the institutional abandonment by the Ministry of Public Education (SEP). This category is grounded in the conception of the SL as a *region of knowledge*, understood as a symbolic and pedagogical space from which it is possible to explore and understand the practices, uses, and resignifications that primary school students and teachers in the city of Tuxtla Gutierrez, Chiapas, construct around school libraries.

Keywords:

School library, region of knowledge, primary school, uses and practices, school actors.

BETWEEN REGULATION AND NEGLECT: THE SCHOOL LIBRARY UNDER TENSION

SLS were established with a clear educational purpose: to nurture reading and writing practices among children as one of the school's core functions. Yet in practice, they have largely fallen short of this promise – failing to provide students with meaningful access to books or to cultivate a reading culture rooted in local life and knowledge. Achieving this would require transforming libraries into spaces where reading sparks expression, activates personal knowledge, and resonates emotionally with readers and writers within their own regional contexts. While the school library is broadly conceived as a pedagogical resource center one that plays a central role in democratizing access to information – it is equally recognized as a key space for fostering engagement with written culture, building reading habits, and supporting students' meaningful learning of curricular content (Bonilla, 2008; SEP, 2020).

The curriculum of the so-called Nueva Escuela Mexicana (2022, p.116) underscores the importance of SLs, highlighting their “significant role in students' academic¹ and personal development” as well as their function in promoting reading as a lasting habit. It is also acknowledged that SLs should fulfill “a compensatory role with regard to the cultural capital of less privileged students, thereby supporting the school's work in reducing inequalities rooted in students' background” (Munita & Bustamante, 2019, p.3). Yet this normative vision stands in sharp contrast to the actual conditions faced by many SLs in the city of Tuxtla Gutiérrez, Chiapas. A growing body of research suggests that the potential of SLs is rarely realized, leaving them as underused pedagogical spaces (Vega, 2000; Ruiz, 2021; Zambrano & Bertoni, 2022). In many cases, the SL has become a neglected, peripheral, and marginalized space within the school itself – sometimes reduced to little more than a storage room, and commonly associated with boredom and disengagement (Serna et al., 2017).

To understand how this space came to be established within Mexican basic education schools, it is worth tracing some key historical background. SLs in Mexico began to take the shape we recognize today in 1986, when the SEP (Ministry of Public Education) launched the *Rincón de Lectura*² [Reading Corner] program

1 Academic training is typically associated with professional development (in a liberal sense), career opportunities, intellectual discipline, and specific skill-building – and is even linked to the cultivation of critical thinking; it refers broadly to what is learned throughout one's passage through formal educational institutions.

2 This is a formal educational strategy, supported by a curated book collection and structured activities, designed to encourage free, reflective and wide-ranging reading. It goes beyond the use of standard textbooks, bringing children into contact with rich and varied literary experiences. Implemented by the SEP, it operates through a dedicated physical space within the classroom and envisions teachers as active promoters of reading.

in primary schools. It was not until 2001, with the introduction of the National Reading Program (Programa Nacional de Lectura, PNL), that the *Libros del Rincón* [Books from the corner] collection was extended to preschool and secondary levels as well, bringing it to cover the full span of basic education. At that point, “school communities were invited to set up the SL with the aim of supporting teaching practices, enhancing learning, and contributing to the development of autonomous and critical readers and writers” (SEP, 2020, p.14). This policy gave rise to two distinct types of collections: the school library and the classroom library.

The *Libros del Rincón* collection was conceived as a key instrument for meaningfully shaping a generation of readers and writers within the school setting – a reminder that it is the school, above all, that bears responsibility for teaching children to read and write in modern society (Hebrard, 1989). Its distribution, however, came to a halt after 2012, when President Enrique Peña Nieto’s administration ceased allocating funding to the PNL, leading to its definitive cancellation in 2014. This decision did not merely interrupt a public policy aimed at nurturing readers and writers from an early age – it also stunted the growth of a school library culture that had barely begun to take root.

Today, the state of school library spaces remains deeply uncertain: little is known about the condition or scope of their collections, let alone the physical state of their furniture or the spaces allocated for their use. The cancellation of the PNL did more than suspend reading promotion efforts – it plunged SLs into a prolonged neglect, stripping away the visibility they had managed to build within the school community. Collections went without updates, and libraries were left without the policy backing needed to keep them functioning.

Against this backdrop, the present research was carried out between February 2024 and November 2025. It is grounded in a regional perspective that understands SLs not as uniform entities, but as spaces shaped by the subjectivities, contexts, interactions, conceptions, and representations that surround them. We see them as places where multiple voices, bodies of knowledge, practices, and meanings coexist – continuously transformed by historical, political, cultural, and social forces over time. These expressions take shape in specific regions, each with its own dynamics, where SLs emerge as heterogeneous spaces and become sites of cultural practice. We have termed this the *región del saber* – the region of knowledge – a space constituted through the appropriations, resignifications, abandonments, and acts of resistance that arise in the ways teachers and students inhabit the SL.

This *region of knowledge* is in constant flux, shaped by local contexts and by that complex web of cultural meanings which, as Geertz (1987), reminds us, must be interpreted from within, on their own terms, as they are lived and made meaningful by subjects embedded in specific cultures. Within this web, both school culture and public policy come into play, giving rise to diverse library practice that allow each SL to be understood as sociocultural microspace.

Thinking of the library as a *region of knowledge* allows us to explore and understand the practices that primary school students and teachers develop within the library space. This perspective enables us to analyze how these subjects configure such spaces, investing them with specific meaning through the ways they are organized and used (Merchand, 2007; Hernández, 2010).

The concept of *region of knowledge* draws support from a range of researchers who have characterized the library through metaphors that foreground its relationship with knowledge: temples of knowledge, cathedrals of knowledge, representations of knowledge (Gallo-León, 2022), centers of knowledge (Fernández, 2006; Ramírez, 2001), or storehouses of knowledge (Murray, 2014). These scholars conceive of the library space as “institutions that, among other things, safeguards the knowledge, ideas and intellectual that man produces to be recreated and increased” (Morales, 2003, p. 31).

METHODOLOGY

This project is grounded in a qualitative research approach, driven by an interest in exploring in depth how SLs actually take shape, recognizing the practices that unfold within them and observing how the meanings constructed by those involved give rise to a dynamic all their own. As Hernández-Sampieri and Mendoza (2018, p.9) note, qualitative research “allows us to understand phenomena from the perspective of those who live them”; in this sense, what matters is “reconstructing reality as it is observed by the actors within a previously defined social system”.

Qualitative research also embraces a naturalistic orientation, unfolding within the specific context where the phenomenon occurs, which makes it possible to analyze that phenomenon as a situated and historically constructed reality. For this reason, fieldwork was conducted directly in the SLs of primary schools in Tuxtla Gutierrez, Chiapas. The data gathered has allowed us to build our own interpretations, since through the meanings that those involved attribute to it (Hernández-Sampieri & Mendoza, 2018) as well as to observe what they do and how they do it within that space: the school library.

One of the guiding objectives of this research is to describe the current state and presence of school libraries in public primary schools in Tuxtla Gutierrez, Chiapas, with the aim of building a diagnostic overview of their existence and conditions. The findings are presented in the sections that follow.

The primary sources of this research were school principals. For the diagnostic phase, semi-structured interviews were used, conducted both in person and over the phone. This approach made it possible to access the perceptions of those being studied and, through them, to understand their realities and views on the phenomenon in question (Lázaro, 2021, p.9). The flexibility inherent to this technique fostered open dialogue between interviewer and interviewee, allowing new questions to emerge naturally, clarifications to be sought when needed, and

relevant topics to be explored in greater depth. This created a conversational and approachable tone that brought us closer to a more meaningful understanding of the phenomenon under study (Lázaro, 2021, p.12).

The research instrument used was an interview guide, designed to gather information about the physical existence of the school library, the characteristics of its book collection, the use of the space, and the technological conditions of each school. The questions asked were as follows: 1) Does the school have a school library? 2) Is the library space exclusively dedicated to that purpose, that is, not shared with any other service or activity? 3) Does the school have a physical space that could be used to house a school library? (Asked only of those who indicate they did not have one) 4) Could you tell us about the school library's collection? For example: How many books does it have? Are they textbooks or literary works? 5) Does the school have a computer lab? 6) Does the school have internet access?

As noted earlier, the semi-structured interviews were directed at the principals of public primary schools in Tuxtla Gutierrez, Chiapas, spanning both federally and state-administered institutions. In cases where schools did not respond by phone, in-person visits were made, which allowed for direct observation of the conditions of the SLs.

Another key source of information was the National Transparency Platform. Through this channel, a complete list of primary-level institutions in the city was requested, including their addresses and phone numbers. This database, received by email after a three-month wait, allowed us to contact schools directly and conduct interviews with their principals, with the aim of determining whether a SL was present or absent, and if so, assessing its material and functional conditions.

Drawing on the information obtained through the National Transparency Platform, a registry of 164 public primary schools in Tuxtla Gutierrez, Chiapas was compiled: 113 under federal administration and 51 under state administration. However, when attempting to contact schools using the phone numbers provided, it became clear that the majority were no longer in service. This made it necessary to visit each zone's school supervision office directly in order to update the phone directory and establish contact with school principals. As a result of this process, interviews were successfully conducted with 137 principals, who provided key information about the presence, absence, and current conditions of their respective SLs.

RESULTS AND DISCUSSION

The results of this research offer a preliminary diagnosis, and the analysis of the data leads us to conclude that SLs in Tuxtla Gutierrez, Chiapas, have been quietly disappearing. What makes this all the more striking is that, despite the SEP's continued rhetoric positioning school libraries as fundamental spaces for the democratization of education and the promotion of reading habits, no resources are being allocated for their proper management and strengthening (SEP, 2020; SEP, 2015; SEP, 2010).

In the course of analyzing the 137 interviews, six distinct types of school libraries were identified, a finding that speaks to the absence of legislation capable of adequately regulating and managing these spaces. This regulatory gap stems from a broader institutional unfamiliarity with the roles and functions that SLs are meant to fulfill within the educational context, a vacuum that has given rise to a wide variety of ways in which they are used across schools. These observations prompted a categorization exercise aimed at classifying the different types of SLs encountered during fieldwork. The differences among them, and the dynamics they exhibit, reflect the particular needs of each school community, the regional contexts in which they are embedded, and the cultural capital of principals and teachers alike. Building on these elements, we proceeded to name and classify the distinct types of SLs identified throughout the interviews. Table 1 presents the categorization framework that emerged from the qualitative analysis of the 137 semi-structured interviews conducted with principals of public primary schools in Tuxtla Gutierrez, Chiapas.

Table 1

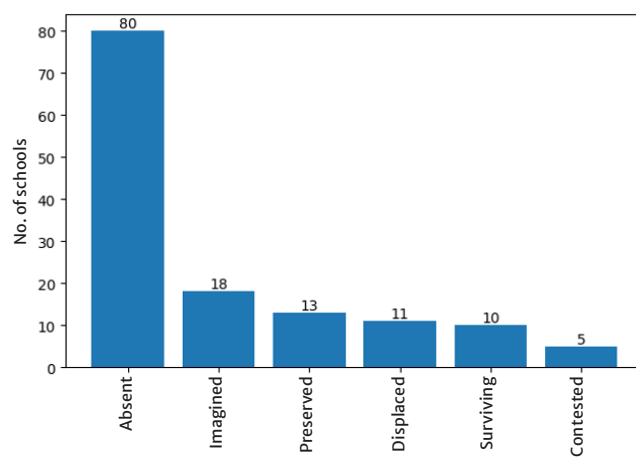
Proposed categorization of school libraries in Tuxtla Gutierrez, Chiapas

Type of SL	Physical space	Collection	Person in charge	School use
1. Absent	Yes/No	No	No	No
2. Displaced	Yes/No	Sometimes	No	No
3. Preserved	Yes	Yes	Sometimes	Limited
4. Surviving	Yes	Yes	Yes	Yes
5. Imagined	No	Limited	No	No
6. Contested	Yes/No	Yes	Sometimes	Limited

Note: Interviews conducted with principals of federal and state public primary schools in Tuxtla Gutierrez, Chiapas, during the period from May 2024 to July 2025. Authors' own elaboration.

Each of these interviews provided information that made it possible to place SLs within the categories built from the narratives and field observations. It also became evident during analysis that some SLs shared more than one category – library classified as contested, for instance, could simultaneously be considered a surviving one. This overlapping of shared characteristics reveals the complexity and heterogeneity of the practices and meanings that coexists within these spaces of knowledge.

Figure 1 presents the typologies of SLs found in public primary schools in Tuxtla Gutierrez, Chiapas. The data are arranged in descending order of frequency, and the numerical values accompanying the chart represent the number of schools in which each typology was recorded.



Note: Authors' own elaboration based on data obtained from the 137 interviews conducted with principals of public primary schools in the city.

Figure 1. Typologies of school libraries

TPOLOGY OF SLS

- 1) **The absent library** refers to the 80 primary schools that have no SL whatsoever. The lack of dedicated space for a book collection points to an institutional shortcoming and reflects the symbolic exclusion of books and reading from school life. In doing away with the space meant for these cultural practices, the right to imagine and build knowledge through reading has also been quietly pushed to the margins. The fact that 80 schools lack a SL speaks to a troubling reality: more than half of these institutions do not guarantee access to free, democratic, and pleasurable reading. In doing so, they deprive the school environment of a tool designed to shape critical citizen, spread culture, and cultivate reading habits as a core part of students' education.
- 2) **The displaced library:** refers to those SLs whose space was repurposed (effectively taken over) by other, more pressing school needs. In some cases, the space was occupied by Special Education Support Units (USAER), converted into administrative offices, adapted as additional classrooms, or turned into storage rooms. What had once been a library became a site of institutional contestation, a reflection of the structural precariousness running through the national education system. It also revealed how that space was perceived as expendable – something that could be sacrificed whenever the schools' other needs demanded it. This symbolic displacement of written culture lays bares a deeper truth: in terms of institutional priorities, this cultural asset was simply not valued,

and its fragility was there for all to see. This situation was observed in 11 of the schools surveyed.

- 3) The **preserved library**: SLs were once meant to transition away from merely safeguarding knowledge toward actively facilitating access to it. Yet in a number of the institutions visited, the old practice of restricting access to books persisted – keeping them out of inexperienced hands for fear of damage. Many remained locked to prevent unauthorized use, and only teachers, on rare occasions, made use of the space. Rather than being treated as a right, the democratization of knowledge remained contingent on asking for permission. This category encompassed 13 schools, where both the space and the books were perceived as fragile objects in need of custodianship. This institutional practice – a legacy of the colonial era – turned reading into a guarded privilege requiring authorization; and yet, troublingly, this custodial dynamic remains alive and well into the twenty-first century.
- 4) The **surviving library**: refers to those library spaces that have endured without the institutional backing of the educational authorities that originally created them (namely, the SEP) and that have been kept alive through the individual commitment of teachers, principals, and parents, who have enriched their collections through donations. Ten school libraries with these characteristics were identified, all of them with a teacher-librarian in place. In these cases, reading had taken on significant cultural value within the school community and had been woven into the educational curriculum. Moreover, the principals maintained a close relationship with written culture and recognized the library as an essential pillar in the formation of their students.
- 5) The **imagined library**: encompasses 18 cases in which principals claimed to have a SL, but upon further inquiry, what they referred to as a library turned out to be a cardboard box with a handful of books, or a shelf in the principal's office holding around 50 volumes. What became evident was not only a lack of understanding of what a SL should actually be (a dedicated space, a specialized collection, and adequate furniture (IFLA/ UNESCO, 2015) but also a fundamental confusion about the very concept of a library, reduced here to little more than a symbolic label. This exposed the gulf between the SEP's institutional discourse and actual school practice. As Carlos Ortiz aptly put it: "If we call a box of books in a classroom a library, we might as well call a first-aid kit a hospital" (Ortiz, 2023).
- 6) The **contested library**: emerged in contexts where morning and afternoon shifts shared (and competed over) the same institutional space. More often than not, the morning shift would stake a territorial claim over the library area, demonstrating that infrastructure alone does not

guarantee access and that certain school practices can actively generate exclusion. In five schools, this dynamic played out in particularly telling ways: the library space ended up being fragmented, with a separate shelf assigned to each shift, and no agreements ever reached for efficient, shared use. This finding underscores the importance of establishing clear management guidelines as the absence of any shared framework in these cases fostered institutional tension rather than collaboration.

In light of the abandonment that SLs endured, this work proposes referring to these spaces, left to fend for themselves within the very system that created them, as *orphaned libraries*. The metaphor speaks to their condition of marginalization within an educational system that brought them into existence but has since cast them aside. Many survive only through the efforts of parents and teaching staff. The six library types identified all share this condition of orphanhood, since each lacks some essential element: dedicated space, a person in charge, a collection, adequate furniture, and so on. In different degrees and forms, all of them are, at their core, orphaned libraries.

The orphanhood of SLs also serves as an invitation to reflect on the urgent need for these spaces to receive meaningful support from educational authorities and policies that guarantee their functioning. It is essential that such policies not only define their roles with clarity, but also recognize and strengthen the work of teacher-librarians – promoting the integration of the SL as an everyday practice and as a living space for cultural construction.

The findings represented here invite scrutiny of the official narratives that emphasize the importance of SLs as tools for democratizing knowledge and fostering reading habits, while overlooking the structural gaps that hinder or altogether prevent their functioning.

These results make clear that the challenges facing SLs go well beyond infrastructure, they are equally a matter of cultural capital, educational practices, public policy, and regulatory frameworks. The SL emerges as a contested territory where local appropriations, institutional omissions, and political indecision all leave their mark.

From a regional perspective, SLs are understood as a region of knowledge, a space where school actors, practices, disputes, public policies, and acts of resistance converge, and where each SL type identified in Tuxtla Gutierrez, Chiapas, reflects the particular conditions of the context in which it operates. What we are faced with is a heterogenous phenomenon that invites us to rethink educational policy through a regional lens, to bring to light the historical narratives that continuously reshape school spaces, and to build legislation that is genuinely responsive to the diversity of local contexts. SLs are not merely physical spaces housing a literary collection, they are indicators of how knowledge circulates, is distributed, or is restricted within a region. These findings make clear that designing public policy

without a regional perspective risk producing decontextualized projects that ignore the specific needs of each region and the people who inhabit it. Regional understanding is indispensable for implementing strategies that are viable, culturally relevant, and truly inclusive. At the end of the text, a table is included in the form of a list presenting the school libraries surveyed and the typology to which each corresponds: absent, displaced, preserved, surviving, imagined, and contested.

CONCLUSION

SLs remain an underreached topic in Mexico and a virtually absent one in Chiapas. As Munita and Bustamante (2019, p.7) point out, “the school library continues to be one of the contexts least addressed by the scientific literature.” This gap in the research limits our ability to understand how these spaces are being used and what practices take place within them, and by extension, to reflect on how they might be strengthened. We also underscore the need for regional studies that explore whether SLs are genuinely responding to the specific needs of each region, and that generate, from a regional standpoint, proposals capable of engaging with these realities in a more meaningful and effective way.

These library spaces (displaced, forgotten, or locked in permanent conflict) lay bare an underlying tension that has received little scholarly attention: the one produced by the intersection of diffuse public policies, absent regulatory frameworks, precarious infrastructure, and limited teacher cultural capital around reading. Against this backdrop, the SL emerges as an institution crumbling slowly under the weight of the orphanhood in which it finds itself.

SLs are surviving on the individual will of school actors rather than on any institutional policy. The lack of familiarity with even the most basic guidelines for managing a library, from understanding what these spaces should be, to recognizing the importance of the librarian’s role, points to a deep gap in training and a profound absence of institutional support. Sending out book collections is not enough; what must come first is a commitment to strengthening, from within the school community, the cultural, symbolic, and pedagogical meaning of these spaces. The abandonment of this *region of knowledge* also lays bare how society as a whole value or dismisses, reading books, and libraries.

Table 2*List of public primary schools surveyed and their corresponding typology*

Name of school	Type	Does it count with a school library?	Does the school have a physical space to house a school library?	Library typology
1. Escuela Primaria Federal Emiliano Zapata	Federal	No	Yes	Displaced
2. Escuela Primaria Urbana Federalizada Emilio Rabasa Estebanell.	Federal	No	Yes	Displaced
3. Escuela Primaria Federal Niños Héroes	Federal	No	Yes	Absent
4. Camilo Pintado	Federal	Yes	Yes	No librarian
5. Belisario Domínguez Palencia	State	Yes	Yes	Superviving
6. José Vasconcelos Calderón	State	No	No	Absent
7. Juan Sabines Gutiérrez	State	Yes	Yes	Preserved
8. Lázaro Cárdenas del Río	State	No	Yes	Absent
9. Cinco de mayo	Federal	No	Yes	Absent
10. Gral. Lázaro Cárdenas del Río	Federal	Yes	Yes	Absent
11. Octavio Paz Lozano	State	No	Yes	Absent
12. Héroes de Chapultepec	State	No	No	Absent
13. Tierra y Libertad	Federal	No	Yes	Absent
14. Justo Sierra Méndez	Federal	No	Yes	Absent
15. Mariano Matamoros	Federal	No	Yes	Absent
16. Juan Aldama	Federal	No	Yes	Absent
17. Josefa Ortiz de Domínguez	Federal	Yes	Yes	Preserved
18. Rosario Castellanos	Federal	Yes	Yes	Preserved
19. Niños Héroes de Chapultepec	State	No	No	Absent
20. Carlos Maciel Espinosa	State	Yes	Yes	Imagined
21. 20 de Noviembre	Federal	Yes	Yes	Imagined
22. María Gutiérrez Carbajal	Federal	Yes	Yes	Preserved
23. 7 de octubre	Federal	No	Yes	Absent
24. Escuela Coordinación de la enseñanza	Federal	No	Yes	Absent
25. Gustavo Díaz Ordaz	State	No	Yes	Displaced
26. Adolfo López Mateos	Federal	Yes	Yes	Surviving
27. Raúl Isidro Burgos	Federal	No	Yes	Absent
28. Club Rotario	Federal	No	No	Absent
29. Daniel Robles Sasso	Federal	No	No	Absent
30. Restauramiento de la República	Federal	No	No	Absent
31. César Cruz Soto 2	Federal	No	No	Absent

32. Benito Juárez García	Federal	No	Yes	Absent
33. José María Morelos y Pavón	Federal	No	Yes	Absent
34. Constitución de 1857	Federal	Yes	Yes	Imagined
35. Educación popular	Federal	No	Yes	Absent
36. Aquiles Serdán Alatríste	Federal	No	Yes	Absent
37. Francisco Villa	Federal	Yes	Yes	Imagined
38. Benito Juárez García	Estado	No	No	Absent
39. Dr. Belisario Domínguez Palencia	Federal	No	No	Absent
40. Justo Sierra Méndez	Federal	No	No	Absent
41. Felipe Carrillo Puerto	Federal	No	Yes	Absent
42. Juan Sabines Gutiérrez	Federal	Yes	Yes	Imagined
43. Club de Leones	Federal	Yes	Yes	Preserved
44. Francisco J. Grajales	Federal	No	Yes	Absent
45. César Cruz Soto	Federal	Yes	Yes	Preserved
46. Voz de mi patria.	Federal	No	No	Absent
47. Ignacio José de Allende y Unzaga	State	No	No.	Absent
48. Manuel Aguilar Juárez	Federal	No	Yes	Absent
49. Fernando Castañón Gamboa	Federal	No	No	Absent
50. 14 de septiembre	Federal	No	Yes	Absent
51. Bernal Díaz del Castillo	Federal	No	Yes	Absent
52. Cámara Nacional de Comercio	Federal	Yes	Yes	Displaced
53. Armando Duvalier Cruz Reyes	Federal	Yes	Yes	Imagined
54. Jaime Sabines Gutiérrez	Federal	Yes	Yes	Imagined
55. José Emilio Grajales	Federal	Yes	Yes	Imagined
56. Manuel Jesús Martín Braga	Federal	No	Yes	Absent
57. Ricardo Flores Magón	Federal	No	No	Absent
58. José María Morelos y Pavón	Federal	No	No	Absent
59. Centenario de Tuxtla	Federal	No	No	Absent
60. Marcos Enrique Becerra	Federal	No	Yes	Absent
61. Daniel Delgadillo	Federal	No	No	Absent
62. Alberto González Blanco	Federal	No	No	Absent
63. Juan Sabines Gutiérrez	Federal	Yes	Yes	Imagined
64. Plan de Ayala (vespertino)	State	Yes	Yes	Preserved
65. Francisco González Bocanegra (vespertino)	State	No	No	Contested
66. Francisco González Bocanegra	State	Yes	Yes	Contested
67. Juan Benavides (vespertino)	State	Yes	Yes	Contested
68. Organización para la educación la ciencia y la cultura de las naciones unidas (vespertino)	State	No	No	Absent

69. Amado Nervo Ordaz (vespertino)	State	Yes	Yes	Surviving
70. Juan Benavides	State	Yes	Yes	Surviving
71. 15 de mayo	Federal	No	No	Absent
72. Profesor Eliseo Palacios	Federal	Yes	Yes	Surviving
73. Belisario Domínguez Palencia	Federal	Yes	Yes	Preserved
74. Romeo Rincón Castillejos	Federal	No	Yes	Absent
75. Organización para la educación la ciencia y la cultura de las naciones unidas	State	Yes	Yes	Surviving
76. Jaime Torres Bodet	Federal	No	Yes	Absent
77. David Gómez	Federal	Yes	Yes	Imagined
78. Romeo Abelardo Rodríguez Espinoza	Federal	No	Yes	Absent
79. Fray Víctor María Flores Fernández	Federal	No	Yes	Absent
80. Profa. María Rincón Coutiño	Federal	No	No	Absent
81. Francisco Ignacio Madero González	State	Yes	Yes	Surviving
82. Ángel Albino Corzo Castillejos	State	Yes	Yes	Imagined
83. Fray Matías de Córdova	State	Yes	Yes	Preserved
84. Anexa a la normal de estado	State	Yes	Yes	Displaced
85. Enrique Rodríguez Cano (Vespertina)	State	Yes	Yes	Preserved
86. Enrique Rodríguez Cano	State	Yes	Yes	Surviving
87. Plan de Ayala	State	No	Yes	Absent
88. Jorge Tovilla Torres	State	No	Yes	Absent
89. Rosario Aragón Coss	State	Yes	Yes	Displaced
90. Salvador Urbina	Federal	No	No	Absent
91. Sor Juana Inés de la Cruz	Federal	No	No	Absent
92. Manuel Velasco Suárez	Federal	No	No	Absent
93. Artículo tercero Constitucional	Federal	Yes	Yes	Preserved
94. Naciones Unidas (vespertino)	Federal	Yes	Yes	Displaced
95. Ángel Albino Corzo (vespertino)	Federal	No	No	Absent
96. Benito Juárez García (vespertino)	Federal	No	No	Absent
97. Jaime Sabines Gutiérrez	Federal	Yes	No	Imagined
98. Rafael Ramírez Castañeda (vespertino)	Federal	No	No	Absent
99. Joaquín Miguel Gutiérrez (vespertino)	Federal	No	No	Absent
100. Primero de Mayo (vespertino)	Federal	Yes	Yes	Imagined

101. Ignacio Manuel Altamirano Basilio (Vespertino)	Federal	No		Absent
102. Fray Víctor María Flores Fernández	Federal	No	Yes	Absent
103. Amado Nervo Ordaz	State	Yes	Yes	Surviving
104. Manuel Aguilar Juárez (vespertino)	Federal	No	No	Absent
105. Plan de Ayala (vespertino)	Federal	Yes	Yes	Contested
106. Profesor Alfredo Aguilar Juárez	Federal	Yes	No	Displaced
107. Ignacio Manuel Altamirano (vespertino)	Federal	No	No	Absent
108. Mi Patria es primero (vespertino)	State	No	Yes	Absent
109. Juan Enrique Pestalozzi	Federal	Yes	Yes	Preserved
110. Doroteo Arango (vespertino)	Federal	No	No	Contested
111. Leona Vicario	Federal	No	No	Absent
112. Cuauhtémoc	Federal	No	Yes	Absent
113. Dr. Belisario Domínguez Palencia	Federal	Yes	Yes	Surviving
114. Francisco González Bocanegra (vespertino)	Federal	No	No	Absent
115. Octavio Paz Lozano (vespertino)	State	No	No	Absent
116. Asunción de la Cruz Vázquez	State	No	No	Absent
117. Niño Artillero	State	No	Yes	Absent
118. Emiliano Zapata Salazar	State	Yes	Yes	Displaced
119. Centro de Educación Básica del Estado de Chiapas Belisario Domínguez Palencia	State	Yes	Yes	Preserved
120. Rodolfo Figueroa Esquina	State	No	Yes	Absent
121. Juan Escutia Martínez	State	No	Yes	Displaced
122. Romeo Rincón Castillejos	Federal	No	No	Absent
123. Juan de la Barrera e Inzaurraga	State	No	No	Absent
124. Emiliano Zapata Salazar	State	No	No	Absent
125. José María Morelos y Pavón	State	No	Yes	Absent
126. Primaria Gustavo Díaz Ordaz (vespertino)	State	Yes	Yes	Imagined
127. Rosario Aragón de Coss (vespertino)	State	No	No	Absent
128. Ángel Albino Corzo (vespertino)	State	Yes	Yes	Displaced
129. Joaquín Miguel Gutiérrez (vespertino)	State	No	No	Absent
130. Emiliano Zapata Salazar	Federal	No	No	Absent

131. Belisario Domínguez Palencia	Federal	No	No	Absent
132. Niños Héroes de Chapultepec	Federal	Yes	Yes	Imagined
133. Gral. Ignacio Zaragoza (vespertino)	Federal	Yes	No	Imagined
134. Jaime Sabines Gutiérrez (vespertino)	Federal	No	No	Absent
135. Josefa Ortiz de Domínguez	Federal	Yes	Yes	Imagined
136. José María Morelos y Pavón (vespertino)	Federal	No	No	Absent
137. Miguel Álvarez del Toro	Federal	Yes	Yes	Imagined

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