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Accessibility and thematic representation of the knowledge of Indigenous peoples in Brazilian digital repositories

Edna Karina da Silva Lira

Brazilian Institute of Information on Science and Technology, Federal University of Santa Catarina, Brazil

Maurício Coelho Silva

Federal University of Santa Catarina, Brazil

Liliana Esteves Gomes

University of Coimbra, Centre for Interdisciplinary Studies, Faculty of Arts and Humanities, Portugal

Abstract

This paper investigates the presence and accessibility of documentation related to Brazilian Indigenous people and their cultures within digital repositories. The study highlights the historical oversight of indigenous knowledge, often due to Eurocentric perspectives in knowledge organization systems. The research identifies that while some Brazilian digital repositories contain scientific literature about Indigenous peoples, there is a significant lack of repositories specifically dedicated to their scientific production or cultural objects. The Insikiran Digital Repository is cited as an example of such an initiative, but it's no longer active. A key finding is the absence of specific nomenclature for indigenous groups (e.g., Guarani, Kaiowá, Yanomami, or Kambeba peoples) in bibliographic descriptions within these repositories. This omission hinders efficient information retrieval and perpetuates the invisibility of indigenous knowledge and intellectual productions. Furthermore, the study reveals a complete lack of indigenous language options in the surveyed repositories, meaning that access to this literature is limited to those who understand the colonizing language or other foreign languages. The paper underscores the imperative for Information Science to engage with principles of social justice and to develop knowledge organization systems that are attuned to the cultural and epistemological specificities of Indigenous peoples. This includes incorporating terminologies used by the communities themselves and promoting inclusive classificatory structures. The authors stress that dialogues with indigenous community representatives are crucial during the construction and management of these systems to ensure their voices and perspectives. In conclusion, while digital repositories have the potential to preserve and disseminate indigenous knowledge, traditions and memory, their current implementation in Brazil often falls short in terms of inclusive representation and accessibility. Addressing these limitations through collaborative efforts and culturally

sensitive approaches is vital for promoting informational justice and strengthening indigenous languages and identities.

1.0 Introduction

Traditional knowledge of Indigenous peoples attracts the attention of scientists and researchers. Barbalho *et al*. (2022) mention that indigenous knowledge of Amazonian biodiversity was used by colonizers of different nationalities. Furthermore, the authors mention that this traditional knowledge caused a significant change in commercial exploitation during the colonial period.

Thinking about indigenous presence as a social group that produces knowledge is one of the ways to approach the representation of indigenous ethnicity regarding knowledge production. This shows the identity of these people who are present in various institutions.

Some Indigenous peoples have become integrated into contemporary technological infrastructures, as exemplified by the Kaingang Indigenous village located in Santa Maria. In the interview conducted by Baggio *et al*. (2023) in Ŧhat village, respondents mention that the use of the internet, although sometimes limited, helps village residents access the Gov.br portal to resolve social issues. Furthermore, respondents considered the use of technologies to preserve and disseminate their culture. In education, digital tools allow oral storytelling to be recorded so that this material is preserved and not forgotten.

In the context of preserving the knowledge of Indigenous peoples, tools for organizing, preserving, and retrieving information – such as digital repositories – enable the collection of scientific production about these groups as well as materials produced by them. The discussion and dissemination of repositories expanded with the rise of Open Access initiatives, particularly after the Budapest Open Access Initiative in 2002 recommended their adoption (Rodrigues 2004, 2015).

Digital repositories are information systems that can store, preserve, disseminate, and provide access to information. Generally, these systems are more related to the scientific production of academic communities. The objective of the digital repository is to disseminate scientific knowledge to societies without them having to pay for it, aligning itself against the exaggerated costs imposed by large publishers (Rodrigues 2004, 2015).

In the context of repositories, the academic community began to defend the idea of open and preserved knowledge, and data repositories were also developed as repositories for data generated in research, institutional repositories focused on the institution's scientific production, and repositories for educational digital objects (Rodrigues 2004, 2015).

Given this context, this study sought to answer the question: do digital repositories exist to preserve and share the production and culture of Indigenous peoples? Are these digital repositories accessible in the language of these groups?

The central objective of the study was to identify whether Brazilian digital repositories possess documentation about Indigenous peoples and whether they are accessible in the language of the original peoples.

The research is justified by the opportunity to juxtapose Information Science with Knowledge Organization (KO) tools in ways that advance the interests of Indigenous peoples. In the Latin American context – characterized by the presence of original peoples, persistent social and economic inequalities, and a population composed of diverse ethnicities – Information Science can offer counter-hegemonic contributions (Cardona and Silva 2020), or contributions that are not limited to the production of scientific knowledge, data, or learning without acknowledging the "declassified" (Cardona 2020). Regarding KO, this is an area dedicated to conducting research into the preservation, representation, and dissemination of knowledge produced by different social groups, including Indigenous peoples.

In the context of information systems and digital repositories, decisions related to documentary representation, indexing, and metadata structure directly influence how certain knowledge is recorded, retrieved, and made visible (Periotto *et al*. 2024). Studies in KO demonstrate that traditional models of knowledge organization and representation, often based on Eurocentric perspectives, may present limitations in adequately representing indigenous epistemologies, their forms of authorship, their concepts, and their languages (Periotto *et al*. 2024). In this sense, KO can contribute to the construction of more inclusive representation structures, capable of incorporating original languages, collective authorship, and specific cultural categories, favoring the preservation and circulation of indigenous knowledge in digital environments (Periotto *et al*. 2024). The following section will present the basic theoretical and conceptual elements for the proposed theme and its specificities.

2.0 Digital repositories as a tool for preservation and sharing

The internet has proven to be a tool for access to information, enabling public and private research institutions to make data, scientific literature, and research results available. Digital repositories, scientific journals, or data repositories are used to provide access to information (Weitzel 2014).

Since the first Open Science manifesto, promoted by the Brazilian Institute for Information in Science and Technology (Ibict) in 2009, Library Science schools and institutions have been working to provide open scientific information. The teaching of these tools has been included in course curricula, either as a mandatory or elective subject (Silva and Silveira 2024).

Digital repositories are configured as strategic online platforms for research institutes and universities, as they contribute to the dissemination, preservation of intellectual production, and management of these publications (Leite 2009).

For Torino (2017), they are open and interoperable information systems aimed at information management. They store files in various formats and increase visibility. Gama and Carvalho (2017, 4) agree that they are like a technological device with the "purpose of informational mediation whose objective is to bring institutions and authors closer through information sharing".

Repositories can be institutional, research data-based, thematic, or for theses and dissertations. Leite (2009) differentiates them as: Institutional Repositories: those belonging to an institution, such as universities or research institutes, for example, the Institutional Repository of the Federal University of Santa Catarina; b) Thematic or disciplinary Repositories: consisting of a repository focused on a specific community, containing production from a specific area, such as the Health Educational Resources Collection (ARES); c) Theses and Dissertations Repositories: exclusive repositories for theses and dissertations, which can be collected by an aggregator, such as the Brazilian Digital Library of Theses and Dissertations (BDTD).

There is a concern within the Information Science community regarding the preservation of files, research data, stories, or memories of scientific communities; however, until now, some communities outside the academic environment have not been assisted.

According to Cardona (2020), the role of Information Science for society lies in the science that has information as its object, but which also leaves aside other communities, or ignores the subject and all the intersections that cross the subject and imply the production of information.

The aforementioned author further observes that engaging in discussions concerning power, control, and access to information positions Information Science in direct relation to the communities for whom it has developed informational tools and access mechanisms. This analysis, however, is not pursued here in terms of determining who possesses greater or lesser access, but rather in examining how informational instruments can support communities that participate in academic society while simultaneously resisting colonization.

In the arguments advanced by Cardona (2020), social justice is foregrounded, an aspect long neglected within Information Science, which historically prioritized the development of scientific artefacts for academic elites. Cardona thus proposes a shift toward interrogating for whom and for what purposes Information Science is being developed.

Still regarding KO, it relates to the ways in which knowledge is represented, structured, and made available in information systems, thus influencing which knowledge becomes visible or invisible in informational environments. According to Hjørland (2016), KO involves processes such as cataloging, indexing, classification, and the construction of conceptual systems that structure the representation of documents and their contents through knowledge organization systems, such as classifications, thesauri, and ontologies. These systems are not neutral, as they reflect theoretical and epistemological perspectives associated with knowledge domains and the communities that produce and use information (Hjørland 2016). Thus, different communities may interpret and organize the

same object in distinct ways, depending on their contexts and epistemological perspectives.

In this sense, the construction of more inclusive KO systems can contribute to increasing the visibility of historically marginalized knowledge, favoring the representation of concepts, categories, and languages specific to these communities in informational systems, such as digital repositories and scientific databases (Hjørland 2016).

In line with this perspective, the principles of Open Science can be integrated with Information and Communication Technologies (ICTs) and the tools of Information Science to support initiatives within Indigenous communities. This approach addresses the need, identified in the field, for strategies that recognize and embrace cultural and ethnic-racial diversity (Rezende et al. 2024; Neves 2021).

According to Arruda (2022), promoting digital inclusion among Indigenous peoples provides them with the technological resources necessary to strengthen their territories while preserving their cultural heritage and ancestral traditions.

In line with this thought, one can articulate the principles of Open Science and ICTs tools to act within indigenous communities. Given that there is a need in the field for strategies that recognize and include cultural and ethno-racial diversities (Rezende et al. 2024; Neves 2021).

For Arruda (2022), promoting digital inclusion for original people provides tools so they have the opportunity to develop their territories and maintain their roots.

Some Brazilian digital repositories present specific categories for scientific documents about original peoples, but they are not fully dedicated to this (Rezende et al. 2024). Furthermore, According to Rezende et al. (2024, 14), “The promotion of accessibility and usability of institutional repositories for indigenous communities also includes the translation of interfaces and content into native languages, as well as the adaptation of platforms to be more intuitive and easily navigable by users with different levels of digital literacy.”

The knowledge of these people must be respected and valued; for this, the digital repository can bring benefits for storage and protection so that this knowledge is properly attributed to the authors and not used improperly.

Lana's (2021) research showed that the expansion of information and access to the internet, social networks, and cell phones awakened in younger people the creativity to bring indigenous valuation, daily life, and culture to digital media. Examples from this research are Kanata Kambeba and Tainara Kambeba, two young women from the Kambeba community of the Solimões River (Amazonas), who present the community's culture on their social networks; in some publications, they talk about the meaning of graphics, handicrafts, and medicinal plants of the Amazon.

Periotto *et al*. (2024) analyze the representation of indigenous scientific production in Brazilian institutional repositories based on a case study conducted at the repository of the

Federal University of São Carlos. The authors start from the observation that the increased presence of indigenous students in Brazilian universities has expanded academic production linked to these communities and related themes, which generates new demands for the information systems responsible for storing, representing, and disseminating this knowledge (Periotto *et al*. 2024).

The study by Periotto *et al*. (2024) had as its object of analysis the adaptation of metadata in the Dublin Core standard, aiming to design improvements in the representation of indigenous scientific production in the institutional repository. Among the modifications proposed by the authors are the creation of specific fields to identify the ethnicity of the indigenous author, as well as the possibility of including titles, abstracts, and keywords in indigenous languages (Periotto *et al*. 2024). These adaptations aim to address particularities of indigenous intellectual production, such as collective authorship, the presence of indigenous names, and the use of terminologies linked to the cosmologies and epistemologies specific to these communities.

The results of the study indicate that the incorporation of metadata aimed at indigenous linguistic and cultural representation can significantly expand the capacity of institutional repositories to preserve and make visible the scientific production of original peoples, as the inclusion of specific fields for ethnicity, indigenous language, and authorship enables a more faithful description of these productions and favors their retrieval in information systems (Periotto *et al*. 2024). Furthermore, the authors highlight that such initiatives contribute to the promotion of informational justice and the strengthening of indigenous languages, historically silenced in knowledge organization and dissemination systems.

3.0 Methodology

This study is characterized as basic research, aimed at producing knowledge that addresses universal interests. Regarding its objective, the study is classified as exploratory.

In order to identify Brazilian digital repositories, the website of the Brazilian Institute of Information in Science and Technology (Ibict) was used. The Ibict is a research unit linked to the Ministry of Science, Technology and Innovation. Guided by the principles of Open Science, the Institute promotes broad and democratic access to knowledge. Headquartered in Brasília, it develops initiatives aimed at the production, organization, preservation, and dissemination of scientific and technological information in Brazil.

The links containing the addresses of the digital repositories were accessed and transcribed into a spreadsheet, which is available in Appendix A (in Portuguese) of this paper. However, not all repository links listed on the Ibict website were functional; in some cases, it was necessary to search for the repository name on Google in order to access them.

After locating the websites, information on publications related to Indigenous peoples was searched. The keywords used to retrieve documents were: “Indigenous peoples” OR “Indigenous communities.” Portuguese was the language used in the search, as the

research focuses on contributing to the Brazilian context and therefore prioritizes Brazilian scientific literature.

For each Digital repository, the number of retrieved records was transcribed into an Excel spreadsheet. In addition, the descriptive fields of each document were analyzed. The results of this analysis are presented in the following section.

4.0 Results

According to the data collected, Appendix A presents the institutions that possess digital repositories and their respective electronic addresses.

The existence of a digital repository specifically focused on the scientific production or digital objects of Indigenous peoples was not identified. However, it was possible to verify that the repositories of these institutions contain scientific literature regarding Indigenous peoples. The literature indicates that an attempt was made for such a repository, with the Insikiran Digital Repository, but it is no longer active.

The Insikiran Digital Repository was a project developed at the Insikiran Institute of Higher Indigenous Education, of the Federal University of Roraima (UFRR). Its proposal was to configure a digital repository dedicated to the scientific, academic, and ethnocultural production of the Indigenous peoples of Roraima, gathering, preserving, and disseminating materials such as monographs, dissertations, e-books, educational materials, digital dictionaries of indigenous languages, and other indigenous ethnocultural knowledge in digital format (Editorial Paco 2021). The project was developed by librarian Elton Bentes Neves, as part of his master's degree at PROFNIT/UFRR and was presented as the first indigenous digital repository in Brazil (Editorial Paco 2021).

The results showed that the metadata used in the system includes Title, author, type, keywords, notes, abstract, description, advisor, examining board, language, defense date (in cases of dissertations), affiliation, content, and copyright.

Some institutions that possess digital repositories and collections of indigenous literature do not include in the bibliographic descriptions the specific nomenclature of the people or indigenous family to which the materials belong or who are under investigation, such as the Guarani, Kaiowá, Yanomami, or Kambeba peoples. This type of omission can make the information retrieval process slower and less efficient, as those interested in the topic may not correctly identify works referring to specific indigenous groups.

This type of limitation in the thematic representation of Indigenous peoples in information systems is also a problem addressed in (KO). Lee (2011) argues that traditional classification and thematic representation systems, such as those widely used in libraries and databases, were historically developed from Eurocentric perspectives, which frequently results in inadequate or imprecise descriptions for materials related to Indigenous peoples. According to the author, the use of generic or outdated terminologies can hinder access to information by indigenous communities themselves and also by

researchers interested in these themes, since knowledge organization directly influences information retrieval processes (Lee 2011). In this context, the absence of specific terms to identify Indigenous peoples, cultures, or languages can contribute to the invisibility of the knowledge and intellectual productions of these groups in informational systems (Lee 2011).

Lee (2011) further highlights that many researchers and information professionals have pointed out the need to develop KO systems that are more sensitive to the cultural and epistemological specificities of original peoples. Among the proposals discussed by the author are the creation of local controlled vocabularies, the adoption of terminologies used by the indigenous communities themselves, and the development of classificatory structures that reflect their forms of organization of knowledge (Lee 2011). Such initiatives seek to overcome the limitations of traditional models and expand the cultural representativeness of different perspectives in information systems.

Furthermore, the absence of inclusive strategies reflects a technocratic view that may be reproducing terms and categories created from a non-indigenous perspective that does not value the self-designations and cultural specificities of Indigenous peoples. This not only hinders access to and preservation of the authentic knowledge of indigenous communities but also perpetuates the invisibility of the identities and resistances of these peoples.

In the repositories surveyed, no options for indigenous languages were found. Thus, all literature produced about and for this group can only be understood if this group has knowledge of the colonizing language or other foreign languages.

Silva (2020), when reporting the technocratic and Eurocentric influences brought by Library Science schools which also served as a model for Brazilian Library Science conducted research with course professors and found a lack of knowledge regarding ethno-racial issues, showing how white discourse prevails and, consequently, contributes to the "exclusion of Black, indigenous, LGBTQIA+, people with disabilities, among others who are on the margins of society within the critical construction of knowledge in the field, as well as in the exercise of the librarian profession" (Silva 2020, 121).

The concern for flexibly representing bibliographic description manuals for documents can contribute to making them more precise and non-exclusionary. This is a path that still needs to be traveled by Brazilian Library Science, given that there are more communities that form the Brazilian nation.

5.0 Conclusion

The results showed that repositories present productions on the theme but do not yet specifically contemplate the inclusion of these groups. However, when well-structured and committed to inclusion and respect for cultural diversity, they can play a fundamental role in the preservation and dissemination of the knowledge, traditions, and memory of original peoples.

A digital repository serves as a tool for cultural preservation, archiving and maintaining documents, recordings, oral traditions, cultural practices, and other indigenous knowledge for future generations. Furthermore, it significantly contributes to inclusion and equity, facilitating equitable access to this knowledge for both members of indigenous communities and other interested parties, promoting learning and the valuation of these cultures. Such a repository also amplifies the visibility, recognition, and empowerment of Indigenous peoples and their knowledge, combating stereotypes and fostering a greater appreciation for their contributions to society, while empowering communities to control how their information and knowledge are shared and used, reinforcing cultural self-determination.

This means they can become a bridge between indigenous communities and society at large, promoting the valuation of indigenous identities. However, it is essential that during the construction and management of these systems, dialogues are held with representatives of the indigenous communities themselves, contributing to their voices, perspectives, and modes of knowledge being respected and incorporated.

This dialogue allows for the identification of peoples and families in descriptions, the use of nomenclatures, and the guarantee that the material made available faithfully reflects indigenous traditions and knowledge.

Providing these spaces for joint construction corroborates Silva's (2020, 133) observation that "providing, within library spaces, the encounter with ancestry via moments with representatives and leaders of Quilombola and Indigenous communities is also a way to build new experiences."

It is an opportune moment for these spaces to aggregate information systems it is time for Information Science to embrace communities that have not yet been fully included or considered, including Indigenous communities. Traditional knowledge organization systems present limitations regarding thematic representation related to original people, largely due to their historical construction based on Eurocentric perspectives. This characteristic can result in the use of generic, inadequate, or outdated terminologies, compromising both the visibility and retrieval of information about these people in informational systems.

In this sense, KO plays an important role in how certain groups and knowledge are represented and accessed. Given this scenario, it becomes necessary to rethink and develop KO systems that are more sensitive to the cultural and epistemological specificities of original peoples, incorporating terminologies used by the communities themselves and promoting more inclusive classificatory structures. These initiatives contribute to expanding cultural representativeness in information systems and strengthening access to and valuation of the knowledge produced by original peoples.

Although the article highlights the scarcity of resources available in Indigenous languages and emphasizes the importance of developing culturally sensitive KO systems, the active involvement of representatives from Indigenous communities in the planning, development, and evaluation of these systems is recommended. Such an approach

facilitates the incorporation of the communities' own perspectives, terminologies, and information practices. This collaborative process can contribute to the development of KO tools that are more representative, inclusive, and aligned with the cultural and linguistic specificities of Indigenous communities, thereby promoting greater equity in the access, representation, and preservation of their knowledge.

AI Usage Statement: AI was not used to write this research paper.

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APPENDIX A

Repositories	Access link:
ACERVO ANTÔNIO CARLOS JOBIM	https://www.jobim.org
ACERVO DIGITAL DA UNESP	https://acervodigital.unesp.br
ACERVO DIGITAL DO INMETRO	http://repositorios.inmetro.gov.br
ALICE – REPOSITORY OPEN ACCESS TO SCIENTIFIC INFORMATION FROM EMBRAPA	https://www.alice.cnptia.embrapa.br
ADELPHA REPOSITÓRIO DIGITAL	https://dspace.mackenzie.br/home
ARES – ACERVO DE RECURSOS EDUCACIONAIS EM SAÚDE	https://ares.unasus.gov.br/acervo
BANCO INTERNACIONAL DE OBJETOS EDUCACIONAIS	http://objetoseducacionais.mec.gov.br/#/inicio
BDJUR	https://bdjur.stj.jus.br/jspui
BIBLIOTECA BRASILIANA GUITA E JOSÉ MINDLIN	https://www.bbm.usp.br/pt-br
BIBLIOTECA DIGITAL BRASILEIRA DE COMPUTAÇÃO	https://sol.sbc.org.br/index.php/indice
BIBLIOTECA DIGITAL DA CÂMARA DOS DEPUTADOS	https://bd.camara.leg.br/bd/home
BIBLIOTECA DIGITAL DA CÂMARA LEGISLATIVA DO DISTRITO FEDERAL	https://biblioteca.cl.df.gov.br/dspace
BIBLIOTECA DIGITAL DA FGV (REPOSITÓRIO DE TESES-DISSERTAÇÕES-OBJETOS DIGITAIS)	https://repositorio.fgv.br/home
BIBLIOTECA DIGITAL DA PRODUÇÃO INTELECTUAL DA UNIVERSIDADE DE SÃO PAULO	https://repositorio.usp.br
BIBLIOTECA DIGITAL DA UNIVATES - BDU	https://www.univates.br/bdu/hom
BIBLIOTECA DIGITAL DA UNIVERSIDADE ESTADUAL DE MARINGÁ	http://nou-rau.uem.br/nou-rau
BIBLIOTECA DIGITAL DE MONOGRAFIAS DE GRADUAÇÃO E ESPECIALIZAÇÃO DA UNIVERSIDADE DE BRASÍLIA	https://bdm.unb.br
BIBLIOTECA DIGITAL DO DESENVOLVIMENTO	Indisponível / Unavailable
BIBLIOTECA DIGITAL DO INSTITUTO BRASILIENSE DE DIREITO PÚBLICO	Indisponível / Unavailable
BIBLIOTECA DIGITAL DO SENADO FEDERAL	https://www2.senado.leg.br/bdsf
REPOSITÓRIO ACADÊMICO DE BIBLIOTECONOMIA E CIÊNCIA DA INFORMAÇÃO	https://deposita.ibict.br
REPOSITÓRIO COMUM DO BRASIL - DEPOSITA	Indisponível / Unavailable
REPOSITÓRIO DA PRODUÇÃO CIENTÍFICA E INTELECTUAL DA UNICAMP	https://repositorio.unicamp.br

Repositories	Access link:
REPOSITÓRIO DA UNIVERSIDADE CATÓLICA DE BRASÍLIA	https://repositorio.ucb.br:9443/jspui
REPOSITÓRIO DA UNIVERSIDADE FEDERAL DE GOIÁS	https://repositorio.bc.ufg.br/home
REPOSITÓRIO DA UNIVERSIDADE FEDERAL DE JUIZ DE FORA	https://repositorio.ufjf.br/jspui
REPOSITÓRIO INSTITUCIONAL DA FURG	https://repositorio.furg.br
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REPOSITÓRIO DIGITAL DA UNIVERSIDADE FEDERAL DO MARANHÃO	https://repositorio.ufma.br/jspui
REPOSITÓRIO DIGITAL DA UNIVERSIDADE FEDERAL DO PAMPA	https://dspace.unipampa.edu.br
REPOSITÓRIO DIGITAL DA UNIVERSIDADE MUNICIPAL DE SÃO CAETANO DO SUL	Indisponível / Unavailable
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REPOSITÓRIO DIGITAL INSTITUTO FEDERAL DE EDUCAÇÃO, CIÊNCIA E TECNOLOGIA DA PARAÍBA	https://repositorio.ifpb.edu.br
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REPOSITÓRIO INSTITUCIONAL DA FIOCRUZ (ARCA)	https://www.arca.fiocruz.br
REPOSITÓRIO INSTITUCIONAL DA FUNDAÇÃO JOÃO PINHEIRO	http://www.repositorio.fjp.mg.gov.br
REPOSITÓRIO INSTITUCIONAL DA FUNDAÇÃO SANTO ANDRÉ	http://www.repositorium.fsa.br:8080/repositorio
REPOSITÓRIO INSTITUCIONAL DA UFAL	https://www.repositorio.ufal.br
REPOSITÓRIO INSTITUCIONAL DA UNB – RIUNB	http://repositorio.unb.br/jspui
REPOSITÓRIO INSTITUCIONAL DA UNICENTRO	http://repositorio.unicentro.br:8080/jspui
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REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE DO ESTADO DO AMAZONAS	http:// repositorioinstitucional.uea.edu.br/jspui
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REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DA BAHIA	https://repositorio.ufba.br
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE GRANDE DOURADOS	https://dspace.ufgd.edu.br/jspui
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE ITAJUBÁ	https://repositorio.unifei.edu.br/jspui
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE LAVRAS (RIUFLA)	http://repositorio.ufla.br
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE MATO GROSSO DO SUL	https://repositorio.ufms.br
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE OURO PRETO	https://www.repositorio.ufop.br/home
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REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE RONDÔNIA	https://www.ri.unir.br/jspui
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE SANTA CATARINA	https://repositorio.ufsc.br
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REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE UBERLÂNDIA	https://repositorio.ufu.br
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REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DO PIAUÍ	http://repositorio.ufpi.br:8080/xmlui
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REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL FLUMINENSE	https://app.uff.br/riuff
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ	https://repositorio.utfpr.edu.br/jspui
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REPOSITÓRIO INSTITUCIONAL DO MUSEU PARAENSE EMÍLIO GOELD	https://repositorio.museu-goeldi.br/jspui
REPOSITÓRIO INSTITUCIONAL DO SISTEMA CFB/CRB	http://repositorio.cfb.org.br
REPOSITÓRIO INSTITUCIONAL PANTHEON DA UNIVERSIDADE FEDERAL DO RIO DE JANEIRO	https://pantheon.ufrj.br
REPOSITÓRIO INSTITUCIONAL PUCRS	https://repositorio.pucrs.br/dspace
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TRIBUNAL SUPERIOR ELEITORAL - REPOSITÓRIO DE DADOS ELEITORAIS	https://dadosabertos.tse.jus.br
REPOSITÓRIO DA FACULDADE DE DIREITO DE VITÓRIA	http://www.repositorio.fdv.br:8080
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REPOSITÓRIO INSTITUCIONAL DO CENTRO UNIVERSITÁRIO FUNDAÇÃO SANTO ANDRÉ	Indisponível / Unavailable
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REPOSITÓRIO INSTITUCIONAL DA METODISTA	https://metodista.br/stricto-sensu/ciencias-da-religiao/publicacoes/repositorio-digital-de-publicacoes-cientificas
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REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL RURAL DA AMAZÔNIA	http://repositorio.ufra.edu.br/jspui
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE RORAIMA	http://repositorio.ufrr.br:8080/jspui
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DE SÃO CARLOS	https://repositorio.ufscar.br
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REPOSITÓRIO INSTITUCIONAL DA UNISUL	https://repositorio.animaeducacao.com.br/communities/4c50d99b-d283-42fb-b090-4a92239a4e44
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE DE TAUBATÉ	http://repositorio.unitau.br/jspui
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE ESTADUAL DE MARINGÁ	http://repositorio.uem.br:8080/jspui
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL DO OESTE DO PARÁ	https://repositorio.ufopa.edu.br/jspui
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE FEDERAL RURAL DE PERNAMBUCO	https://repository.ufrpe.br
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE DE PASSO FUNDO	http://repositorio.upf.br
REPOSITÓRIO INSTITUCIONAL DA UNIVERSIDADE MUNICIPAL DE SÃO CAETANO DO SUL	Indisponível / Unavailable
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REPOSITÓRIO INSTITUCIONAL DO INSTITUTO FEDERAL DO AMAZONAS	http://repositorio.ifam.edu.br/jspui
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