POSTERS

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Mexican marine libraries: Two decades of transformations: the case of the "Reuben Lasker" CICIMAR-IPN Library.

This poster outlined the transformation of library services at the CICIMAR-IPN Library, through the development of Internet and information and communication technologies. Libraries in Mexican institutions of higher education, and especially the Library "Reuben Lasker" CICIMAR-IPN, have developed activities and made decisions based on their own experiences. The changes have arisen from advances in the exchange of information support as well as the organization and access to that information. These libraries recognize that more active users demand knowledgeable librarians who promote access to virtual services and collections through various electronic devices. The poster also described digitization projects and changes in information management, including services such as BIDITESIS, SIPRES, and AmonPro. These projects have advanced through partnerships, commitments and agreements between librarians and other information professionals and scientists from the institution itself as well as groups, associations and related external institutions, especially IAMSLIC and IODE, that have addressed training and supported the challenges of virtual information. Finally, due to the economic crisis libraries are facing in academic institutions, librarians must adapt to changes in their classic role as information brokers. They should give advice to teachers and researchers, promote open access, encourage the use of repositories and data mining, and be ready to take on other new tasks. It is vital for librarians to keep up with technological advances and support their colleagues. This will allow marine libraries to dock in the port of success.

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Readership popularization in Poland: tradition and modernity

Since 1992 the Polish National Library has published reports dealing with the state of reading in Poland. The last report describes reading in 2015. The research was done on a representative group of over 3,000 persons over the age of 15 using a questionnaire. The research describes book reading in various formats: printed, audio and digital ones. To put it mildly, it is not optimistic **- 63% of Poles did not read any books last year - the lowest** number since 1989.
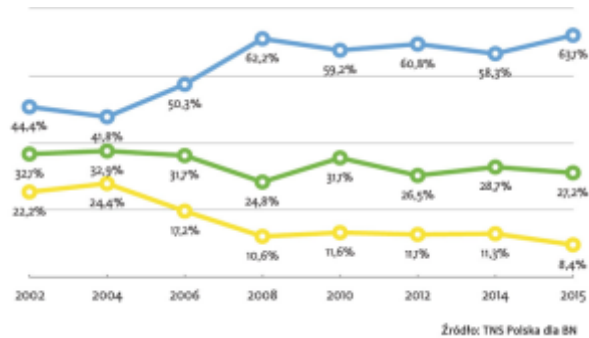
Fig.1. Reading books in Poland in 2002-2015
--- *Persons who did not read any book in the preceding year*
--- *Persons who read 1-6 books in the preceding year*
--- *Persons who read 7 and more books in the preceding year*

The strongest variable that determined reading was education - the higher the education level, the more books are read. Another variable was sex - women read more than men, girls more than boys. The most popular books were novels - detective stories, love stories, thrillers, fantasy and of course, obligatory school readings.

According to the report, 2/3 of Poles use the Internet when searching for practical advice, current information, maps, encyclopedic notes, tourist guides and short press articles. The same persons who read printed books also read a lot on the Internet. People who do not read printed books read neither e-books nor on the Internet. Family plays the most important role in creating a reading habit, followed by school teachers and librarians. It is also worth mentioning that the percentage of persons who read more than three pages of text (1300-1500 words) is decreasing. Some think that it is because the Internet has taught them rather to scan rather than to read with understanding.

The Polish National Library introduced two terms in its report: the **Omni Reader**, who reads at least one book and one periodical a year, three pages of text a month, and news on the Internet; and a **Person Out of Writing Culture**, who does none of these things. In 2015 there were 22% Omni Readers and 14 % Persons Out of Writing Culture in Poland.

The reasons for reading decline in Poland include:

- **School**: A former division into eight years primary and four years secondary school allowed time for school pleasure. In 1990 the education system was changed, and secondary school now lasts three years, so pupils do not have enough time for reading. They read "cribs" instead of books and teachers order pupils to read only fragments of novels instead of the whole texts, resulting in lack of comprehension. The form of exams was also changed. Instead of writing long essays based on books, now pupils take tests that can be passed even without reading.
- **The technology revolution**: Access to television, video cassettes, DVD records, and computer and video games have changed the way people spend their spare time. People also use tablets and laptops when traveling instead of taking books.
- **Book prices**: The price of books has risen sharply and demand has dropped.

- **The Internet**: In my opinion the spread of the Internet does not have a bad influence on reading but It has changed the way of reading to short snippets.
- **Libraries** are under-financed. Their stocks are very often outdated, which discourages reading traditional printed texts and does not attract persons who prefer electronic books, which are often lacking outside cities.
- **Lack of time**: Poland is a country where people nowadays work long hours. Poles do not have time for reading; in the evening people watch television and go to bed.

How Reading Was/Is Promoted in Poland

After World War II Poland had a high level of illiteracy (about 20%). Because of the change in the political system, the state became a patron of national culture and campaigned against illiteracy, but of course it was filled with the new ideology. Still, a lot of books and newspapers were published, also classics of Polish and foreign literature. Books and papers were very cheap, and in the 1960s and 1970s many book series, comics and illustrated magazines were available. A new word - *bestseller* - appeared. The authorities did not have to encourage reading. There were only two or three television programs, and the cinemas mostly showed boring Russian films, though others were based on famous Polish novels that encouraged viewers to read the originals later.

The situation changed for worse in the 1980s with the martial state, strong censorship, social and economic crisis. There were no products in the shops, and the bookshops were also empty. Books from illegal sources were the only windows to a free world for the Polish people.

The events of 1989/90 resulted in political system change and privatization. The state was a patron of culture no longer. Books were expensive and many libraries were closed. Only in the last few years has reading begun to be promoted. These initiatives include:
- Since 2012 the Presidents of Poland have organized an action called **National Reading**. Once a year the President and the First Lady read in public a novel that has been chosen by Poles in Internet voting. Usually actors, ministers, teachers, researches, and librarians join the action. National Reading is transmitted by television and radio. This year the action started on September 3 and a very famous novel - *Quo vadis* by Polish Nobel Prize winner Henryk Sienkiewicz - was read. The action is advertised on television, radio and the Internet, and this year the most popular video clips were prepared by paratroopers!
- The **Book Institute (BI)**, created by the Minister of Culture and National Heritage for promoting Polish literature in the world and reading in Poland, acts as a patron of *Discussion Book Clubs* that are established by the groups of book fans. They act in the libraries and organize meetings with writers and translators with whom readers can discuss books and many various problems; they even can get to know writers' opinions on current events. BI cooperates with organizers of big music events like concerts and festivals and also has renewed the tradition of novels in episodes on non-commercial radio transmissions and reviews with interesting young authors.
- The **National Program of Reading Development** for 2016-2020 was created by the Ministry of Culture and National Heritage, providing funds for buying books, multimedia, maps and periodicals for public and school libraries and for modernization of library infrastructure.

- Of great importance in reading promotion is the **Foundation ABCXXI - All of Poland Reads to Kids.** The motto is: *"Read to your child 20 minutes a day, every day."* This is promoted at schools, on the Internet, on TV and radio; even the army (pilots) promotes the action. The foundation organizes meetings for children with writers, actors, and town mayors, who read books aloud, usually fairy-tales and adventure books, which children like the most. **On the 10th Anniversary of the campaign**, the Foundation launched the **"All of Europe Reads to Kids" program** to promote daily reading to children, facilitate an exchange of experience and good practice between different organizations in Europe as well as provide a working platform for those who are willing to launch campaigns promoting reading to children in their countries. *Its other programs include "Reading in prisons" and "Bookstart" for children. In many towns, these books are given to the parents for free when they register a child. The foundation also created a Golden List* of books that teach, provoke reflection or laughter, perfect language, develop imagination, or present good behavior models.
- The **Polish Librarians' Association** organizes *"A week of libraries."* During these weeks libraries organize many events, especially for children. Besides meetings with authors, there are contests, days of various cultures (Japanese, British etc.), bookcrossing in parks and busses or reading books in sign language.
- Libraries also found library clubs and part-time kindergartens, promote events such as the *Long Night of Libraries*, exhibitions and more.
- **Flash Mob** –loud reading in different places, for example at railway platforms, in parks, and even at the Zoo!
- Libraries offer audio books and special service for the blind.
- Along with local authorities, librarians and publishers organize **outdoor events** such as *Seaside Reading Plein-air* in Gdynia, held every July. This joins a book fair with meetings with writers.
- There are many book fairs in Poland where visitors can not only buy printed books, audio books and e-books, but also take part in panel discussions, meet the authors or play with board games.
- **Bookcrossing** is defined as "the practice of leaving a [book](#) in a [public place](#) to be picked up and read by others, who then do likewise." This idea appeared in Poland in 2003 and since then has become very popular, with bookcrossing shelves in many places.
- The **Internet** offers new ways of reaching the readers. *BiblioNETka*, a consultative portal, offers opinions on books, addresses of bookshops, and a lot of discussion fora. At *Parkliteracki.pl*, *Lubimyczytac.pl, NaKanapie.pl and Webook.pl*, participants create book catalogs, add citations from favorite books, describe the heroes and give their own reviews. The foundation Modern Poland (Nowoczesna Polska) provides an Internet library called *Wolnelektury.pl* where readers have access to many interesting books (of course observing copyright). The texts can be saved on computers and followed by other readers.
- B**ookshops and cafes** often have separate corners with armchairs and tables where visitors can read without purchasing while enjoying refreshments.

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Crises are opportunities: INIDEP turns to KOHA

Since 2009, the INIDEP Library (Mar del Plata, Argentina) had used ABCD (Automatización de Bibliotecas y Centros de Información) for its OPAC in the Intranet. This system was created by BIREME/PAHO/WHO and is open source (free software) and is a member of the ISIS family of technologies. At that time, several factors led us to choose this system, given that the Library manages its bibliographic databases with WinISIS. Starting in the year 2016, the INIDEP Informatic Department (ID) warned the Library about the critical state of the Server where the ABCD system is hosted and runs (it was vulnerable, unreliable, and outdated). Based on analysis and diagnosis, the decision was made to migrate the OPAC to KOHA, an Integrated Management Library System from New Zealand. The ABCD is a useful and versatile tool, but at the moment it does not have either sustainable or intensive and continuous development and updating. These are the factors we kept in mind when moving to KOHA: the development and supporting community is very active, with plenty of documentation; (1) the user community is world-wide and numerous (including small and large libraries); (2) it is free software, just like ABCD; (3) it works under GNU/LINUX; (4) the current available infrastructure at INIDEP is suitable for KOHA (LINUX virtual servers, high processing and storing capacity); (5) the INIDEP ID staff has previous experience on KOHA technical implementation; (6) other Argentine libraries related to marine sciences have OPACs developed with KOHA, so this will allow a major fluency and exchange of information, and know-how. At the moment, the INIDEP Library is in the process of trials of databases configuration and migrations from ABCD to KOHA.

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The impact of collaboration activities in ILL Services: 5 years of IAMSLIC membership benefits from libraries worldwide (2010-2015)

The IBMP/UNCOMA Library (Universidad Nacional del Comahue) in Argentina has been a member of IAMSLIC since 2010. Before joining, marine information management was traditionally carried out by researchers who were used to requesting information from the document's authors or institutions. Since the IBMP became an IAMSLIC member, the traditional requesting activities have been replaced by an Interlibrary Loan (ILL) service performed by the Library that has improved the flow of requested articles through resource sharing among member libraries worldwide. This poster showed how requesting documents has changed; lending libraries' ranks; and the global distribution of items and institutions throughout five years of membership (2010-2015) as a result of cooperative activities between libraries.

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Design and implementation of an academic hybrid repository for the Sinaloa region

This poster describes the process of building and operating the institutional repository hybrid Interdisciplinary Research Center for Regional Integral Development (CIIDIR), unit Sinaloa, through a robust computing platform for the expansion of library services and scientific information. The CIIDIR promotes the incorporation of universities and regional institutes independently to address the growing needs of the scientific regional community and users in general, as well as to contribute in the integration of infrastructure national information.

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Caribbean Marine Atlas Phase 2

Countries in the Caribbean region share the same priorities with respect to marine resource management, and many of the same challenges with data access and data management. Critical goods and services provided by the marine environment in the Caribbean are at risk from threats, including weak governance, mismanagement, climate change and the inadequate incorporation of data into decision-making. Faced with this, the Caribbean Marine Atlas Phase 2 (CMA2) has worked since 2013 in the sustainable operationalization of an online digital "Caribbean Marine Atlas" technology platform in support of Integrated Coastal Zone Management - ICZM (with special attention to coastal hazards, climate change, biodiversity & habitats, fisheries, land based sources of pollution) and Ecosystem-based Management for the Caribbean Large Marine Ecosystem Project (CLME). The platform will be piloted in nine countries at the regional and national levels. Training, awareness building and dissemination activities are being conducted. The CMA2 project builds upon the experience and lessons learnt in the CMA1 and SPINCAM Projects. The development of an atlas framework is an effective way to leverage scarce resources to improve access to regional and national scale coastal area management-related data. INVEMAR in Colombia is a regional coordinator of CMA2. CMA2 is working also on design and implementation of regional indicators and on geospatial information, databases and documents collection with the country's partners (Venezuela, Belize, Panama, Guatemala, Mexico, Dominican Republic, Jamaica, Dominica, Barbados), based on a strategy and collaborative tools to facilitate self-management of information in countries (GeoNode). Each National Focal Point works to promote CMA2 at the national level to involve key institutional stakeholders. Digital platforms are available.