

New Agenda for Books and Reading: Recommendations for Public Policies in Ibero-America





Organização das Nações Unidas para a Educação.



Centro Regional para o Fomento do Livro na América Latina e Caribe



REGIONAL CENTER FOR BOOK EVELOPMENT IN LATIN-AMERICA AND THE CARIBBEAN, CERLALC-UNESCO

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Conceived as a tool to support the production and circulation of books throughout the region, this collection gathers print and digital documents which reflect the state of the publishing sector, the bibliodiversity, the trade flows, and statistics in Ibero-America. Likewise, it will have technical manuals addressed to all actors in the book value chain.

Original title:

Nueva agenda por el libro y la lectura: recomendaciones para políticas públicas en Iberoamérica

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First Editon: September 2014

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Concept and design Marca Registrada

Layout Epígrafe Ltda.

ISBN: 978-958-671-198-2

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This project is supported by:





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Policies in Ibero-America



Preliminary Note

This document, commissioned by the Regional Center for Book Development in Latin America and the Caribbean (CERLALC), was prepared by **Roberto Igarza**, Doctor of Social Communication and education expert, and constituted the base for deliberations of the "Comité Intergubernamental Nueva Agenda por el Libro y la Lectura: Recomendaciones para políticas públicas en Iberoamérica", which met in Bogota D.C., July 2-5, 2013. The text also incorporates discussions and thoughts presented in documents from roundtable reflection on reading, writing and libraries (Bogota, D.C., September 20 and 21, 2012); on copyright (Mexico, D.F., November 19-20, 2012), and on book production and circulation (Bogota, D.C., April 17-18, 2013).

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Foreword

We are going through times of quick changes in the field of production and distribution of books, and in the ways publishing content is accessed. Therefore, these are also times of great challenges to design public policies for reading, books, libraries and the promotion and protection of intellectual creation.

Throughout its history, CERLALC has had the mission of properly understanding the changes in the industry, as well as the respective task to support the governments from its region in the development of concrete actions to address them. In recent years, our purpose has been to strengthen that role by transforming CERLALC into a center of thought, that supports member countries in the development of public policies around books and reading, in an informed way, providing diagnosis, reflection and conviction. We are confident that the region's critical thinking can contribute to respond adequately to the challenges posed by technological development. A first step is to create opportunities to talk about such thinking to make it visible.

The New Agenda for Books and Reading is a good example. Since early 2012, and following instructions from our governing bodies, we undertook the task of making diagnosis and convene meetings with experts to help us identify key issues for each of our strategic areas. This work started with three specialized committees, where about forty experts from across the region got together. The Board of Reading,

Writing and Libraries was held in Bogota, in September 2012; the Board of Copyright was held in December, in Mexico City, and, in April 2013, we had in Bogotá the Board of Books Production and Distribution.

After completing these steps, we had an important documentary archive of thinking and suggestions on the subject that concerned us, that is, the impact that the increasing use of ICTs had on our industry, and the challenges we were facing in the short and medium term, in a context of coexistence of traditional and new ways of producing, distributing and accessing editorial content.

The work was halfway done. We had the basic elements for the analysis and generation of recommendations for each of our areas. We needed, therefore, to reassemble the puzzle, and try to integrate in a coherent and systematic proposal the advances in the diagnosis and recommendations, from an academic knowledge point of view that could build a single document, according to the evident changes of today's world, to create the proposal of a *New Agenda for Books and Reading*. For this, we went to Dr. Roberto Igarza, who had assisted us on the analysis of each critical subject, and who deserves much of the credit of the work herein presented.

But our work did not end there. The proposal had to be enhanced and analyzed by its formal addressees: the governments of the region. For this, in the first week of July 2013, we convened an Intergovernmental Committee, where books and reading policy makers of seventeen countries of the region, along with representatives from UNESCO and other international organizations, worked in detail each of the formulations of the document and, in particular, a list of final recommendations for the development of public policies.

The result is this document. Starting from making clear the good health of books and reading in today's world, as well as the need to promote and make the scientific and literary creation in the region visible, the text revisits the traditional ways of doing in the industry of books and reading, in production, distribution, mediation, access to content and in protecting the rights of creators. It gives us sails to navigate in a sea of new technologies that is rather complex for many, and understand un-intermediations and re-significations of many of our activities, specially the skills and infrastructure developments that new times demand. All this while keeping in mind that we are within

specific contexts, with clear uneven development and a dominance of traditional forms of books and reading. It ends with an ambitious list of suggestions, and it is right there where our challenge begins: undertake the construction and implementation of a new agenda for books and reading.

Fernando Zapata López
Director

The Future Agenda

- 1. Never before have books enjoyed such excellent health. Never before have so many new titles been published in the region and worldwide. Never in the history of humanity have so many new members entered the population of readers, including significant segments of the region's most underprivileged sectors, who see in books a sure path to full cultural, social and economic integration. Never before has reading received so much praise as key factor for inclusive human development. Never before have the system of award and recognition around books and the practice of reading held such charm as they do now. Fairs have never before been attended by so many, and books never the focus of exhibition as they are now. The book continues to be the highest echelon text can achieve in the quest for legitimacy and intellectual recognition, the essence of past and present meritocracy. At the same time, its distinction amongst many cultural objects largely derives from the innate symbolic identity conferred by print, with the indelible form and character it acquires, bestowed as a gift, read and circulated with the greatest comfort and dignity.
- 2. The roles of the State as reading promoter, influential advisor on cultural contents, producer of contents, facilitator of socio-technological infrastructures, regulator and fiscal agent, have been vital in the configuration of the current scenario. Through government purchasing and direct promotion of cultural diversity, State

intervention in the risks of concentration is as crucial as it is on the scope of bibliodiversity and positive discrimination of reading over other cultural practice and consumptions. The inclusive forms it adopts with respect to bookstores; its integration of librarians in defining acquisitions; the coverage and resources dedicated to reading programs outside libraries and schools, and its function in the exposure of local offering to foreign audiences all plays a decisive role in the definition of regional markets. The deferential treatment of books, reflected in sectoral policies applied in the region, attest that reading is considered a determinant if not the primary factor for social and economic inclusion and full exercise of citizen's rights. It could be said that public policy has much to do with the good health of books in Latin America and the Caribbean.

3. The current scenario represents an average result and, at the same time, a course of direction. On one hand, an assiduous look at the complexity of the circumstances gives ambivalent results. When all is said and done, one deep truth can oppose another of the same nature. While some of the region's countries have implemented measurement systems to assess the results of promoting reading, neither the effort toward systematization and comparability, nor the assignment of resources are apparently sufficient to unravel the complexity of current contexts, wherein the separability of reading and writing is ever greater. Although content production increasingly focuses on obtaining the micro-segmentation demanded by a society of minorities, risk of concentration in the most profitable sectors persists. While the super bestsellers on which some social actors appear to base their survival grow scarce, products of special cultural, social, economic or political sensibility are multiplied by university and independent publishers, struggling to maintain potential for bibliodiversity in the region. Thanks to best practices of co-edition, often combined with translation, Latin American creativity is expanding to new markets as never before, but at a lower growth rate than that of foreign translated editions introduced into the region. The recovery and visibility of languages of native peoples and Afro-descendent cultures within the cultural media ecosystem continues gathering adherents, but their presence in the universe of books is far below what it should be.

- 4. Ambivalence about the scenario is polarized when the influence of the digital paradigm is observed more carefully. For example, as technological entity and main storage medium of text, the printed book endures in the face of transformations proposed by the digital paradigm, better at least in comparison with events in the music industry. But it is also true that new generations rebel against the linearity of text and differ with previous generations about the social and economic value of books. The most traditional genres, such as poetry, hold out with an amazing strength, and yet reading experiences are becoming more complex, increasingly inserted in social interstices, mingled within intermittent, mediated and remote communication processes. The great stories continue de-multiplying themselves, extending backwards and forwards with prequels and merchandising, while their partisans, using new languages and fan fiction platforms, entwine them, a situation threatening sector revenues while at the same time becoming almost indispensable in viral promotion of the original story. As they always have and likely always will, the great stories compete with small stories, anonymous and distant from any epic meaning. But now many of these small stories are produced and shared by "prosumers," readers who alternate between reading and writing, consuming and creating. Social promoters of reading, cultural agents and storytellers—both volunteer and official—go into the field with shared activities of reading aloud, organizing and encouraging thousands of book circles and clubs, reach the populations at greatest distance from the book. While they may not lie in wait for any transition, spaces for promoting reading in general and particularly libraries tend to resignificate under the digital paradigm, not without difficulties.
- 5. While for more socially vulnerable populations reading continues to depend on access to print mediums, traditional mediation and the role of the State, a growing segment of the population located especially in the larger cities and composed of millions of hyperconnected and over-equipped people connect to the cultural media system, with no distinction between contents or respect for contexts. Contemplative readings coexist alongside transmedial experiences in which different mediums, contents and platforms

cohabit, each intervening alternately at the reader's will and configuring new forms of appropriation and significant lessons. Under the digital paradigm it is possible to reinterpret reading and, armed with more information about the reader, adjust the content proposal less intuitively with respect to its reception. In the same way, the reading experience can be enriched with other types of contents and sociability, open to retaining and widening reader audiences, and with the immediacy of the network distant territories are reached more easily. Under that same digital paradigm, reading loses its intimacy and readers total control over the experience. While the power of transmediation is developed by other industries, often on behalf of books and reading, there is a certain inertia in the sector's response to the potential for synergies. Although reading programs have expanded in every sense and reached a dimension never obtained previously, there is insufficient dialogue and convergence with media education and digital inclusion programs, which would facilitate understanding of current practices and promote new literacies. Print continues as the main vector for fiction, while competition between mediums is much greater when it comes to essays and technical contents.

- 6. There is an increasingly generalized perception that, while clear of the crisis hammering other cultural industries, the until-now slow evolutionary process of reading practices and the book as technological entity is accelerating, making way for the idea of a transition toward new horizons. In what can be glimpsed of the future, which as expected includes strengthening and renewing all of the successful policies implemented in the region, undoing the bad to keep the good will be difficult.
- 7. While not due to any one factor, the digital paradigm has the greatest bearing on this situation. Depending on the case, ambivalence is introduced or amplified, and when accentuated tends to be prolonged into the future. It is thus increasingly evident that the digital paradigm:
 - **a.** influences the resignification of spaces to promote reading, as well as mediators and other traditional social actors;
 - **b.** demands that traditional forms of negotiating copyright be reviewed;

- c. modifies ways of putting the book into contact with potential readers;
- **d.** disturbs social assessment of the book and of the linearity of text:
- e. makes the insertion of social actors more compulsory than consensual; and
- f. places text and creative expression in unfair competition on all screens
- 8. While it is impossible to avoid the uncertainties accompanying the absence of an end paradigm- or the plurality of possible paradigms, if preferred-, an inclusive and prospective compilation of high points in the main current of debate on the book and reading throughout the region and world can reveal inescapably critical components in the construction of a new agenda for the region's countries. The ultimate purpose of this document is consequently to offer a provisional map of challenges, as contribution to reflection on the renovation of government instruments to promote creation, reading and libraries; to encourage cultural and commercial exchange, taxability and economic incentives in the sector, and socio-technological infrastructure, particularly linkage with digital inclusion through school programs and connectivity in open public spaces.
- 9. This document has been shaped by the scope of the convocations made at CERLALC initiative during the past two years, which results transformed into a base document of great significance for the writing of this document and which should necessarily be consulted for any in-depth analysis of each variable. It contributes a crosscutting perspective, favoring the interwoven over isolated lines of thought, a systematic approach over the analytical. With no aim of being exhaustive, this document explores the terrain to clarify and make visible what cannot be left out in the political consideration of transition driven by changes in social, cultural and economic behavior —a transition that at greater or lesser speed will affect reading practices as well as the future of the sector, and every social actor, without exception.
- **10.** There is no room for ingenuousness or simplifications. Reading and the book has no single future, could not, given that supply,

contexts, and forms of demand represent too heterogeneous a universe to be modeled by one same and single paradigm. Its current plurality cannot be understood from a sole perspective, nor can the totality of its ends, materialities and interactions with readers be perceived through a single paradigm. An infinity of expressions and audiences flow within this universe. Furthermore, the digital paradigm, which presents itself with the firmness of the self-fulfilled promise, has already demonstrated its internal instability on countless occasions. This increasingly invites a critical look at the cultural and social phenomenon taking place, remote from any temptation toward technocentricity.

11. Formulation of a new agenda on the book and reading must be based on a cultural and political perspective on change phenomenon, more than any other, maintaining a prudent distance from the determinist imperative sustained by an over-assessment of technologies in the study of future scenarios. What is most significant will be gleaned from the attitude different social actors adopt in relation to these scenarios, most relating to the co-existence of storage mediums, languages, narratives, esthetics and technologies. There is no need for further prying into the inscrutable future of reading to recognize the continued importance of the analog medium as backbone of most reading practices in schools and libraries. Nor is it necessary to underscore the responsibility of reading plans and the role of mediators, under the hypothesis that printed materials and traditional mediation will continue interacting similarly to the way they have until now, at least in the medium term. The printed book, its digital versions and enrichment resources of various types will coexist for some time, intermingling roles and combining contexts and purposes in different manners. In a scenario where the hybridity of cultural consumptions has stopped being a novelty, one of the most significant issues is how to renovate without losing identity, how to offer reading experiences that are more all-encompassing of audiences and contexts, and how to strengthen ties between social actors in the frame of growing demand for resignification. Moreover, the question is how to make all this happen without undoing the social and political capital acquired, this interweaving

- of social prestige and valuation, social and cultural legitimacy, features of the book and the reading experience that distinguish them from the many other ways of producing and democratizing access to cultural contents.
- 12. What is most certain in this context is that a transition is underway and here to stay, that the mature strength of the printed book provides the foundation for constructing a medium-range perspective, and that there will be novel forms of cohabitation among storage mediums, contents and social actors. The role of public policy is to put the current complexity into perspective, highlight good transition practices, and at a pace suited to each local context, ensure a future for values that should be preserved within the publishing chain. Public policy also targets resources to accomplish educational and cultural goals with priority over any other outlook attempting to impose itself during the transformation. In this sense, this new agenda of reading and the book, while not intending to be exhaustive or conclusive, seeks to orient reflection and analysis of scenarios for strategic decision making.

Global and Regional Context: A Characterization

From Crisis to Transition

- 13. Economic crisis revealed some of the deficiencies of the globalization process hidden from view behind finance-inflated progress since at least the last decade of the past century. The current crisis, which did not appear to be global, gradually took on this dimension as the true level of overlapping economic processes was discovered. The integration of financial subsystems and the economy in general was far enough advanced so that a defect in a key piece checked the system's aspirations with respect to infinite progress. While the nature of the crisis could be economic, it is useful not to lose sight of other aspects of life in society illuminated by the upheaval, such as social fracturing.
- 14. The cultural media system cannot escape unscathed. It has learned quickly from its cyclical crises and demonstrated capacity to flexibilize to the maximum its internal logic when so obliged by external logic, market conditions and technological advances. With landscapes more or less critical for one sector or another, its expansion was exponential, at least until a few years ago. No local measure prevented the cultural media system from continuing its path to a globalization of the creative industries. With landscapes sometimes more and sometimes less regulated, the local vision and global supply interpenetrated, benefitting the latter more

than the former. The crisis can accentuate this same flow due to the weakening of local markets in the countries at its epicenter, as well as the array of financial and monetary variables amplifying the idea that it is in the emerging countries where a part of the industry can obtain compensation for shortfalls in its countries of origin.

- 15. With the arrival of the Internet, much of the known paradigms lost currency for the broad majority of cultural industries. With palliatives and contradictory attitudes, one social actor or another vacillated between covering up what was happening and denigrating all vision foreign to their interests and simply submitting to the new rules, negotiating before it became too late. Positions were ideologized or founded on economic visions, but rarely knew how to rise to the stature of the cultural arena. With its advent, the Internet undercut a prior paradigm on the production and distribution of cultural contents.
- 16. Discomfiting almost all with the rapidity of its implantation in the productive world, the Internet then extended its influence to the universe of leisure and entertainment. As the years passed, the concept of the Information Society gave way to the Knowledge Society, and Internet access began to be linked with the democratization of culture and education. While indeed it was, the Internet did not just represent a higher state in the process of digitalizing networks. It was and continues to be a factor of discomfort for the broad majority of social actors in cultural industries. Although the Internet and globalization are not interchangeable terms, it is evident that their evolution is founded on a co-determination that feeds the visible and invisible forms of one phenomena or another. Despite this close connection, the Internet enjoys the positive side of collective thinking, while globalization depends on each person's individual position. The Internet brought as many new challenges for content industries as it did for public policies. Never before has a technological phenomenon contained negative and positive components of such solidarity. While not impossible, it is difficult to moderate the negative and encourage the positive operating with the instruments more at hand. Some congratulate themselves on the plurality of voices

- brought in, but others make it clear how this affects the construction of a public agenda. Powered by infinite interactions, globalization and the Internet are both discomfiting, each in its own way.
- 17. If the Internet can have serious effects for the book industry, that is because they act on foundational values, such as the centralized methods of fostering author creativity, prescription and intermediation. The de-territorializing of consumptions owing to both the Internet and globalization is accompanied by effort to make contents visible in as many territories as possible; the operationalization of means of payment in globalized networks makes transaction feasible. It could be said that Internet directed transition toward a stage of symbolic exchanges in which mediation has become unstable. If digitalization of the value chain has accelerated, this is due more to external than to internal factors. While for a time these were innocuous, the new forms of producing, circulating and consuming cultural contents mobilize energies unthinkable a short period ago.
- 18. The sector's evolution has always been closed linked with the evolution of the five logicalities: the productive/industrial, the social, public policies, the technological, and the cultural. Albeit with different nuances, it is when all five are energized that the idea of an acceleration is generated. With media convergence as banner, as the industrial systems of the different cultural sectors draw nearer to one another, the common space expands beyond visible borders. In most recent history, all the content production and distribution industries have increased points of contact in technical areas. Thanks to digitalization, more and more they share technological services, soft and hard technologies, even content promotion, integration and distribution platforms. Never have they been so alike as they are now.
- 19. Elsewhere, the cooperation that has always existed between the different cultural industries has in part progressed toward other forms of complementation, but also toward new forms of competition in the construction of a story of common culture. The book sector has always competed with the other actors of the publishing complex for time dedicated to leisure, entertainment and

information, in particular that of newspaper and magazine readers. In some way, the changes in behavior of reader-users affect one and another groups, all faced with ways of informing, knowing and communicating. Rematerializations of contents in multiple mediums involve almost all sectors. Television increasingly looks beyond the TV set for periods and at times of day inconceivable just a short time ago. The materiality of some traditional mediums seems to suffer a certain obsolescence in the face of dynamic screens that become omnipresent, as much so as ubiquitous contents. The trend of dematerializing contents is accentuating with the eruption of cloud services. There is no reason to think that the global crisis will not accelerate processes underway.

Competitiveness

- 20. On one hand, there is a strong tendency toward extraterritoriality of educational services. Through combined and highly diverse strategies, e-learning expands frontiers to the infinite. There is no need to pause for discussion about the powerfulness of the region's most popular languages, Spanish and Portuguese. The economic value of Spanish is undeniable and already sufficiently studied to make yet another demonstration unnecessary. However, new interpretations of the value of translations are warranted, especially when they operate together with co-edition. The efficiency of the functions that translations and co-editions perform in the development of international markets does not yet appear to operate in the same way within the region's borders. Promotion of indigenous languages so that they recover the value they should never have lost, as well as Spanish-Portuguese flow, should be part of any public policy toward regional integration.
- 21. Unfortunately all of these challenges continue as current as ever, despite the valiant efforts of almost all the social actors belonging to the value chain. In this sense, once again the networks have not yet offered all that could be. In a more flexible paradigm than that of printing, the potential of translations associated with coeditions would likely increase. The sector's experience related to Spanish among second and third generations of immigrants in

the United States is a good demonstration of the value of language as transmitter of culture. For the region's authorial creativity to expand to other territories, this optic must be reinforced with concrete actions, and here it is worth restoring the value of south-south exchanges. Very much in spite of the fact that they have not been effective in large productions—ultimately, the power of super bestsellers corresponds to a mostly north-south flow—symbolic and cultural value is essential at a time when globalization could enter into a zone of reinterpretations, dislodging old concepts from the medieval era. In short, ways of competing in a globalized world are as diverse as the sector is heterogeneous.

Open Knowledge and Culture 2.0

- 22. The State has played a vital role in the deployment of knowledge production over recent decades. Knowledge production from scientific and technological devices and artistic production arising in public and community spaces have been the main drivers of this exponential expansion. Albeit with highly different nuances and investment capacities, the region's governments understand innovation and research as factors of economic and social development. Fostering knowledge production linked with productive innovation is the best vehicle for promoting development, though not the sole condition. In this sense, debate continues regarding the benefits of opening up knowledge.
- 23. The concept belongs to a higher plane (*OpenAccess*) that could be called Culture 2.0. The opening of government information (*OpenGouvernment*), open computer code (*OpenSource*) and data journalism (*OpenData*), among other initiatives, imposes a greater challenge for the publishing universe in general and for the book world in particular.
- 24. In many countries, discussion on the implications of promoting an *Open Access* culture is quite current. Whether this involves protection of cultural heritage, scientific knowledge produced with State funding, or software taught and used in the educational system, the issue goes way beyond the problems of the sector. The implications accompanying the adoption of free, open software have been much debated. Three positions co-exist in the

- region: positive, negative and dual, in which it is adopted partially or adopted within but not at the national or federal level. This last category is provisional and less stable than the others. The countries adhering to it today are susceptible to adopting a firmer position in the near future, in one sense or another.
- 25. Some implications for the book sector are more evident than others. As industrial sector, some of the social actors may be more concerned than others, such as organizations that process information, manage talent and knowledge, and distribute the results of creative processes. But the most significant implication resides in cultural effects of the debate, since its origins poised in opposition to the tradition of the copyright. In this sense, implantation in the collective imagination of a culture leaning toward the opening of knowledge may not have consequences for the sector in the medium term. On the other hand, the platforms on which part of its future is at stake, such as distribution of digital contents, mostly employ industry standards more than open standards, especially for content management and protection.
- 26. In one way or another, sooner or later the debate will expand to where it is not yet opened and re-arise where it has remained latent. The new configurations of the book chain probably cannot elude the direct competition of open content for much longer. At the same time, it is considered one of the most valuable sources possible under certain combinations of open and paid access.

Overproduction and Visibility

27. The knowledge production and circulation system developed during the 20th century produced spiraling growth in results. Never before had so much knowledge been produced. Books and widespread distribution of reading competencies, mass literacy, more open and plural schooling, and access to the university were the agents driving this success. Currently the educational system is under the same crossfire as the book. People seem less and less drawn by different forms of accessing culture and knowledge. They enter and dissociate themselves from the system with extreme ease, and establish cultural and social ties among themselves outside the system that are more dynamic and efficient for

- practical objectives. They connect to the cultural media system in highly diverse ways, many of them rejecting traditional mediation and forcing it into transition.
- 28. For many, one of the problems most affecting the future of reading comes from the generation of *prosumers*. In contact with a cultural content, these people alternate between consumption and participation, between reading and writing. This is the generation of readers who feels more comfortable as user of a service than as reader of a book. Far from a majority, given that mass participation is still pending among the many expectations awoken by the Internet, they can represent a public of growing influence with respect to cultural consumptions in digital spaces. In this case, the potential of transformed books with those publics could be meager. From the standpoint of both production and rights management, the passage from product to service could be traumatic. This seems more evident in some cases than others.
- 29. But if the growing production of user contents, with all its variations included, plays a role when analyzing the impact of the web, cultural oversupply does not arise from nor end with the Internet. Multiple factors, some of a more political nature, others connected with the economy of cultural industries, explain a universe of contents that end up constituting an oversupply. There is no definition, nor should there be, of how much is necessary from the cultural point of view, nor how much is necessary for the market. Bear in mind, however, that growth in published titles is greater than socio-demographic growth, and sometimes reaches the extraordinary rate of economic growth in the region's countries. This fragmentation of books supply is consistent with what is occurring in other sectors.
- 30. There are at least two factors making it possible to interpret what is happening. On one hand, all of the industries have expanded their supply to the extent regulations have permitted and markets can withstand. In this process, the expansion produced a parallel wealth of types and mediums, languages and esthetics, and interweaving of technologies and narratives. The way collaboration and competition is adopted between cultural industries is a determining factor in overproduction.

- 31. Acting on a second plane are diversity and modality of access to supply on the Internet, which basically operates on the rediscovery of niches of unmet demand. It must be stressed that the screens, in general, but especially all storage mediums that facilitate Internet access, broaden the registry of reading experiences. As part of the inverse process of multimediation that other sectors of cultural industries follow, text reappears with strength in its passage to the web. Previous levels of analysis coincide that diversity is a determining factor in this process of oversupply. How can the book respond to so much niche demand? How does the industry become sensitized faced with a society of minorities? How is supply to be calibrated to the true dimension of latent demand? How to multiply its supply when the cost of doing so in the world of atoms entails more storage surface, more returns and more talent management? Competitiveness is one of the factors guiding sector production to expand the number of titles.
- 32. Absorbing the complexities that diversity of demand introduces, generates new tensions and revives others within the book value chain. Visibility of supply is the main problem. Overproduction is not a correlation of oversupply; for that to exist, the result of overproduction must come into contact with potential audiences. To the extent that the surface area of bookstores is restricted, so is the feasibility of a work of a limited edition having contact with the public. The creaking and cracking of the business model as a whole has to do with atoms, and not bits. In this context, economic explanations are insufficient. There are many other variables at play, many of them connected with independent publishing in all its variants, some more institutional and others more marginal with respect to the traditional system of commercialization. Notable, on one hand, is the weakness of independent publishers that must work hard for their production to make it into the light, and the weakness of small and independent bookstores obliged to force themselves into specialization and niche, to the detriment of the apt-for-all-audiences. This has cultural implications, not just economic.
- 33. The Internet will not solve the problem. Moving editorial contents to the web will not itself modify the situation. Indeed, it is useful to ask how much it will actually contribute. Giving the web

the power to rebalance the nodes of such an unequal arrangement would be disingenuous. The web is not flat, as some might wish to see it. A growing majority of navigators are able to publish contents on the web, but this will not necessarily get them the visibility they seek. In a system controlled by few and sustained on unknown processes of harmonization (not just any social actor ends up published on AppleStore or Amazon) and ranking (search engines show contents in an order that escapes traditional control), it is very difficult to emerge without concessions.

Flexibility and Price

34. Debates on the economic value of the book, rarely situated at the price of access to cultural goods in general, cannot conclude in the certainty of a single response. Admitting that there is a close relation with market rules (supply and demand) and with cultural ends and government policies (oversight, fiscal interest, government purchasing), the question of the quality and solidity of the connection between price and consumption remains unresolved. The economics of symbolic goods are governed by very diverse aspects, with the cultural and social stipulations that intervene on their potential audiences counting among them. The problem is that it is extremely difficult to pinpoint how much the price should decrease in order to reach, for example, 20% more of the population with the same commercial products. Making cultural goods accessible is not only a question of price, but is, however, also a question of price, which is affected by costs as well as margins and the social value of the book-symbolic good. For certain sectors of the population, just going into a bookstore requires penetrating not just economic but cultural and social barriers, many as solid as those standing before the entry to a library. Of course, one of the factors playing an important role is taxes on inputs, and especially on value added. In some countries of the region tax schemes on inputs have been established in response to the need to align tariff treatment of the finished product (the book) with goods and services used in their production. Likewise, expectations are high that similar tax treatment will be maintained in the world of the electronic book.

- 35. In all cases, even without *a priori* knowledge of effects that would cause a significant decrease in sales price, in relative terms vis-a-vis the average income of the region's population it can be expected that transition to an expanded market with digital versions at lower prices than print versions would improve the book's linkage with lower socio-economic segments. Without solving the problem, lesser-priced alternative digital versions could improve the situation, just as long as greater imbalances do not arise between social actors in the value chain. Nor has this last been demonstrated. In any case, if the price were lower, especially for schoolbooks, the State could acquire more books and invest more to promote reading. Both actions can improve the book's contact with socially vulnerable audiences for whom the price is not *a priori* such a sensitive issue.
- 36. Among additional problems, there is debate about the flexibility of the different variants of visibility (trade show, preview) distribution, (disaggregated units smaller than the book unit) and economic transaction (price flexibility). For decades now, divergent opinions co-exist in the region concerning the benefits of imposing a single price on the book, and the corresponding economic and ethical implications. Some view a relaxation of the industry's stabilizing entities and factors, amongst others, in the transition the value chain is experiencing, an assault on the single price.
- 37. The debate is not purely regional. In addition, it has been revived as the digital paradigm puts pressure on cost structures and on expectations that have been generated in the collective imagination of users. At this juncture, after the experiences of the sector in relation to new players such as Amazon, Google and Apple, intensifying debate updating the theoretical foundations, whatever they may be, is increasingly essential. Even if the result is the same and nothing really occurs with respect to the regulatory, fiscal and political frame, social actors will have better perceived the current challenges and can more consciously address modification of the rules of the game, most of which are being introduced by players in sectors far from the world of the book.

Technological Milieu

Evolution of the Environment

- 38. Digitization's impact on the book industry began the same way as in other cultural industries, with production. To the degree that this has to do with a transformation in the value chain without concerning users, its dominion was reserved for traditional social actors. Except for the logical tensions that any introduction of "new technologies" entails, nothing of what occurred implied anything different from what it meant for other industrial sectors. While the effects of a certain concentration were rapidly perceived, as in editing, design and layout products, it was no more significant than an adjustment of costs and benefits. Although introducing technologies can never be free, no technology geared to production modified, much less endangered, the value chain.
- 39. The subsequent stage was different. On one hand, from an informational viewpoint the relation between publishers and bookstores never materialized in an integrated system in which the state of the relation's system (inventories, sales) could be seen on a continuous basis, much less in sharing knowledge about the target. That situation has improved, albeit far from resolved in the region. Likewise, library information does not tend to be integrated into the system to extract knowledge about consumption. In the broadest sense, the second stage did not change previous forms given that the technologies were included through systems

- generally disaggregated at each link, for purposes of better management, without outside auditing. Nor were technologies incorporated to exploit consumption data, usually done in cultural industries as source for the optimization of resources and satisfaction of needs of publics and audiences. In the book industry, the integration of information processing and management continued being disaggregated.
- 40. The next phase was determined by two novelties, both concerning book users. First, the popularization of the Internet signified access to all types of contents, from any place and at any time. Without forgetting that the access gap divides the population into two large segments with contents and services continually available to more people, now what is happening is that differences are becoming sharper within the "connected" population around bandwidth. In the region, this situation is usually assessed using categories such as: i) whether or not one has access; ii) from where, and iii) type of access. These representations are no longer sufficient to provide a true picture of what is going on.
- 41. While the first factor is technological in nature, the second is not. Cultural consumptions change to the extent in which accesses and devices combine to produce a leap in paradigm that consists of access at all times, to all contents, from anywhere, regardless of the device. Users employ Internet technologies to find recommendations about what to read and see and what is or is not socially relevant, to be in lateral communication with other users while they read and consume contents, and to decide whether to buy or what to subscribe to. The platforms of cultural contents have multiplied as the software used for their infrastructure becomes as much a commodity as hardware, or more so. The services and functions they provide and users' digital competencies determine the forms that their appropriation acquires.
- 42. While in all of the previous phases the process held no harm for social actors in the sector, the current situation tends to demonstrate that this time things could be different. Now it is the environment that is changing. The transformation began extramurally, limiting its management by traditional agents, which in many cases was reduced to a symbolic resistance more than any

attitude of solidarity toward the interior and to active and proactive behavior for its resignification in the new value chain. It is a phase that operates on links of the value chain in different ways, depending on their technological expertise, capacity of innovation and development of their vision on associativeness and synergies. To compete, some transnational publishing groups lay hand on all their resources, especially those that are in turn developed in the heart of media groups or with strong crossed participations with other sectors of the cultural industries. Some have associated to tackle the market of the large distribution platforms, because they understand this is the only way the visibility of their print or digital products will not end up depending on algorithms managed by others, far from the universe of the book. At the same time, this stage of digitization promotes the intromission of more social actors foreign to the sector, at once predominant abroad and with serious pretensions about taking a significant position in the internal domino of the value chain. The ways they do this are highly dissimilar, but tend to oscillate between invitation and imposition, collaboration and competition.

Internet as Basic Right

- 43. An ever greater majority of people consider Internet access a "fundamental right". These majorities already exist in our countries, not just in South Korea, the most connected country in the world, or in Finland and Estonia, which have already regulated Internet access as a "human right" of their citizens. The idea is gaining strength in the collective thinking of most people that this is not only a factor of economic competitiveness, but an essential part of day-to-day life.
- 44. For many, the Internet has had a positive impact, providing the possibility of accessing up-to-date information, entertainment, tools for locating and purchasing products or services, interacting with other people, and collaborating in creative production, sharing contents. Apart from the risk of fraud, loss of privacy and access to contents devoid of quality or relevance, the Internet has become synonymous with freedom. Indeed, the relation between freedom of personal expression and Internet access is more and

more evident. While for some time the Internet has taken up a growing place in the everyday life of millions of people in the region, a qualitative and quantitative leap came with the popularization of hyperconnectivity introduced by portable devices, initially notebooks and netbooks, and now telephones and tablets.

The Era of Ubiquitousness

- 45. For less than a decade and for the first time in human history, the population is now concentrated more in urban spaces than rural areas. To the degree that mobility and waiting times are inserted in a generalized fashion in the daily life of a majority of the population, the more they multiply and the more unsustainable they become, and the more valuable people's time becomes. Mobility is preeminent on both the public agenda and the individual and daily agenda of most citizens. These question traditional forms of producing and communicating, convinced of their meager efficiency in the face of this new situation. At the same time, there is a massive introduction of new forms of sociability and collaboration, making mobile communication one of the predominant forms of social relating and transforming current paradigms, not just of production but also citizen participation and social and cultural integration.
- 46. The new citizen cannot be profiled without mentioning the changes associated with hyperconnectivity, amplified to the maximum by the technological facilities of communication in movement. Without connectivity, it appears increasingly difficult to compete under the current rules of the game. While "fixed" connectivity becomes similar to being connected fulltime to at least one device, hyperconnectivity is being potentially connected fulltime "through" at least one device or a network.
- 47. Continuous expansion of their productive and communicational power displaces mobile devices toward functions different from those for which they were originally designed, which in turn induces a revision of the paradigm of urban social communication and cultural consumption, distributed more than before throughout the day. Although their preeminence is clear among the younger generations, the user population made up of those who routinely use mobile with other storage mediums is on the rise in

all age groups, which forces coexistence between mobile devices and between mobile and fixed, such as the TV set. Media pile up and, in some cases, some are replaced by others. Through polyvalence, portables usually come out winning. There are few other historical circumstances in which society has so quickly and thoroughly been imbued with a technology. But with a notable difference. For example, unlike electricity, these technologies do not transport an inert current but information, meaning knowledge and abilities. For the time being they are not self-governed to acquire signification; instead it is due to type of reception and the adaptation conferred upon their users, depending on their social, cultural and political practices.

- 48. Given that with mobile communications everything operates in real time, the rules of traditional management of the space-time connection are altered and ways of making decisions are modified, making them more and more decentralized and collaborative. The technologized nomadism cooperates in social survival, on one hand, and in a re-exploitation of time and space with exponential improvement of productivity, on the other. Through the Wi-Fi networks of numerous public, semi-public and private places, added onto connectivity that mobile telephone operators tend to promote, far more rapidly than imagined small screens are displacing the computer in its central under the paradigm of the information society. All this can only have transforming effects on how people relate to the cultural media system, on how knowledge is produced, and how it is shared.
- 49. If this phenomenon expands as time passes, it is because people have decided that sharing is more beneficial than being isolated. They consider that the group adds value to their manner of experiencing everyday life and that collaboration is more efficient in decision making. Inseparable from mobile phones and tablets, among users of these reception and reading devices hyperconnectivity promotes the idea that they can obtain what was previously demanded of computers: information and production (work, study) and leisure. Hyperconnectivity rhymes with ubiquity, in other words, with "virtual" support for contents and exchanges (cloud computing). Neither contents nor the tools for using them

- will reside in personal computers, nor in those at school or the university, but someplace in cyberspace. With the passing of time there was a huge expansion of the idea that expanding bandwidth will enable massive migration of social production and consumption uses and practices toward the meta-network. To the extent that user experience depends on connectivity and its costs, services, availability, flexibility and capacity to provide ubiquity adapted to the era of mobility, the more certain players stand out, mainly the new mediators such as Google, Apple and Microsoft.
- 50. The effects of ubiquity in ways of accessing and sharing cultural contents are part of the uncertainties of the future. It is likely that what we are familiar with now will mutate into something more sophisticated and impactful in the management of contents. Users not only want content to be accessible simultaneously on all possible screens (traditional concept of ubiquity), but also seek to make use of all of "their" time without repetitions or retrocession. Not only do all the possible contents we can imagine fit on the cloud. Not only does it meet the expectations of users, but also those of industry, which sees an opportunity to make its supply of contents visible beyond borders, to provide its services around the book there where their leaders need or desire it, and unveil the trajectory of its contents to the extent that users use them and then share them.

Technologized Nomadism

51. No one could have forecast that mobile devices would obtain the reach they have, and so quickly. No one foresaw that in such a brief time they would have become so versatile as to turn into mediums for all the possible rematerialization of contents. At the same time they were optimizing their capacities (processing, storage, image capture, reproduction of contents), this ensured that no process of production and circulation of cultural contents would be left out. With the tablets, the market for mobile devices is saturated with devices replete with touch screen, multiple variants of connectivity and increasingly polyfunctional capacities. The mobile telephony industry, which in Latin America is in the hands of a few operators, concentrates all its efforts on replacing circulating stock in the hands of its users with "smart" devices. It is a question

- of increasing yield per user of network connectivity. Traffic is what counts, and with respect to writing, increasing traffic means promoting consumption of contents. Mobile connectivity will be as popular, or more, as fixed access to the Internet.
- 52. The production of fixed devices tends to be inserted in the continuity of practices the user incorporated with the use of mobile mechanisms (the screen of the desktop computer becomes tactile), in addition to making synchronization of some devices with others more transparent such that content can circulate between screens in an almost transparent and automatic way for the user. What matters is avoiding a breakdown in the chain of content production and in the way this is shared. To the hundred or so manufacturers there were months back, every day other factories are added with or without Latin American assembly terminals. Added to private demand is that coming from government digital inclusion programs. Added to imports are those fabricated in free zones or industrial promotion in the countries of the region.
- 53. Although none of them manage to become established as the only one possible, in these types of devices reading in particular and cultural consumptions in general have found a formula for getting close to the larger public, thanks to being available all the time. Thanks to going from latent to active at the touch of a finger, from anywhere. At the same time it can be affirmed that neither tablets nor mobile phones with Internet will be accessible for the broad majority of the population, at least not within the next few years. It is noteworthy that in terms of both economic and cultural segmentation, frequent readers are the public mostly represented among users of this type of product and service. Beyond this, it is evident that digital inclusion programs will tend to absorb these market trends which, due to their internal logic, constantly optimize the functionality/price ratio.

Technology and Digital Inclusion Programs

54. It is impossible to identify and profile all of the education and social and cultural inclusion programs based on the delivery of digital devices that are being deployed in the region. At once, they concern all administrative and jurisdictional levels, communities,

municipalities, provinces and states, as well as all educational and cultural levels and age groups. To lesser degree, public libraries propose advancing in distributed services and virtual accesses, purchases of multimedia materials, and other strategies for opening. To the same degree, universities try out new services that include virtual access to contents and the provision of reading devices, such as e-readers, tablets and netbooks. Heterogeneity of these programs in terms of coverage and purpose in the different countries should not cloud their main point in common. All are incipient so we are therefore just recently seeing the first evaluations, along with the fact that in some cases they constitute a novelty worldwide. It is the first time that some of the products and services are being offered massively in mid-range countries.

- 55. For the moment, no programs are emerging with broad coverage based on technological development originating in the region. At bottom, all are supported on similar technologies. This may be due, on one hand, to the concentration on one or a few paradigmatic technologies, from the viewpoint of both hardware and software. On the other hand, international financing is concentrated in a few entities, which signifies common sources of information and a possible and shared bias in the way of conceiving application of technologies to education and culture.
- 56. Putting the book world into contact with these programs has come late, and often based on two prerogatives: i) transferring the book to screens respecting their formats and use characteristics as faithfully as possible, ensuring the protection of rightholders, and ii) initiating timid dialogue as suppliers of digital contents, more as non-semanticized symbolic units (assets) than as multimedia stories. While the first premise does not entail a change in the culture of the sector or in that of government agencies, the second has a different effect, at once strategic and tactical. At very different paces from one program to another, incorporation of the book sector in public policies on school digital inclusion is yet to be defined.

The New Players

57. The new players are more inclined to force collaboration than request it. While the value chain was always subject to negotiation

between social actors, the new mediators, almost exclusively agents of the technological sector, have begun to play a significant role in how contents are produced and distributed. Added to the facility of producing contents open to all without distinction is the convincing propensity to offer access to free contents, subjecting to unfair competition professional contents accustomed to competing in closed spaces among contents of the same nature: the book with other books in bookstores, a television program within closed programming. Without asking permission of any kind, the new players have become inserted in a value chain that has seen them pass from marginal and peripheral state, to their dual social function so valued by the public: i) configuring and making visible markets in which everyone competes against everyone, with rules of the game that none of the traditional players know and which users feel are favorable to them, basically due to the combination they offer of the gratuitous and the paid; and ii) selection and ranking of references on the web, which is to say the indispensable ranking to find out where to start and where to go next.

- 58. It is evident that interests differ among the new players and that the ways they insert themselves into the value chain are likewise different. But all of the models sustain their revenues by making contents visible, all those belonging to third parties. Except in some countries outside the region where they are being discussed at top-level judicial and political entities, neither book previews nor appearances of periodical titles and headings have been rated as undue use of the contents of others. What the new actors offer are models of visibility, knowing that the cultural and social value of a content depends on visibility and that contact with the user was and is one of the pieces of greatest economic value in the distribution chain.
- 59. Not accepting these rules of the game would signify invisibility or simply having to pay, contact to contact, for publicity, the hidden paradigm that upholds an important part of the new ecosystem. Publicity, which prevails in those setting, is not exactly the paradigm to which the book has dedicated a great deal of experience. It is worth mentioning that, while it is true that with social media

- everyone can produce contents, it is also true that the problem resides in visibility. At the same time, via secret algorithm the gratuitous and the paid coexist in close proximity on users' screens. The forms of visibility contents acquire encourage the user to consider them a commodity more than a cultural object. In that game, the printed book tends to seek out specialized windows to show itself (online bookstores) and get out of competition harmful to it.
- 60. The sector still insists that it belongs to a diametrically opposed paradigm based on the traditional influencing function of publishers, booksellers and critics, librarians and teachers, while the web "democratizes" to the extent that all professional commentary is in competition with the popular vote, the vote of peers to whom users look with less mistrust. Hence the interest of publishers in replicating their business model on specific platforms, the ones on which those who give their opinion do so on curated contents made visible according to categories that the traditional chain has developed over the course of decades. Books that compete against books; it does not matter whether print and digital should cohabitate, the important thing is to avoid unlimited cross-selling with contents that do not respect the same rules of the game. The problem is that users first consider Google or Facebook before any other option. Some become aware through Twitter about what they ought to read. Mobile devices, as we have seen earlier, introduce some changes connected especially with new forms of relating with the cultural media system, that respect neither dedicated spaces nor times, and in those which tend to value platforms such as GooglePlay, AppleStore, iBookstore and Amazon.
- 61. Elsewhere, debate is pending on the role of network access providers. One issue is network neutrality, or in other words, the possibility of contents circulating over the network without their origin or destination, nature or purpose signifying cost differentiation for any of the participants in distribution or consumption. There is a generalized perception that, sooner or later, the access providers' increasing involvement in producing and disseminating contents could help push them to become more active in this

sense. The self-regulating potential deriving from the oligopolistic nature of their market heightens this perception. Few Internet access providers for ever greater demand results in prices and services self-regulated by supply, and not always to the benefit of users. Finally, there is the social value they have obtained to the evident detriment of all else. The gratuitous aspect has fanned popular appreciation for contents accessed through the Internet. Users accept publicity as compensation for the services rendered, and are not very pleased about paying for contents when they are already paying for access.

62. This situation should be put into perspective bearing in mind the influence it has on, first, the next generations for whom creativity, production and distribution of contents, as well as reading experiences, have significance. There is also its influence on the reconfiguration of a market in which the other players enjoy a different, almost greater power of audience adhesion, and on regulation of the transactional processes of economic or symbolic nature. In this sense, the ways they acquire collaboration and the competition between new and traditional players will be decisive in the future of the book and in the experience of reading. These will have effects, for example, on the flexibility of formats, disaggregation of commerciable units, decentralization of production and collaborative creativity, and evolution toward a space in which mixed models of contents and reading experiences co-exist.

Reading and Writing as Tools for Democracy

New Forms of Production and Cultural Consumption

63. That the book is identified with the industrial age is inevitable, as is the correlation of that historical stage with the evolution of the book's uses and ends, and reading practices with the distribution of work and leisure time. The book became progressively emblematic of the spaces for its promotion: the library and the classroom, cultural symbols of that age. The different interpretations of the concept of democracy that arose throughout the 200 years of the industrial age did nothing but strengthen the connection between citizen participation and reading. Any of the different meanings conferred upon democracy as concept include a solid link with culture and education as factors of comprehensive human development. Understood as foundational values, the more citizen participation that is desired, the more these are promoted, and the more citizen rights expand, the more they are reassessed. Symbol and practical instrument, the book is an indivisible part of the meta-system of mediations that democracy represents. Capable of helping replicate the interests of the system in the most efficient manner, and at the same time, of destabilizing the most restrictive conditions in order to exercise creative freedom and the rejoinder, utilized by one or another, the book survived the new ups and downs of each period. The importance of the book and reading in democratic culture has not ceased to

- grow. The new forms of cultural consumption and, more precisely, the evolution of reading experiences owe just as much to the ways democracy promotes production and circulation of cultural contents as the previous consumptions and experiences do.
- 64. For centuries, reading text was the main way to know. A new industrial order was constructed and millions of citizens learned their rights and responsibilities from the linearity of text. For a long period, reading was, above all, an individuated process whose opening and socialization was limited to face-to-face exchanges in and outside the school. As activity, reading was never conditioned by the book as device given that this never represented a technical barrier for making use of content.
- 65. In the new cultural media ecosystem reading experiences are displaced, little by little, from forms of publishing logic based on the printed book and on an array of mediation that links arrangements for access, reading competencies and ways of sharing, toward new, more complex scenarios, co-habitation of supports, the piling up of media, and overlapping consumptions. In the transition to a new ecosystem, a move is seen from publishing to more complex logic in which all cultural production has the potential for being transformed into "content". Included in a universe of over-abundant symbolic objects, the book seeks a new status among the many forms the reading experience can take.
- 66. As consumption experience, reading was never as committed as it is now to competition and collaboration with other forms of cultural consumption. There are at least four factors that influence the evolution of reading: over-stimulation (messages and contents), the multimediation of contents, the loss of signification of reading contexts, and the social behavior of readers.
- 67. In an over-stimulated context of messages and contents of highly diverse nature and origin, the reading experience cannot be extracted as easily as before, what with so many proposals, suggestions and inducements. With its invariability, linear text, co-existing in a universe of contents where hybrid forms of expression interlace languages and esthetics tend to predominate, situates the reader's linkage with the book in a different type of competition than before.

- **68.** On most occasions, the book co-exists. Its presence joins a larger array of stimulae and proposals. For a significant part of readers, reading has long since become transmedial. Different messages and storage mediums and a diversity of devices, including the book, co-exist in a single reading environment. In all space of reading, not just desktops and library tables, one and another message, one and another type of content, multiple windows of dialogue, consumption and participation co-exist, not without tension. The spaces of reading become transmedial when the person makes an effort to extract value from each channel and content, placing into content and making sometimes unusual and highly creative remissions between contents, between remittees and between the two. People learn about the ecology of media in an intuitive and practical way. They use each one of the components of their ecosystem in accordance with their reading competencies. Alternating between one and the other expands the frontiers of multitasking beyond the limits reached by previous generations.
- 69. The results of study by scholars and the work of adults increasingly depend on how those settings are managed. New forms of reading are integrated with new forms of leisure and production, and vice versa. On the other hand, reading tends to become inserted more and more in social and productive interstices, conditioned by the temporal arrangements of urban life, mainly waiting and displacement times.
- 70. If there is anything that stands out amongst all the activities falling within those new reading settings, even when the scenario is only weakly intervened by technologies, it is communication. Given that mobile devices are the screen used most throughout the day, the role of communication is conspicuous. It determines how time is distributed among resources, mediums and social actors, and is transformed into a critical factor or product of the experience. People are open to many things for study and work, as well as for the pleasure of reading. However, cultural, social and economic determinants drive communication at every moment. To communicate is to be. Through the social networks and other symbolic platforms of exchange, millions of people in the region

- communicate daily with more people in mediatized form than face-to-face.
- 71. In all cases of utilitarian reading, users lay hand on the device most convenient to them and alternate searching for the most appropriate channel for their purposes. In these environments where the book ends up playing upon social and economic value more than prestige as cultural good, alternation and transmediation connote experience and are at once determinants of the role that each object and storage medium can play. The predominance of some over others depends on each one's capacity to add value to the experience, mainly based on remissions and crossed exploitations, understood as transmediation.

Promotion of Readings in Context

72. In the reading contexts of millions of the region's citizens, several mediums, contents and social actors usually co-habit. The citizens of the Latin American megapolis tend to be hyperconnected and in contact with cultural media in multiple ways, alternating between them according to the context and their circumstantial interests. Even so, and if they likewise alternately interact with several storage mediums simultaneously, the printed book is quite present in their reading experiences. This occurs in large urban concentrations where there is greater availability of bookstores and libraries, and educational levels are usually higher. At the same time, there are extensive population segments that do not live in large urban centers or do not have access to these arrangements. Human development in the region still presents significant social and economic imbalances. For example, while the rate has fallen during the last decade, according to ECLAC almost half the rural population in this region continues under the poverty line. The lack of connectivity to networks, in general, and the Internet, in particular, but also the social and cultural circumstances (distance from libraries, absence of bookstores) means that millions of people can only access reading in printed books, and these through government plans and programs to promote reading. Putting aside the causes for the moment, for socially vulnerable populations reading is subject to the print medium, traditional mediation, and the role of the State.

- 73. In the preparation of a new agenda on the book and reading, while there is no ground for reiteration or enthusiasm, renewal of the successful policies implemented in the region must clearly be encouraged. It is evident that as the mainstay analog medium of most reading practices in the school, library and home, government plans must continue sustaining and increasing actions to promote the reading of books. Printed materials, the traditional mediation, will continue interacting in analogous form to the way they do now.
- 74. The problem has absolutely nothing to do with whether the book is obsolete or not, but rather in how to activate reading experiences more efficiently. Recognizing the close tie the book maintains with early childhood, with adolescence's interest in discovering, and with the school system's need to organize and present its contents in a harmonized form, the primary challenge is to optimize the promotion of reading for each context, bearing in mind changes in patterns of cultural consumption and in learning processes.
- 75. The forms reading adopts in each context differ, but there is no denying their significance for the empowerment of readers as citizens. Conceptual reading, whether information or fiction, utilitarian or pleasurable, is an experience of constructing meaning or sense. Upheld on an individuated and unique reception, the reading experience should activate readers' perceptions and emotions as it awakens their imagination calling upon categories, experiences and prior knowledge. The reading experience continues to be one of the main cultural operators on subjectivities; it questions certainties and opens up misgivings about beliefs. For example, literary reading promotes active reception thanks to the author's strategic gaps, inviting the reader to interaction with mythos (conflicts, characters, stories and rumors), topos (historical context, geography and corresponding language) and ethos (the characters' codes of behavior) in the narration, stimulating new subjectivities. The reader fills in the cracks employed by the author to cause uncertainty, ambiguity and mystery. Utilizing the references and clues left in characters, places and external events, the reader is empowered in that he completes the spaces with his

- own imagination, recreating and de-multiplying the narration in alternate versions and parallel universes the author would never have imagined. Literary reading is vitally important in the promotion of creativity and in the formation of the collective thinking.
- 76. Given the constant aggiornamiento of the literary genres and the strength of some of these, such as poetry among young people, progressive decline in reading books "for pleasure" or "enjoyment" is not as certain as surveys would have us believe. The liking for literary reading tends to be abandoned once obligatory schooling ends. Fifty years of increasingly intensive use of social media weighs upon consumptions, to the detriment of enjoyment of literature. In this context, exploring new literary forms and combinations of languages assures nothing, but at least for the moment, these are the tools within reach. Reading that unsettles, that transcends the emotional to induce some type of participated transformation is what will continue to be successful. The creative forms that surprise will ensure the book's future, which is no more and no less than the technological entity that makes text accessible. The creativity of narration in disconcerting the reader will continue key among literary genres.
- 77. Base conditions have not changed significantly. The habit of reading is mainly due to parents who are readers, and to schooling. Any future scenario entails revaluating and reinforcing traditional mediation—the family, teachers and librarians—as well as social promoters who work in the programs of civil organizations in non-conventional spaces and areas of high social vulnerability. All are an ineludible part of any agenda on the future of reading. Making it accessible is a task for many, and will be facilitated to the degree that author creativity, translated into texts, continues rebelling and goes to the rescue of audiences, recognizing that forms of communicating, being informed and entertained tend to be linked more to transmediation than linearity. Given that reading for learning is as subjective as it is socially significant, regardless of the storage medium, the school text and its mediators will play a more dynamic role the closer their activities are to the new literacies and transmediation in digital environments.

Transmediation

- 78. El process of transmediation was and is in the hands of the reader. The more media convergence is developed, the more contents sail the same waters. They all compete against one another on almost all of the screens simultaneously. Looking at consumer practices, the sensation deepens that only what is conceived to be consumed transmedially is able to circulate. Entertainment and pleasure are transmedial. To fully enjoy a story, the user sees a film recommended on some social platform, debates in forums and blogs, plays the video game and reads the comic. He is involved in communication exchanges utilizing, alternatively, different devices, especially the poly-functional, integrating texts, images and audio. The resulting subjectivities and interests, rising above reasons of *homo economicus*, are personalized combinations wherein nothing will ever be the same as it was before for any of the known mediums, formats and genres.
- 79. Transmediation can adopt highly diverse and complex forms. Succinctly and in a broad sense, it consists of extracting the maximum value from each medium or channel and of the relation between these, recognizing the specificities of each. At a greater level of complexity and from a narratological viewpoint, it would be said that transmediation consists of recreating the relation of the plot with the subplots through a dynamic combination of links and bifurcations of scenes and biographies, using varying esthetics and technologies that multiply internal and external remissions to the original work. It also facilitates the plurality of representations from different perspectives, including through diverse genres and formats. Results depend on the participation strategy, the users' system of individual and collective interventions that, in a largely unregulated form, can even corrupt the genetics of the content producing certain transformations in the conditions of access, reception and participation. This in turn can modify the experience itself and that of a community of users, beyond even what was expected by the authors or editors.
- **80.** Transmediation is more than the story told in different ways on different platforms (multiple mediums), more than enrichment of the content (hypermediation), or transformation of a closed

space on something shared (participation). It is different and more at the same time than the adaptation of the original to multiple scenarios or platforms of a book into a movie, a story into a video game (adaptivity). Nor is it the sum of the parts (partialities). In all cases, it is not something stable (variability); through cross interventions, users expand the content (differed co-creativity) with new characters, subplots and scenes, constructing a personalized esthetic, narrative and technological system that can place into contact not only the partialities of a single work, but several different works (multisystemic). Each genre, format and channel allows authors to tell their story, but in a different way. Each media that participates in the story contributes what it knows best to do, becoming integrated in a reading experience that is different from the linearity of text, video or audio. The expansiveness of the transmedial reading strategy can entail multiple forms of appropriation by readers. Making the story their own by transforming it and sharing it in very diverse and unthoughtof forms, they are capable of encouraging a reading of the original (promotion) or distracting the public and deviating focus toward alternative stories (divergence). These forms of recreating experience today represent one of the spaces in which the book is wagering on the future.

81. From the social and political viewpoint, these scenes represent one of the main challenges. On one hand, it involves a more active reception for both its creative-productive dimension and the new socialities it offers. On the other, it suggests a role different than reader, that of citizen social actor, in that it interweaves other relations with media content, more from a speculative vantage than in the role of traditional receptor subject to the construction of univoiced public agendas, which could indicate a transition toward a higher stage in citizen participation. It should be no surprise that these new forms of reading, of alternating between producing and sharing, of connecting one's own with that of the other, of becoming implanted in more plural scenarios with respect to storage mediums, but also languages, esthetics, and technologies, represent a greater challenge to both the cultural media system and the production methods inherited from the industrial age.

Reading Environments

82. The scenarios described above represent a more visible and disseminated situation than it seems. Reading is a unique medium at the same time as it corresponds to a predigital form, even though the medium is digital. The most emblematic case is reading on dedicated devices such as e-readers, many designed to replicate the practice of reading with the printed book as sole medium. The much-lauded virtues of electronic ink and the portability of large volumes of text are counterposed by limitations in participation, such as underlining or writing comments in the margins. Even today, some of the most recent models still have these maladies, in addition to the impossibility of sharing the text (loaning the book) and allowing interaction only with certain platforms. They function in environments hypercontrolled by the proprietary system permitting download or reading, as much as acquisition. Even so, albeit for few, this type of device now represented an unsustainable disruption. Most people did not and do not see them as a support to the book industry in the transition. One possible interpretation of their short history raises the question as to whether the barriers and deficiencies they present compared to the proliferation of other types of devices and contents were not actually injurious to keeping readers close to the book world in their move to screens. For those who wanted or viewed reading books on screen with interest, even though a few nevertheless persisted, the limitations of dedicated devices may have caused others to recede, reinforcing their alignment with the traditional medium. Similarly, these limitations perhaps drove others to scale up to contents accessible on all platforms, which can be shared like the printed book and which function in open and communicative environments. The socialities entailed in "digital" reading, understood as experience on interconnected screens, progressively transform an isolated practice into one shared in remote form and in real time. The greater the opening to the act of reading, the more it becomes shared, less anonymous, and intimate. There is a blending of reading and communication, of reading and writing, of intimacy with sharing, of the cognitive act of learning and communicating.

- 83. While reading books on delicate devices such as e- readers requires an environment preserved from the almost assuredly distracting elements introduced by publicity and intermittent interpersonal communication, in the broad majority of cases on-screen reading is done in multimedia, uncontrolled environments. These forms of reading occur in virtual spaces where content of all type, nature and origin converges in a single scenario, organized by a multimedia system that structures contents. These are offered to the navigator concurrently and competitively, providing innumerable alternatives and bifurcations, more voluminous to the extent that publicity plays a preponderant role in the platform's business model. At every instant, readers aiming to keep their reading focused on the text that originated the circumnavigation must fight against all of the possible deviations. Navigating ends up being a continuity of ruptures. The main problem is that users do not always have the reading competencies to make this experience meaningful and relevant to their ends, given that they have been trained for linearity of consumptions, text, images and sounds. In these new montages of versatile screens, linearity is abandoned to non-linearity and sequential consumptions to a piling up of media.
- 84. Right now at least, use of dedicated reading devices (e-readers) is minimal in countries with a greater number of readers, hence much the less significant in Latin America. In the next few years, reading on dedicated mediums is unlikely to be a popular social practice in the region, but reading in scenarios that combine mediums, screen and paper could be. In fact it is more feasible for scenarios to multiply where reading is done exclusively on versatile screens. Dedicated devices were initially attractive to users accustomed to adopting new technologies quickly, but their influence declined in favor of versatile devices for reading. Nowadays we can observe how the potential presence of those versatile digital environments may be stimulated thanks to the deployment of digital inclusion programs in the region, with particular emphasis among educated generations. At bottom, the great change had already been produced with the repositioning of the computer in leisure consumptions as it abandoned its almost exclusive

traditional position in work and productive tasks. The fact that the computer was on a network contributed to people's new relations with contents.

From Traditional Consumptions to Hybridity

- 85. The expanding complexity of the cultural media system is due to diverse factors. One is the phenomenon inherent in reciprocal determinism between crisis in the credibility of information sources related to the crisis of industrial era institutions, and another is the arrival of social media associated with a plurality of voices. It is also generated from network access to contents of greater diversity.
- 86. Observing what occurred in university classrooms, libraries and workplaces, one notes that as small screens spread, hybridizing of consumptions grows. This alternation between printed media and other traditional mediums and digital and interactive platforms depends on the social context (culture, values, and beliefs), material context (material space-time and environmental forms) and institutional context (institutions, policies, regulatory fame) in which they interact. There is no consumption pattern representative of a large majority, although in many cases more consumption online is evident during workdays and more reading on paper on non-workdays. At the same time, every individual integrates with each scene dynamically, causing each combination to be unique.
- 87. Simultaneously, the more culture becomes mediatic, the more people use the Internet and the more it is used to communicate, consume and share. The current result, more than a move, is a combination of situations among which the user alternates. The combination includes consumptions and practices that come from offline and become naturalized in the online environment, and vice versa. Leaps from one storage medium to another multiply, including between screens. That is the strength of hyperconnectivity and media convergence. *Anywhere, anytime*. Almost every population segment can this be involved in this form of complementation between mediums and contents.
- **88.** The rematerialization of contents is a phenomenon that decisively influences new forms of cultural consumption. Through

digitization, by detaching from its traditional medium, generally monovalent (radio, TV, book), content acquires the capacity to rematerialize. All devices capable of reproducing it in a format that the user accepts can be the destination of this rematerialization. The most significant element is having access at the moment one wants and from anywhere, which tends to lower the social value of possession or ownership of the symbolic good. In addition, there is the transparency of post-computer technologies; without becoming invisible, they offer interaction modalities that involve operations people intuitively accept doing, more easily overcoming the prior materiality that requires learning particular skills and manipulations. The capacity of managing resources and combining them in pleasure and in learning tends to count more than the capacities of the device-based environment.

- 89. For the industries, this signifies massive cultural and productive change. Accustomed to dominating a medium and competing among peers, languages and narratives compete without the previous restrictions. On the web users can barely distinguish that of value in what the search engines offer them, a veritable quagmire ranked according to mercantilist interests. In sum, user behaviors suggest that the role of platforms dedicated to providing a single type of content and use or enjoyment could be very limited. During consumption in open environments and transmedial scenarios, content enters a zone of multiple controls foreign to the sector (network operators, commercialization platforms, social network communities), and at some moment could even enter an opaque zone or one where control or subcontrol is lost.
- **90.** It is worth mentioning that recognition of each person's unique, singular and unrepeatable combination of multiple intelligences invites them to combine mediums and construct alternative remissions above and beyond what an author or publisher has envisioned. Reading is increasingly immersed in a paradigm of transitions with certain identifiable determinants, as follow.
- **91.** The ubiquity of contents, availability in multiple scenarios simultaneously. The ubiquity of offering can only overflow into a ubiquity of cultural consumptions.

- 92. Multimediation, considered as something logical and necessary for reaching audiences with combinations of multiple intelligences in which the visual, auditory or kinesthetic are salient, not the linguistic-verbal. There is a clear tendency to amplify routes for representing objects of knowledge, ways for collectively producing meaning. Reception and placing things in common acquires other dimensions based on:
 - a. new forms of representing objects in a holographic era (3D images);
 - **b.** new ways to enrich reading of objects (augmented reality);
 - c. and new forms of reproducing, recreating and sharing contents and objects of learning (3D printers).
- 93. Reading is included in open processes of social communication. The reader, more comfortable in the dual attitude of proconsumer, is included in the collectivizing operation that Culture 2.0 proposes. Arising from the new experiences of reading is the viralization of contents and messages.
- **94.** A discontinuity is produced in the appreciation of contexts, the relative value of the social actors and the contents. Given that all contents tend to be available in all contexts and therefore everything competes against everything, a generalized loss of significance is natural. Simultaneously, reading is compromised in a re-significance of contexts and social actors:
 - a. Contexts do not play the role they did before.
 - **b.** Contents are not revealed before the public in terms of previous legitimization.
 - c. Subjected to a social, economic and political revaluation, social actors do not participate in the value chain as they did before while new players become inserted, with rising value.

Neither libraries nor classrooms symbolically and practically represent what they did in the previous stage. Neither text nor audiovisual contents contemplate and operate in the same circuits of distribution, nor do players emerge with their relative pre-transition weight.

95. The transmediation of reading experiences entails new participatory reading competencies. The majority of user-readers could

- continue becoming incorporated in transmedial navigation combining contents and mediums in an intuitive manner, and the results could be positive. In response to the concern of gaps being reproduced or widened, it is urgent to recognize the value of more inclusive political strategies that contemplate more intensive dialogue between reading, digital literacy and media education programs.
- 96. Promotion of reading in traditional forms should continue key in the region. Contrary to expectations, governments' effort and commitment over the past several decades have not kept pace with economic growth. Surveys on reading are eloquent. It is impossible to outline all of the types of government, community and private incentives that operate on still existing deficiencies. They include volunteer initiatives to promote reading in youth, promotion of neighborhood reading communities, integration and expansion of public information campaigns, delivery of books to create family libraries, the mobility of the public library to remote areas and zones lacking bookstores, cultural vouchers for book swaps or purchases, reading programs at temporary exclusion sites, the creation of new school libraries starting with institutions in areas of extreme social vulnerability, and so many other reading initiatives. Even with more extensive development of private initiatives under diverse forms of business social responsibility and sponsorship, it may not be enough to close gaps in access to books.
- 97. The multiplication of digital inclusion programs in the region introduces, in some way, a leap in paradigm in the promotion of reading. Traditional literacies are questioned and different rules interjected for access to contents, their consumption and their circulation. Associated with social connectivity programs in open places (plazas, parks, schools, libraries), these programs modify how the cultural and social role of mediatization is understood. Previously, the television screen and audiovisual language had attempted to penetrate classrooms, with only limited success and largely languishing at the margins. The relation of screens with the school has been particularly weak, but not exclusively a regional rarity. Before the current digital inclusion plans, no other

- screen had penetrated teaching and school activities. Even when the results are converted in terms of improvements in school performance, no other like these had the transforming potential in spaces of reading and social practices around the book.
- 98. From this perspective, the hybridizing of media, languages, narrations and technologies could deepen the digital gap between those who participate in these programs and those who don't, but also, and above all, between those whose appropriations are more intuitive and those who take longer to assimilate the hybridization, non-linearities and oversupply of contents and services. These new scenarios make it necessary to update literacies, avoiding divisions not occurring in social practices.

Changes in Ways of Reading: Interacting Instead of Contemplating

- 99. Millions of datum are added to the metanetwork every day. Ninety percent of the information accessible through networks was generated in the last 24 months, including regular citizens who write entries in blogs and micro blogs, text messages on their mobile phones, comments on web sites, emails and chats. While not the initial hypothesis, it seems that the more screens there are, the greater the volume of writing and reading, even when unrelated to books or printed media. Words and dynamic images are fused in a great diversity of visual platforms.
- 100. It is rare to encounter people without a screen in close proximity. The one that knew how to get closer is now the one many read least "religiously". Reading has always called to the reader; now it incites him until it gets a reaction. The new readings not only guide the reader to mental exercise, but also to interaction. Digital reading transforms the reader into user. Their relation is established on the basis of physical interactions. Five centuries ago it was rare for a person to read in silence; now it is rare to read without moving the body. While from the age of enlightenment reading was associated with the contemplative spirit and with knowing and discovering intimacy, now it is implanted in a more questioning, utilitarian and at the same time, social function. In dealing with competition in hybrid scenarios where mediums

co-habitate, alternating between competition and collaboration, the linearity of text, which attempts to hold us until the end of the page and spurring on linguistic-verbal intelligence, seeks a dominant role in the constant reconfiguration of mental designs in which some ideas are associated with others, designs that interweave with those of other readers, remissions upward and downward, in and out of the text. Two phenomenons accompany this reconfiguration of reading spaces. First, never before has reading been so closely associated with writing as in those scenarios, and second, the force of an idea comes from the linkage potential relating it with the rest of the ideas, not the influencing action of critiques. Never was it so true as it is now, that the book is not a space or a place, but a time.

- 101. There are those who perceive unsustainable tensions in the cohabitation. In this vision of things, screens enter into open conflict with paper. It is true that the experience of reading on screens has a different nature, even though due to its multimedia definition text is integrated as one more language. It is also true that the conflict is dependent on regulation of the tensions between the two forms. This has to do with the understanding between social actors, traditional and new, and with users' reading competencies. Education in reading competencies broadened to those scenarios is vital, though not enough. Education in values appears more and more indispensable for interpreting the relation between that of the self and that of the other, the relation between a distant system of beliefs and one that is local, between original creativity and co-creativity. In the frame of the digital culture there is a tendency to think that almost anything is possible. There is where the negative ethics should be weighed, indicating, as much as possible, that which the person is not willing to do. From this dynamic negotiation between vision and misaligned interests will arise the result of the experience in cultural as well as social and economic terms.
- 102. Unlike what occurred at a certain moment with e-readers, a prospective exercise would show that reading on digital mediums is aimed at enhancing virtues and tearing down the barriers that printed contents erect for those whose linguistic-verbal intelligence is diminished or less developed. In the frame of these

trends, the barriers that will survive in the reading experience have more to do with the reader-user's competencies and with the device's connectivity possibilities than with the content itself, enriched within and without through the will of the author, publisher or reader.

- 103. In general terms, the progressive passage from reading books to reading in cohabitation has been observed from the book to contents, from text to transmedia. In terms of the value chain, the importance of access to contents as service and as factor of cultural, social and economic integration becomes greater. A change of attitude is taking place among traditional actors. A dormant interest has been activated toward understanding the multiple acceptances of the reading experience and in discovering how to bring it emotionally and sensorially closer to new readers, abandoning the shortcuts that enabled prescription and institutionalized processes of legitimation, and once again focusing on a reader en route to becoming a user. Therein lie much of the challenges. In introducing the reading of text into an experience of hybrid consumption, in prioritizing the user function over the reading activity (use, access and availability or handling licenses), it is important to hasten reflection on the forms that interface adopts with text, interactions with ideas, other readers and the author, even the style and esthetics, in its intersection with the shared technologies. The value chain has a powerful arm for development: the libraries. The resignificance of libraries can play a fundamental role.
- 104. Hybridity in ways of producing and consuming cultural contents comes, of course, from putting different esthetics, narratives and technologies into contact. But its potential lies in the transition they imply toward a new stage in the relation between content producers and consumers, between readers and authors, and between some readers and others. The new generations, over-equipped, interactive and geared to contents, are possibly far from winning the contest in terms of those who have most read the classics, but it is at their hand that reading and writing are being reborn. It is from their interactions with text that new forms of co-creativity and de-intermediation are arising. They are

the ones who interweave open and restrictive forms of producing new knowledge, open routes and controlled routes to share information. It is they who drive cohabitation. The success of these new reading experiences is in how the tensions naturally generated between them are resolved, what the regulations are, who exercises them, and how.

The Mediators

Transitions in Ways of Knowing

105. Throughout history, human knowledge has always had to choose between several possible forms of dissemination. Navigating diversity, putting some in communication with others (transcribed orality, documented testimony recorded informationally), knowledge most easily adopted those forms that favor democratization in access to knowledge rather than others. That was how the history of knowledge kept time in the passage from monarchy to democracy. While forms adopted in the future are unpredictable, current diversity and ways of knowing are likely to co-exist for a long time, with no predominance or determination as to which is the better means of access to knowledge. Some will be developed more than others in certain contexts and population segments, and some in less force today will emerge with greater force. Depending on how the tensions are resolved between ways of knowing deriving from the industrial age and the new forms of knowledge transmission inscribed in the universe of new media, other social actors and new reading practices will appear. If, as the case would seem, all of the mediation systems designed and implemented in the industrial age enter into transition, those conceived to transmit knowledge and as such, to consolidate the bases of social cohesion around a common agenda will be no exception. With greater or lesser technological haste, instruments

- that have the social role of remedying the asymmetry that distinguishes those that know or those that are informed from the readers, televiewers or listeners will be included in the transition.
- 106. Just as it is logical to assume that in the transition there is coexistence among forms of knowing and more continuities than deep-fissured ruptures with the past, nor does the book suffer transformation of the same order as other instruments of the industrial age. That the book has not undergone deep transformations since the printing press drove its mass distribution does not mean that reading practices have not been diversified, completed and linked between and with other forms of knowing. To the extent that storage mediums diversify, languages, formats and genres realign to extract the best of each media. What used to occur around the text, outside of the book, now begins to happen within, in the document itself, through a fluid exchange between readers and between them and authors themselves. Unleashed from the more traditional medium, the practice of reading is rematerialized through new combinations of languages, mediums, contexts, and social actors.
- 107. All forms of organizing information represent an ideological look at how it will be accessed and under what conditions. No information architecture ignores those factors. Each different informational era had a corresponding emblematic architecture, a predominant perspective among the representations that would be offered and the means of access. Human development was always absolutely dependent on the way in which mediation is conceived and on how it is translated into different costs for the various social actors.

To the Rescue of Mediation

108. Institutions inherited from a past era, the known forms of representation, of citizen participation and of building consensus and a common culture, go through a zone of turbulence. The latticework of mediation upon which democratic systems were developed as of World War II was challenged by new problems, social and cultural phenomenon disruptive in nature. As part of this fabric, born at that time in response to the need to inform, the

- right to be informed and the desire of millions to be entertained, the cultural media system was no exception.
- 109. During fifty years, to the degree that its supply occupied more and more time in people's lives, the more its influence grew in construction of an agenda of what was socially relevant. At the same time that media were installed close to the epicenter of the system of representations and adjusted flexibly and functionally with other mediation systems, new generations arrived, and with them new pacts of reading were imposed founded on new languages, genres and formats. Some mediation systems were more dynamized and renewed than others. The mediation capacity of the different social actors began to play a leading role. It was then that "democracy" was recognized, primarily, as a metasystem of mediation. In broad sense, that metasystem participates as far as the school system at all its levels.
- 110. Mediation is in a full-blown process of transition. On one hand, its cultural, social, economic and political cost is part of today's most well-aired debates. Citizens are less willing than before to accept previous costs. On the other, it is most likely that some protagonists will become silent, new ones will appear and, most especially, both will occur at once. The expected result has to do with diversity and quality. New forms of mediation will appear whose social, cultural and economic valuation will depend on other criteria yet to be discovered. Getting used to living in transition, and thus naturalizing the discomfort does not seem an easy task for the industrialized culture given that business models do not deal well with uncertainty. Even in transition, mediation is more alive than it may look. Democracies will benefit from it.

The Role of Libraries

111. It is customarily said that it wasn't just yesterday that libraries lost their centrality in the system of consumptions benefiting what is socially important. The specific predominant medium they manage (almost exclusively the book), its materiality and the conditions imposed for shared access of the resource are usually associated as determinants of this decline in social valuation. If the libraries have been displaced and pushed to the system's periphery, the

- factors above, whose role no one denies, are not enough to explain the phenomenon. Nor does the exponential demand for diversity of contents and services explain everything that is happening. But an analysis from the perspective of audience fragmentation and social reconfiguration in minorities demanding niche products evidences the tangible side of the situation, apparent in the number of individual visitors and books loaned.
- 112. What the Internet initiated is now being defined by mobile telephone networks, hyperconnectivity and the ubiquity of those services. Textual Internet is becoming ubiquitous at the same time as it multimediatizes. Reading experiences are hybridized in mediums, languages and technologies. Reading, more athletic than contemplative, becomes more demanding of bidirectional interactions. The aim of establishing some other type of link with the author is joined with expectations of adding, in all places and all times, the library, now more than ever discomfited by a transition urgently demanding resignification. For quite awhile now, user expectations are far from met. The diversity of accessible cultural contents and over-stimulation of exchanges now adds complexity to the space-time relation which has existed for some time between libraries and users. National surveys on reading point to some reasons behind a transition from the function of libraries to this obligatory elevation. In the era of ubiquitous consumptions, there are many reasons that questions current definition of contents and libraries services, even more so if one thinks of the library as democratizing vector and of the anticipated effect on the greater public. Intents to mobilize its books are not sufficiently numerous and often not innovative.
- 113. If, under the reasonable idea that the library is an important factor in putting the reader in contact with the book, the aim is to maintain the idea that the library can further accessibility to the reading experience for large audiences, then this calls for revisiting the foundations that uphold its social, economic and political framework, mobilizing public libraries from traditional service to remote service, from product to service, from silence to argumentation, from prescription to opening of commentary, from finished text to the relation with open texts, from mono-medium to the combination

of languages and reading dispositions. These changes would not be problematic were it not for such powerful anchoring factors as: i) prioritization of public investment on new acquisitions (novelties) to the detriment of other factors (promotion of other types of contents and services, technological infrastructure, conditioning of reading spaces); ii) the pending resignification of the librarian's role in the new ecosystem (training, integration, mainstreaming, innovation), and iii) the uncomfortable relation of libraries in the value chain, especially to bookstores.

- 114. The current weakness is not a situation concerning just libraries in the region. The problem is global. It basically involves analyzing what should be the relation of libraries with their potential users. Beyond considerations that generally apply to the entire value chain, there are many specific questions. What forms should be adopted in terms of the time factor in the user-book connection (loan, accesses)? How can bibliographical searches be simplified? How can more efficient consultation modalities be introduced? What environmental, ergonomic, and technological provisions can give comfort to the practice of consultation and reading? What types of contents should be offered with respect to the definition of specific audiences? What provisions should be introduced to promote other types of contents? What type of librarian-user connection should be encouraged? To what extent is it necessary to broaden the function of curators in an open ecosystem wherein references and incentives outside the library are multiplying? What role should users play in defining purchases? What connections should be set up with bookstores?
- 115. None of these questions have a single answer; the diversity of the library universe preempts this. To the contrary, its heterogeneity demands greater respect. The role of National Libraries in the preservation of cultural heritage is very different from the role played by a public library. While the first is manager of cultural wealth and takes a more decisive role in the production of new knowledge, the second fulfills an irreplaceable role in developing the habit of reading, accompaniment of cultural and educational problems in the region, and complement for schools that have no school library, operating as cultural agent and social referent.

- 116. It is worthwhile to take this opportunity to revisit some fundamental principles. For example, it is inevitable to rethink the value added libraries offer to their users and to public policies promoting reading. A review of the tie between the school library and the classroom is unavoidable, not from a formal perspective but considering both spaces permeable, with both interested in a new collaborative role enabling a different and optimized way of intersecting the specific competencies of both. Through the new technological stipulations that introduce digital inclusion plans, the library can easily be included in all of the classrooms. School servers cannot escape the dominion of the libraries. They are an inseparable part of their resources and will even, little by little, become the most strategic of them. Management of the servers will demand new responsibilities.
- 117. It is not a question of submitting to the rush of technological determinism pointing to the digital paradigm as solution for all ills, nor ignoring the changes in social behaviors. It has to do with analyzing, without concessions, alternate means that represent forms of complementation more than performing a substitute role. No one can ignore the role technologies will be able to play in the ubiquity of accesses and services.
- 118. The inevitable evolution of libraries in the education system in general, and university libraries particularly, aims toward a more complex interweaving of storage mediums, contents and management and access services whose devices will be extensively owing to technologies from rematerialization in ubiquity, especially mobile devices. To the extent that the influencing relations the new generations maintain with the cultural media system are accentuated in school practices, expectations rise about the metamorphosis of libraries toward a profile adapted to the rules of ubiquity.
- 119. None of these future orientations replace what exists. Most likely, means of access will diversify. If a new agenda is to be formulated it is important that the discussion opened respect both the need to improve results and the identity of social roles.
- **120.** The expanding complexity of change phenomenon is heightened if we consider growing demand for greater diversity of quality contents. This leads to budgetary tensions because at the same

time more contents must be acquired, it must also be decided how much to acquire in one medium or another (print or digital), in one genre or another, and how much for each audience. This situation can broaden the role being taken by packagers of contents and services, present in the value chain of the book and especially in the university library. These are providers of contents based on complete texts that can make inroads outside of the traditional terrain due to the flexibility of their business models and the breadth of coverage of their services, with economic offerings for entry that are very attractive considering their massive impact. In general, if well implemented in the digital paradigm, these make it possible to adjust the offering to libraries' resources. The cost per unit-student is politically and socially attractive, as well as endowing the library a distinctive feature that makes the difference in relation to given audiences.

121. The library lying dormant in the expectation of being opened up by the user from any place and through any type of receiver-reading device is omnipresent. In the educational sphere, especially universities, there is a vital need to dynamize the traditional value chain faced with the advent of new players with the potential to erode what is already weak. This activation would entail, for example, i) transforming the book into a transmedial product seeking to improve the reading experience and ii) revising the bases on which texts are traditionally commercialized. Like providers of "knowledge bases," they introduce competitive units by commercializing pastiches, articles and chapters instead of, or not only, volumes of periodical publications and books.

Challenges for Public and School Libraries

122. Albeit with noticeable differences in school versus university spheres, more energizing will take place in the education sector than in the attitude of social actors in the traditional chain. Here, the strength of the digital paradigm shapes notions about the best pedagogic strategies for each case and how these should be implemented. Regardless of the ends, it is easier to allow oneself to be drawn to simplifying proposals in which technology is perceived as the solution to all or much of the educational problems and low

- school performance, as opposed to analyzing a combination of strategies that necessarily includes the technological dimension. This strength is renewed at every instant.
- 123. Actors in the cultural media ecosystem take great interest in the hard disks in the millions of computers delivered each year in schools and in the millions of laptops of university students. In these millions of computers a small quantity of bits, however minute, affords an extraordinary opportunity for software providers, telecommunications companies, managers of academic contents bases and even videogame companies to get more all-encompassing looks at traditional actors in the book world. It is a war of advisors (educators, parents, service providers) that will attempt to orient content and learning practices, even though they all know that the user will end up doing many other things with the machine than any of them ever thought of. For some commercial social actors, the objectives are clear: i) do business in the present and ii) ensure positioning with new generations and influence their future decisions as to what and how to access knowledge.
- 124. Participating in this conflict of interest are suppliers of entertainment contents, mainly videogame companies. Thanks to their inhouse capacity for interactive contents (scriptwriters, animators, programmers, producers, and communicators) and their knowledge of child and adolescent consumers, they have an abundance of possible ways to insert themselves in pleasurable or simulation strategies. The capital this sector derives from international trade gives them the flexibility and competitiveness for entry into a new, increasingly globalized value chain, although at present growth does not allow the sector to absorb the explicit and latent demand of the education sector. Assigned a negative role in the collective thinking of the advisors and decision makers, these players probably need the traditional industry if they are to have possibilities of winning.
- 125. Providers of collaborative contents or open editions also participate. Unlike in the traditional industry, the low production and maintenance cost of these contents is no barrier to the advance of this phenomenon. More and more, the difference in quality of these contents ceases to be a determinating factor for most

users and in most of their uses. While not as important in the region's languages as in English (generally content in English is developed), thematic coverage and information density have been sufficient to put an end to the printed version of several prestigious encyclopedias. For these contents to play a significant role in the education system, it is necessary to call yet again for a new type of curatorship that selects and organizes contents according to its recipients. It is consistent with policies on open knowledge to make closer connections with repositories of open-access contents, above all when collaborative knowledge production acquires economic value, not just educational. Their social value is not to be downplayed even though text prevails over other languages in them. Ultimately, the form of access they propose varies little from the traditional encyclopedia, and rather replicates it. As time passes, then, subjected to the competition of other free sources closer to new forms of accessing knowledge, the traditional Wikis are prone to losing fans.

- 126. Some of those still called "new" facilitators already have certain experience in omnipresent digital services for education. Many do this by penetrating markets with a free offer for the final user and, in some cases, for the institution. Providers of global brands of hard technology and assemblers and local representatives of those brands and products take away much of the infrastructure investment budgeted for education. Enjoying strong political-institutional support and the advantages deriving from their nature as tangible goods that are journalized, amortized and visible similarly to other goods, they obtain a higher position, making decision makers forget that maintenance and cyclical renewal of such investment require medium and long-term budget commitment.
- 127. Providers of telecommunications and networking equipment play a less dominant role. Indispensable for implementing many State policies on culture and education, connectivity has won a space in collective thinking as determinant of digital inclusion. Fixed and mobile telephony operators already had or recently incorporated capacities for supplying contents to their users.
- **128.** Their relation with State agencies producing contents can play a dynamic role in the transition of libraries. A closer dialogue can

be foreseen between contents production entities and national media systems, on one hand, and on the other, entities in charge of public library administration. The State's role as publisher and disseminator of contents is pending in the reconfiguration of libraries in the new ecosystem. Likewise, international finance agencies play a decisive role in the region, and how aid is adopted in the transition of libraries can either collaborate in their resignification, or condemn them to undue exclusion.

The Resignification of the Librarians

- 129. In light of the uncertainties of the new context, many librarians tend to lower their ambitions and draw back. This is natural given the individual proactive attitude demanded of them when changes observed in social practices and reading experiences require that the entire system become involved in a resignification without loss of identity. Revisiting the practical aspects of their role allows us to see what may be lacking in their cultural competencies in an omnipresent sense of budding change. As cultural agents, given the degree to which ideas about Knowledge 2.0 have advanced, debate should be widened quickly around their new role. While not the only question to be answered, one of the first would be the following: assuming that the loss of asymmetry between social actors (librarian-user) will have uncertain implications, what role is demanded for the immediate future? In short, what are the competencies received and the competencies required for performing in new reading scenarios? If the library is taken to be a space of exchange and activator of interest for discovering and knowing that employs reading as its best instrument, a motivator of investigation, an agent promoting innovation applied to mediatized education with the new formats in the frame of ubiquitous culture, and if included as driving and regulating component in symbolic exchanges between nodes (servers, classrooms, students, teachers), the librarian then has an ensured role.
- **130.** Forms of knowing in the era of Culture 2.0 will deeply transform the sense and strength of library services. It is essential to move past the diagnostic stage and adopt a more systemic vision of those services. Likewise, there is a critical need for innovative proposals

- taking into account the intervention of digital technologies over esthetic and narrative technologies, departing from the hypothesis that the space users relate to is not physical but symbolic.
- 131. In the domination of content dematerialization and rematerialization, it will be advantageous to unite, on the same space of reflection, the library and the publishing house, to investigate and develop solutions in the frame of structural, budgetary and symbolic change they are undergoing. The re-characterization of the base formation of mediators, in general, and librarians in particular, is a key piece in the transition. In some cases more than others, contents and type of residence or practice could require an effort of opening and outreach with an eye to the new forms of reading and the hybridity of cultural consumptions, with special attention to the growing transmediation of contents.
- 132. Reassessment of the spaces of reading promotion and mediators, especially librarians, can take very diverse paths, including some with only tenuously imbued with the technological dimension: i) that of service, offering new interactions between its repository and readers, or on-demand printing of chapters and books; ii) consolidation of its strategic value, re-establishing relations with bookstores and exchanging information with publishing houses more fluidly; iii) innovation, adding value in the new reading experiences through curatorship of the relation between the book and resources of different nature that are accessible; and iv) contents, multiplying possibilities for experimenting with knowledge by utilizing a combination of resources and symbolic objects.
- 133. Participating in these functions will entail integrating current competencies with new ones. In no case will their role be restricted to one or another function much less the management of contents, even when this last has a syncretic power of definition since it integrates and synthesizes a significant part of the functions that are more required.
- 134. As with every transition, managing accesses to knowledge governance of the change process is decisive. Change leaders cannot wait for a spontaneous modification in the attitude of the other participants. The prominence they acquire in the future of reading will not just depend on interior change, but also the effort of

- raising awareness in all social agents of the chain regarding the value of the library and, above all, of the librarian.
- 135. Promotion of libraries in collective thinking is an extremely important task. Just as some cities of the region celebrate bookstore night one or more times a year to encourage the tie between distributors and potential consumers, a gala library night could be held with analogous resources and social and political deployment to rediscover the neighborhood library, celebrating it with festivities while showcasing its qualities, rarities and life stories. The same thing should happen with the role of the librarian. Available data show that librarians make a valiant effort to elucidate their role in the system, beyond the act of the annual purchase and their obvious influence on the evolution of certain markets when they are free to decide about the purchases to make.

The Educational System and the Role of Teachers

136. The institutional paradigms on which the school and education system are founded tend to be reassessed the more other social and cultural institutions falter and creak. Even so, the structuring character of the school in response to any crisis, whether individual or collective, and the strength of the educational system as mainstay of cultural and social constructions appear to demand new interpretations. In a society where changes occur so rapidly, producing more undesirable than desirable effects for the majority, any such endeavor must put the system's role into perspective based on a reaffirmation of its foundational values. Justification of the system harks back concepts of the industrial age of systematization, methodicalness, and collectivization, all less coherent to what is now socially, culturally and economically significant. The debate around the system's efficiency in general, and the classroom specifically as device to transmit values and beliefs, is more open than ever. Subjected to the tensions generated by social, cultural and economic changes, it is only natural that the system questions the role of all social actors that add value to its function or make it feasible. The school book in all its variants has been a solid ally in the face of each change; it has adjusted its perspectives and axiological orientations to the different contexts

- and adhered to pedagogical strategies without dissociating itself from the dominant paradigms. In response to the new digital paradigms inserting themselves in the dominion of the classroom, all roles begin to energize at top speed.
- 137. Manuals and schoolbooks employ all their talents to ensure a distinctive place among the screens that have decided to come out of their enclosures—the pocket or the backpack of students and computer labs—to be included little by little in pedagogic strategies in ways that are either explicit and voluntary, or unwanted and furtive. The symbolic value of that mass entry is more visible than the results obtained. It is on school screens, in and out of the classroom, that the combinations of printed and digital components acquire their greatest symbolic value. While school digital inclusion programs make it possible to introduce children and adolescents for the first time to a screen loaded with educational contents in homes without a library, there is a temptation to abandon investments in reading programs in places of greater social vulnerability. Often they are incorporating an entire generation that would otherwise have no access to either digital competencies for real labor inclusion, or to diversity of media accessible through the Internet. However, when a technocentric vision dominates the design, government budgets tend to prioritize hard technologies over soft and connectivity over curated contents. Because manuals and schoolbooks for students have the social and cultural value they do, and as the backbone of the printed universe, their future wavers between complementation and replacement.
- 138. Whether through combined strategies or self-production, government distribution of printed manuals and texts broadens their socio-demographic reach, exercising a *de facto* stabilizing role in the sectoral economy due to their relative weight. Nevertheless, the schoolbook is not leading the transition process. To the contrary, it appears anchored to the expectation that government agents or social actors outside the sector will decide on its value and, therefore, its future. While school servers capable of storing and structuring local educational systems in nodes of an infinite network, materials are produced *ad hoc* and intermixed with contents of differing type and quality without curating. Often those who can

be best prepared for institutional and technical management of those contents—the teacher-librarians—are excluded or exclude themselves. Equipment and social connectivity are necessary, but insufficient conditions for the implementation of any digital inclusion program. Prior training is also crucial for social actors that must operate on the new educational ecosystem, spearheading the transformation process and promoting new expressive and communicative forms, new languages, formats and devices, for the purpose of raising the educational performance of the system.

- 139. An opportunity of this magnitude had never existed before in the educational system. According to UNESCO, "the school must promote knowledge, abilities, values and attitudes that serve students enabling them to participate actively in society as individuals and as citizens." In the design of the Education Agenda Post-2015, there is an emphasis on the need to develop programs that, beyond the traditional concept of education, focus on "life-long learning," generating multiple opportunities of formation. In this same sense, there is ever greater insistence on de-centering educational processes in the school to open space for broader and more dynamic concepts of education through the strengthening of the so called learning communities.
- 140. The role of the book value chain in the transition of that system can be refoundational. The relation of solidarity between the book and the school lends it privileges, but also responsibilities. Improvement in school performance is an issue that is still pending, and the schoolbook cannot but be involved. The region's sociodemographic and economic growth demands a renovation of the educational system commensurate with the circumstances. For digital inclusion and education programs to have the anticipated success, there must be an attitude of change in both the educational community and in the cultural agents associated with the book. Contents will continue making the difference. In the process of resignification, no possible change in pedagogical strategies is perceived without their main ally, the book, as part of a larger whole.
- 141. If expanding the democratization of access to knowledge is the final goal, if the diversity of collective thinking and of cultural identities is vital, if the issue is school integration in a more open and

global metasystem of collaboration in knowledge production, if the book and reading are to compete in an ocean of resources and symbolic objects, then the role of librarians will be one of the keys to success. Just as a re-characterization of librarians' basis formation is unavoidable, they being the fundamental piece of the transition in the school system, a revision of contents of their formation and the competencies necessary to exercise their role as mediator has become a critical factor. The new forms of reading, the transmediation and hybridity of cultural consumptions appear to demand from educators, in general, and teachers, especially, a greater understanding of the phenomenon and greater involvement in ways of addressing the problems entailed. It will be increasingly impossible to maintain the dichotomy between the personal forms teachers adopt as citizens in relating to the cultural media system through ICTs, and their employ in the classroom. Transcending the not unsubstantially traumatic process involved in the incorporation of students with computers in the classroom, brandishing seemingly superior skills, and the first intramural attack of mobile telephones, it is to be hoped that a resignification is visualized of their mediator role that is commensurate with that of the teacher-librarians. It is also to be hoped that the schoolbook accompanies them, unhurriedly but steadfastly. The same could be said of the role of parents, which is and will continue being fundamental in the introduction of reading in early childhood. Reader parents have a transcendent role. Books for children and youth are en route to the epicenter of change. Here the educational community has the opportunity of a new educational pact, for children and young people, as necessarily symbolic for society as it is concrete in relation to practices of reading.

142. Elsewhere, it is important to highlight the imminent arrival at the university of the first graduates of a middle school whose activities, in and outside the classroom, are more and more traversed by digital inclusion programs based on the implication of technologies as major mediation component. With greater or lesser efficiency due to the incipience of their implementation, these programs are directly impacting traditional didactic and learning forms, as well as the symbolic value of the contribution of all

social actors making up the educational community, with the additional result that the incoming young people hold expectations increasingly distant from those of previous generations as they enter the university system. In all cases, the university entry system will have a public with a partially modified profile. Their social behaviors are connoted by an exponential growth in digital competencies, which have already modified their relation with the cultural media system and which, sooner or later, will have effects on the concrete forms acquired by the social, normative and political contract they maintain with the university system. In this context, one way of increasing the university's possibilities of recreating bridges with new generations as of their first contact with the institution, is by renovating the offering of contents and services in their surroundings, adjusting them to the more current expectations of their expected recipients, the students and teachers.

143. The ubiquitous university is characterized by being available in different contexts, even in the most adverse conditions of reception. This requires incursion into the preparation of strategies that combine technologies, esthetics and narratives suited to these contexts, placing special emphasis on relations hampered by disabilities that, not necessarily but probably can be moderated through the use of specific instruments, such as tablets and other mobile devices. The increasingly polyvalent mobile devices can be integrated in and outside the classroom, carrying out significant practical activities, anywhere and anytime. The university libraries represent an emblematic case of how mobile devices can introduce alternatives in common services positively affecting their resignification. As can be observed, little by little those that integrate remote and ubiquitous services are beginning to recover the public's favor.

The Value Chain

The Potentiality of Change

- 144. The book industry contributes in a fundamental way to construction of millions of people's social identities. In situating the value of literary creativity and the spread of scientific production, in finding commonality of educational contents and in the entertainment of readers, in the recognition of reading as critical factor for comprehensive human development, authors, publishers, literary agents, booksellers, librarians, and reading promoters are recognized for their role as cultural agents.
- 145. There is no avoiding, on the other hand, that in addition to its cultural and educational value, the book and the value chain around it constitute a sector of productive activity whose contribution to GDP and employment is not unappreciable. With the correct encouragement and incentives, its importance can be multiplied in the regional economic context. Similarly, given the region's cultural and historical affinities, the book can constitute a driver of regional integration in what has so often been proposed as "Regional Space of the Book," undeniable foundation of a Regional Space of Culture. Along that same path, strengthening of the book in the region constitutes an element for positive impact on reducing regional asymmetries in access to editorial contents.
- **146.** Not all actors in the chain contribute the same value added. Their social valuation differs, and their ways of showing themselves to

audiences are highly unequal. One of the many divisions possible is that of disaggregating the chain between those in charge of facilitating object-book contacts with their potential readers, and those responsible for managing creative talents and promoting the results in the arena of interchangeable symbolic good and object open to commercial transaction. In order to revise the agenda, it is useful to remember that inequalities have always existed between the different social actors, and also that participation in each link of the chain is likewise unequal. At the current stage of the cultural industries, different behaviors are revealed, inherent to that heterogeneity but erected as well as walls of resistance against the loss of signification that affects some more unequally than others.

- 147. The weaknesses and strengths of the current distribution network are subject to the solidarity of social actors. The small contribute wealth of diversity and specialization indispensable to the promotion of creativity and construction of a varied offering for a society of minorities, and the large, their capacity to participate decisively in the public agenda around the sector's interests. It is to be hoped that, in the particular resignification of diverse actors, willingness will not be lacking in regard to the solidarity the chain should adopt as a whole in the face of the new challenges. If a transition is admitted, the best thing that can occur is open and participatory discussion of models.
- 148. It is clear that the sector is slowly energizing and that one of its main drivers is independent publication and distribution. Both are clearly a significant part of the new that originates from within the selfsame system and takes place along those sidelines, and that the system as a whole is upheld on the basis of the distribution of large editions. At the same time, subject to the logic of production and consumption of the "knowledge industries" and "entertainment industries," it is settling into the transition of the cultural media system. It does so with the difficulty stemming from its traditional adherence to the storage medium and practically nearly unaltered form over so much time.
- 149. In this process, five internal tensions are identified within the value chain.

- a. The tendency to rethink reading practices in an environment of cohabitation and hybrid cultural consumptions as opportunity to add value to the book. This could lead to a possible gradual displacement from product to service, as well as the sole unit of commercialization for the plurality of versions and, above all, to disaggregation in smaller units capable of greater integration in those new ways of consuming cultural contents.
- b. The lack of integration, consistency and online access to information produced by the sector's activities hampers full comprehension of what is happening, much less rapid interpretation changes in social behaviors. Definitely, it has to do with the sector's competitiveness.
- c. The effect of the new players' flexibility, polyvalence and transnationality on possible reconfigurations of the value chain, their capacity to influence price-setting processes and the sector's valuation in collective thinking based on the introduction of gratuitousness as crosscutting and preeminent element in many of the new options. The intensity and economic, media and political value of the new players make it necessary to get in shape for the game of associativeness and synergies.
- d. A revaluation of creativity in all its forms, beyond the traditional forms of recognition authorship takes. Containing creativity and talent within the industrial value chain entails a reassessment of its contributions, with a proportional adjustment of counterposing consideration, which would appear possible only in the frame of the digital paradigm governed by rules on distribution of costs and different benefits. The developing trend of self-publication is not innocuous; it expands the social value of an alternative path already present in the previous paradigm, as well as heightening the spiraling overproduction of titles.
- e. The appearance of new business models that demand a revision of basic arguments for determining prices.
- **150.** While the future of distribution appears more compromised than in the scenarios imagined for the transition, there are multiple

factors that seriously influence the evolution of publishing in its productive and creative function. Those of an instrumental character are most evident, such as the need to introduce more informational density around the product. This implies investment in the production of metadata for both new items and the uncatalogued. Competing will more and more require this instrument that informs about the product and makes it possible to structure exchange of such prized data when attempting to reinterpret practices in light of the new cultural phenomenon. The culture of metadata, where referenciation is automated and there is no margin for human extenuation, will be of significant aid to the sector in becoming inserted in the new value chain. While they cannot modify the final price, metadata do affect the product's value in that the informational quality and density on the book contained in metadata will be decisive in determinants for its visibility, cataloguing, and positioning in digital showcases, and to obtain information that contributes to continual upgrading of business intelligence. The value of printed and digital books will vary according to the metadata accompanying them.

The Journeys of Legitimation

- 151. It has been some time since authors proposed discussing the established order. In the broad majority of the region's countries, copyright is not in the hands of collectively managed companies as they are with other creative disciplines, and this fact could partly explain the weakness of the most creative link in the chain compared to others. The passage from "invisible" author to "published" author ceased to be traumatic, and today this is facilitated and encouraged by the proliferation of platforms dedicated to the business of self-publishing, as well as by the platforms of the big publishing houses, willing to poke around creativity that is more and more open. The phenomenon was forewarned when millions of people adopted the route of blogs to publish their individual or group memories, dedicating time to personal expression and public exposure of their opinions.
- 152. In the old system, media positioning was based on a productive model closely tied to dissemination capacity. Mass communication

required technical, logistical and economic capacities to get contents to the targets, not something just any citizen could access. In the new ecosystem, any person can produce a text, edit it, and disseminate it over the web in digital format so that it is immediately accessible worldwide, with no other cost than connectivity and the time invested by the "author". Practically any text can be an e-book. Platforms for editing texts in digital book medium are available to the large public, while forms of legitimation (selection or positive discrimination) of a content skip advisor agents and wager on "democratization" of the web as the most acceptable way of deciding what does and does not have value. The quality of production, the plausibility of the information and the credibility of sources are not always among the main factors for selecting contents. Of course, peer evaluation groups, editorial committees and other forms of social legitimation continue exercising a role in the paradigmatic construction of knowledge. But now authorship has more strategies and paths to legitimation and visibility.

- 153. In recent years, self-publishing obtained a wider registration of interested parties. With the advent of the digital paradigm, many authors question the contracts offered by publishing houses and strive to reinterpret their role in the value chain. Their interest is piqued by other forms of publication that, without jeopardizing their relation with the publishing house, places limits and questions with disruptive actions. Many of them have taken action and come together on associative and plural platforms to offer their creations and an un-intermediated relation with readers.
- 154. Literary agents, which in this region play an extremely limited role compared to other territories, also begin to test the underpinnings of the transitioning value chain. Some propose direct distribution channels for certain contents of their authors, depending on their talent management strategy.

After the Long Tail Theory

155. The sparse super bestsellers have turned into one of the main operations of the big publishing houses. Their capacity to produce income makes budgets turn from red to black, thanks to a few accounting lines. In other terms, has the regional value chain

- become more dependent on the "supertankers" of the industry? In most cases, these are texts imported to the region that generate huge revenues for the home offices, although spillover makes the local value chain more liquid economically and financially.
- 156. The super bestseller phenomenon is global, as the underlying stories also end up being. All catalogues include books that fulfill this relative function, alongside many niche products. The Long Tail theory, developed by Chris Anderson in the first half of the past decade, aimed at expressing the form consumptions would take in an ecosystem where digital rules allow for mass products edited and legitimated by industry would coexist with micro-segmented products. According to the theory, since the latter will not receive publishers' attention or be informed of by influential advisors, nor would users have the possibility of discovering them, many of these niche products would never see light were it not that the digital paradigm enables them to reach their audiences directly. The problem for the near future is that it may become increasingly difficult to obtain a super bestseller that brings numbers out of the red.
- 157. The evolution of TV, music and movie audiences bolsters the idea that digital platforms are changing the balance between super bestsellers and small niche products. At one end of the "long tail," the smallest niches have de-multiplied, advancing at the proliferation pace of small producers and publishing houses and users' growing participation in content production and distribution. There is a scarcity of super bestellers at the end. From this certainty emerges a determinant, the "middle ground". In some countries, proceeds from the ten films seen most fell in recent years at the same time that the following ninety doubled theirs.
- 158. The enrichment of the "middle ground" is based on highly diverse models of creativity, models increasingly dependent on knowledge of niche audiences and users' participation in processes of creativity, financing and social positioning. The primary question lies in discovering how consumers and professionals, users and borrowers can intervene in the definition of these new mediazations. In short, the passage from "niche" to "middle ground" becomes a fundamental element for the system's continuity.

- 159. Based so long on influential meritocratic advisors, industries have started to listen, understand and in some cases, converge with respect to changes in social behaviors. The question is what are the routes of participation, what limits do they accept and what are the bordering provisions permitted by their users. And the inverse: the limits that the industry is capable of imposing between users and contents.
- 160. The formula for success in the transition may lie in the creation of value for this "middle ground," yet once again, readjusting expectations knowing that the resignification of the social actors is accompanied by a similar process in the area of contexts and contents. In the space in which media superimpose and consumptions overlap, a realignment of devices, mediums, genres and participation strategies is inevitable, recognizing that the user is less willing to accept the time and space conditions of the old system. Ubiquity has come to stay. The user chooses according to the moment, from the type of content and device best adapted. At some moments it is paper, at others the mobile phone.

The Relation with the New Social Actors

161. Of course, the ecosystem is far from resolving the monetization problems that the Internet at once introduced and suffers from. The risk of remaining stuck along the way, the immobilizing inertia of those who see only risks without perceiving the opportunities, and the delaying character of regulation devices conspire against the development of this "middle ground". Immersed in the digital paradigm, the difference with the prior situation lies in two aspects. The definition of the product depends i) on knowledge of the audience segment to which it is targeted and the relation it maintains with the product —in other words, the interaction and appropriation that facilitates or encourages the product—; and ii) the experience it promotes throughout its life cycles. For example, an attribute of the printed book or periodical is that it can be loaned or shared, while the tendency to license use of the digital product or access in the form of service prevents that, or at least limits it in quantity and time. In this sense, the digital paradigm modifies the reader's relation with the product

- and tends to situate it in the role of user. Both factors, knowledge of the niche audience and the link the reader can construct with the content and through this with other readers, make the difference. Both signify the inclusion of new mediations (new social actors, new mediations) in the value chain and a deep transformation of industrial logic.
- 162. The evolution of distribution channels and consumption habits are mutually determined. The mode of accessing information and development of the non-monetary markets (exchange between users facilitated and regulated in the frame of the copyright, consented to or illegal), as well as its installation in social thinking, are highly influential factors in this evolution. With the new players being essential to the visibility of cultural offering, it should not be forgotten that the rules they impose are oriented by their own interests and vision of business, culture and the economy. As a transaction between private parties in most cases, the relationship between publishing house, distributor and bookstore, relations that the social actors of the traditional chain have thus far established with the new players continue in the nature of self-regulation.
- 163. For example, the concept of preview, which users are unlikely to give up lightly, has imposed new rules for distribution and access to contents. Users have massively adhered to the forms that the digital culture promotes to consult, see and try out (trial) a service or product before contracting it. Previewing practices are very diverse. For example, the Google model distinguishes at least two uses: i) previewing geared to promotion, making it possible to read some portion of the book content (for instance, 20%) before deciding to purchase, without the reader being able to copy, paste, annotate or print any page; and ii) visualization of fragments so that three or four lines of the book's text can be seen, with a maximum of up to three uses of fragments per user for that book.
- 164. In the promotion platforms, geographical indexation of the previewed offering (knowing where users can access or purchase the book near their location) plays an important role for the value chain, especially bookstores. If traditional marketing by publishing houses had already adopted similar strategies such as open

access to the "first chapter" or a "sample chapter," the previewing practices driven by the new players, most times without the prior consensus of rightholders, could mean escalation toward a more expansive model sooner or later. As more books are offered in digital format, geographical indexation loses value, while direct distribution via the e-book from the same platform where the user just previewed it gains strength.

165. One of the phenomena introduced by these new actors is the social value of "gratuitousness" in consumption. Until now, exceedingly few have managed to turn free supply of contents into the core of a business model. While rising, the rate at which contacts, fans and followers are converted to buyers or readers is still extremely low. Debate is still open as to the benefits of "gratuitousness" for repositioning the industry in the transition. Having the "free" model led a large variety of initiatives into ruin. Could the model of the freemium, a combination of open access and paid contents, be a sustainable alternative? For a positive vision, free is not a choice in the digital economy, it is something inevitable that will not necessarily bring a commodity effect on contents, already subjected to the deflationary risk motivated by overproduction. For them, the capacity of gratuitousness to draw the public's attention is not material open to discussion. The only matter open to debate is where and how to introduce the gratuitous part of the business, since for the moment the one that produces economic income is too small to generate benefits. The mystery is which should be in open and free mode, and which closed and paid. True, once the barrier between the two is established it will be difficult to correct, but in the case of the book industry, unlike that of the print communication media, a different model could be set up for each book.

Bookstores and the Exploration of New Alternatives

166. In general, any analysis of the situation concerning the value chain ends up identifying bookstores and libraries as the weakest links in the face of new challenges. On one hand, it is noteworthy that these are the book's two main points of contact with readers, or the visible face of the publishing system that obscures

publishers and makes some authors barely visible. Their valueadded resides in the physical proximity and in the system of advisory influences and visibilities to which the book responds. The differences between them are clear, although they do not impact on this line of analysis. On the other hand, the idea is elucidated that in part, at least, their problems paradoxically lie in what were once their three major advantages: proximity, social legitimation and the visibility of the content. In other words, their main advantages now reside in a zone of instability. It is paradoxical that the two faces of the system, carrying out a social function based on the human value of contact and considered difficult to uproot in the near term at least, are compromised by the so-evident transition of mode. Certainly, if this were so, with them assuring the system's main contact points with people and carrying out a function of personalizing the connection, at least in terms of consumption, their fragility signifies a collective weakening that should stimulate the solidarity of all social actors.

- 167. In many cases, a decrease in the surface area of the "showcase" can be seen in absolute terms. On almost all occasions, they are becoming restricted in relative terms, in proportion to socio-demographic growth. Meanwhile, the production of new titles continues rising, which involves a reduced probability of new titles having some contact with potential readers. Continuing the parallel with libraries, the problem worsens with the lack of shelving to organize systematic access to the current offering. Unlike bookstores, most libraries do not have the possibility of storage and therefore a certain rotation between exhibition and deposit. Recognizing at once their commercial value and social draw, for both contact points the new realeses become highly significant.
- 168. In part, the growth in doubts about how so many novelties will be projected into the market in the near future is in proportion to the reduction in points of contact. And, it should be added, neither the web, in general, or the social networks, specifically, are being effective in replacing these points. The visibility of the published product could never trust in the visibility of traditional dissemination media. In its open programming, TV supports cultural programs poorly, and still more rarely, programs on books,

- generally displaced to windows granted by the State through public media and paid TV channels. The meager selections of literary criticism and weekly supplements in the print media have been cut back to pages or removed from the newspaper to be sold separately, with relative success.
- **169.** It is clear that the intergenerational pact on reading has weakened. In some cases no trace remains of what it once was. Children no longer read the same newspaper their parents and grandparents did. If they do, it is as complement to other sources of information, under a hybrid, digital-paper modality. Even the mediation function of publicity has entered a zone of discontinuities. Information obtained on the Internet can be more varied and contrastable. The historical influence of word-of-mouth is on the rise thanks to the dizzying viral currents that irrigate social media. Surveys show that users consult the Internet before buying almost any good or service. Social media are there in order to "demediate" or, if one prefers, to "remediate". The new generations can only expand this phenomenon. With the profiles of the new consumers and the crisis of intermediation, bookstore and library premises offer more physical contact with the book object, than face-to-face with whoever can inform about it. Recommendation takes on other forms and utilizes other sources, more diverse and speculative than the previous ones.
- 170. It is true that tension is heightened the more overproduction of contents expands. As has been seen, this does not result in oversupply, given that a significant part of the production is not visible for potentially interested parties. The problem of inventories, the floor cost in large enclosed or open air commercial centers and the lack of integration in the information chain are critical factors.
- 171. With near monotonous regularity, voices have stressed abrupt breaks, assigning them most of the responsibility for discontinuity in ways of relating to the cultural media system. While changes accelerate, it is advisable to moderate exaggerations. It has to do, once again, with a break in continuity. Concerning reading and the book, when all is said and done the changes may be less disruptive than the passage from orality to writing, from papyrus

- to the book, from monastic reading to the schoolbook of masses. Nonetheless, it is useful to distinguish between causes and effects, and within them, those that have a more important role in the short term. Of them all, the main effect entails recognition of a certain loss of signification in some cultural and media referents.
- 172. Freed from the idea that "saving" bookstores means finding the way for them to continue functioning as they do now, what remains is resignification, understood in a broad not single sense and far less only that of the market. It is necessary to admit the complexity of the situation and widen the vista so as to, once again, reveal the heterogeneity of the situation and the relative different importance between independent bookstores and chains, on the one hand, and on another, to revive debate on what the penetration of new social actors in the chain of advisory influence and sale means, particularly when these take place on the web. Furthermore, sooner or later traditional commerce in consumer goods could end up selling reading devices for digital contents (soft brand in some cases) with pre-downloaded or pre-installed content, following the formula of the smart TVs, as a value-added to promote sales of the devices or as a way of improving their business plans.
- 173. Logically, resignification includes renewing marketing and exploring different upgrading alternatives in differentiation strategies. For example, exploration of possibilities for improving the visit and purchasing experience could include the facilitation of some digital device allowing the visitor to consult content (preview it with precision) and access recommendations and comments of previous readers or other book buyers at the same bookstore, as well as information on other related products and services (the sequel, the series, the collection and data on the author). This way, the exhibition hall or sales room would no longer have the responsibility of showing the entire offering. Using the tablet screen, a potential buyer could discover another work of interest that is not physically visible in the hall. If the buyer wishes, a copy could be requested from the stockroom to take on the spot, or a version of a smaller part than the whole be printed on demand, have the printed book sent within a reasonable period to the buyer's home, or be offered a way to download the

- book to the buyer's device at the very moment of the purchase, all simultaneously.
- 174. Formulas of hybridization, those that place it midway between the traditional concept, the gift store, the museum store, the children's play center and the cultural center, are not for just anyone. In very many cases, promoting café gatherings definitely helps in finding the ground from which a business is profitable. Among other alternatives, it can represent an option for preparing crossselling strategies with other distributors of cultural goods and producers of shows in the proximity of users. Hybridization should not compromise the distinctive position still occupied by the bookstore in social thought as distributor of cultural goods. The bookstore plays a cultural role, as well as serving as point of distribution or sale of objects. In this sense, the bookstore owner's main role may be that of cultural manager. But cultural animation is not the way to resignify the bookstore. Third party-certified quality can be a source of value and means of distinction for independent bookstores. In any case, the best yields are probably to be obtained with some type of enrichment of the visitor's experience of contact with the book.
- 175. While online bookstore sales remain steady at extremely limited volumes, it is useful to review the foundations of the latent crisis once again. As stated earlier, physical proximity is to printed book purchase as ease of use and rapid download are to e-books. If sales of printed books through e-commerce platforms can be part of the solution, albeit not feasible in all cases, combined modalities should not be dismissed: online purchase with home delivery, or in the bookstore chosen by the buyer, or at a nearby point where the user customarily goes.
- 176. In analyzing strategy, consideration of its fair value cannot but include the role of new players in intermediation, taking due note of non-commercial exchanges and reassessing integration with libraries. This evidently has to do with exploring transition formulas that consolidate and, to the extent possible, enhance distinctive traditional features while adding value to users, such that the bookstore maintains the social valuation it enjoys in light of its cultural proximity (thematic, social, political and idiomatic

anchoring), physical proximity (localization), economic proximity (prices) and monetary proximity (payment modalities and currency).

The Value of Creation

- 177. The new business models deriving from the digital era generate new tensions based on the transformations they introduce in ways of distributing cultural contents. This means struggle regarding the redistribution of economic costs and benefits among social actors in the traditional value chain, and between them and the new players, mainly those from the technological sphere.
- 178. This new disaggregation of value (new book economy) among social actors represents an opportunity to reassess creativity in relative terms, decompressing the tension that had generated around the author's share in revenues from his work. As the economic value of creativity rose in terms of national GDP, so did the idea that in cultural industries, generally, and publishing, particularly, the relative weight of authorship in benefits was not adequately representing the value added of its contribution to the final product. The commonality these potential modifications in the value chain cannot escape opening up old paradigms regarding this issue.
- 179. The main tensions are generated from the influence of a new, more collaborative and open logic in the production of contents. The explosion of remote, mediatized, and instantaneous co-creativity, whether between peers, between authors, or between these and readers, upheld on a platform of social, cultural and economic interaction (crowdfunding), requires a new, more inclusive and plural look to back the creative process and optimize registration of works in the digital sphere. The more multimediality and transmediation influence supply and consumption, the more activities are pluralized that are creative, distributive, and partially articulated by editors and content managers. The management of talent of different nature and origin, increasingly both transnational and from other sectors of cultural industries such as videogames, animation and audiovisual, require exercising competencies of negotiation and associativeness as yet undeveloped in the entire

sector. From this broadening of criteria on proximity can arise the means of a solution to the traumatic passage from "book-product" to "book-service" or, more closely, services "around the book," from the product to the contents, and from the contents to new reading experiences. Depending on the countries, several regulatory and technical stipulations that discourage the industry can exist in the frame of this perspective, starting with the culture of the sector itself.

- 180. The cohabitation of mediums and services requires the incorporation of a more all encompassing vision vis-à-vis management of rights. The new provisions and forms of access to contents and new reading experiences call for a more discerning perspective, in which factors such as licensing, leasing of contents and fiscal treatment should be resolved quickly. The more the book is inserted in transmediation of consumptions, the more those who manage rights need to upgrade their competencies based on accelerated learning from events, taking into account the experience of other industries.
- 181. Elsewhere, rights management is made even more complex by the plurality of actors who do not participate directly in content production, but directly or indirectly affect how it is accessed. As already mentioned, outside rules are often entailed which are at once convergent and risky for the business model traditionally developed in the sector. The issue is not so much having more or fewer regulations, but of a framework of reference that is truly convergent. It is not enough to have legislation that recognizes authors' and creators' exploitation rights over their works, if this is not accompanied by public policies for applying it in the world of the Internet. A legal frame appropriate to the network neutrality is likewise becoming urgent, to guarantee both producers and consumers that the social actors capable of joining the value chain vertically do not end up discriminating against or abetting discrimination against some contents in favor of others. Sooner or later, it will be necessary to explore currently known ways of determining the degree and scope to which the current situation can be better regulated. On one hand, it should be analyzed whether this comes under regulation of the relation of the access

- provider (ISP) with content distribution. A reinterpretation is also needed of the share of creativity in economic remuneration, assuming a progressive growth of value-added services around the book-product, many of them susceptible to introducing new forms of expression and communication among their diverse social actors, primarily of authors with readers.
- 182. The future of publishing is more than ever subject to its opening in order to identify and understand both new authorial and creative forms and the formula for most suitably cohabiting with other storage mediums in each context. This is needed in order to understand the complexity of expressions traversed by digital culture and readings simultaneously intervened by myriad esthetic, narrative and technological systems. It is dependent on a correct interpretation of the social, cultural and economic value represented by the new mediations, as well as the capacity to energize creative processes and innovate, investing in opportunities for reassessing the quality of contents in the frame of the many possible rematerializations of texts.
- 183. Publishers must perfect their ways of intervening in the translation from an idea in an publishing project, and authors must demonstrate their capacity to adapt to consumption dispositions. Contents will follow rules in which indications of authorship are mandatory, as practiced to date. The problem lies in fathoming the complexity all cultural change entails, as well as adapting to the speed of change. This new situation demands an intense effort of understanding and rapidity in adopting the new dispositions.
- 184. Relation with adjoining industries in the sector remains scant and precarious, even devoid of signification before the magnitude and extent of movements by other cultural sectors to be competitive. The results of confrontation or negotiation may not be beneficial for the book, and government programs have placed particular attention on this, allowing the book industry to grow and mature. It must be recalled, however, that before the development of the video game or production of the television series, there was always a script. A better comprehension of the logic of other sectors may lead to competitiveness strategies, for now limited to large media groups with participation in the publishing sector.

Transversality among industries and use of local creative potential are still pending in most of the region's public policies on creative economies.

Rights Management

- 185. There is a need for greater development of policies to encourage and protect creativity in the digital culture, and this consideration should be twofold. First, the competitiveness of the creative industries in a globalized world is more and more owing to its capacity of "integration with identity," and second, creativity germinates more vigorously at intersections, and the interactions between different creativities is where most value can be extracted in a transmedial scenario. Awareness-raising and preparation of authors, publishers and rightholders, in general, are essential if the aim is to ensure negotiation adjusted to the new context. This can be facilitated through the creation of a handbook on good practices with up-to-date information on the new business models and the main contractual models associated with them. The book's incorporation into transmedial scenarios of consumption calls for heightened ingenuity. This involves exploring ways of participating in the business to set its new value in the experience of learning or enjoyment, as well as updating questions about the validity of operationalizing technical dispositions to preserve creativity and publishing rights. The new complexities that entail negotiating rights for these scenarios will demand effort to bring the role of literary agents up to date.
- 186. It is not the moment to downplay hitherto little-recognized forms of rights management. As demonstrated in multiple successful examples in the region, the share of creativity in market revenues from goods and services can be managed through platforms of collective rights management. First, the interweaving of creativities of different origin integrated by the new models, and second, the distribution of contents in a global-level space like the network require multi-territorial licensing whose application could be facilitated through the existing networks among corporations dealing in collective rights management. At the same time that they ensure supervision and jurisdictional anchoring of the right

to distribution and consumption, these groups enhance possibilities for the works' visibility and control over their exploitation. The negotiation capacity brandished by these companies in the face of new players, especially access providers, should be followed attentively. In any event, managing rights in multiple repertoires and diverse geographies has costs that can be mitigated with the integration of negotiations through a collective platform. Source of controversies in the region, this alternative enjoys the strength of precedents and their political and economic legitimacy. At the same time, being dependent on good administration, it does not appear that most publishers have a favorable opinion of its benefits. Moreover, the concentration of litigation and its public visibility as emblem of "protection" have led to a weakened image for some, dragging down their social legitimacy for the new generation of consumers, at least.

187. The new business models are based on more dynamic forms of negotiation. The integration of a digital component in a new production is decided through lighter processes and more open and collaborative procedures. Little time goes by between the instance of discovering content or the digital object, deciding on its incorporation and implementing interaction with other objects in the production. In such a context, the dynamics of negotiation and licensing require that parties be able to access up-to-date information on an object (metadata on the work and on the parties involved in negotiation) and on rightholders, organized and structured under internationally recognized standards. Those knowledge bases arise from the juncture of different types of registration and licensing, ISBN/ISSN, DOI, public domain, and orphan works, among others, as well as scattered data, most accessible through the web, that can serve as background (applications and productions in which the work has taken part, national catalogues), as indicators of use and of its social capital (references in Wiki environments, user communities) and as expressions of undue use (declarations of illegality of wrong use). In short, everything identified in other business spheres as business intelligence. Collective rights management companies can play a positive role in these constructions.

The Roles of the State

New and Old Roles

188. The State is, at once and at least, a combination of regulating agent for exchanges between private parties, advisory influence on cultural contents, main promoter of reading, fiscal agent, contents producer and facilitator of social infrastructures. The first of these roles is exercised through the administrative and regulatory power, legislation and technical standards. As fiscal agent, it is the only one that manages taxes on private party transactions, giving it the mandate to discriminate between cultural and other goods. In the realm of cultural goods, based on its ideological vision of the production and circulation of cultural contents, the State distinguishes between contents and ends, and between social actors. Fiscality is a critical factor for placing the book in the universe of cultural industries. The sector is one of the drivers of the creative economy. The publishing industry generates an important economic and social value in the form of employment, to which regulation of economic activities must pay the appropriate attention. The State's role as market regulating agent is inescapable in terms of developing, to the utmost possible, the ends of bibliodiversity, acting on dispositions that could gear it toward concentration while simultaneously keeping its gaze on internal and external competitiveness.

- 189. The logic of public policies can influence through setting tax rules, adoption of mixed purchase plans, inclusion of digital contents in education programs, inclusion of digitization of the industrial apparatus in incentives for the R&D&I process, subsidy of human resource formation, and exploration of new forms of cultural patronage. The State can also back the creation of support businesses (content conversion and enrichment factories), facilitate transversality of creative development between different industrial sectors (videogames, cinema, television), increase regional market integration, and support presence of the Spanish and Portuguese languages in the digital offering of readings on the web.
- 190. It has two major responsibilities. The first is to design and implement actions promoting reading and the book in a consistent and sustainable frame, with an integrating vision of reading competencies increasingly marked by hybridity in consumptions and diversity of reading experiences that combine languages and media. The second is to facilitate social infrastructure for reading promotion, mainly in libraries. In both cases, the region expresses a great wealth of initiatives that have been deepening in recent decades as democratic processes developed and reading became one of the main criteria of cultural and social democracy.
- 191. The State plays a greater and different role than private agents as facilitator of social infrastructure. Its regulation of the activities of private actors linked with connectivity and with distribution and circulation of cultural contents in general, is foundational for this stage of reading. Progresses in shortening the distance that separates its active policies on reading promotion from those that must generate social infrastructure for access to networks express State willingness to recognize one activity or another as basic rights of its citizens. That network access becomes a factor of development in citizens' minds should not generate competition between policies promoting reading and those on social connectivity and digital inclusion. Both play a dominant role in citizen participation. Both contribute to form citizens that are more difficult to manipulate. The socio-technological infrastructure is a necessary condition, but it is not enough. The library, in an expanded and more integrating role, activates the relation between cultural content

- and citizens, as long as the physical proximity and the catalogue offered are facilitators. In a broad sense, access to networks allows citizens to evade limitations in diversity and availability of the printed offering and speculate, compare offerings, and connect with contents from a more dynamic and flexible position.
- 192. It could be a mistake to limit the concept of infrastructure to the traditional acceptance of the library, which should aim at reaching new competencies in reading promotion, probably closer to a shared resources center. The resignification of libraries and other spaces that promote reading, as well as the social agents that manage them, is a role the State cannot delegate. It must participate actively in the formation and updating of knowledge in those responsible for operating at the levels closest to citizens.
- 193. Much of the foreseeable solutions lie in boosting traditional forms of complementation between the State and private sector. As producer of contents, the State's responsibility is to complete the offering wherever the commercial value of contents prevents the private sector from giving them visibility. When competition is introduced, it is vital if none of the open and orthodox ways of doing so are incompatibles with the social, cultural or economic context. When incorporating new social actors is impossible, plurality owes more to the State's role as contents producer. Sometimes its participation is important in energizing local offering. In all cases, the State is paramount in facilitation of the book's content with potential audiences wherever market arrangements, subject to private investment, do not reach (e.g., libraries where there are no bookstores). In moments of digital transition, this means aiding the visibility of local and regional offering in the networks.
- 194. The State's role continues decisive in assuring cultural diversity, which is closely connected with industry development in general, and particularly publishing houses and independent and alternative bookstores. That diversity has been promoted a lash of private initiatives, entrepreneurial exercises, public and private business incubators and social volunteerism. Along with the distributor through independent channels, the independent publisher plays a role in promoting creativity; they are the seedling of economic and social development, and vital factors for cultural

diversity. Regardless of the nature of the storage mediums where contents are presented, that creative capacity, situated at the margins of trade circuits where most published production circulates, represents one of the most important channels for the promotion of bibliodiversity. Independent currents may be less visible and strident, but they are highly efficient in terms of innovation. For example, the region's independent publishers were the first to test out augmented reality books as a way of enriching the reading experience. The State's role in the transition of independent production and its distribution channels will be key for their insertion in the new digital forms of consumption, and to maintain and enhance the visibility of their products amongst digital oversupply.

195. It is also likely that the "cultural" competitiveness of bookstores is increasingly more decisive in their social valuation and preeminence as distribution channel. Their inclusion in public policies as energizers of culture with local anchoring can be extremely beneficial, not just for the purpose of strengthening distribution channels, but also to reinforce the role of the book as cultural object and the publishing industry at the heart of the cultural industries. The economic competitiveness of the value chain signifies a greater competitiveness for the book among cultural industries, but also a recontextualization transcending results obtained from commercial integration when the book was brought together with the CD in trade circuit display cases. The moment may be arriving when complementation adds more value than competition.

196. The promotion and management of creativity call for a broader look at uses and ways of transmitting and negotiating rights. As seen in the section The Value Chain, under the digital paradigm problems become more complex and impacts more systemic. In negotiation, the State's role has always consisted of furthering exchange and promoting balance among the parties. The more the book is inserted into the transition process, the more essential it is to articulate education policies that help raise citizen awareness about the importance of fostering and respecting creativity. Clearly this awareness can only be developed in the frame of an overall reconsideration of regulations and legislation. Updating and harmonizing policies, intellectual property records, and the corresponding

- laws, as well as providing a platform for information sharing among the region's countries, are all vital to ensure respect for creativity and to preserve the interests of the creative and all rightholders.
- 197. In the current situation where regional governments debate the value of open knowledge, management of the property rights of literary and artistic works is increasingly compromised by the State's vision on the differentiation of types of rights and objectives. With State agencies participating more and more actively as producers and consumers of cultural goods, management of works in the public arena calls for up-to-date legislation. To ensure the symbolic transparency of both technological productions (software developed under open code) and public information and intellectual goods (public documents, management reports, scientific investigation reports), depending on the constitutional and legal obligations pertinent to each case, management and especially dissemination criteria and protocol must be established.

Importance of Native Languages

198. There is no denying the importance of native languages as factor of cultural and political identity in the region. Emerging in the flow of democracies in recent decades, the indigenous paradigm took on even greater strength with the approval of the Declaration on the Rights of Indigenous Peoples at the United Nations General Assembly of 2007. According to official data, total indigenous population in Latin America is 6% to 10%, and would be much higher if populations declaring indigenous ancestry were included. While the number of languages is not a salient feature in Latin America compared to other regions (Africa has nearly 2000, South Asia has 1500 and New Guinea 1000), this region wields a greater wealth of linguistic families, with 99 recorded. One of every four languages is transboundary, such as Quechua, which is spoken in seven countries. More than 100 indigenous peoples are also transboundary, comprising a cultural continuity that amply surpasses national administrations. The situation calls for transnational policies on identity recognition more in line with linguistic family and ethnic community, while at the same time entailing the linguistic, economic and political co-existence

- of several indigenous peoples within a single State. This complexity heightens as the Afro-descendent populations' own recognition of their identity grows, and they increasingly re-discover their cultural, idiomatic and religious diversity in the region.
- 199. Indigenous languages have fallen into disuse due to the lack of adequate public policies, with the social and economic value of Spanish and Portuguese also being decisive factors. One-fifth of these peoples have abandoned their native language, and one in four is at risk of disappearing. The idiomatic displacement caused by educational and economic structures has been so strong that currently several dozens of native peoples only use Spanish or Portuguese. While interculturality and plurilingualism carry greater weight with respect to cultural and educational policies in countries of the region, it appears that courage is lacking to assign idiomatic richness the appropriate level of importance in these policies.
- 200. After forty years of Intercultural and Bilingual Education (IBE) in the region and country legislation recognizing it within accessible modalities, implementation of infrastucture and adaptation of study programs are nonetheless far from being concluded. For plurilingual education to escape marginality, latency and its compensatory character, its space in the school system must be recognized, optimizing the coordination of efforts by the State, indigenous organizations and nongovernmental organizations in action plans, and maximizing international cooperation. The right to education aids all members of multi-ethnic and multicultural societies. As stated in the Convention on the Rights of the Child (art. 30): "a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own"
- 201. This distinct socio-political context makes it urgent to rethink the direction and meaning of public policies. The role of education in contexts of multilingualism and pluriculturality is a key factor for the development of Latin American societies in the next few years. The issue is to promote understanding of two or more different world visions to make them complementary and encourage

- recognition of the benefit of having different knowledge and cultural values. Democracy plays a role that is as important for native and Afro-descendent languages as their cultural richness is for the political future of the region.
- 202. There can be no postponing the task of promoting conservation of the cultural heritage of native peoples, taking advantage of the potential for complementarity between printed and digital formats, for both bilingual contents and for safeguarding and disseminating contents in all possible registers, written and oral.
- 203. In this the role of the book is transcendent. Recognizing practices inherent to the orality, writing and reading of different ethnic groups entails guaranteeing all citizens access, in school and in the public library, to books created and produced by these communities. The task is assisted through publishing printed books and digital resources in native languages, with translations into Spanish and Portuguese, as well as inverse editions and specialized libraries. For this, authorial creativity in native languages must be fostered, along with the production and circulation of school, literary and informational texts made by the ethnic groups themselves.
- 204. National plans should promote production and circulation through acquisitions of native language and bilingual editions (indigenous languages and Spanish/Portuguese) for placement in school and public libraries and community socio-cultural centers. Expanding modalities of Intercultural and Bilingual Education with ethno-educational and self-education establishments requires cultural and pedagogic projects in orality, reading and writing, prepared and carried out *ad hoc*. Exploration of new ways of motivating authorial creativity will be as important for public policies as supervision so that the cost of printing versions in these languages does not become a barrier.
- 205. The collaboration of new technologies will be decisive in conserving and fostering the oral narratives of these native and Afrodescendent cultures. The benefits of complementarities between mediums can contribute to both reading and oral practice. In some cases, digital resources in one language can be made use of to complete reading of a printed book in another language, and thus pedagogically exploit the contents of a medium in close

proximity with other materials in other languages. Given the cost of plurilingual publications, the use of different technological mediums other than the printed book can contribute where populations have network access, whether at school, in libraries, or in community centers thanks to digital inclusion programs. Otherwise, reading can occur without connectivity using mobile devices offline, with books downloaded in the original language and other digital materials. The total cost of the devices might not be any greater than the cost of plurilingual printed editions in several languages. The case of school manuals is emblematic for understanding how school digital inclusion programs benefit or hamper advances in plurilingualism. School libraries cannot make the leap in paradigm of cultural plurality in isolation.

Government Purchasing

206. State purchasing is a decisive factor for the democratization of culture. The State is and will continue being, at least in the region, the primary guarantor of access to reading and the book. Without government purchasing, access for the most vulnerable populations with little or no digital inclusion would be at serious risk and consequently so would their full integration as citizens. The printed book is probably the cultural good with most influence on citizens' social and economic integration. Its connection with unfinished processes of literacy and with school is irreplaceable, at least in the short term, if 100% of the population is to be reached without distinction of purchasing power, geography, language and culture. It is therefore natural that the printed book is such a major part of government purchasing, and rarely does this generate any discussion. Furthermore, in many countries government purchasing is crucial for the dynamics of the local publishing industry. Just as the efficiency of acquisition results in millions of new reading opportunities, these arrangements are also key to the evolution of the sector. However, there is no ignoring the tensions generated between central and non-centralized purchasing in the aim of efficiently endowing the library system in accordance with the needs of local contexts. The transition of the value chain requires committed participation wherein—more

- for some subsectors than others—the State's role is salient as regulator of the speed and indicator of the how intense efforts must be, all this through government purchasing.
- 207. For the moment, digital versions represent a minor percent of consumptions and production. They contribute very little to the value chain and are absent in most State purchases. However, the importance of digital book versions (e-books in all their variations) could change in the near future. Until now, frequent buyers and sophisticated readers are their main audience. The three essential factors of change could be: i) final users of all ages with deepened and expanded digital competencies, and joined by generations of digital natives; ii) more diverse offering in digital formats, for now very limited; and iii) de-multiplication of State roles as buyer, influencer and fiscal agent.
- 208. The quality and quantity of contents, improvement and consolidation of formatting standards; consolidation of the market of distribution platforms; and the collective state and trade catalogues could play an important role in the evolution of supply. Greater digital competencies in the adult sector, associated with lowering of barriers thanks to e-commerce in all its modalities, will increase the population of potential users. But the main factor in acceleration or slowdown of the change process will be the role the State decides to have in the transition.
- 209. There are multiple reasons underpinning ways of intervening in the change process. First, it could respond to the growing demand for access to knowledge though "lighter" social infrastructure, particularly to reach geographies and populations segments distant from supply. Social connectivity and remotely accessible digital offering will not solve the matter, but could become a concrete possibility for completing the education and culture offering with the rapidity of deployment and implementation offered by light infrastructures (wireless connectivity, portable computers and other mobile devices, e-book platforms), counterposed to the broadening or creation of a "heavy" infrastructure, widening of library networks of printed books and wired connectivity. Digital book versions make it possible to multiply potential users without the limitations imposed by the materialization of printed

- books. However, increasing points of contact with those populations in the way described previously in order to reach them with a diverse, current and attractive offering could mean rupture rather than transition in budget allocation for purchases.
- 210. On the other hand, these State purchases will be increasingly subject to the deployment of digital inclusion programs, especially in the school environment. Practically any modality of school digital inclusion involves a potential increase in demand for digital contents, including programs with mobile laboratories.
- 211. State purchasing and the forms it adopts establish standards for industry development. The market is incipient and inexpert with respect to digital contents; monetarization models for commercial exchanges between private parties on the web have mostly been failures in the past, and current models are still highly imperfect. In the region, technical specifications (mediums, usability criteria, metadata structures, etc.) determined by the State will end up having a decisive influence on commercial exchanges between private parties. The governments should take an interest in international standards on technical aspects, since these will play a more dominant role than in other applications (formatted in sheets of paper), especially for government acquisitions with international funding. The State has an inescapable role is the production and dissemination of handbooks on good practices for management of intellectual works, in general, and even more so for practices connected with the negotiation of rights in procurement processes for digital contents. Moreover, in a market of digital contents where prices have neither floor nor ceiling, government purchases ultimately set a precedent.
- 212. Likewise, the State can take advantage of the situation to review some of the basic principles for deciding on purchases, such as selection based exclusively on the opinion of influential advisors, whether through surveying and a centralized purchase, or decentralization of the decision to librarians (purchase order so the librarian decides on what and how to invest). The decision on what to buy is usually based on the opinion of public administrators and their connection with the influential advisors, a model based more on the discretionality of certain actors than on a

world vision of the reading experience. This could occur by analyzing the role of final library users in decision making, or putting into perspective the promotion experiences outside libraries and schools through "cultural certificates" of purchase, allowing reader-users to acquire books alone or books and other cultural contents. The objective of such initiatives (cultural certificates) would have to be pinpointed, especially among more socially vulnerable populations and the youngest, with the understanding that any of these operations activates them as "consumers". It is also worth revisiting the ways government purchasing usually adopts as value added in the integration of the industrial chain, more concretely, in the role of bookstores. If purchasing is based on the idea that de-intermediation results in a better price, bookstores would remain excluded from the circuit. This could have consequences for the chain's revaluation at a time of transition when libraries and bookstores face a provisional situation of greater weakness.

- 213. In short, government purchasing will continue representing the main encouragement to bibliodiversity in that i) it guarantees local and regional publishers' participation in selection and purchasing; ii) it promotes a major role for librarians and users in selecting collections for their libraries; iii) beyond ensuring the lowest price possible, it considers the cost of production and margin of benefit to the value chain; and iv) in the frame of the digital paradigm, it observes and manages the scope and limitations of self-regulation as inclusive form of the value chain, especially bookstores.
- 214. Strategies should aim at establishing suitable linkage with the publishing sector's new stage of development, in which the policies and proposals of the cultural and educational sector at all levels should benefit e-books created in the region. If the specific transition strategies of the sector do not obtain the right conditions of accompaniment (direct or indirect funding adjusted in time and form to industry circumstances and State education policies), this could lead to a combined action of forced adaptations from outside the cultural industries, and unfair competition with unprofessional contents. In that case, the undesirable effects could even become catastrophic for the regional industry.

Making Visible What Is Not

- 215. In the new ecosystem, visibility is almost completely regulated by private social actors, with few or none of them in the State. In these settings, its role is essentially limited to regulation of exchanges between private parties and with the tax authority. Visibility will become increasingly critical, since all forecasts point to exponential growth in supply. Despite the serious limitations in making supply visible and overcoming the striking differences between publishers based on their commercial and marketing firepower, it is even more critical in the digital world, and the gap in visibility may even widen in favor of the largest.
- 216. While the current trend of publishing over-production does not lead to oversupply in so far as the printed product continues to follow rules of visibility in traditional channels, the hybrid or combined offering (print+digital) is subject to different rules. Seemingly any network user can become an issuer in the new ecosystem, but the visibility of what is published will depend on its empathetic characteristics in order to be included in forms of circulation and consumption on the web (openness, participation, collaboration). This will also depend on its capacities to rise above merciless competition with abundant non-commercial contents, often generated by "invisible authors" and users that complete, modify or alter third-party contents. Visibility is largely regulated by the new mediation, the business model of the new social actors and the progressive increase in social assessment of user opinion ("democratization" of the web), with the consequent loss in value of traditional forms of recommendation.
- 217. As discussed in the previous section, the long tail theory, which seeks to explain the development of niche segments and tends to undervalue the power of the digital paradigm to make visible a product not published in the print world, has demonstrated that things do not function as expected in terms of the sectoral model. Not only is the super bestseller increasingly scarce and the "middle ground" occupied by products with a mid-sized print run losing force to the universe of "niches," but the systemic result is ambivalent.
- 218. Of course, a variety of creative sources has managed to find audiences in order to found new businesses based on economic collaboration between author and readers, screenwriters and television

viewers. But the over-availability of digital and online contents ended up requiring that users employ an intermediary. In exchange for a non-monetary consideration, such as publicity consumption, this intermediary offers a "view" on the web comprised of hierarchies that necessarily has economic implications for the contents industries and cultural effects on the user population.

219. Here the State's role can be seen as refoundational for the value chain, by taking an interest in the visibility of the creative product as it does for cinematographic and television productions. Taking movies as an example, through regulation of distribution or by weaving together its own exhibition halls, the State directly participates in how the product is made visible to its potential audiences. In relation to the production of symbolic goods, nothing similar can be envisioned from either logistics or user practices concerning their passage to the digital world, where distribution and exhibition lose their previous meaning. How the State can intervene is under dispute. Developing public policies on transition involves abandoning all temptation to understand regulation as a possibility for legitimizing prior censure or positive discrimination, much the same as no longer viewing self-regulation by the market as the only viable solution. Just as the digital culture is not innocuous from an ideological standpoint, nor is any public policy regulating contents accessible on networks, laissez-faire included. It is useful to recognize the limits of regulation and self-regulation, calling to the means developed in traditional paradigms under the optic of new paradigms, especially of the effects of oligopolies in the main intermediation, which is the cataloguing and ranking of contents on those "views". It is urgent that debate focus on the best possible combination of regulation and self-regulation and what each can demand for responsible exercise of freedom in content production, distribution and access. The book's positioning in new consumption scenarios will be vital for transitioning the concept of reading to a higher and more integrating level of forms adopted in transmediation. Here, the rate of conversion from production to supply depends largely on visibility, both in and outside the value chain, on contact with potential audiences; hence the importance of the national catalogue and meta or regional catalogues.

220. The digital transition opens up new opportunities and challenges for the industry's development in the frame of market integration beyond the cultural and linguistic borders where the regional industry operates. The challenge of unknown scope which the digital era entails cannot be addressed without relevant public policies that reconsider State participation in industry promotion beyond borders. Under the traditional paradigm, the State's active role in promoting cultural exchanges has been fundamental. In the current transition, it appears that a way is being paved toward the combination of strategies, including a strong emphasis on commercial exchanges toward the region, but also outward, given the little exploration of south-south exchange as source of wealth. Under the digital paradigm, through over-production visibility within the regional value chain and toward the end user will become critical. The State has a power of convocation and leading role in the implementation of regional catalogues which can drive regional integration of the value chain, offering new opportunities for local creativity and the industry's competitiveness. The multilateralist vision of cultural exchanges can cooperate in this: cultural policies adopted in the frame of a broader world vision than the economic considerations that used to govern integration entities, and the role of inter-governmental agencies such as CERLALC-UNESCO.

Digital Inclusion Programs

221. One of the most significant problems for the sector comes from two trends seen in the most analyses of inclusion programs. First, hard technology (hardware) takes a greater share of budgets than soft technology (software) and connectivity (access services), and second, technology in general is much better represented than contents and training for those who should lead change, both of which are indispensable. When incorporated late, training is generally reduced to a secondary role, and contents, when considered, make up part of a subsequent mission tied more with national than international funding. This has a negative side from the standpoint of investment and another which is somewhat less so, since it concerns a more culturally fixed perspective.

- 222. To perceive the role they play in industry transition, it is only necessary to analyze state budgets and bidding on equipment for digital education in Latin America. Three quarters of the investment ends up in equipment, and when this is added to outfitting the building and specific technological infrastructure, wiring and connectivity support, only 10% is left for activities such as teacher training or other investments like purchasing contents. This reveals and warns that the technocentrist vision prevails over all others. If we also bear in mind that these investments will have additional and ongoing operating expenses such as maintenance, connectivity, protection and replacement due to malfunction, theft or vandalism and other costs, the State has little maneuvering room for managing contents in the new value chain. In some cases these additional costs can reach 30 to 50 percent of total cost over the duration of the project. This is not only worrisome for the contents industry in the short term, but also in terms of long range funding. Adopting a national digital inclusion program has short, medium and long term implications, so a stiff charge should be imposed on future budgets for them to be renewed. Considering the impact of the digital paradigm, assurance is needed that updating for mediators (librarians and other reading promoters) and change leaders (classroom teachers) earmarked in budgets is commensurate with the challenges. The digital paradigm is introduced so forcefully in the educational sphere that one cannot help thinking alternatively of positive and negative effects in the medium term.
- 223. Government demand does not escape general consumption criteria of a navigating population. The supply of gratuitous and open access contents on the network plays a determining role whose relative value will likely rise. A joint public-private strategy on behalf of teachers' digital competencies is vital, along with curatorship of open contents. All transition requires leaders. In this case, program success clearly depends on teachers' acquiescence and commitment as change leaders. Similarly crucial is the attitude of all social actors participating in the book's value chain, about how to integrate their products and services so as to contribute to the insertion of the printed book and other publishing contents in new school reading experiences deriving from these government

- programs. In this sense, price will be a key factor, not only in the evolution of markets but also in how the State promotes, accelerates or delays the digitalization of reading, in and outside the classroom. To the degree that there is no price reference, there is no digital contents market; this will probably require greater dynamism and flexibility on the sector's part.
- 224. Strangely, teacher-librarians and libraries as spaces to promote reading tend to participate very little in these strategies. Circumstances sometimes arise situating the space and social actors somewhere between exclusion and self-exclusion. It is evidently more and more difficult to connect students with the school library, when there is one, and with libraries in general when they exist in the vicinity. Digital inclusion programs represent a great opportunity for the much demanded resignification of libraries, which must not be wasted. It is obvious that the library—not just as space, but also "reading time" and service—should be willing to take on an integral part of the project in which new languages and formats require new reading competencies. On behalf of change, the library could impact on local anchoring and more efficient cross-weaving of reading promotion with other programs, mainly media education, and decisively open up to new literacies. In turn, librarians play a major role in managing digital contents and accesses to school servers. These new technical competencies require profiles that intersect technical knowledge and cultural competencies. In the resignification of libraries, curriculum for higher level formation of librarians and refresher plans require revision of contents and objectives.
- 225. All participants in the school community are necessary for reaching the objectives of school digital inclusion programs, including families. Definitely, many of the new devices penetrate low-income homes where children have never seen parents with a book or newspaper in their hands. The symbolic and media value of the computer device is greater than the school text or the book in general. If reading is understood in these new scenarios, the new roles of teachers and librarians can be perceived, but also that of families concerning responsible use of the Internet and in consumption of cultural contents. Pertinent policies should consider the need of a new educational pact in which reading may not be excluded.

226. Placed in perspective, reading scenarios seem to indicate that the citizen will become more and more dependent on combinations of competencies on which the media cultural system operates in integrated fashion—competencies that the library and education system manage separately. In practice, toward the public, in general, and the school public, particularly, traditional competences are stimulated by different government programs that usually function under stagnant programs: i) reading promotion programs tied to the book medium; ii) media education programs geared toward stimulating critical reception to print media and television; and iii) literacy or digital inclusion programs that must concern themselves with competencies related to significant appropriation of ICTs in order to produce and share knowledge. These three lines of work, which correspond a priori to different stages of schooling, concern three dimensions of competencies: 1) access and use; 2) critical comprehension and 3) communication and creative production. Transmediation and ubiquitous access to all types of content from all devices entails renovation of public programs to place them in proximity, integrating them under a convergent perspective.

Reading Indicators

- 227. This industry, which depending on the publishing subsector can be more easily included in the vicissitude of the world of entertainment or knowledge, appears to find itself facing challenges unimaginable just a bit more than a decade ago. It is significant that its relative rate of growth is similar or below that of socio-demographic growth, but even more so observing the evaluations of reading promotion programs and national reading surveys. Most of these documents display a certain ambiguity if not decline in some indicators just at the moment new transitional scenarios are emerging for reading practice. At the same time, this reinforces the idea that traditional indicators do not entirely represent what is occurring.
- 228. In observing the situation, the need for tying reading with writing is increasingly emphasized. The new scenarios, where more devices are included and new hybrid and transmedial practices of production and consumption are registered, call for recognition that new "reading" competencies are needed. Likewise, the relation

between reading and writing is entering a new phase, driven by users who mix the two, alternating between them as never before. New and traditional reading-writing competencies. This does not necessarily lead to new measurement indicators for reading surveys and evaluation of promotion programs. It is almost certain, however, that this requires a review and re-articulation of the indicators in order to best ascertain what is happening and find some indications of how to advance in areas where the expected results are not being reached. Utilizing more current measure units such as dedication or consumption of time can help. In the new contexts where media pile up and consumption overlaps, certain traditional units do not appear to be the most expeditious. Neither commercial units (books) nor reading contexts considered in the surveys seem to reveal all situations in the detail needed to redesign government plans. Some indicators associated with contents will warrant disaggregation, while others should call for greater integration with new or external indicators (searches in the new ecosystem). Reading practices have been extended to multiple formats, including those outside more traditional screens, such as the desktop computer (work, cybercafé, community center) and the TV set, used more and more for reading (videograph, dynamic tapes, self-promotion). Such topography calls for more complex surveys and evaluations in keeping with the level of sophistication being acquired by the new scenarios. At the same time, there is a need for greater integration of indicators in new indices that go beyond the descriptive to the explicatory level about phenomenon underway. To evaluate public policies on education and culture there must also be an effort to integrate reading indicators with those geared toward culture, education and social development.

229. Systematic use of indicators is essential for managing change, and good management requires more and better evaluation. At a moment when the region's governments have a sharpened interest in media economy and culture accounts, continuous evaluation becomes a necessity. This could mean redesigning reading surveys and rethinking the evaluation of promotion campaigns. Systematization (methodicity, automaticity, data integrity) continues to be crucial to the use of these measurement tools.

Recommendations on Public Policies

Global and Regional Context: Its Characterization

Competitiveness

- 1. Promote the preparation of a national catalogue and supervise organization of the offering of author's rights available for sale.
- 2. Accompany private efforts to make the offering of regional publishing contents visible with resources and direct incentives.
- 3. Promote construction of a book database (metadata of the work and of parties susceptible to negotiation) and rightholders, organized and structured under internationally recognized standards, through a cross-check of different types of registrations and licensing.
- 4. Foster in networks visibility of the publisher catalogue of universities and other public agencies, and encourage its promotion and sales through specialized platforms.
- 5. Encourage the establishment and updating of databases on creative artists, publishers, bookstores and illustrators, composers, interpreters, screenwriters, professionals and service providers, literary agents, rights and training specialists and others.
- **6.** Through incentives, accelerate the conversion of publisher's lists to digital formats and their integration in national catalogues.
- 7. Provide funding to stimulate renovation of production, editing and distribution technology, as well as training for human resources connected with the sector.

- 8. Provide funding to promote the implementation of sales platforms on the websites of bookstores and of the bookstores' commercial applications on the platforms marketing contents for mobile devices.
- **9.** Prepare handbooks on good practices and uses to facilitate the incorporation of local editions in digital sales platforms.
- 10. Promote debate on business models that combine open and paid access, strategies promoting creativity through open access to part of contents, and strategies for limited use and copyright and industrial protection.
- 11. Oversee equal opportunity of access, through the web, to books and contents in general, operating on the visibility of local editions, particularly independent and alternative editions, and on the risks of concentration.
- 12. Increase the social, cultural and economic value of independent and alternative editions (non-commercial) through the promotion of enterprises, the use of public and private incubators and social voluntarism.
- 13. Promote the integration of information on collective rights management corporations to maximize possibilities of interaction among sectors of the creative economy.
- 14. Support trade and professional associations in their role as spokespersons for the debate and in seeking consensus on the design of public policies.
- 15. Encourage transversality among cultural industries, synergies and associativeness to showcase all of the local creative potential.
- 16. Foster development of the cultural industry markets in the countries and region as a source of crosscutting creative and productive enrichment of the sectors, and as an engine for new forms of horizontal and vertical integration of markets.
- 17. Encourage creation of forums of debate on common problems among representatives of the sector and of other cultural industries.

The Role of Translations

18. Encourage regional publishers to purchase copyright for translation and publication in the Spanish-speaking market.

- **19.** Provide economic incentives to promote translation and publication of the region's authors by foreign publishers.
- **20.** Promote translation and co-editing between regional publishers and foreign publishers.
- 21. Promote translation and regional and international distribution of works published in the region's native languages.
- 22. Provide funding to encourage the translation of promotional contents and first chapters, as well as the production of book-trailers and other promotion pieces, especially those that can empower web visibility.
- 23. Strengthen professional formation programs in the field of literary translation.

The Value of Co-Publishing

- 24. Provide economic incentives to support co-publishing with foreign publishers in languages other than Spanish, in order to promote translation of authors in the region.
- **25.** Disseminate the advantages of co-publishing as vector of cultural integration in the region.
- 26. Spread models and handbooks of good practices of co-publishing.
- 27. Develop fiscal incentives programs for translation and purchase of rights targeted at local co-publishing.
- **28.** Foster co-publishing projects between government entities and private publishers in the frame of a joint effort on access to public information.
- 29. Promote regional co-publishing projects between university publishers as a way of expanding means to spread scientific knowledge generated in the region.

International Trade

- **30.** Encourage export promotion entities to organize business rounds for copyright negotiation.
- 31. Promote alliance between publishers in the region to have presence in international fairs and in forums of copyright negotiation, in collaboration with entities' promoting foreign trade.
- **32.** Promote intra-regional trade of the book by encouraging flow of exchanges between editions in Spanish and Portuguese.

- 33. Promote in international markets titles translated outside the region, especially the Anglo-Saxon world.
- 34. Promote south-south exchanges, translations and co-publishing.
- 35. Develop specific instruments for book trade with countries outside of international financing circuits.
- **36.** Encourage recognition of the value of metadata in approaching foreign markets, especially in Spanish-Portuguese flow.
- 37. Promote the development of local literary agencies and representatives of regional creativity through networks of agencies.

Professional Competencies

- **38.** Create or update plans for higher and university study for all industry professionals, taking into account the practical and theoretical knowledge connected with the roles that the value chain requires.
- 39. Strengthen ongoing training actions in face-to-face and mediatized modalities for agents throughout the value chain, emphasizing the techniques and methods necessary for continuous improvement of production and distribution based on digital technologies.
- **40.** Promote training for publishers in comprehensive management of multimedia and transmedia projects.
- 41. Promote the updating of literary agents in negotiation of forms of exploitation of works in digital settings.
- 42. Develop awareness-raising actions and training of authors, publishers and rightholders in general, for negotiation of copyright on literary and artistic expressions.

Technological Environment

Connectivity and access to knowledge as social right

- 43. Promote debate on Internet access as "fundamental right" of the population as both social and cultural right, based on its effects on democratization in access to information, free expression, diversity in production and cultural consumptions and citizen participation.
- 44. Make policies on social connectivity and digital inclusion coherent with those on reading promotion, recognizing that both play a major role in citizen participation.

- 45. Redefine policies on access and digital inclusion in public places, bearing in mind the contents, role of curate catalogues and the social, cultural and economic value of search engines (pre-installed technologies) for information on networks.
- **46.** Sensitize target audiences through dissemination campaigns about responsible use of networks and especially, of the youngest, about the relation of the new digital ecosystem in which publicity connotes communication and cultural consumptions.
- 47. Encourage diversity of contents on networks, especially, promote access to digitalized works in native languages of the region.

The New Players

- 48. Promote debate on interactions between the logic of flow and access industries (connectivity and technologies) and the logic of the publishing industry (contents), in benefit of network neutrality regarding contents, promotion of creativity and preservation of their rights, as well as the sustainability of the sector value chain.
- **49.** Promote debate on regulation of previews and all types of partial exhibition in digital format not expressly authorized by rightholders.
- **50.** Promote debate on user rights in digital networks related to the protection of their data personal on content distribution platforms.
- 51. Encourage debate on the legal, fiscal and technical stipulations that content sharing platforms and non-resident services should comply with.

Reading and Writing as Tools for Democracy

Programs to Promote Reading

- **52.** Boost the pace of growth of investment in reading promotion in order to reach a rate equal to or greater than that of regional economic growth.
- 53. Promote a broad review of the principles and postulates that underlie programs for the promotion of reading and the book, in light of the results obtained and new scenarios of transmedia reading, so as to optimize the yield of resources.
- 54. Oversee the establishment and compliance with plans for continuous improvement in reading promotion programs, with the

- aim of improving the population's reading and writing capacities above and beyond simple literacy actions.
- 55. Explore new ways of communicating reading plans and deploying their influence in the territory, employing all communication media, including social networks.
- **56.** Encourage and evaluate new innovative experiences, especially community initiatives and those based on social volunteerism.
- 57. Promote reading activities and campaigns that integrate native languages and Spanish, Portuguese and other languages of generalized use, according to the context.
- 58. Establish criteria for promoting reading and the availability of books in native and generally used languages other than Spanish and Portuguese, in relation to populations traditionally exposed to these languages and daily users, even if individuals are not official or nationals.
- **59.** Encourage social volunteerism to promote reading, particularly among university students and older adults.
- 60. Foster in universities the promotion of reading with specific coordinated actions that promote reading comprehension in different languages, and written production in collaborative form, including through inter-university networks.
- **61.** Develop programs, from libraries, the school and other interinstitutional spaces to encourage reading in early childhood, including practices of artistic education and orality, as well as training for mediators and incentives for families.
- **62.** Foster actions to promote reading in families, especially in areas that are isolated and socially vulnerable, creating favorable environments and bonds for the parent-child reading experiences.
- **63.** Expand the integration of reading strategies and the book that are carried out in different territorial divisions.
- **64.** Encourage private initiatives under different forms of business social responsibility and sponsorship, and broaden collaboration between private parties and the State

The New Literacies

65. Promote a coordination, under convergent perspective, of the goals and instruments of the reading programs connected with

book format; media education programs aimed at encouraging critical reception of printed and television media and literacy or digital inclusion programs on a significant appropriation of ICTs to produce and share knowledge, updating and enriching literacies, avoiding divisions that do not occur in practices of social production and cultural consumption.

66. Include in literacy, digital inclusion, media education and reading programs, aspects connected to formation in values making it possible to reinterpret mediatized relations with cultural contents and with other users in non-controlled environments, as well as on the forms that creativity and collaboration acquire in the web and its implications.

Promotion of Accessibility to the Book and Reading

- 67. Foster promotion of reading outside of libraries and schools through free distribution of books for students and collections developed especially for the creation of home libraries, the distribution of "cultural certificates" and other alternatives for subsidizing consumption, especially among the youngest.
- 68. Ensure that promotion of reading through direct incentives (e.g., certificates, special discounts) for book acquisition and licensing of digital contents meets criteria considering implications for the most socially vulnerable segments and young people to activate or introduce them in commercial operations as citizen-consumers.

The Mediators

The Resignification of Libraries

- **69.** Uphold the leader role of the library in promoting reading through updated budgets for better positioning in collective thinking and for the renovation of its contents and cultural competencies.
- 70. Expand the scope of its cultural and social function based on a review of library principles and postulates, above all, considering its role as cultural agent that activates interest in discovering and knowing, using reading as tool; as motivator of investigation and study; as agent for promoting innovation applied to

- reading experiences; as provider of ubiquitous services for access to knowledge, and as energizing and regulating component of symbolic exchanges distributed among users (servers, classrooms, students, teachers).
- 71. Re-characterize esthetic, ergonomic and organizational provisions and those related to service and access to contents, based on the hypothesis that users are not only related to a physical space, but also a symbolic space in the frame of a culture aimed at mediatized and remote exchanges and shared practices.
- 72. Encourage exploration of improvements in the visit experience through facilitation for i) partial consultation of digital content; ii) recommendations and comments of previous readers, and iii) expansion of information about the book and about other resources that may interest the user.
- 73. Broaden library proximity services (send, deliver, remove) to obtain the greatest possible diversity of reading contexts, even where conditions of reception are most adverse and isolated (hospitals, homes for the elderly, temporary confinement facilities), and in unconventional spaces.
- 74. Ensure accessibility to library installations for people with handicaps.
- 75. Expand library services with strategies that combine contents, support technologies (mobile devices such as tablets and smart phones) and reading spaces with appropriate provisions for people whose handicaps raise barriers to traditional reading.
- 76. Transform libraries into a local agent responsible for articulating reading programs with those of media, literacy and digital inclusion education.
- 77. Integrate school libraries in the digital inclusion programs as multimedia resource centers responsible for contents management, which includes institutional, legal and regulatory provisions, as well as curatorship and regulation of remote access practices.
- 78. Promote coordination with school libraries in the districts and jurisdictions of the education system to facilitate book exchange and guarantee opportunities for reading in all possible formats, placing special emphasis on improving access for students from facilities without a library.

- 79. Establish, apply and keep updated the rules and administrative statutes that regulate activities of school libraries and those of the jurisdictional system that coordinates them.
- **80.** Facilitate conditions for access to regional literature through school libraries, through management of digital collections of authors in the region.
- 81. Enrich the offering of contents and boost the positioning of public libraries in the media cultural ecosystem, through online access to contents produced by government agencies and by national communication media systems.
- 82. Promote public libraries as agents of integration of local cultural heritage, through the development of remote and face-to-face link-up with other public and private cultural agents in the zone of influence, incorporating and managing printed contents and sound and audiovisual records of local cultural production based on criteria established beforehand for that purpose.
- 83. Review the territorial deployment of the library system and intersections of public, community and private offering, taking into account the results of evaluation, planning and development of reading programs, current disposition of the school system, physical spaces and quantity and relevance of the location of bibliographical and technological resources.
- 84. Create, develop and maintain a national coordination system among public libraries, supported in digital platforms, that promotes visibility and exchange of innovative experiences and serve as virtual training spaces.
- 85. Promote the greatest possible local integration between public libraries and other cultural agents, especially museums and spaces of cultural production and dissemination, through alliances and programs of coordinated and shared action.
- **86.** Ensure that there is at least one public library in all school districts and jurisdictions in the school system, thereby facilitating the transition between school and post-formal reading.
- 87. Promote collaboration between public libraries, between school libraries and between the two, through the construction and maintenance of Internet-accessible national networks to promote the exchange of resources and experiences;

- coordination of service and activity agendas; training, updating and mobility of the librarians and paralibrarians, and continuous evaluation.
- **88.** Promote linkage of school and public library digital services with platforms for arranging learning communities.
- 89. Coordinate actions between the different levels of public administration, especially between the higher levels and municipal and community management, in order to optimize resources (bibliographical, technological and human) aimed at the creation, sustainability and promotion of public libraries in small and medium populations.
- **90.** Promote early stimulation of reading in all formats, with specific programs in public libraries that motivate shared activities for parents and children, as well as linkage and mobility of these programs with pre-school facilities in the zone of influence.
- 91. Promote transboundary linkage and cooperation of libraries in native languages, encouraging exchange and remote access to the cultural repositories of those populations, in all records possible, both oral and written.
- **92.** Explore combinations of public strategies with private initiatives to strengthen library networks, promote book exchange and, in particular, distribution to the home or in proximity of user-readers.
- 93. Assure the connectivity of public and school library networks in the best technical conditions possible, with the purpose of facilitating the digital transition, promoting the new services and network collaboration.
- 94. Conduct promotion campaigns in the libraries through actions that display their dual belongingness to the community and to the cultural system, reveal their social function and facilitate access to their services so that the citizen can rediscover them.
- 95. Promote campaigns, traveling programs and actions of long duration for the social revaluation of public libraries, designed especially to attract young adults through activities and spaces that promote creativity, active participation and group collaboration, such as listening, exhibition, and editing and production of literary, plastic and musical contents.

- **96.** Promote debate on the role of university library services, especially in public universities, in the frame of growing demand for higher education in the region, with budget and social implications of great magnitude.
- **97.** Promote specific actions of convergence between the university library and incoming students.
- **98.** Strengthen the negotiation capacity of local publishers with multinational companies in the provision of digital services for public and university libraries, with the aim of promoting the visibility and availability of locally produced contents.
- **99.** Raise awareness of international financing entities to support the transition processes of public libraries, especially transformations that require their multimediatization and ubiquitous access services to contents and resources.
- **100.** Encourage the production of routine, systematic reports using harmonized standards capable of being integrated in a system of national indicators.
- **101.** In the evaluations of public and school libraries, stress the "usercentered" approach and optic of reading practices.

The Role of Mediators in Transition

- 102. Promote continuous update of teacher competencies in keeping with the needs and possibilities of generating digital resources for the classroom and school library, in accordance with curriculum, social and cultural context and type of information and communication technologies available.
- 103. Promote continuous training of school librarians to update their competencies, bearing in mind the management of other types of contents and technologies, demand for curatorship with respect to open contents accessible through networks in keeping with curriculum, age and social and cultural context, as well as strengthening of the relation with teachers based on their needs and an indispensable revaluation of the connection between classroom and library.
- 104. Promote the ongoing training of librarians to update their competencies in pursuit of a new status as mediator and cultural agent, based on traditional practices, needs for managing other types of

- resources and technologies and demand for curatorship with respect to open contents accessible through networks.
- 105. Re-characterize base training for librarians and reading promoters, through curricular contents, residencies and practices, with an eye to new forms of reading and the hybridity of cultural consumptions, with particular attention on the growing transmediation of reading experiences.
- **106.** Promote the professional competencies of librarians to produce and manage through digital networks, communities of social reading and collaborative writing.
- 107. Promote librarians' role in face-to-face and remote assistance (personalization, searches, downloads) for users of dedicated reading devices (e-readers) or genetic devices (tablets, mobile phones), especially in public and community libraries.
- **108.** Promote the integration of teacher-librarians in contextualized design and implementation of school digital inclusion programs.
- 109. In the frame of the statutes governing activities of the educational and cultural system, promote the qualification of staff at public and school libraries, bearing in mind relevant knowledge and new literacies each one assists with.
- 110. Encourage library research, and its integration in academic research programs on consumptions and reading contexts, the new narratives and the use of services and enrichment contents, as well as practical experiences in the incorporation of other resources.

The Value Chain

Chain Integrity

- 111. Sponsor and fiscally incentivize the development and implementation of organizational systems and methods that facilitate better informational integration between social actors in the sector so that the chain's situation is transparent, maximizing opportunities that provide technologies for oversight and update of circulation and fostering quality and the integration of data produced by points of contact with publics.
- 112. Promote a code of good commercial practices among chain actors.

- 113. Encourage independent and alternative editions (non-commercial) to guarantee the diversity of supply in all storage mediums; promote the plurality of regional languages and foster creativity and innovation.
- 114. Analyze regulatory structure related to book production and circulation with the aim of going beyond principles and instruments for industrial and reading promotion, preserving the book's identity among other cultural goods and adopting a legal ordering enriched by experiences in the sector and in other cultural goods in relation to the digital paradigm.
- 115. Ensure the maintenance of favorable tax conditions for book circulation (tariffs, value added tax) and promote the maintenance of these conditions in the circulation of e-books.
- 116. Foment cultural and pedagogical projects in orality, reading and writing prepared and developed by ethnic communities in ethno- and self-schooling establishments through incentives for creation, production and publication.
- 117. Promote production, circulation and acquisition of readings materials (literary or informational) in bilingual editions (native to Portuguese-Spanish), as part of collections and repositories for public and school libraries, as well as other socio-cultural centers.
- 118. Keep debate current on the advantages and disadvantages of the fixed price, in light of reconfigurations of the value chain, the trend toward distribution in disaggregated units smaller than the book unit and the influence of the digital paradigm on cultural consumptions, as well as sector experiences in negotiation with new mediators that are active and influential actors in digital platforms.
- 119. Use financial incentives to encourage the revitalization and reconditioning of bookstore sales and exhibition halls, incorporating technologies to discover editions not physically visible, such as sales and home delivery services and direct download to user devices.
- **120.** Use direct tax incentives to promote the production of library activities as cultural agents through associativeness and the inclusion of cultural circuits organized or promoted by the State.

- 121. Through all means possible, especially digital platforms, promote bookstore activity and the supply of books (national catalogue) according to points of sale closest to users' location.
- 122. Encourage exploration of improvements in visit and purchase experience in bookstores, through a facilitation of partial consultation of digital recommendations and comments by previous buyers, along with amplifying information about the book and others that could interest the reader.
- **123.** Explore the implementation of payment methods that, adapted to the local economy, are capable of distinguishing the cultural good with specific financing modalities.
- 124. Encourage independent bookstores through financial support and fiscal incentives for specialization, service quality and innovation in access to books and other contents, for example, through printing technologies of on-demand distribution.
- 125. Encourage modernization of the graphic industry as one of the links in the book value chain.
- **126.** Prepare and maintain a knowledge base on trends in business models in digital settings and the main contractual models associated with those businesses.
- 127. Oversee that the new business models guarantee authors' rights to participate in economic earnings from their works according to the forms adopted for distributing value and benefits in the new book chain.
- 128. Revitalize actions aimed at facilitating the book's contact with potential audiences when not permitted by private investment (e.g., make sure there are libraries if there are no bookstores), bearing in mind, among other factors, the capacities of network technologies to assist with the task.
- 129. Encourage efforts for the incorporation of quality metadata geared toward enhancing the visibility of local offering and its efficient inclusion in international trade platforms and national and regional catalogues.
- 130. Encourage the production of metadata that includes forms and provisions for distribution, reception, reading and conservation of digital versions of printed books and other digital contents.

- 131. Establish criteria and practical guides for incorporating metadata in digital objects that are not digital versions of books.
- 132. Promote the compatibility of metadata employed in commercial distribution and record structures used in managing libraries to ensure the integrity of information within the book ecosystem.

Fostering Creation and Copyright

- 133. Encourage authorial creation through public and private awards based on local and regional rules, as well as through cultural exchanges and grants for writers and other creative agents.
- 134. Promote the visibility of regional creation in international markets, fostering its presentation in literary circles and in international awards.
- 135. Foster literary creation in native languages through national and regional awards.
- 136. Stimulate literary creation among adolescents and young adults, with special emphasis on the new narratives, through an award system assuring not only citizen participation alongside criteria of institutional recognition, such the visibility of works.
- 137. Analyze the implications of the regulatory framework governing copyright to ensure the best possible conditions concerning new forms of content production and distribution.
- 138. Update copyright laws in each country and harmonize them throughout the region to ensure respect for creation and to preserve creators' rights.
- **139.** Update debates about social legitimization, economic value and efficacy of technical dispositions to preserve creators' rights.
- 140. Establish appropriate rules for Legal deposit of digital objects.
- 141. Prepare and maintain online a handbook of good practices for exploitation of rights in the digital setting, which includes the main contractual models, the legal implications of the clauses used most and a forum of exchange about themes under debate.
- 142. Promote debate on the need and effectiveness of current models of rights administration, multi-territorial licenses and multi-repertoire in the digital environment, especially.
- 143. Strengthen collective rights management by authors.

144. Regulate and organize databases accessible online, all information related with authors, rightholders, licensor and licensees of works, to facilitate the dynamics of negotiations and give the greatest possible transparency to the value chain.

State Roles

Government Strategies

- 145. Encourage representation of all social actors in the sector in revision of public policies, including booksellers and librarians as fundamental actors in the promotion of the book and readers.
- 146. Establish systematic coordination of government agendas in Education, Culture and Information and Communication, in order to deploy articulated actions that operate collaboratively on ways of democratic access to knowledge and book promotion in the new reading experiences, such as the sustainability of creativity in all its forms.
- 147. Promote a public image of the book and of reading more suited to the characteristics of the new generations, respecting the sector's identity and its cultural differences.
- 148. Promote development of national legislation on reading and libraries, or the inclusion of these objectives in law projects of modifications of laws with cultural reach.
- **149.** Analyze the advantages of directly targeting collection or tax rates to the promotion of the national library system.
- 150. Promote debate on the constitution of a specific centralized entity promoting reading and the book industry, by analogy with other cultural industries, such as cinema and audiovisual productions and the theater, financed by the book industry based on specific rates or taxes.
- 151. Promote publishing of books in digital formats, reception and reading, especially audio text developed to widen opportunities of people with accessibility disabilities.
- **152.** Promote the value of pluri-identity editions, especially multilingual that integrate native languages, Spanish, Portuguese and other generally used languages.

- 153. Foster the conservation of cultural repositories of native populations, taking advantage of the potential for complementarity among print and digital mediums to safeguard and disseminate contents in all records possible, written and oral.
- 154. Establish legal rules and the technical and administrative provisions for the preservation of legal uses of registered digital works.
- 155. Ensure the security contents of digital repositories and distribution platforms produced at the State's expense or financed by it and accessible remotely, with special interest in their preservation and legal use.
- 156. Explore the legal, financial and political uses that co-editions between State and private publishers should meet, especially to facilitate distribution.
- 157. Explore the benefits of State editions based on the acquisition of rights in order to complement local offering, reduce asymmetries among socio-demogrphic sectors of the population, increase bilingual editions and promote bibliodiversity.
- **158.** Promote the social function and encourage the publishing and distribution of cultural journals.
- 159. Carry out public campaigns on everything in the educational/cultural sphere that helps raise citizen awareness about the importance of fostering and respect for creation.

State Purchases

- **160.** Aim particular attention at the regulatory effects of State purchases on the market and on internal external competitiveness of local industry, ensuring bibliodiversity at the same time as access of regional and local publishing productions to public purchasing.
- **161.** Promote the establishment of a catalogue of national public online access that facilitates the task of decision makers and government buyers in all sectors and jurisdictions of public administration.
- **162.** Guarantee the lowest price possible for State purchases, considering production cost and profit margin in the value chain.
- 163. Supervise direct or indirect inclusion of bookstores in State purchases, in each case recognizing the reaches and limitations of self-regulation (market) and co-regulation (State-industry).

- **164.** Promote the leader role of libraries and users of public and university libraries in selecting purchases.
- **165.** Promote consideration of teachers' opinion in the selection of school library purchases.
- **166.** Expand the proportion of productions in native languages, strengthening actions to benefit their visibility and spread.
- 167. Establish criteria for acquisition of books in foreign languages, especially in other languages of the region or in extra-regional languages with strong influence on local development and people's employment competitiveness, in keeping with the specific demand of educational curriculum.
- 168. Promote and participate (c-regulate) in setting and use of technical specifications (formats, technical stipulations, usability criteria, metadata structure, etc.) for commercial exchanges between private parties and between the private sector and the State.
- **169.** Establish handbooks on good practices for rights negotiation in public purchasing of digital contents.
- 170. Establish criteria that promote new goals on representation of editions in native languages in the region within public acquisitions.

School Digital Inclusion Programs

- 171. Explore collaboration models between private parties and publishing services when defining digital inclusion programs.
- 172. Raise awareness and collaborate with international financial agencies in the establishment of criteria to incorporate editorial contents and training for mediators in support to digital inclusion programs.
- 173. Apply specific budgets of school digital inclusion programs for continuous training and updating of teachers, school librarians and other reading promoters commensurate to the challenges entailed in the new reading experiences promoted by those programs and, in all cases, with sufficient anticipation that they can lead the implementation process.
- 174. Promote a new educational pact that reassesses the tie within the education community, especially between teachers and teacher-librarians, and between the mediators in general and families, focused on the responsible use of reception and reading

technologies (portable computers and mobile devices), of the networks and consumption of cultural contents in new learning and reading experiences.

Open-Access Policies

- 175. Facilitate digitalization of repositories in libraries, research centers, science and technology centers and universities, ensuring that they are catalogued and placed at public disposal under the limits established by copyright legislation.
- 176. Promote debate on open access to digitalized cultural wealth organized in repositories, when they are the result of public research and development policies with public funding.
- 177. Promote debate on the role of university publishers in production and distribution of open knowledge in the frame of the digital paradigm.

Research and Innovation

- 178. Through funding and economic and tax incentives, encourage transmedial productions, especially co-editions, products or services developed in the frame of strategic alliances and intersectoral synergies (software, videogames, television, cinema, theater, performances, etc.).
- 179. Promote the development of technologies and methods to produce contents at accessible costs and adapted to the new educational paradigms in which semi face-to-face, mediatization and ubiquitousness of access and services play a preeminent role in inclusion and retention.
- 180. Through fiscal incentives, promote business enterprises connected with sector services (publishing, multimedia development and enrichment of contents and distribution) aimed at improving competitiveness, especially those with more potential at the international level.
- **181.** Through specialized incubators, promote the development of public and private initiatives based on technological innovations or alternative business models.
- **182.** Promote the exploration of new alternatives of private support for creation.

- **183.** Encourage the development of self-managed platforms of creative, open and multidisciplinary exchange made up of authors, publishers, designers and software developers, oriented especially toward multimedia and transmedial projects.
- **184.** Create closer ties between cultural industry sectors, universities and centers of artistic production.
- 185. Facilitate spaces of articulation, knowledge transfer and joint development among agents in the sector, and platforms and factories of publishing innovation, especially in new narratives and techniques and contents enriching reading experiences.
- **186.** Foster the constitution of consortia of university publishers for the production, editing and distribution of digital contents aimed at education, with special emphasis on valued added through innovation.
- **187.** Promote cultural enterprises and the exploration of new business models with capacity to complete offering in distribution or sales points through on-demand printing.
- **188.** Construct a base of ideas and projects accessible online to promote exchange and private investment in innovation under all possible modalities.
- **189.** Encourage encounters on commonality of innovative ideas and public and private projects, especially in new narratives and techniques and enrichment contents for the reading experience.
- **190.** Promote research through continuous observation entities on reading practices, especially in transmedial scenarios.
- **191.** Promote academic interest in analysis of the sector from both the cultural perspective and that of social behaviors, and media economy.
- **192.** Promote research work on cultural consumptions among adolescents and young adults.
- 193. Encourage research and the preparation of graduation thesis projects on creative economies and the new business models, especially in the publishing sector, focused on extracting value from the experiences of other sectors in digital transition and competitive advantages of synergies and associativeness among industries in the different sectors.
- 194. Promote research on business models of distribution that combine resources of different nature, both printed and digital, whether self-published contents or open and paid contents.

Indicators

- 195. Standardize and systematize (methodicity, data integrity) reading surveys, computerize their processing and facilitate online access to results.
- **196.** Review the principles and postulates on which reading surveys evaluations of reading campaigns are designed, to ascertain new reading practices in hybrid and transmedial scenarios.
- 197. Establish indicators for reading surveys revealing the tie between reading and writing, especially in uncontrolled digital environments where the reader frequently alternates between content producer and consumer.
- **198.** Enrich analysis of survey results by crossing reading indicators with more general indicators on cultural consumptions and social and educational indicators.
- **199.** In the surveys and studies on reader behavior, incorporate indicators about what readers and non-readers like to read and where and how they would prefer to access contents.
- 200. Promote analysis of reading and writing surveys (habits) distinguishing and simultaneously crossing results with studies on reading comprehension and contextualized school performance (e.g., TERCE-UNESCO tests).
- **201.** Integrate indicators that inform about reading practices and uses in libraries with data from the library systems.
- 202. Establish and implement reading-writing indicators outside of traditional storage mediums and purposes such as work or study (street reading, in communication media), generally gathered in surveys and field work.
- 203. Conduct continuous evaluation of reading programs with broader and enriched instruments through crossing of social and educational indicators.
- **204.** Promote the inclusion of indicators connected with reading-writing practices in investigations and surveys on cultural consumptions, especially among youth.
- **205.** Integrate reading indicators and indicators on sector behavior in economic terms.
- **206.** Publically inform on the evolution of each library establishment through indicators on contents, quality of services and use practices.

- **207.** Implement and strengthen dispositions on ongoing observation of the sector, especially as forecasting tool on trends and for gathering experiences and successful practices.
- **208.** In reading surveys and studies, promote the construction of indicators and the formulation of analysis that goes beyond the descriptive level in order to reach an explanatory level with respect to the phenomenon underway.

Regional and International Integration

- **209.** Identify and develop the most effective paths for international cooperation, focusing on a multilateralist vision of agreements and emphasizing cultural policies within a world perspective that transcends economic integration strategies, and employing specific inter-governmental agencies to energize debates.
- **210.** Include sector policies in debates on regional integration in the frame of regional entities.
- 211. Enhance regional-level comparability of national programs and between industrial sectors, as well as between the book sector and efforts and situations of other sectors with more developed experiences in the transition process, so as to detect anomalies, best practices, barriers and challenges, for which purpose the review, updating and enrichment of indicators developed by CERLALC will be useful.
- 212. Develop a regional strategy to promote south-south cultural and technological exchanges in order to facilitate the opening of markets to local creativity and promote the development of competitive technology for the sector, especially in digital re-engineering.
- 213. Promote debate on the harmonization of public policies and use of shared standards among registry of copyright, content and application of legislation and fiscality in countries of the region, geared toward constructing a regional platform for sharing information.
- **214.** Lead the construction of regional catalogues to promote the integration of the value chain, the visibility of local creativity and industry competitiveness in the region.

the auspices of UNESCO, that works in the creation of conditions for the development of reading societies. To that end, CERLALC focuses its actions on fostering the production and circulation of books, promoting reading and writing, and protecting intellectual creation.

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Uruguay • Venezuela (Bolivarian Republic of)

The Regional Center for Book Development in Latin America and the Caribbean, CERLALC, is an intergovernmental organization, under

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Rica • Cuba • Ecuador • El Salvador • Spain • Guatemala • Honduras • Mexico
Nicaragua • Panama • Paraguay • Peru • Portugal • Dominican Republic

This document is part of the wide range of efforts that the Regional Center for Book Development in Latin America and the Caribbean, CERLALC, undertakes to generate knowledge, disseminate information and promote specialized training processes in all its missionary areas.

New Agenda for Books and Reading: Recommendations for Public Policies in Ibero-America was published for the first time in September, 2014. In its

typesetting was used Minion family font of Adobe Systems.



In times of change and unpredictability, the *New agenda* for Books and Reading: Recommendations for Public Policies in Ibero-America offers a balanced look at what, for now, is just the average result of a paradigm shift in the environment of the book, comparable perhaps with the advent of printing. Not being conclusive, nor condescending the technological determinism, this book reports the changes generated by the transition from analog to digital, which consequences affect creators, publishers, content providers, readers and mediators.

The *New agenda for Books and Reading* is a guide to support governments in the region when it comes to promoting the development of public policies for reading, books, libraries and copyright; but it is also an essential document for anyone interested in identifying ways to address these flows of change.

This project is supported by:











