

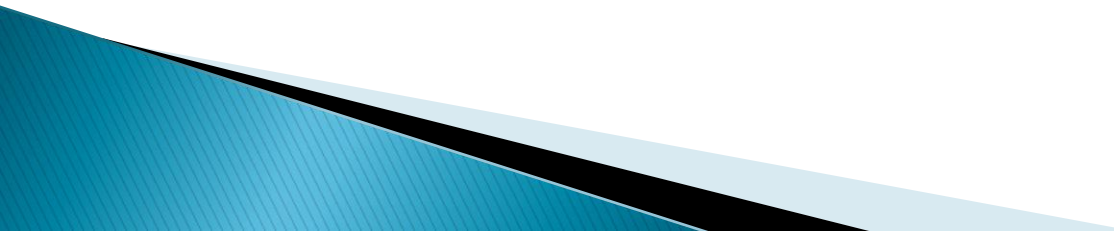
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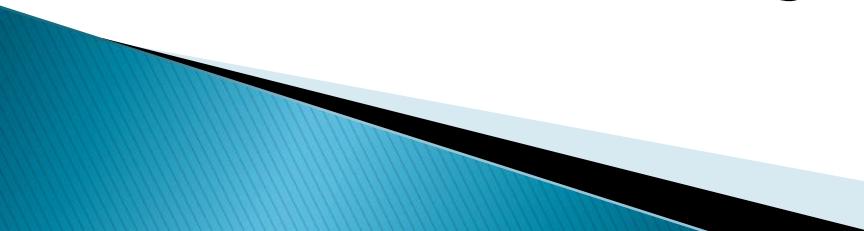
# Public Policies on Media and information literacy and education in Latin America: Overview and Proposals

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# Contents:

- ▶ Review of the state of the art in MIL public policies and strategies in Latin America
  - ▶ Case studies: Argentina, Brazil, Chile, Colombia, Mexico, Peru, and Uruguay
  - ▶ Comparison between the identified tendencies in the diverse MIL policy models
  - ▶ Proposals to be considered for the implementation of public policies for MIL in Latin American Knowledge Societies
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# Governments face a series of urgent needs:

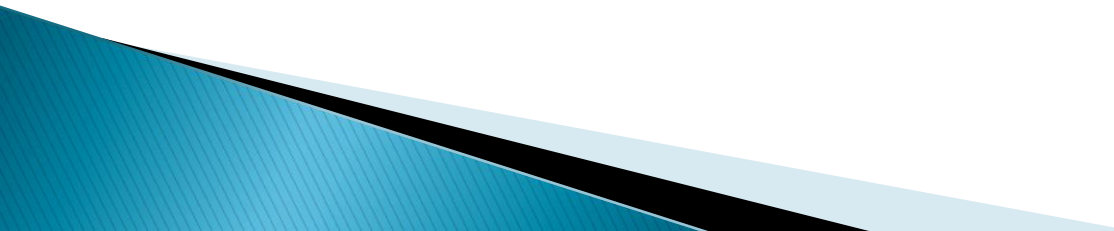
- ▶ E-inclusion of teachers and students to Information Society
  - ▶ Physical access to computers and connectivity
  - ▶ Training teachers for the effective use of ICT in schools
  - ▶ Qualifying human resources to have access to the new labour market
  - ▶ In most LAC countries, the responsible agent for meeting these needs is the State, both as technology provider, and as a generator of educational strategies to use ICT
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# MIL policies in LA reveal the region's two main needs

- ▶ a) to grant the population's democratic access to media and information literacy and education
- ▶ b) to generate innovation processes based in education and knowledge, capable to diversify the region's economy, and to build an ICT-based economic structure



# Argentina:

- ▶ Programs: Conectar Igualdad, Argentina Conectada
  - ▶ Priorities: e-inclusion, train HRR for the ICT labour market, link education with C&T+I and the productive sector
  - ▶ Action lines: 1 to 1 learning model, distribution of netbooks among secondary school students, teachers' training, training families and communities
  - ▶ Management: Centralized in the national Government
  - ▶ Achievements: 1.800.000 netbooks delivered, 472.242 teachers trained, 67% Internet penetration.
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# Brazil

- ▶ Programs: One laptop per child
- ▶ Priorities: Increase e-inclusion, train human capital for the ICT labour market
- ▶ Action lines: 1 to 1 learning model; distribution of netbooks among secondary and primary school students
- ▶ Management: decentralized in local governments
- ▶ Achievements: 500 schools covered; 42,680 institutions; 198 poles UAB.
- ▶ 574,000 distributed netbooks
- ▶ 39% Internet penetration



Um estudante,  
um computador

3 de setembro 2010 no Bahia Odilon Palace  
Av. Oceânica, 2294 Barro Ondina - Salvador (BA)

# Chile

- ▶ Programs: Netbooks distribution, Mobile Informatic Labs (LMC)
- ▶ Priorities: Rise the quality of education, educational quality over equality of opportunity
- ▶ Action lines: 1 to 1 learning model, distribution of netbooks among primary students, 3<sup>rd</sup> and 4<sup>th</sup> grades
- ▶ Management: Centralized, national Government
- ▶ Achievements: 50,186 students equipped with 1,281 netbooks, 59% Internet penetration





# Colombia

- ▶ Programs: National ICT Plan 2008/2019, “Path of ICTs appropriation“, "Digital Classroom"; “ICT Program Massification”; 1 to 1 pilot project  
Priorities: e-inclusion, economic competitiveness, access to infrastructure, widespread adoption of ICT in SMEs, e- government
- ▶ Action lines: main approaches: community, productive sector, and state. Training teachers; promoting digital literacy to different scholar levels; ICTs universal access
- ▶ Management: Centralized national Government

# Mexico



- ▶ Programs: Digital skills for all, National e-inclusion campaign Vasconcelos 2.0, Community Digital Centers e-mexico
- ▶ Priorities: e-inclusion, fight analogic and digital illiteracy, improve Internet access
- ▶ Actions: Thematic Classrooms, netbook distribution, a computer per each 30 students in 5° and 6° grade, mobilize students to teach MIL to 30 million illiterate adult Mexicans
- ▶ Management: Centralized, national government
- ▶ Achievements: 2,157 locations served, 80.5% of the intended target. 15% of the target population of 36 million; 7,000 Digital Community Centers E-méxico
- ▶ 37% Internet penetration

# Peru

- ▶ Programs: "One Laptop per Child"
- ▶ Priorities: e-inclusion, fight analogic and digital illiteracy, reduce the gap between urban and rural schools
- ▶ Actions: Computer distribution and connectivity in rural areas, teachers training, ITCs appropriation in rural areas at first phase, in urban areas at second
- ▶ Management: central, national government
- ▶ Achievements: 513,204 computers delivered to students and teachers of primary schools in poor rural poor communities; over 5,144 teachers trained;
- ▶ 34% Internet penetration

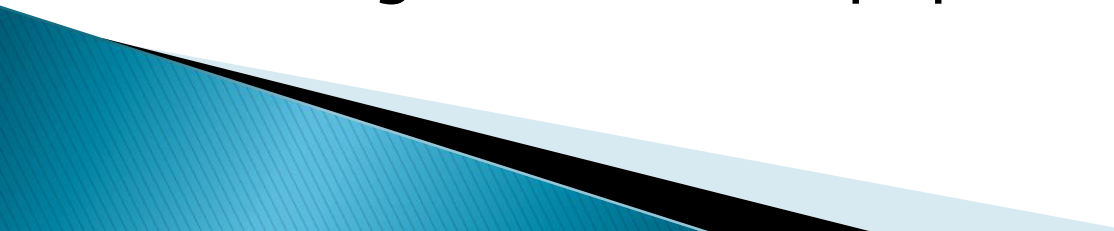


# Uruguay


- ▶ Programs: Plan Ceibal
- ▶ Priorities: e-inclusion, HHRR for the ICT labor market, link education with C&T+I and the productive sector, modernization of the State; Innovation and Knowledge generation, territorial Integration; international insertion
- ▶ Action lines: Distribution of laptops
- ▶ Management: Centralized, national government
- ▶ Achievements: 670.000 laptops distributed to primary and secondary school teachers and students.
- ▶ 59% Internet penetration



# Different priorities

- ▶ Chile, Argentina and Uruguay intended to reduce the digital gap within their territories and in relation to developed countries
  - ▶ Peru and Mexico´s MIL NISPs are based on the need to solve the high levels of inequality and the huge digital gap, coupled with low Internet penetration
  - ▶ The programs´ priority is to include the most vulnerable social sectors in Information Society in Peru, and to reduce the "hard gap", mainly among the illiterate population, in Mexico.
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# Technological capacities


- ▶ Argentina and Uruguay already have a relatively high University education level
  - ▶ They need to advance towards coordinating their policies regarding both education and productive development, in order to increase their economies' competitiveness in the global market
  - ▶ Brazil is oriented towards strengthening the technological capacity of its productive structure
  - ▶ Smaller countries (Colombia and Chile), are hit by an intensive brain drain process, and need to attract qualified human capital
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# Different goals

- ▶ In Argentina, Uruguay, Colombia, and Chile, the goal of MIL programs is not only reducing the digital gap, but training human resources, to increase and update the quality of education, and to link education with S&T+i.
- ▶ Peru and Mexico are in an earlier stage:
- ▶ the main priority is to care for a marginalized sector of the population, not only by lack connectivity; also by lack of analog literacy, rurality, and extreme poverty.
- ▶ The socioeconomic context is a determining factor in setting priorities, approaches, and goals to be followed by each of the programs

# PROPOSALS

- ▶ Multistakeholder participation in MIL programs
  - ▶ Improving articulation and management of MIL programs within each country
  - ▶ Creating articulation networks with other programs, to go beyond the basic MIL
  - ▶ As a region, Latin America could prosecute articulated MIL policies, enriching their experiences.
  - ▶ This would imply not only to observe the results of neighboring countries, but also to think and design public policies together
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# Thank you!

