

# LAS POLÍTICAS PÚBLICAS DE ALFABETIZACIÓN MEDIÁTICA E INFORMACIONAL EN EL CONTEXTO EUROPEO: DESAFÍOS PRESENTES Y FUTUROS EN LA ERA DIGITAL



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Organizan:



En alianza con:





SEMINARIO INTERNACIONAL  
Libertad de Expresión, Derechos de niños, niñas y adolescentes y medios de comunicación" RED ANDI

## Políticas Públicas de Alfabetización Mediática e Informativa (MIL) en Europa: Desafíos presentes y futuros en la era digital...compartiendo herramientas

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Université Sorbonne Nouvelle

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Universidad Autónoma de Nuevo León

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ESPE - Université Paris Sorbonne

Cátedra UNESCO  
*« savoir devenir à l'ère du développement numérique durable : maîtriser les cultures de l'information »*

# Propósitos

**Por qué** nace esta investigación



**Quién** Integra el proyecto



**Qué** Metodo se usó y con qué resultados



**Cómo** Podemos aportar





**Educomunicação USP**  
@educomUSP

Global MIL Awards: premiação de Divina Frau-Meigs @divinameigs e Bérangere Blondeau @b\_blondeau #MILWEEK2016 #globalmilBrasil #gapmil #MIL

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English Español Русский العربية 中文

UNESCO Education Sciences naturelles Sciences sociales et humaines Culture Communication et Information

A propos Thèmes Programmes intergouvernementaux Evénements Ressources Service de presse

Organisation des Nations Unies pour l'éducation, la science et la culture

Communication et Information

Qualités et dossiers

La Déclaration de Paris sur MIL est adoptée

United Nations Educational, Scientific and Cultural Organization

**GAPMIL**  
GLOBAL ALLIANCE FOR PARTNERSHIPS ON MEDIA AND INFORMATION LITERACY

**Riga Recommendations on Media and Information Literacy in a Shifting Media and Information Landscape**

**Preamble**

Reaffirming the spirit and content of the progression and gradual repositioning of Media and Information Literacy (MIL) in previous Declarations such as Grünwald Declaration (1982), Prague Declaration Towards Information Literate Societies (2003), Alexandria Proclamation on MIL (2007), Fez Declaration on Lifelong Learning on MIL (2012), Framework and Action Plan of the Global Alliance for Partnerships on MIL (2013), and Paris Declaration on MIL in the Digital Age (2014);

Noting that the Sustainable Development Goal (SDG) 16 Peace, Justice and Strong Institutions - target 16.10 "ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements", is central to achieving all SDGs and in particular SDG 5 on gender equality;

Emphasizing that media and information literacy is a life code that can underpin sustainable development;

PLUS D'INFORMATIONS

PAGES

- A propos du Secteur
- Qui est qui ?
- Nous contacter
- Stratégie et programme
- Partenaires
- Réseaux

MENTS

oyen terme, 2008-  
udget approuvé

# Agencia Nacional de Investigación Francesa (ANR) a través de su proyecto



mediática  
informática e  
informativa  
alfabetización



"Transforming Audiences,  
Transforming societies"

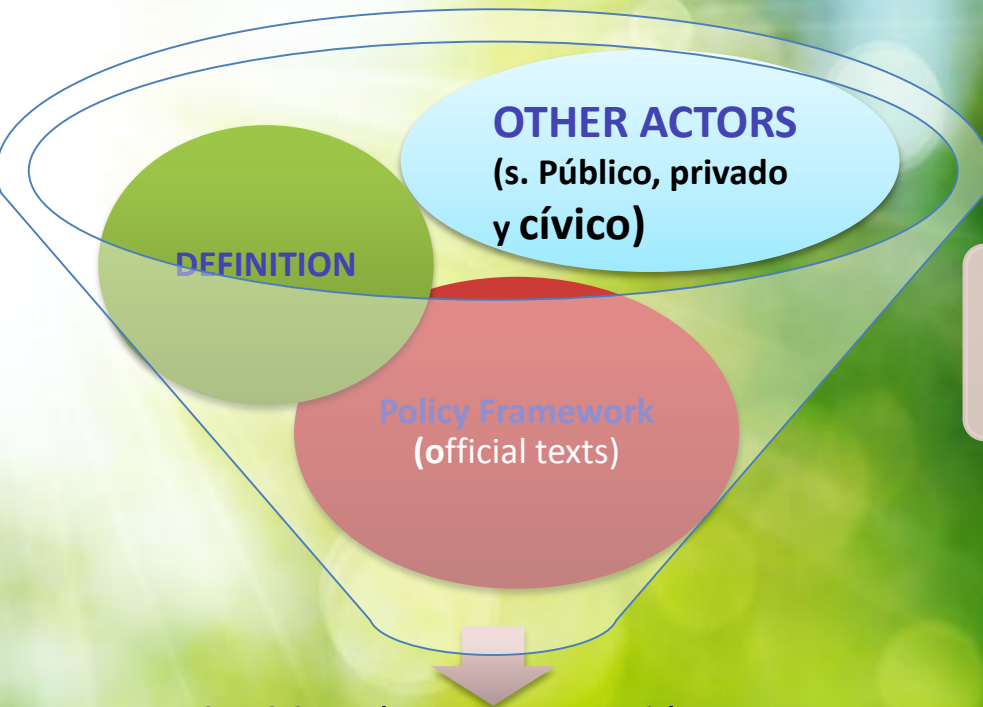
28 países europeos

Más de 70 expertos

24 autores

Appendix 4. [Experts](#) by country for the national reports in MIL

## Hipótesis /Dimensiones



**Cacapicy building** (recursos académicos, formación docente, financiamiento)

# Metodología

Mixta complementaria

Cualitativa

Cuantitativa

Reporte  
Preguntas guía

Guía  
precodificada

7 dimensiones  
50 variables

28 Ensayos

Cartografía

# Brecha digital *saber hacer/saber ser*

IDEN	Pays
303	Autriche
304	Belgique
305	Bosnie
306	Bulgarie
307	Croatie
331	Rep. Tcheque
150	Chypre
308	Danemark
310	Estonie
311	Finlande
312	France
302	Allemagne
313	Grece
314	Hongrie
315	Irlande
317	Italie
318	Lettonie
319	Lituanie
323	Pays-Bas
324	Pologne
325	Portugal
326	Roumanie
332	Serbie-Montenegro
328	Slovaquie
309	Espagne
330	Suede
432	Turquie
327	Royaume-Uni

🇺🇸 Por qué la educación de los medios parecía estar estancada a pesar del cambio educativo del paradigma con el aumento de las tecnologías digitales.

🇺🇸 Parte de las recomendaciones de la UE para fomentar la evaluación de la MIL y la presentación de informes.

🇺🇸 Es el primer estudio transnacional de este tipo.

# Parte del problema

- La IAMCR (*International Association for Media and Communication Research*, 2015): la comunicación se describe no sólo como un valor dominante de un ideal de transparencia social y de sentido de comunidad, sino también como una amenaza derivada de una dominación global creando una ambigüedad de beneficio-maleficio, que suscita debates en el contexto académico y político mundial.
- La UNESCO define EAM: “la capacidad de acceder, **comprender y evaluar con sentido crítico** diversos aspectos de los mismos y de sus contenidos, así como de establecer formas de comunicación en diversos contextos” (CCE, 2007a, p. 4).



# Guía precodificada de dimensiones (France)

France			
		<b>DEFINITION</b>	1
		Media education	2
		Information literacy	3
		Computer literacy	4
		Digital literacy L	5
		<b>POLICY FRAMEWORK</b>	6
		Standard setting tools	7
		Media ed authority	8
		Interministerial mechanism	9
		Link with other actors	10
		Co-reg. mechanism	11
		Reporting	12
		<b>TRAINING</b>	13
		Teacher training : initial	14
		: continuous	15
		School level : primary	16
		Junior high	17
		High school	18
		certification	19
		curriculum	20
		Set of competences	21
		Discipline : separate	22
		transversal	23
		<b>RESSOURCES</b>	24
		Teaching materials	25
		Research institutions	26
		Creation by teachers	27
		Creation by editors	28
		Selection by teachers	29
		Selection by editors	30
		Production from project	31
		From mandatory act.	32
		<b>FUNDING</b>	33
		Central government funding	34
		Provinces/Region funding	35
		Municipalities funding	36
		Private sector	37
		Public sector	38
		Civic sector	39
		Specific allocation	40
		Financial report	41
		<b>OTHER ACTORS</b>	42
		Partnerships outside	43
		Reg. media authorities	44
		Private sector2	45
		Civil society org	46
		Youth participation	47
		Professional org	48
		Specific events	49
		Overlapping structures	50
		<b>EVALUATION</b>	51
		Media accountability	52
		Efficiency measures	53
		Performance of resources	54
		Publics targeted	55
		Amount of programmes	56
		Yearly report	57

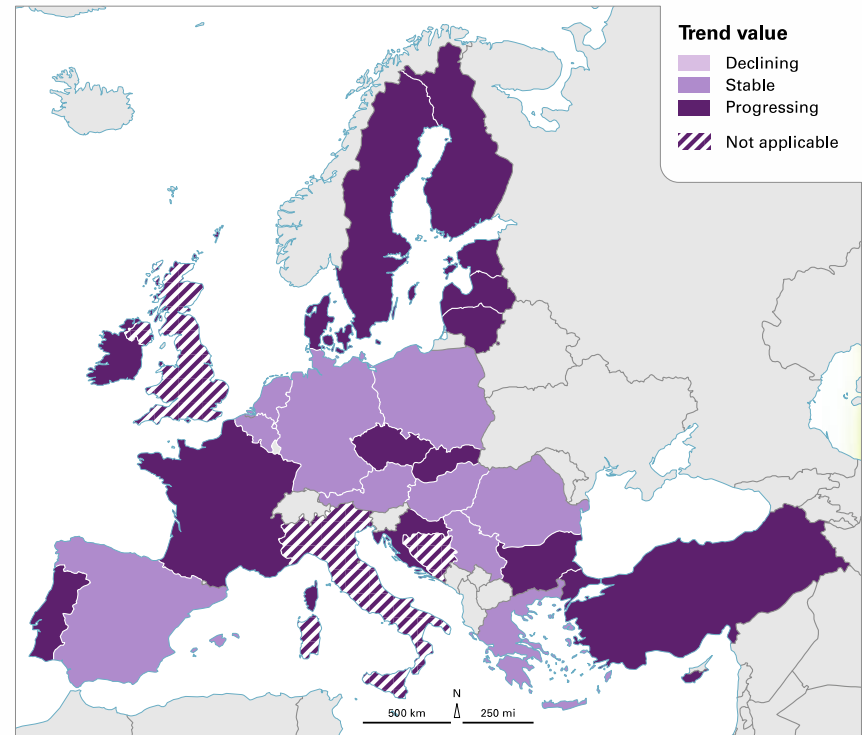
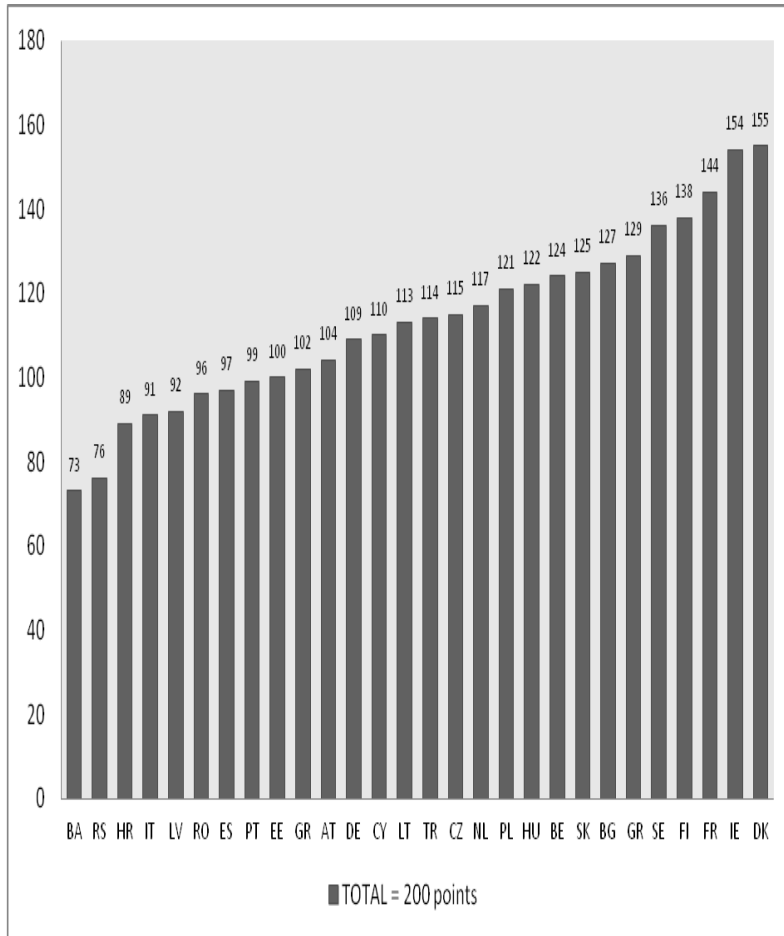
## LEVEL

- 1 *Not present*
- 2 *Initial stage*
- 3 *Advanced stage*
- 4 *Fully present*
- 0 *Not applicable*

## TREND

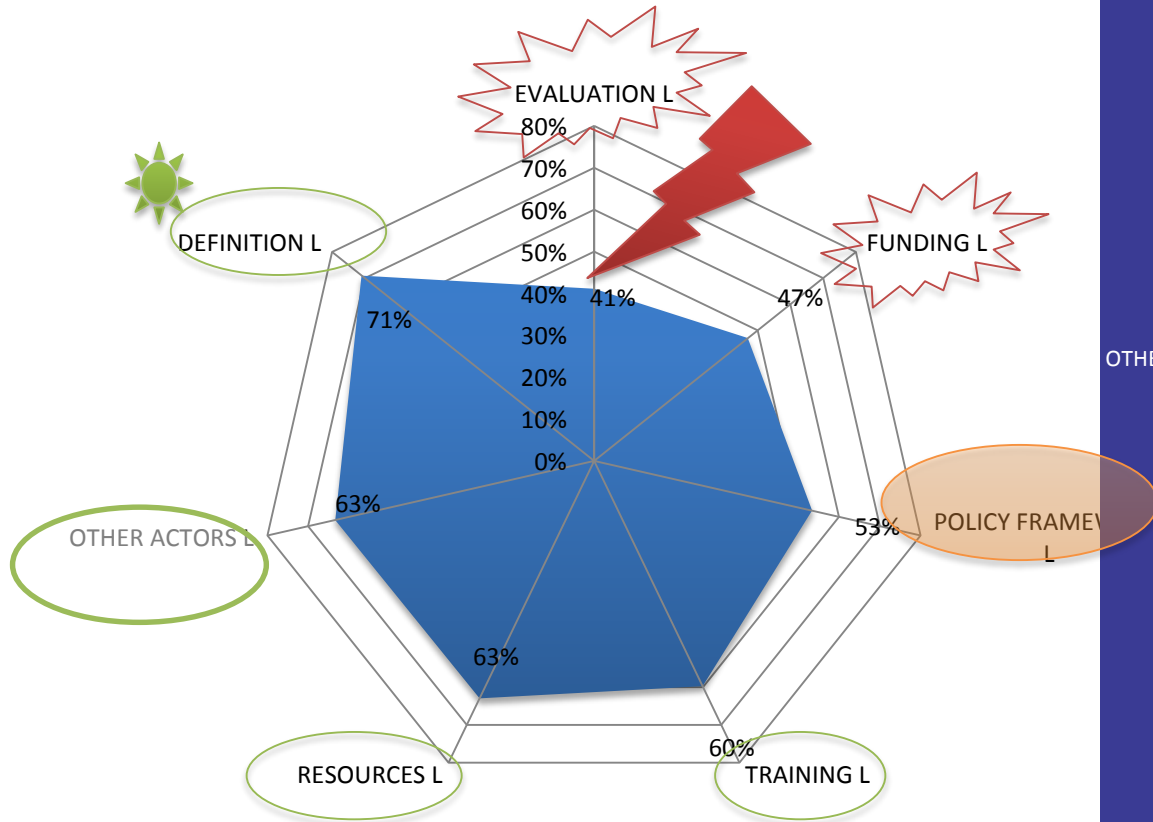
- 1 *Declining*
- 2 *Stable*
- 3 *Progressing*
- 0 *Not applicable*

# Niveles globales por país



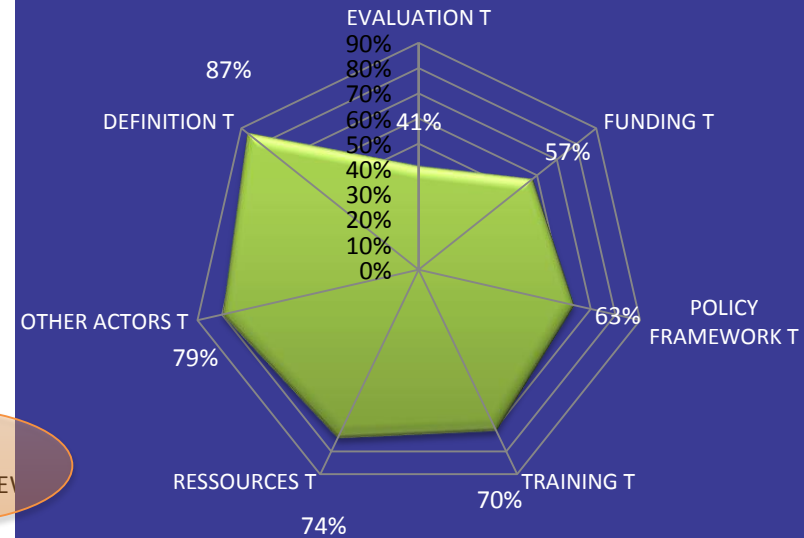
# Global Levels

■ TOTAL LEVELS (L) BY DIMENSION (%)



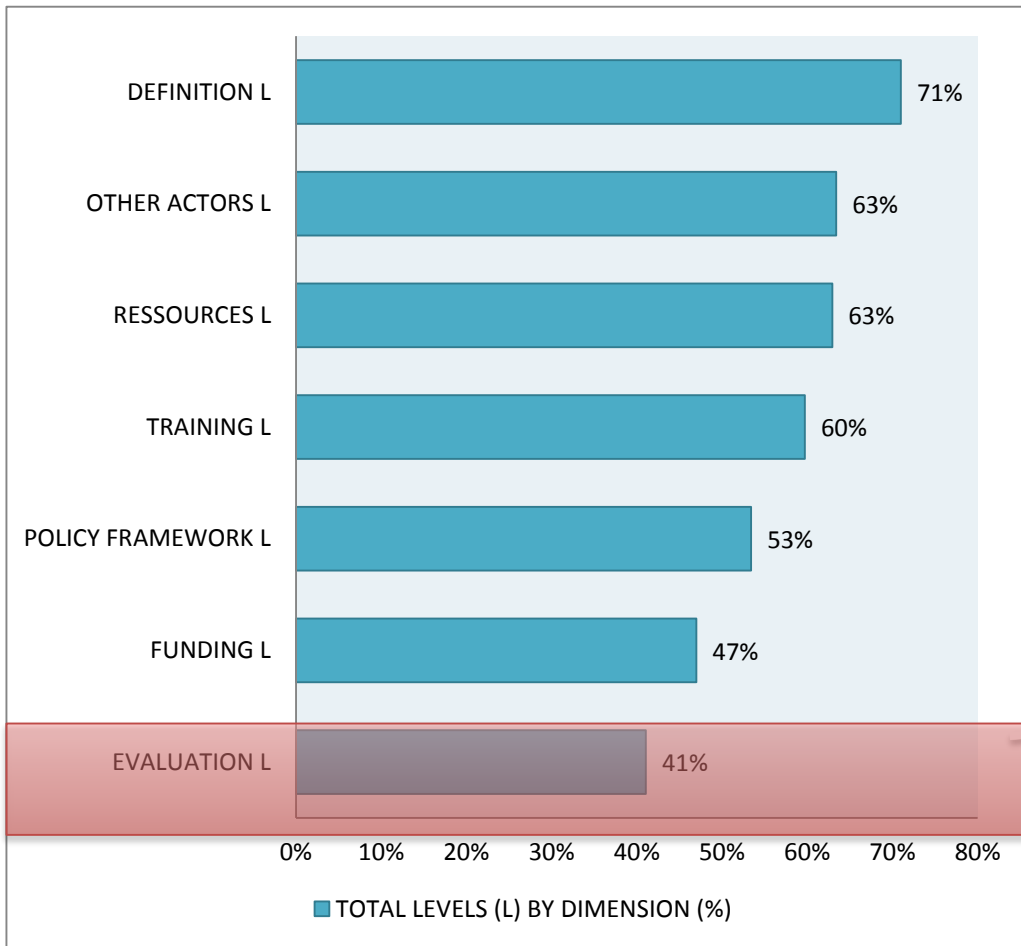
# Global Trends

■ TOTAL TRENDS (T) BY DIMENSION (%)

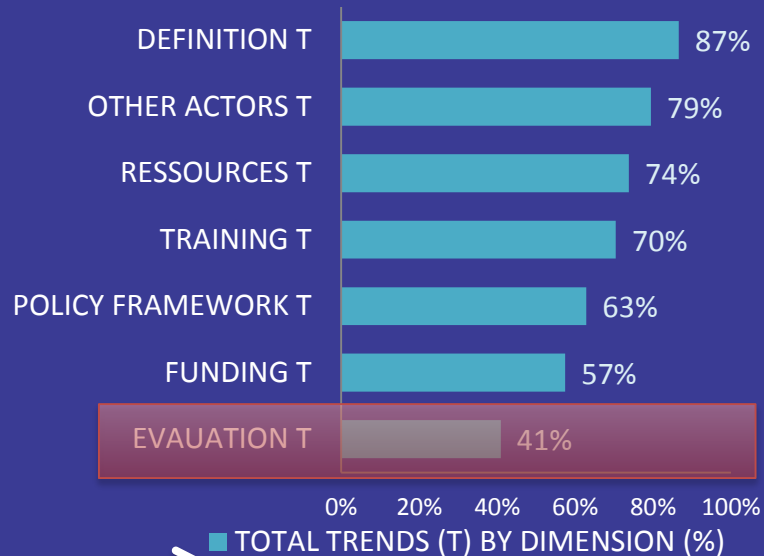


0 - 19%: not significant  
20 - 49%: weakly significant  
50 - 59%: moderately significant  
60 - 79%: strongly significant  
80 - 100%: very strongly significant

# Global Levels



# Global Trends



0 - 19%: not significant

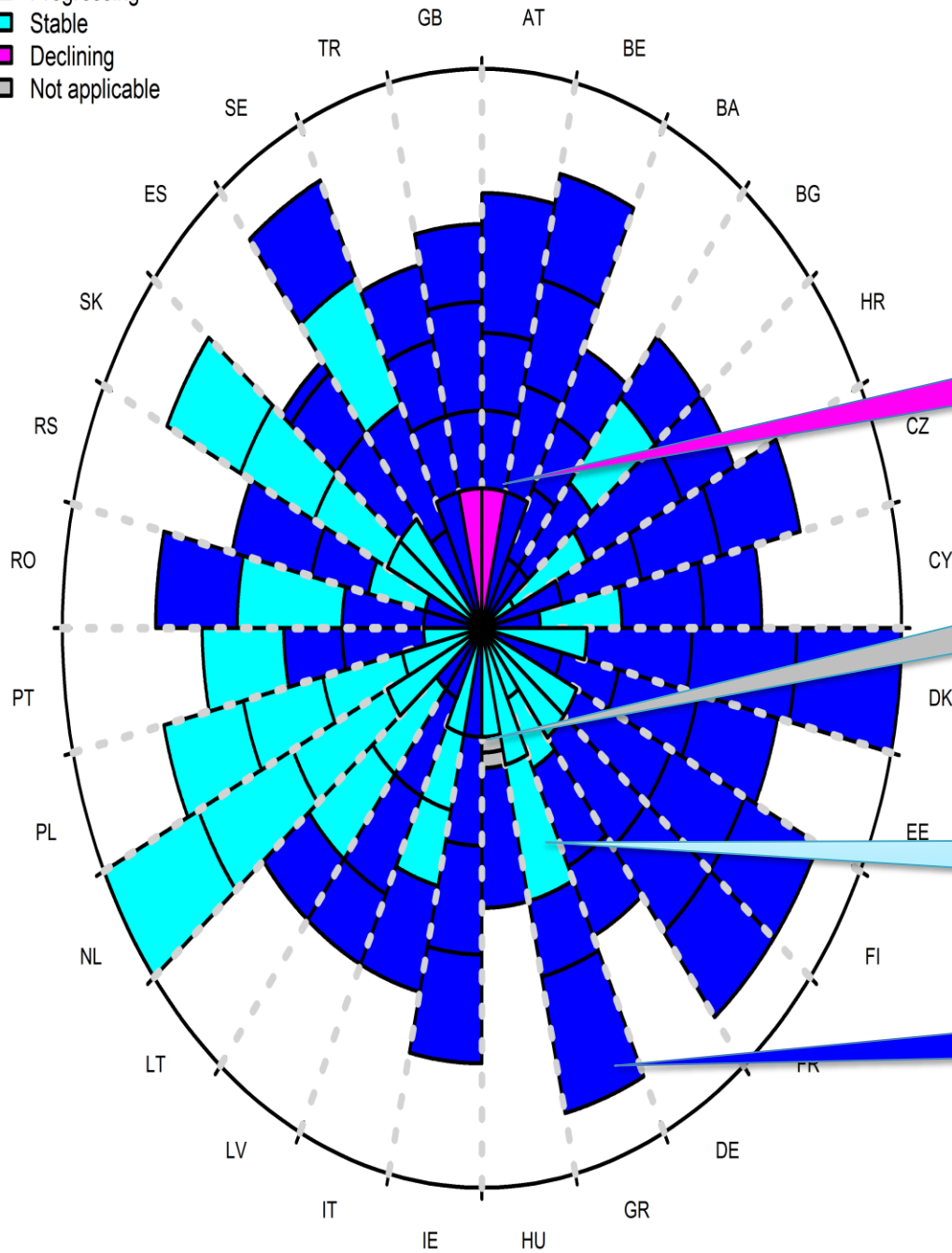
20 - 49%: weakly significant

50 - 59%: moderately significant

60 - 79%: strongly significant

80 - 100%: very strongly significant

- Progressing
- Stable
- Declining
- Not applicable



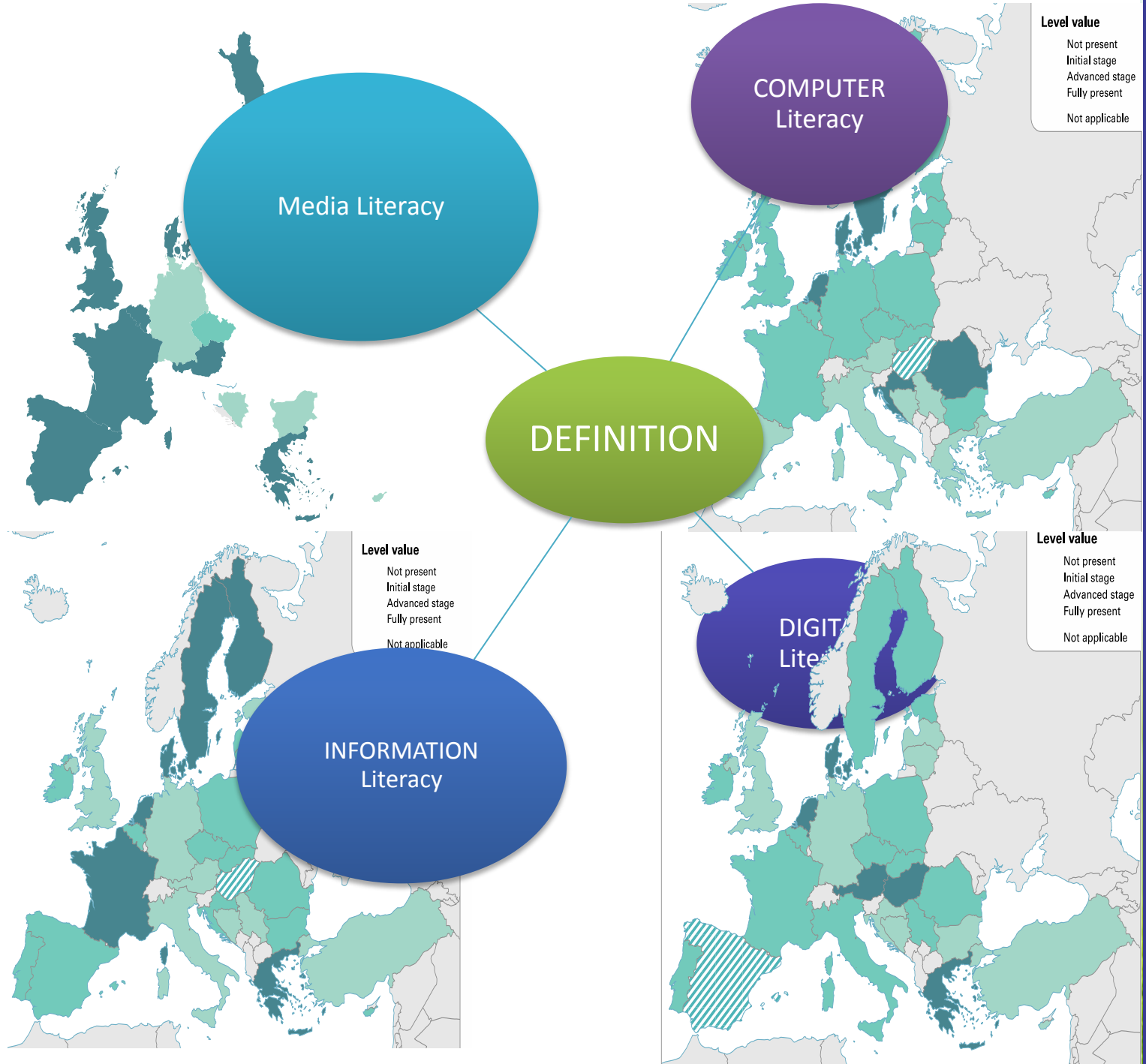
# Definition:

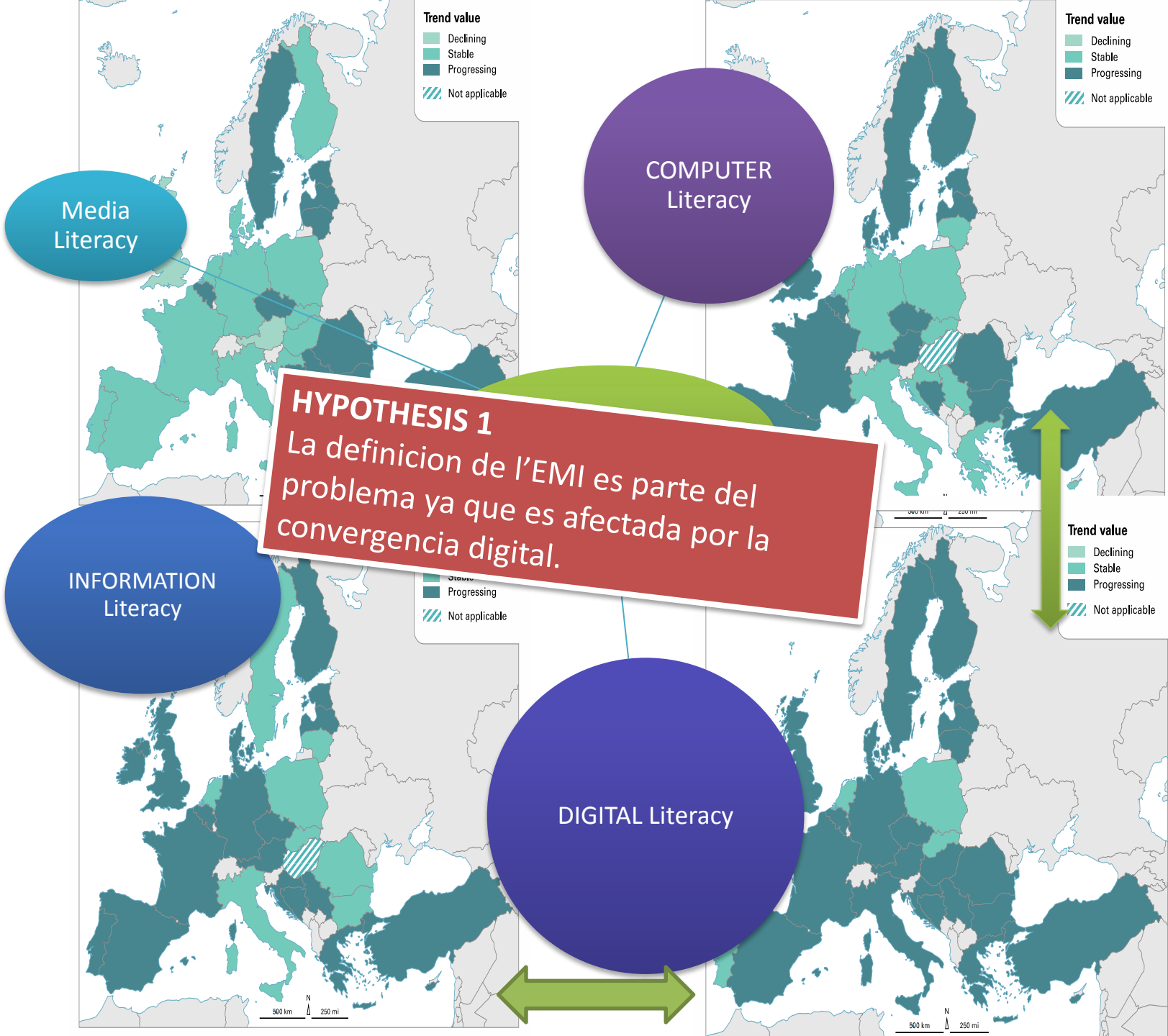
1er círculo  
Media literacy

2º círculo  
Information literacy

3º círculo  
Computer literacy

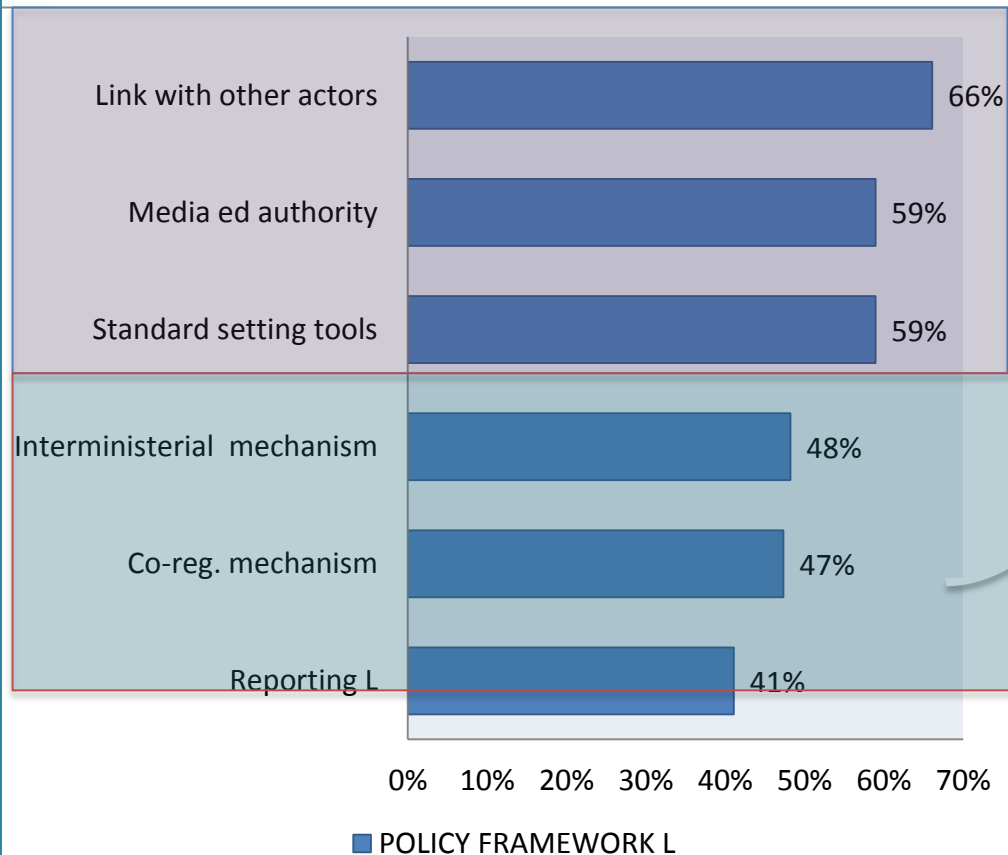
4º círculo  
Digital literacy



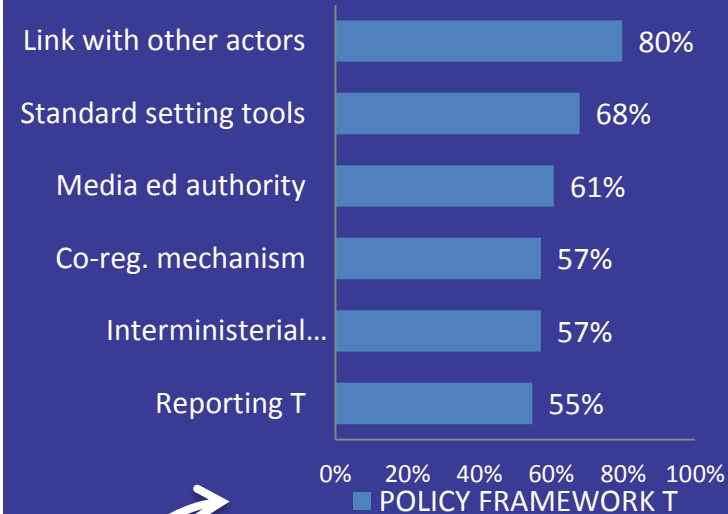


# Cuadro Político Levels

**HYPOTHESIS 2:** a mayor solidez y coherencia del marco de políticas públicas más se desarrollan las dimensiones “estables” (Formación, recursos de e-a, otros actores, financiamiento y evaluación).



# Trends



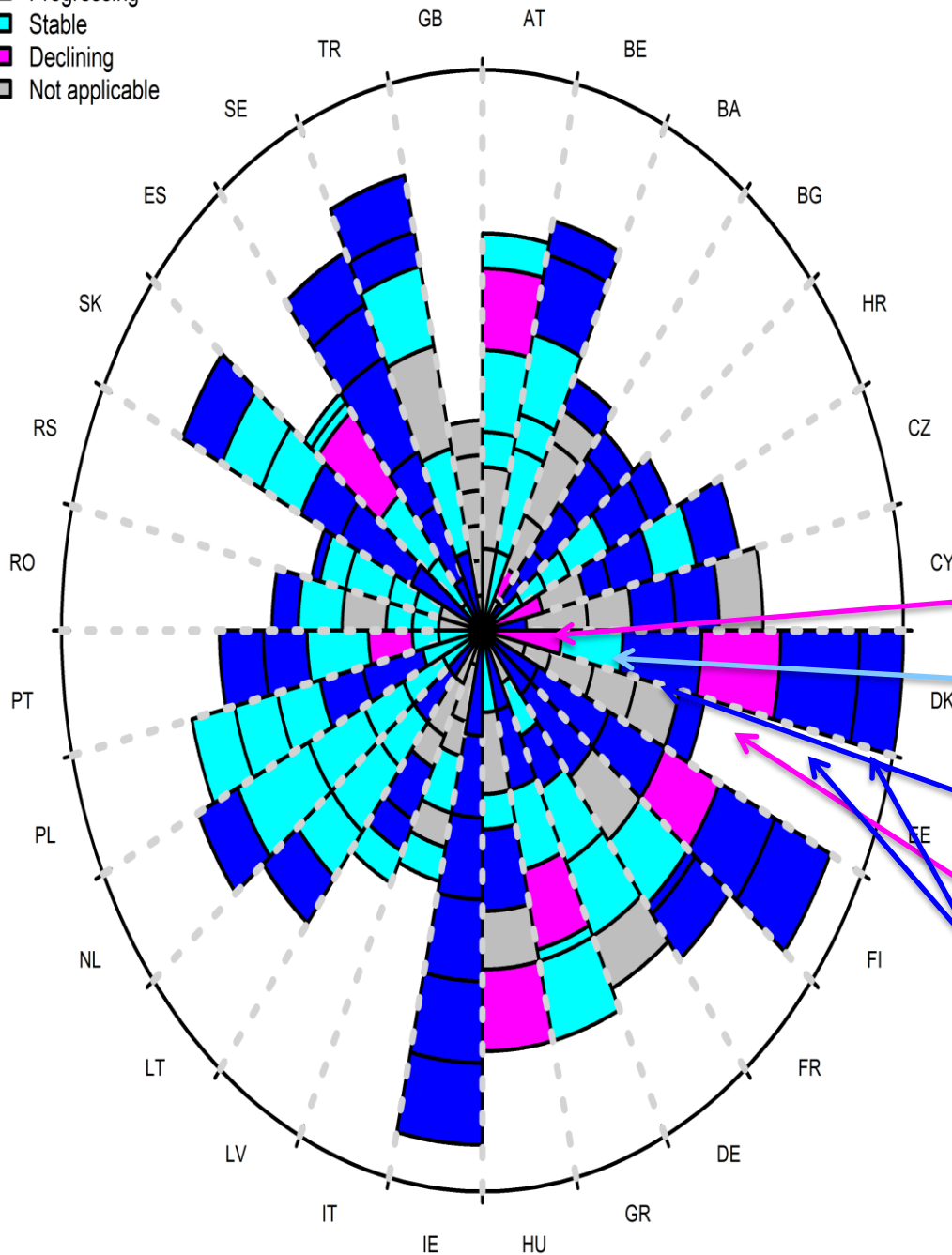
- 0 - 19%: not significant
- 20 - 49%: weakly significant
- 50 - 59%: moderately significant
- 60 - 79%: strongly significant
- 80 - 100%: very strongly significant

STRENGTHS: LINK WITH OTHER ACTORS  
THREATS: POOR COORDINATION/REPORTING



**WEAKNESSES: STANDARD SETTING TOOLS MODERATLY SIGNIFICANT**  
**THREATS: POOR COORDINATION/REPORTING**

- Progressing
- Stable
- Declining
- Not applicable



## Policy framework: Levels & future trends

### LIST OF VARIABLES for DK

Standard setting tools

Media ed authority

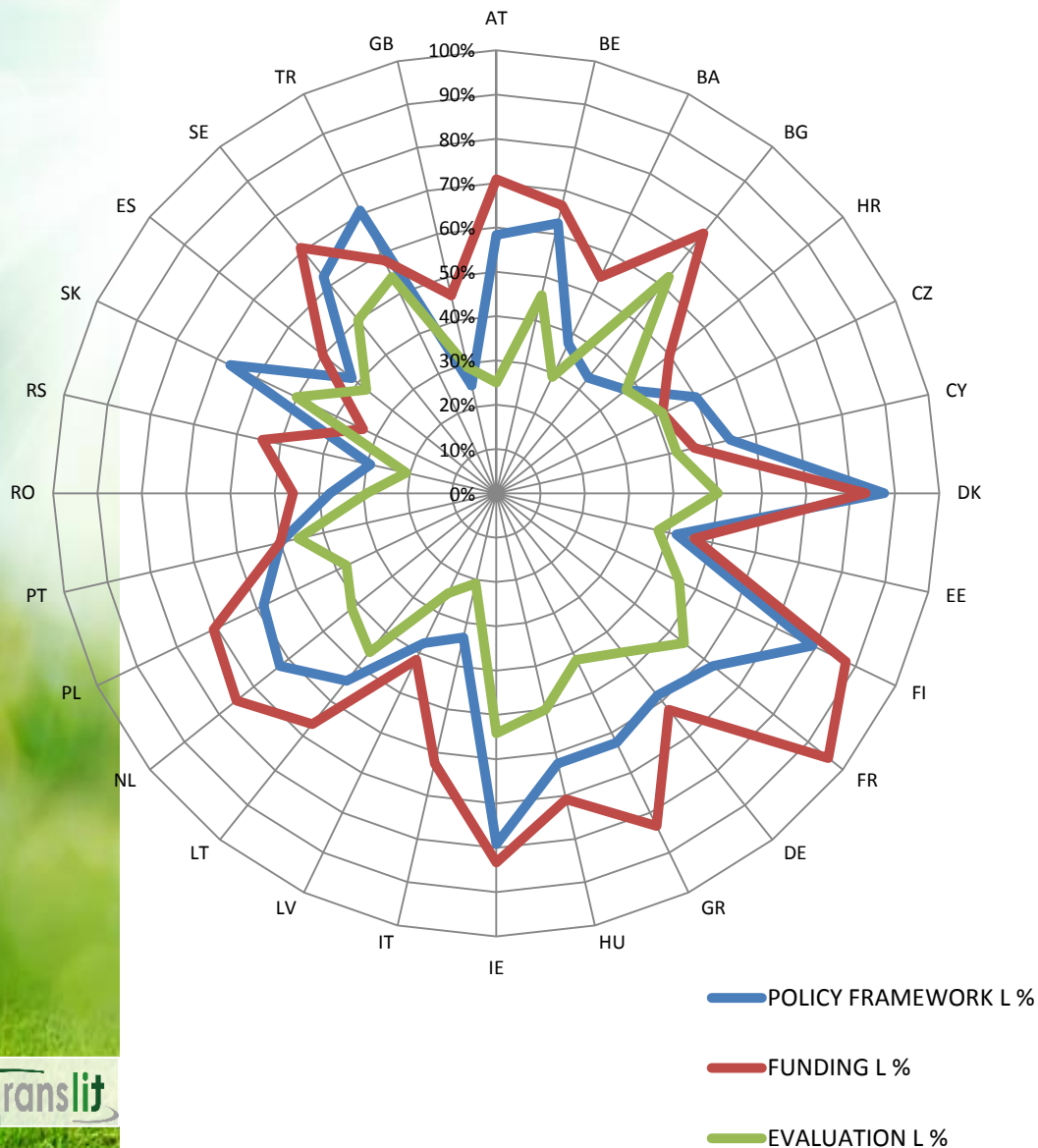
Interministerial  
mechanism

Link with other actors

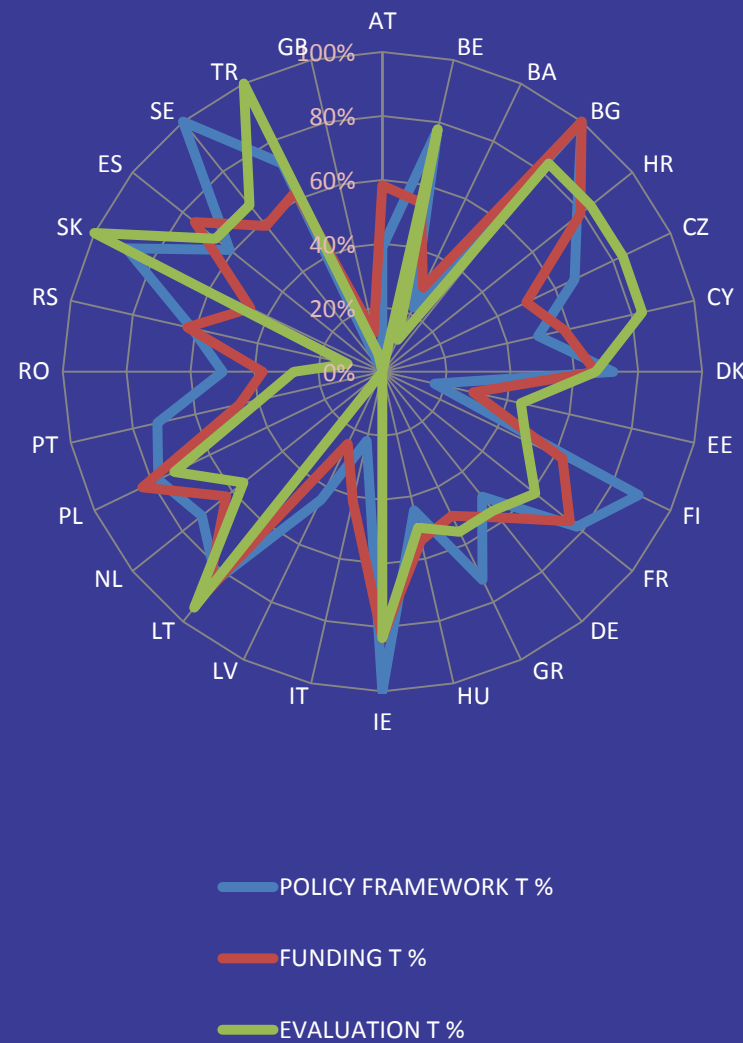
Co-reg. mechanism

Reporting

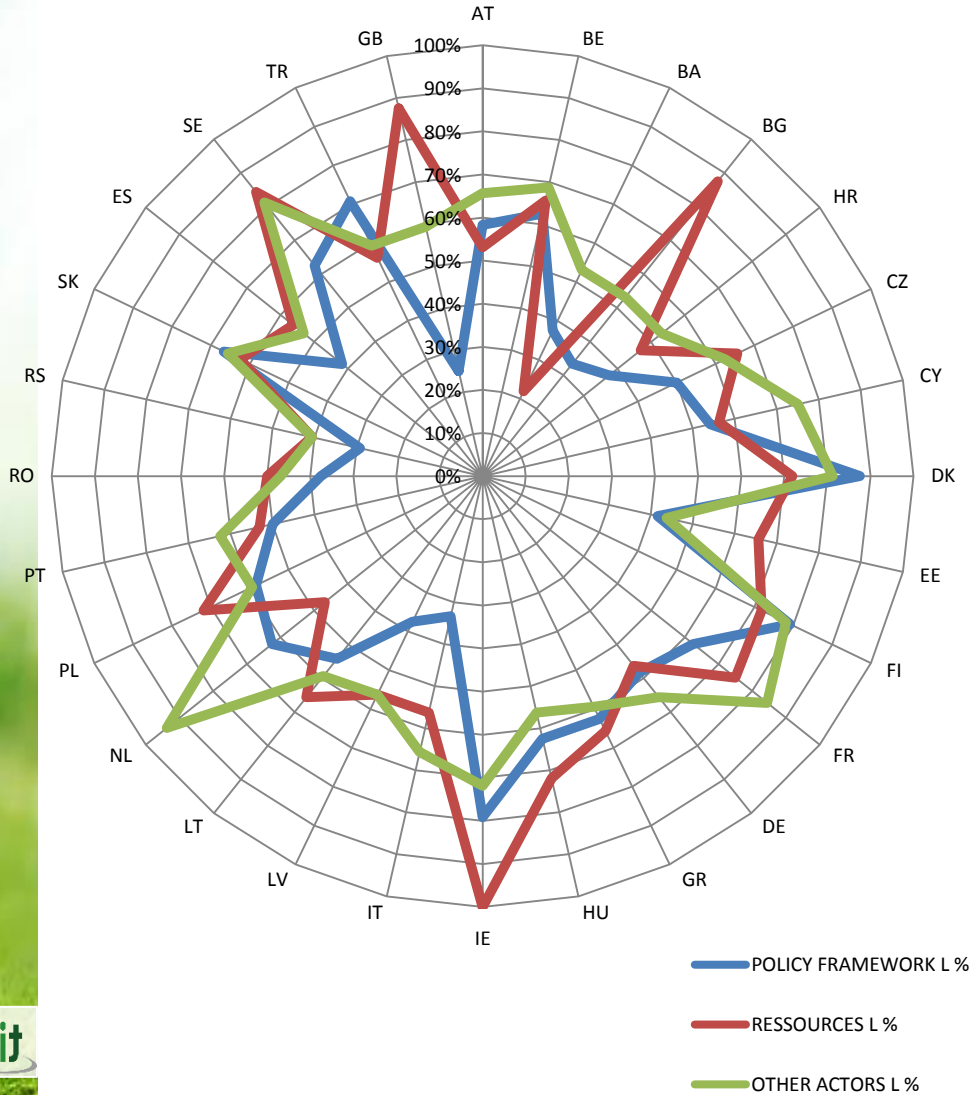
# Policy framework/Funding/Evaluation LEVELS



# TRENDS

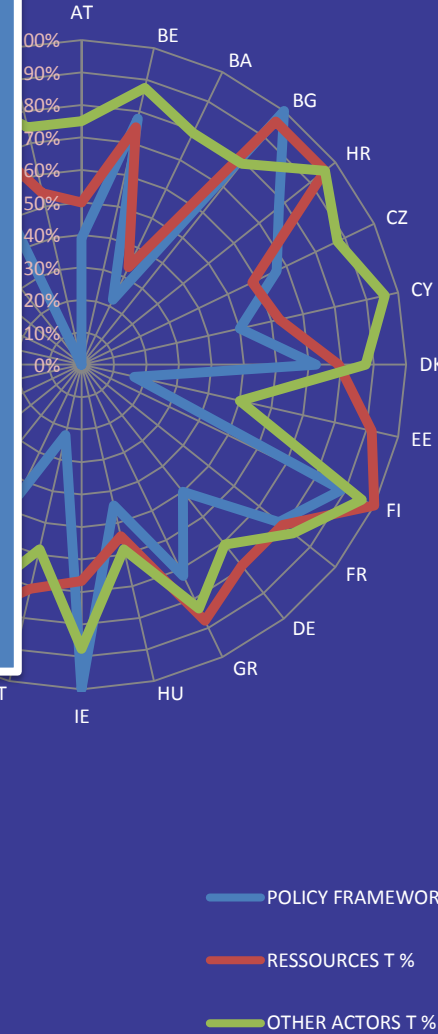


# Policy framework/Resources/Other actors LEVELS



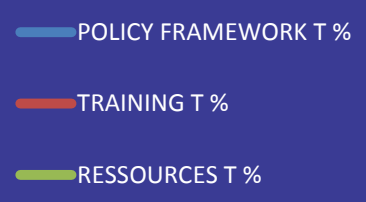
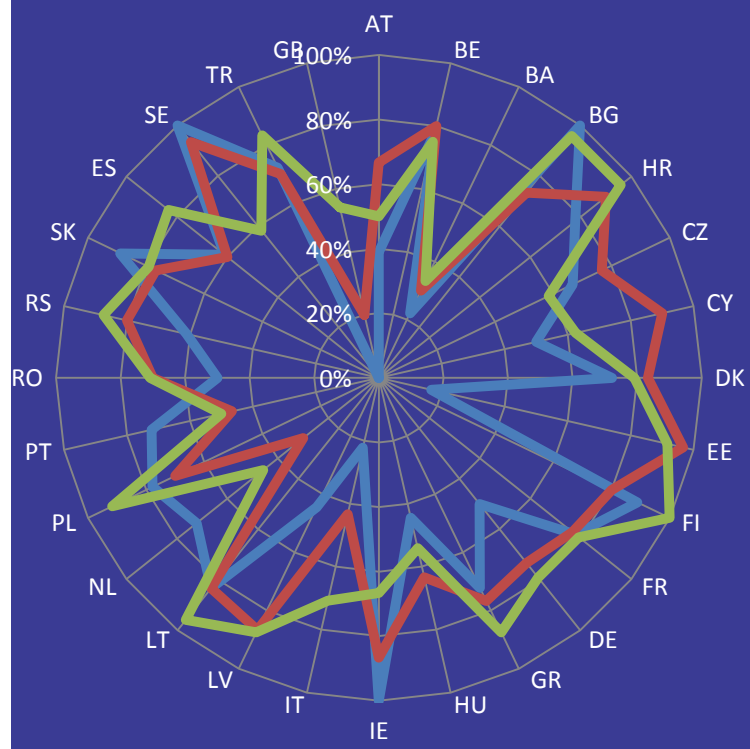
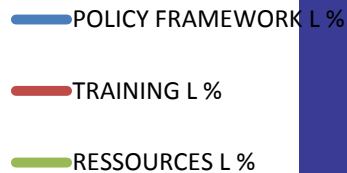
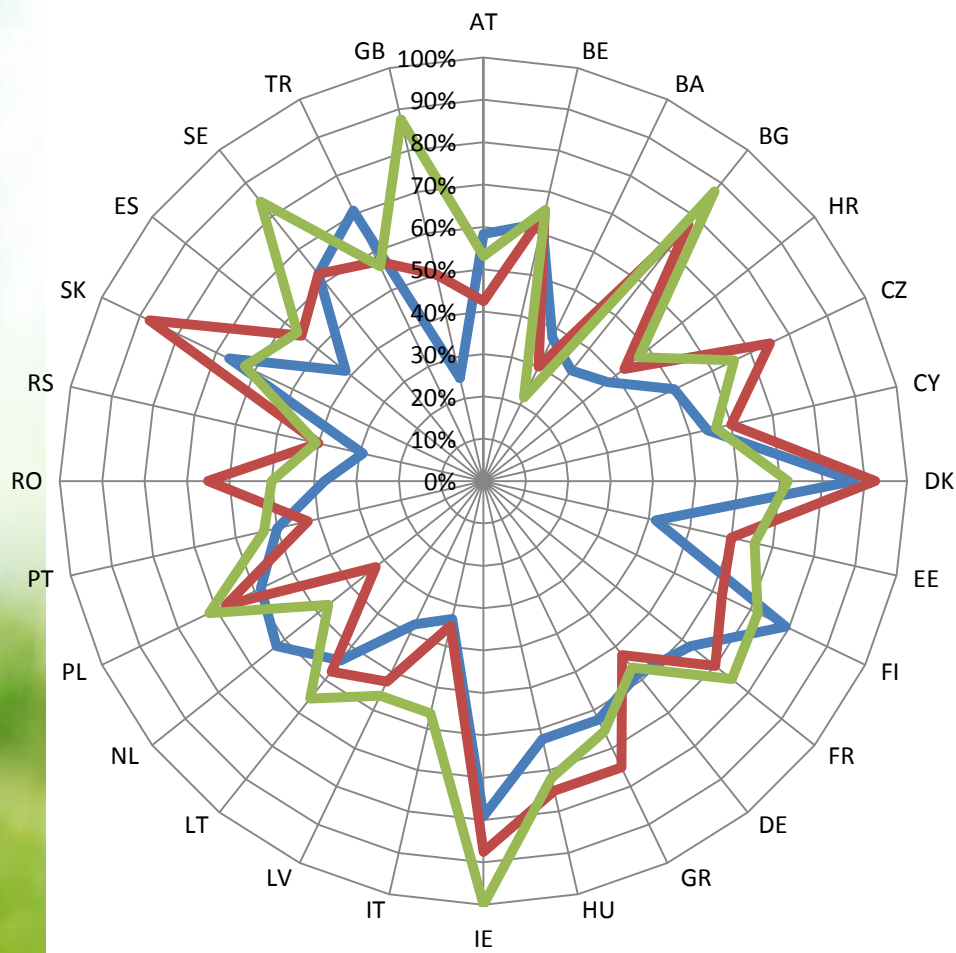
# TRENDS

**HYPOTHESIS 2:**  
The stronger and more coherent the national public policy framework, the further developed all the dimensions (training, resources, funding and evaluation) will be.



# Policy framework/Training/Resources LEVELS

# TRENDS



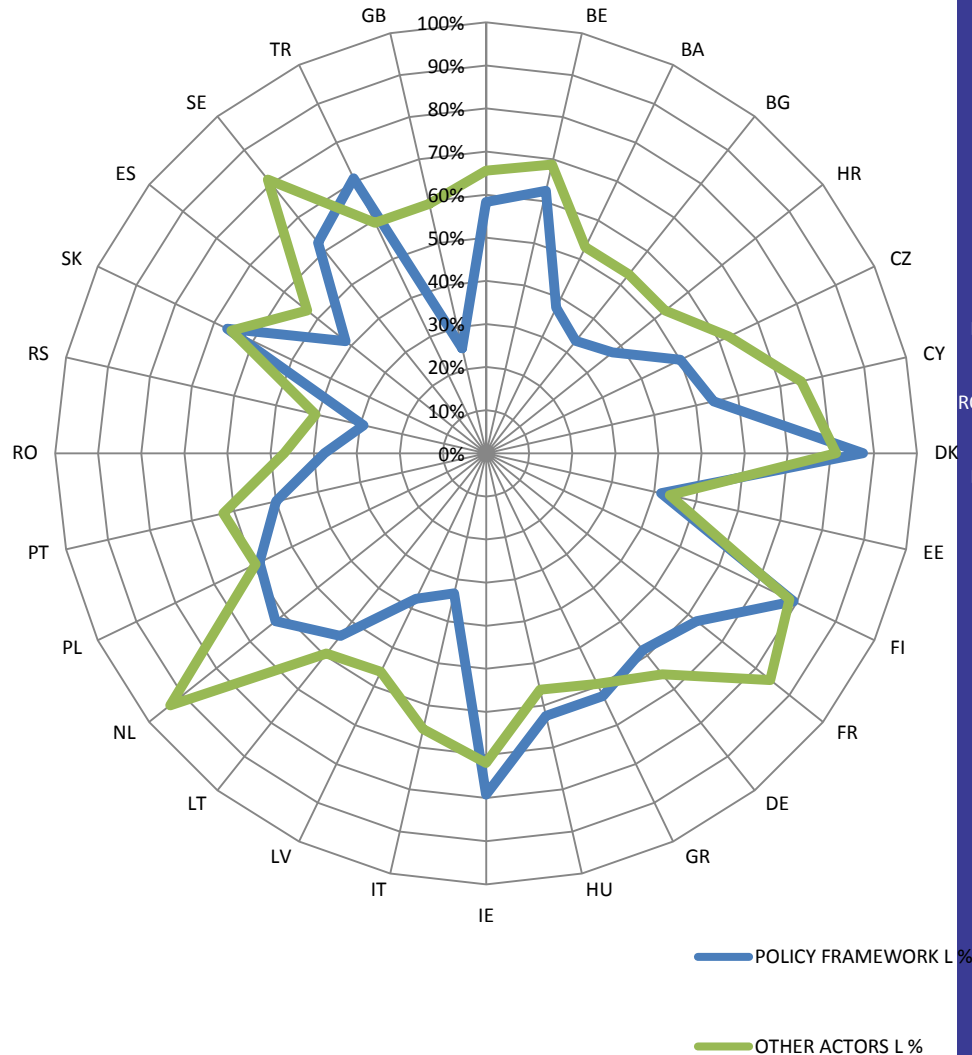
THREATS: TROMPE L'ŒIL EFFECT 1



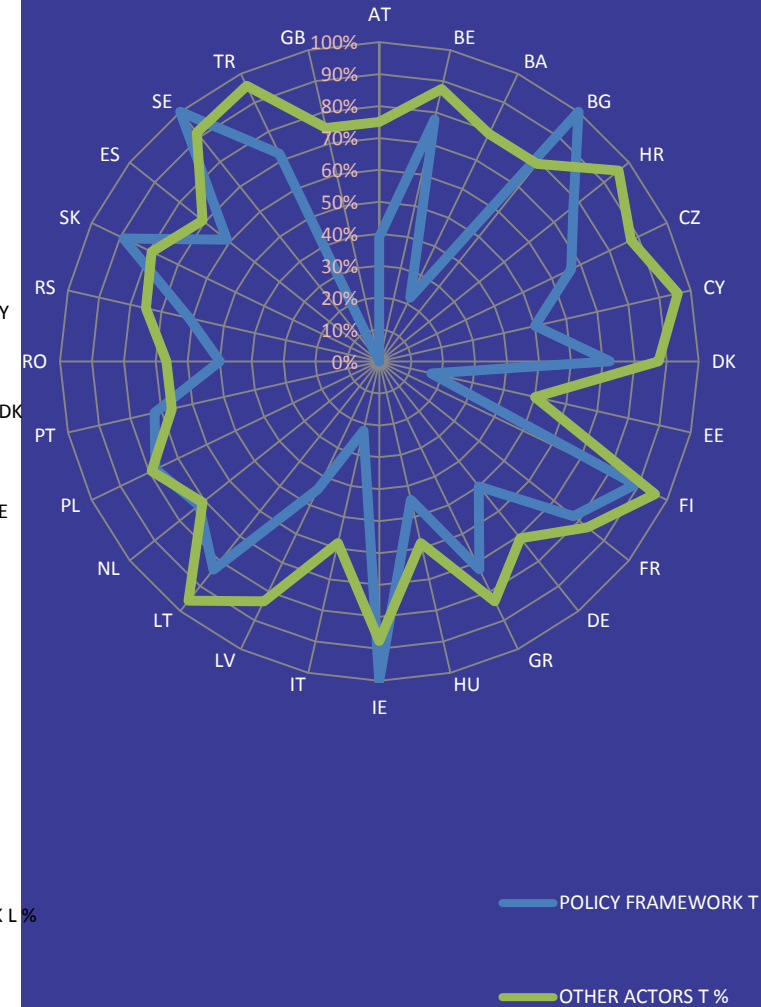
# Other actors/Policy framework/ LEVELS

## Hypothesis 3:

La importancia del rol de "otros actores"  
(S.Pv./ONG/A.C.)

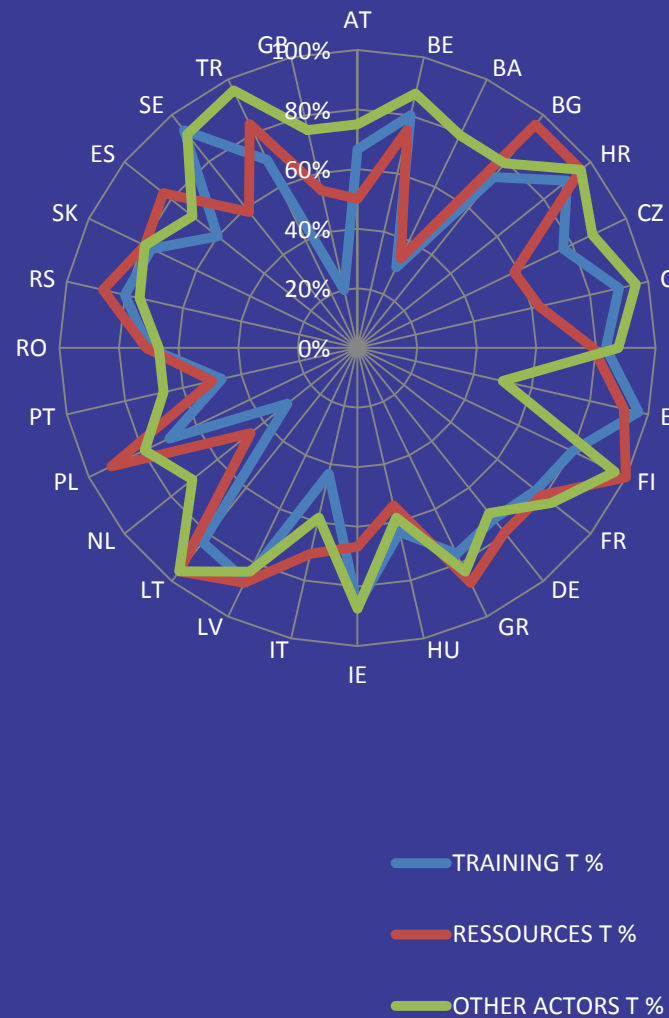
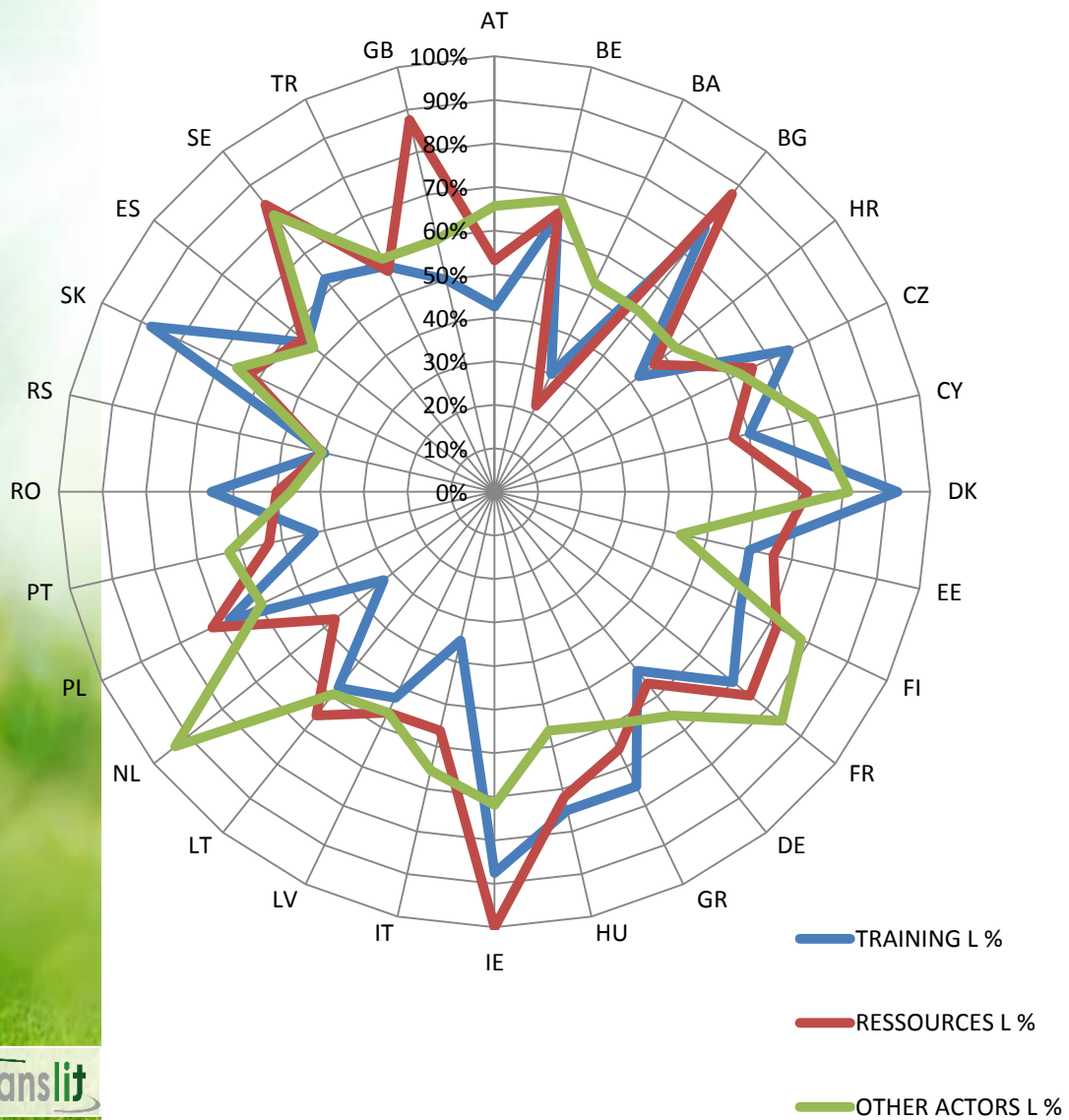


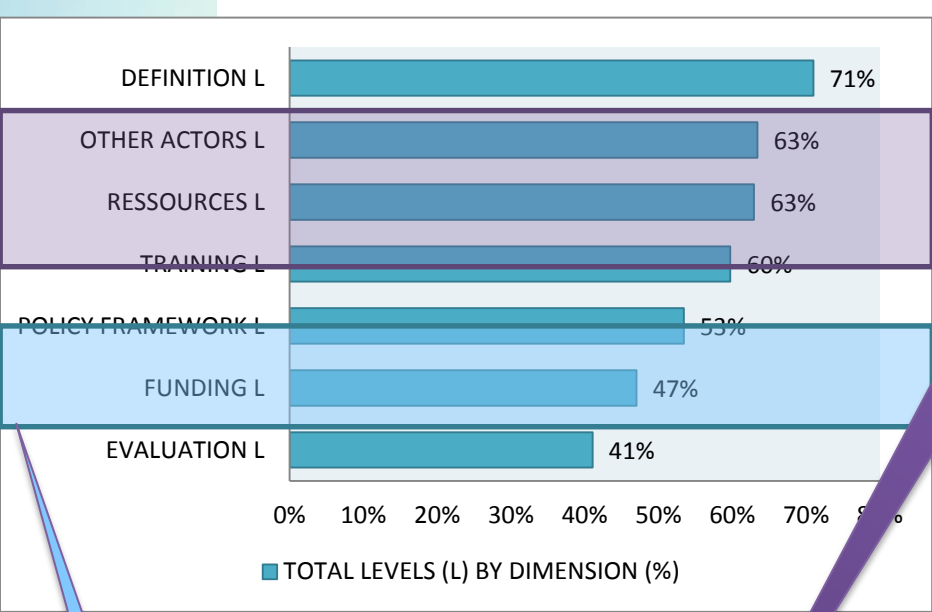
# TRENDS



# Other Actors / Ressources/Training LEVELS

# TRENDS





CAPACITY BUILDING

# FODA

## OPORTUNIDADES



## FORTALEZAS

- TRAINING
- RESOURCES
- OTHER ACTORS
- DEFINITION ++
- POLICY FRAMEWORK ++

## DEBILIDADES

- DEFINITION -
- POLICY FRAMEWORK -
- FUNDING
- EVALUATION

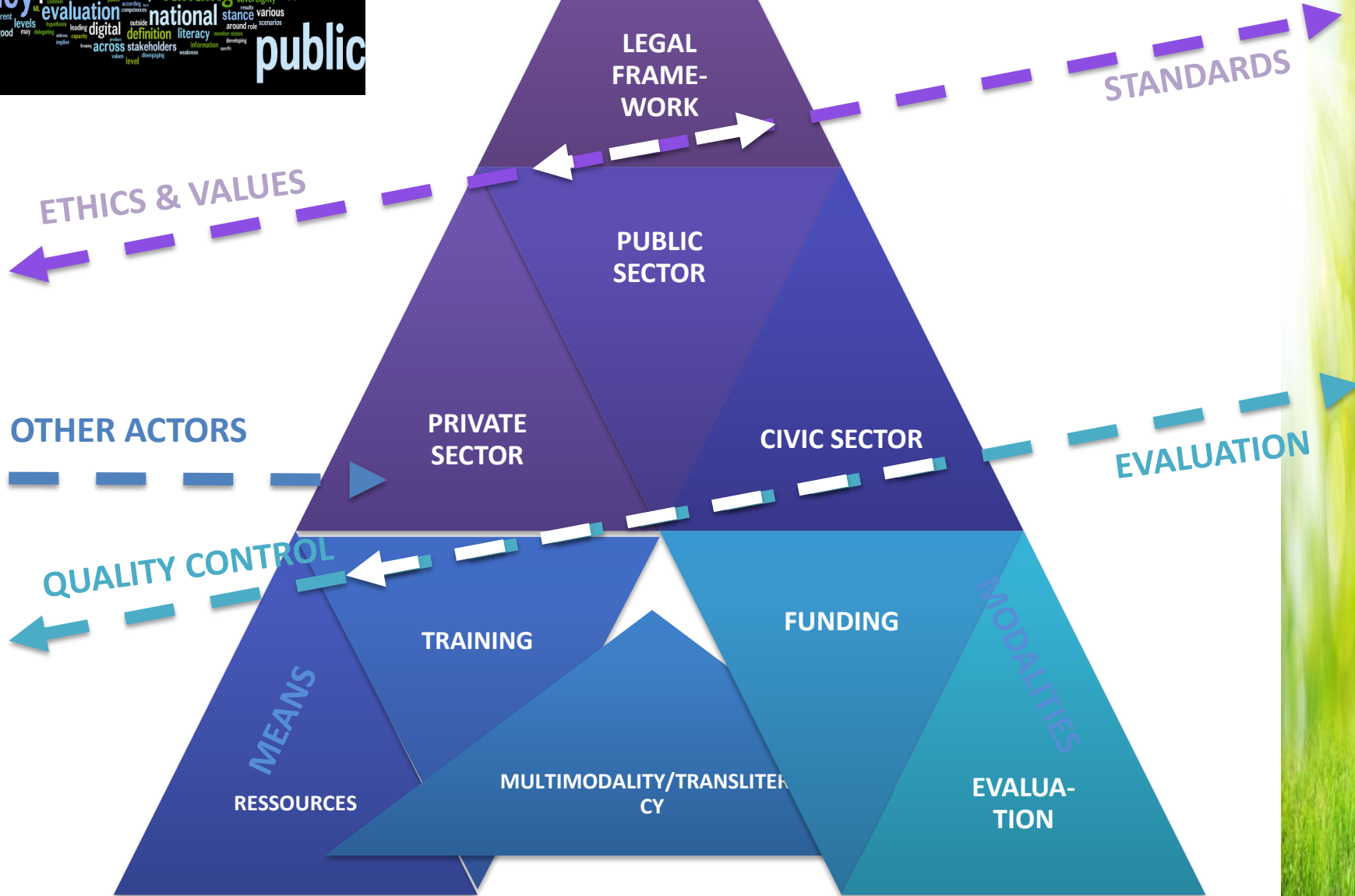
## AMENAZAS

- DIGITAL UNDERTOW
- TROMPE L'ŒIL EFFECT
- CATCH 22
- DISCONNECT EFFECT

REPORTING

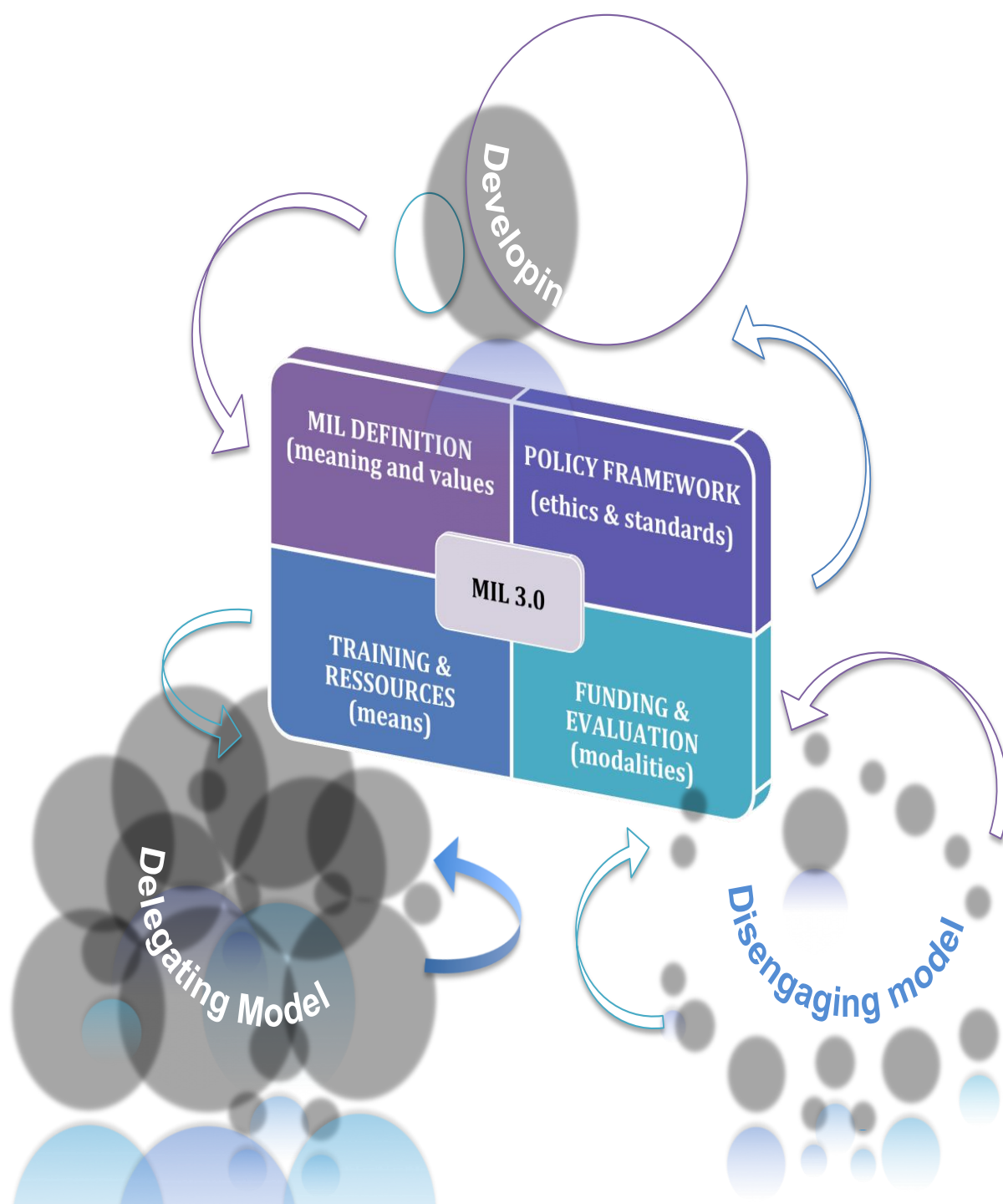


# 3.0. MIL pyramide





# Modelling MIL governance

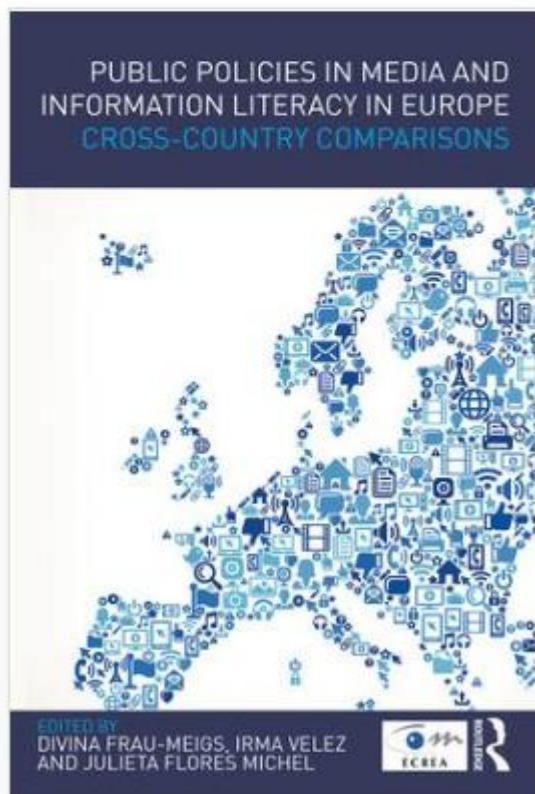


The 3D governance model  
in MIL public policy:  
Developing, Delegating and  
Disengaging

# Recomendaciones sobre MIL de la UNESCO



Estrategias / áreas de oportunidad de 28 países Europeos



# ¡Toca a A.L.!

## Public Policies in Media and Information Literacy in Europe

Cross-Country Comparisons

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Julieta Flores Michel

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