

**A Continent to be Known - A comparative perspective between two Civil Society Organizations dedicated to Media and Information Literacy (MIL) in Latin America<sup>1</sup>**

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**Un Continente por conocerse - Una perspectiva comparativa entre dos Organizaciones de Sociedad Civil dedicadas a la Alfabetización Mediática e Informativa (AMI) en Latinoamérica**

**Um Continente a Conhecer - Uma perspectiva comparativa entre duas Organizações da Sociedade Civil dedicadas à Alfabetização Midiática e Informativa (AMI) na América Latina**

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**Abstract:** This article compares two Latin American civil society organizations dedicated to media and information literacy (MIL): Movilizatorio in Colombia and A Mí No Me La Hacen in Peru. Both face challenges such as the digital divide and the lack of educational policies on media, but they have achieved significant progress in their respective contexts. Movilizatorio stands out for its regional presence and strategic partnerships, while A Mí No Me La Hacen offers an innovative perspective through its multidisciplinary approach. The article concludes with recommendations to strengthen MIL in Latin America, emphasizing the need for systematic research and regional collaborations.

**Keywords:**

Media Literacy, Civil Society, Disinformation, Media Education, Regional Collaboration

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**Resumen:** Este artículo compara dos organizaciones de la sociedad civil latinoamericanas dedicadas a la alfabetización mediática e informacional (AMI): Movilizadorio en Colombia y A Mí No Me La Hacen en Perú. Ambas enfrentan desafíos como la brecha digital y la falta de políticas educativas sobre medios, pero han logrado avances significativos en sus respectivos contextos. Movilizadorio se destaca por su presencia regional y alianzas estratégicas, mientras que A Mí No Me La Hacen ofrece una perspectiva innovadora a través de su enfoque multidisciplinario. El artículo concluye con recomendaciones para fortalecer la AMI en Latinoamérica, subrayando la necesidad de investigaciones sistemáticas y colaboraciones regionales.

**Palabras clave:**

Alfabetización mediática, Sociedad civil, Desinformación, Educación en medios, Colaboración regional

**Resumo:** Este artigo compara duas organizações da sociedade civil latino-americanas dedicadas à alfabetização midiática e informacional (AMI): Movilizadorio na Colômbia e A Mí No Me La Hacen no Peru. Ambas enfrentam desafios como a divisão digital e a falta de políticas educacionais sobre os meios de comunicação, mas alcançaram avanços significativos em seus respectivos contextos. O Movilizadorio destaca-se por sua presença regional e parcerias estratégicas, enquanto A Mí No Me La Hacen oferece uma perspectiva inovadora por meio de sua abordagem multidisciplinar. O artigo conclui com recomendações para fortalecer a AMI na América Latina, sublinhando a necessidade de pesquisas sistemáticas e colaborações regionais.

**Palavras-chave:**

Alfabetização midiática, Sociedade civil, Desinformação, Educação midiática, Colaboração regional

**1. Introduction**

In this period of vast changes in our relationship with the media - and therefore, in our links as citizens - Latin American civil society has not sat idly by. According to a survey by the

LAC UNESCO MIL Alliance in 2024,<sup>4</sup> of the 61 MIL initiatives registered in Latin America and the Caribbean, more than 50% come from civil society. Given this profusion of initiatives, this article compares two experiences of Latin American Civil Society Organizations dedicated to MIL to glimpse the reasons for this apparent multitude of initiatives and the challenges they must face to achieve a lasting impact. The article will conclude with perspectives on the trends discovered and recommendations for good practices for future regional initiatives.

The two Organizations compared in this article are Movilizadorio and A Mí No Me La Hacen. Movilizadorio<sup>5</sup> is a Colombian organization founded in 2016, with a presence in different Latin American countries. It is focused on promoting citizen participation and has a specialized area in media education. A Mí No Me La Hacen<sup>6</sup> is a non-profit association dedicated exclusively to AMI education and was founded in Peru in 2020.

## 2. Contexts and Environments

Movilizadorio has a regional reach, focused on Colombia and Mexico, with alliances in Peru, Bolivia, and Argentina. It works in formal education (secondary and high school) in Language, Social Sciences, and Citizenship. It also focuses on informal spaces, such as social networks and community events.

A Mí No Me La Hacen operates mainly in Peru, where it constantly promotes AMI through symposiums, educational content development, and workshops. Its international actions are generally within the framework of alliances with other institutions through talks or communication campaigns with countries such as Guatemala, Argentina, or Brazil. Its actions are concentrated mainly in urban environments, formal education (primary schools, secondary schools, and universities), and informal spaces through workshops in cultural centers and content creation on networks.

## 3. Challenges

Both organizations face similar challenges in their relationship with their target audience, such as the digital divide (between educators and learners, institutions and citizens), the lack of

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<sup>4</sup> UNESCO MIL Alliance. (2024). ISC UNESCO MIL Alliance. Encuesta ISC UNESCO MIL Alliance [Conjunto de datos]. <https://n9.cl/ir93r>

<sup>5</sup> <https://www.movilizadorio.org/>

<sup>6</sup> <https://aminomelahacen.org/>

educational resources from AMI, and the need for teacher training on these topics.

However, A Mí No Me La Hacen perceives two additional obstacles. On the one hand, there is the absence of an educational policy that addresses the need to educate about media intergenerationally. Although "competencies" are described within the basic education curriculum, these do not address the development of competencies that critically address the media or misinformation.<sup>7</sup> On the other hand, there is also no mapping of media habits that would allow the implementation of a truly efficient national MIL policy, adapted to the diversity of Peruvian society.

#### **4. Opportunities**

Both organizations, from their positions (Movilizadorio as a binational organization and A Mí No Me La Hacen as a Peruvian organization), have been able to perceive a growing public interest in MIL topics. In addition, they have noted the potential of the Latin American context as a vast region that shares some bridge languages (Spanish, Portuguese, English) that could facilitate coordinated regional MIL actions.

Movilizadorio, being installed in two regional countries, has articulated the potential of mobile technologies and its strategic alliances with governments and international organizations with programs such as DigiMENTE,<sup>8</sup> which has positioned itself as a leading solution.

A Mí No Me La Hacen, with its multidisciplinary management team (a philosopher, a communicator, a geologist, a filmmaker, and a cultural mediator), has managed to maintain an innovative perspective on MIL, proposing to the public new ways of approaching it in periodic pedagogical actions open to the general public.

#### **5. Objectives**

The general objective of Movilizadorio is to train young people and teachers in media and digital skills to navigate critically in the digital environment. Its specific objectives include

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<sup>7</sup> Mateus, J.C. (2022). *Educación mediática. Emergencia y urgencia de un aprendizaje pendiente*. Lima: Fondo editorial de la Universidad de Lima.

<sup>8</sup> Program that strengthens skills in critical analysis of information, creativity, collaboration, and ethical reflection when using digital media and platforms through 1) training and facilitation of a media education curriculum for public high school teachers in LATAM, so that they can replicate it in their classrooms, 2) training for digital content creators and journalists so that they can improve their content and in turn teach media education to their audiences, and 3) through communication campaigns in the media and on social networks so that their audiences can directly develop these skills through them.

promoting the creation of responsible digital content, combating misinformation, and strengthening citizen participation.

A Mí No Me La Hacen shares this training objective and sets itself the long-term goal of perpetuating AMI in the Peruvian and regional education system. A model to follow to achieve this goal is that of CLEMI (Centre de liaison de l'enseignement et des médias d'information)<sup>9</sup> in France: a public institution dedicated to creating educational content of AMI for use in educational centers.

## **6. Target Audience**

Movilizatorio is aimed primarily at high school students and teachers, focusing on vulnerable youth.

A Mí No Me La Hacen also works with students, although with a broader age range (15-35 years), and focuses on reaching a transversal audience.

## **7. Strategies**

Movilizatorio uses a combination of teacher training, e-learning platforms, and strategic alliances to expand its DigiMENTE program. Its strategy includes downloadable materials for areas with a digital divide, multimedia content, and awareness campaigns. In addition, it has support networks to share good practices and experiences.

A Mí No Me La Hacen focuses on workshops in schools, universities, and cultural centers, as well as annual events open to the public, such as its National MIL Symposium during UNESCO's World MIL Week.<sup>10</sup> It has also created educational content, such as podcasts, infographics, videos, and a video game demo, which are used to complement its workshops.

## **8. Articulation and Collaborations**

To develop their initiatives, both A Mí No Me La Hacen and Movilizatorio sought to ally themselves with international organizations such as UNESCO but also, in the case of Movilizatorio, with the Google News Initiative.

These civil society organizations have had to seek alliances with public entities to achieve

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<sup>9</sup> <https://www.cleml.fr/>

<sup>10</sup> <https://www.unesco.org/en/weeks/media-information-literacy>

a real impact on public policies. In the case of Movilizadorio, a direct link was completed, forming partnerships with the Ministries of Education of Colombia and Mexico.

Due to the unstable political situation in Peru, A Mi No Me La Hacen has not formed direct links with executive bodies of the Peruvian government but has cultivated alliances and coordinated actions with ConcorTV, the Peruvian Advisory Body linked to the development of Radio and Television in Peru.

## **9. Results and Impacts**

Movilizadorio has trained more than 8,000 teachers and reached more than 200,000 students. The impact is reflected in a significant improvement in media skills and the ability to combat disinformation. In addition, its work has indirectly impacted thousands of students and has reached more than 9 million people through social media.

A Mi No Me La Hacen has trained approximately 3,000 people, with a reach of 6,000 people online and at in-person events. Within the Peruvian context, A Mi No Me La Hacen has positioned itself as a constant and active player in the AMI discussion in Peru.

## **10. Future Perspectives**

Both organizations plan to expand their reach in the context of accelerated media innovation and growing citizen interest in AMI. Movilizadorio seeks to reach more Latin America and Caribbean countries, diversify its audiences, and update its curriculum. Its long-term vision is to consolidate itself as a reference in media education and strengthen democracy in the region. A Mi No Me La Hacen, for its part, taking advantage of its privileged position as a reference for AMI in Peru, seeks to scale its impact and make its organization sustainable. In the medium term, it hopes to organize a national mapping of media habits, allowing it to collect the necessary information to propose a national AMI policy with a significant positive impact. From its multidisciplinary and innovative perspective, it aims to implement a national AMI policy that can be replicated regionally.

## **11. Conclusions**

It is impossible to conclude what applies to the continent from these two experiences. Still, the trends that can be seen indicate that a more extensive and detailed study of civil society

organizations in Latin America could be enlightening and a beneficial tool for organizations, both old and emerging, in this continent impacted by the media crisis.

The first trend that can be perceived seems to confirm what was intuited in the introduction of this article. There is a growing interest in MIL in the region, and these organizations are a response to a demand that does not seem to decrease.

On the other hand, these two experiences of different magnitudes face the same challenge: being vanguards in their regions and explaining their concepts and methodologies to a society still becoming familiar with them. To achieve this goal, both organizations have had to appeal to national and international allies who provide them with the necessary tools to make themselves heard. Faced with a changing media universe, the long-term impact of their actions is a very present concern for both organizations. In both cases studied, the expected goal is to achieve changes in the public policies of their respective countries, which institutionalize MIL education.

In addition to this desire to make a lasting difference, which will make the continent's population resilient to misinformation, we must also consider the challenge of our linguistic, cultural, or socioeconomic diversity. Therefore, this study makes us consider that the number of civil society organizations committed to MIL on the continent continues to multiply. It will become increasingly urgent for them to get to know each other, learn how to join forces, and learn from each other's experiences.

Finally, to strengthen these alliances and improve interventions, it is essential to carry out systematic research that analyzes in depth the experiences of these organizations in different contexts. Only through detailed studies that map the approaches, achievements, and challenges of CSOs across the region will it be possible to generate valuable knowledge, allowing MIL strategies to be adapted to different local realities and more accurately measure their impact on public policies and social resilience to disinformation.