



ALLIANCE OF CIVILIZATIONS

NATIONAL PLAN OF ACTION OF THE ARGENTINE REPUBLIC



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INSTITUTO NACIONAL CONTRA LA
DISCRIMINACION, LA XENOFOBIA
Y EL RACISMO



MINISTERIO *de*
RELACIONES EXTERIORES
COMERCIO INTERNACIONAL y CULTO

NATIONAL PLAN OF ACTION OF THE ARGENTINE REPUBLIC

ALLIANCE OF CIVILIZATIONS

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Since its launch in 2004, the Argentine Republic has extended its full support to the Alliance of Civilizations. We live in an international context marked by the emergence of conflicts and tensions of ethnic, cultural or religious origin. Thus, it is a moral imperative for both governments and international organizations to open channels of dialogue, mutual knowledge and understanding between different societies and cultures. Spurred on by the High Representative Jorge Sampaio, the Alliance of Civilizations has become a concrete and realistic initiative that seeks to promote practical and effective actions designed to prevent the tensions that emerge in intercultural and interreligious relations.

The Argentine National Plan has been prepared in response to the invitation made by the Secretary General of the United Nations and the High Representative for the Alliance of Civilizations to each of the countries that support this initiative, asking them to mobilize all the means necessary to apply the recommendations contained in the Report of the High Level Group, bearing in mind, as is only natural, the peculiarities and characteristics of each country and society.

The history of Argentina makes it particularly sensitive to issues of integration and the interaction between individuals of different origins. It is worth recalling that, starting with the National Constitution, the laws of Argentina promote the harmonious integration of all people of good will, regardless of their origin, who wish to dwell on Argentine soil.

In keeping with this, the specific laws and the plans, programmes and projects conceived and applied in the areas of Youth, Education, Migration and Media, reflect in one way or another a good number of the specific recommendations contained in the Report of the High Level Group.

This National Plan lists and systematizes these initiatives while placing them under the prism of the Alliance of Civilizations.

In preparing it, the Ministry of Foreign Affairs, acting as the Argentine focal point for the Alliance of Civilizations, coordinated an inter-institutional group with the participation of the National Institute against Discrimination, Xenophobia and Racism (INADI), the Ministry of Education, the National Media Secretariat, the National Migrations Directorate, and the National Youth Department.

The role of INADI deserves special recognition as an institution whose primary objective is precisely that of combating and preventing any form of discrimination, differentiation and exclusion at the very heart of Argentine society, thus making it one of the main strategic interlocutors in achieving the objectives of the Alliance of Civilizations in Argentina.

These agencies brought their specific competences to bear in carefully analyzing the documents of the Alliance of Civilizations, identifying and even proposing modifications to existing programmes in order to address more effectively the underlying problems, as reflected in the recommendations of the High Level Group.

We trust that this National Plan of Action will contribute to consolidate in our country and throughout the Ibero-American region the message of the Alliance of Civilizations.

Lic. Jorge E. Taiana

Minister of Foreign Affairs, International Trade and Worship

1. General remarks

The Alliance of Civilizations (AoC) was launched in 2004 at the initiative of the Governments of Spain and Turkey, under the auspices of the United Nations. A High-Level Group was set up to study the causes of the current polarization of societies and cultures, proposing as well, a programme of practical measures to address these issues.

The ultimate purpose of the Alliance of Civilizations is to improve understanding and cooperation among different cultures and civilizations and thus help to counter the forces which nourish polarization and extremism.

On 26 April 2007, United Nations Secretary-General, Mr. Ban Ki-moon, appointed former Portuguese president Jorge Sampaio as High Representative for the Alliance to lead an effort aimed at putting it into motion. Under his guidance, the AoC Secretariat will collaborate with States, international and regional organizations, civil society groups, non-profit organisations and the private sector to mobilize combined efforts so as to promote intercultural relations among different nations and communities.

The AoC puts special emphasis in the relationship between Muslim and Western societies, since intercultural polarization has in some cases manifested itself in a particularly acute way between these communities, to the extent of becoming a threat to international stability and security.

This initiative is based on the recognition of the controversial nature of many symbolic structures of the contemporary world. As stated by the Report of the High-Level Group: *"We live in an increasingly complex world, where polarized perceptions fueled by injustice and inequality, often lead to violence and conflict, threatening international stability"*.¹ The analysis points out that some groups have taken advantage of this kind of perception, reflecting the image of a world made up of mutually excluding cultures, religions and civilizations which are historically different and prone to confrontation.

These interpretations with regard to the world's reality have had a strong influence on the way of apprehending and understanding social bonds, setting the foundations for distorted historical narratives. From the AoC perspective it is thus essential to combat all stereotypes and misconceptions which deepen hostility and distrust patterns among individuals, groups, cultures and societies.

With the purpose of minimizing the consequences of these misunderstandings, the Alliance of Civilizations deems it important to reinforce international commitments, particularly as regards the full and consistent respect for international law and human rights as well as the fight against poverty and economic inequalities.

Within this context, AoC considers that public personalities and opinion shapers have a great responsibility in promoting understanding among cultures and mutual respect for religious beliefs and traditions.

This undertaking therefore fosters the development of initiatives which are consistent with the defense of human rights and respectful of the principle of non-discrimination, particularly regarding coordinated policies addressed to migrations, the effective protection of freedom of worship and the freedom of information and expression.

In the case of Argentina, based on the terrorist attack experiences of 1992 and 1994², we consider it of utmost importance to move towards the implementation of measures to prevent and

¹ Alliance of Civilizations, Report of the High-Level Group, November 2006, page 3.



fight against perceptions and attitudes which may lead to terrible acts of violence and terrorism, trying to have, in accordance with the relevant recommendations of the United Nations General Assembly, *"the authors of terrorist acts duly arrested and tried or extradited pursuant to the pertinent provisions of national and international law, particularly human rights standards, the law on refugees and international humanitarian law"*.³

It must be borne in mind that quite often the promotion of mutual understanding and dialogue can be hindered by the States' own actions, omissions and lack of commitment. This happens especially when public policy-making goes against equality and non-discrimination, or is applied in a way that can even reverse or ignore international consensus regarding the protection and respect for human rights.

The Argentine Republic has a comprehensive body of law and institutions at federal, provincial and municipal levels responsible for enforcing these standards. In preparing its National Plan, the Ministry of Foreign Affairs, International Trade and Worship, (focal point for the Alliance of Civilizations), steered a joint analysis of coordination and consultation with the National Institute against Discrimination, Xenophobia and Racism (INADI), designed to identify those aspects of the national legislation most directly involved in the effort to promote the mission and objectives which are also those of the Alliance of Civilizations. The Ministry of Education, the Secretariat for the Media, the National Directorate of Youth and the National Directorate of Migrations made substantive contributions to the Plan.

The work of the INADI is worthy of note, bearing in mind its mandate and sphere of activity. As in all other government actions, its objectives are geared to reaching full respect for human rights. Its main recommendations are embodied in the National Plan against Discrimination, presented by the INADI in September 2005, and incorporated into the law of the Argentine Republic by Decree 1086/2005⁴.

² On those dates terrorist attacks took place against the Israeli Embassy and the AMIA (the Argentine-Israeli Mutual Association) in Buenos Aires, injuring and killing dozens of people.

³ General Assembly Resolution 60/288: The United Nations Global Counter-Terrorism Strategy. Sec. II. Measures to prevent and combat terrorism.

⁴ Decree 1086/2005 approving the document "Towards a National Plan against Discrimination – Discrimination in Argentina, Diagnosis and Proposals", and commissioning INADI to coordinate the implementation of proposals contained in the above-mentioned document.

2. Priority fields of action

According to the guiding principles of the Alliance of Civilizations, laid down in the recommendations contained in the Report of the High-Level Group, and the Strategic and Structural Framework of the defined Plan of Action, the priority fields of action on which both national and international efforts should be focused:

I. Education

II. Youth

III. Migration

IV. Media

I. Education

The Argentine government perspective highlights the importance of developing lines of work which would allow a more fruitful dialogue and understanding among students, teachers, parents and headmasters/ headmistresses, thus setting the foundations to contribute towards a broader debate regarding problems related to misunderstandings, lack of dialogue and discrimination which may be present in Argentine society and might be affecting educational programmes.

In Argentina, the educational system was designed with the ultimate purpose of allowing the fullest possible integration of students from diverse origins. However, the world of today offers changing scenarios, whose transformations affect education. That complexity influences actions within the field of education seeking to define Argentina as a country, integrating cultures, language, regional identities, and other traits that make the wealth of a complex, plural and extended society such as Argentina's.

Therefore, the Ministry of Education has made a commitment to work on dismantling those discriminatory social practices that might stand on the way of strengthening the role of the State in constructing horizons of equality for all society.

In this regard it is worth pointing out the relevant section of the National Plan against Discrimination which states that "*Schools play the role of State 'building' agents, that is to say, they contribute or counter or mitigate discrimination in society. Furthermore, it is a privileged scenario for observing the classifications and constellations which articulate beliefs, appraisals and hierarchies which were historically built*"⁵

Each of the educational levels should thus provide students with understanding and respect for the different beliefs, practices and religious and non-religious cultures worldwide. Argentine regulations are geared to establishing frameworks to ensure a minimum knowledge and understanding of different traditions.



II. Youth

It is necessary to bear in mind that the most serious problems faced by young people in society are related to the lack of access to and/or the impossibility of exercising their rights. Many situations of discrimination suffered by the young are directly linked to omissions and/or abuses committed in this context.

It is therefore necessary to enforce comprehensive and inclusive public policies that will ensure girls, boys and adolescents to be treated as subjects with equal rights under the law, guaranteeing the rights recognized in the Convention on the Rights of the Child, and other applicable international instruments.

These policies address the diverse interests and needs of *young people* considering them to be active subjects, promoters of processes of change, protagonists in the reconstruction of the social fabric and, therefore, essential actors in designing and implementing public policies. As a result, endeavours are being undertaken to offer adequate job opportunities and promote harmonious intercultural and interreligious working environments.

III. Migration

Argentina received large inflows of foreigners throughout its history. In this regard, it can be rightly described as a country of immigrants. The vast majority of these migratory currents originated in Europe, while others came from Asia and other countries of Latin America, altogether forming today's Argentine social fabric.

The phenomenon has continued in recent decades with different characteristics, presenting the Argentine State with important challenges. Undoubtedly, the appropriate and respectful acceptance of the rights of immigrants and their communities involves prior preparation by the receiving countries. Likewise, the impact of such migrations on the communities of origin should not be minimized.

Within this framework, overcoming the difficulties migrants encounter in accessing the educational system, health care, decent living, housing conditions and job opportunities becomes a priority. It is important to bear in mind that it is often within these institutional environments where discriminatory practices prevail.

Given the increasingly stringent migration policies applied by industrialized countries (especially the USA and the European Union) a special effort should be made to reinforce and renew regional efforts to mitigate the emergence of new manifestations of discrimination against migrants.

⁵ National Plan against Discrimination, INADI. Approved by Presidential Decree 1086/05.

IV. Media

One of the distinctive characteristics of contemporary society in a globalized world is the growing importance of media in building social practices and representations. Experts call this phenomenon "the information society", referring to the power attached to the control and management of new technologies related to access to information in political, economic and cultural decisions.

Media can serve as a bridge among individuals, cultures and societies. The broad spectrum of possibilities that media and information technology provide (including the Internet) can be affected by political and/or economic pressures that may hinder the production of good quality news shows and entertainment programmes offering a balanced representation of foreign cultures.

It is therefore important to promote a responsible exercise of freedom of press and the right to information.



3. Programme of action

The Argentine chapter of the Alliance of Civilizations proposes to develop working spaces and instances of coordination to promote the objectives set by the Report of the High Level Group.

Programme of Action – I. National Plan of Activities

General Proposals

The AoC initiative is consistent with the importance attached by Argentina to the promotion of activities and initiatives to enhance inter-cultural development and inter-religious dialogue. These actions are based on the promotion of the growing participation of social organizations pertaining to indigenous peoples, Afro-descendants, migrants and other ethnic, cultural, religious and linguistic groups.

Thus the importance attached to a careful presentation of national history, highlighting the contributions of the different cultures and civilizations to the shaping of the Argentine national identity, including the role of different ethnic, cultural, religious and linguistic groups. In this regard, the initiatives included in the National Plan against Discrimination namely numbers 63, 64, 84, 171 and 204 are worth mentioning.

63. To promote and support the organization and operation of the social organizations of indigenous peoples, Afro-descendants, migrants and other ethnic, cultural, religious and linguistic groups or minorities. It is suggested to articulate their operation with the design of projects on "Citizens' Control of the Law", with the purpose of training them in knowledge, monitoring and control in the enforcement of the law to protect fundamental rights (become familiarized with the rules and basic guidelines as well as with how to measure their compliance).

64. To ensure the participation of social organizations –with regard to proposals against discrimination and other affirmative action measures– through the voice and vote of the representatives from the different sector-based interests to be affected by decisions in line with the decision-making powers of the central or decentralized administration.

84. To transform the 12th of October into a day of historical reflection and inter-cultural dialogue⁵.

171. To provide a careful presentation of the national history, underscoring the contributions of the world's and the region's different cultures and civilizations to the shaping of the national identity, including the role of other ethnic, cultural, religious and linguistic groups or minorities.

204. To adopt measures so that the state-owned radios guarantee cultural, linguistic, sectoral and regional diversity. It is suggested it be made effective in the country's different localities and regions, incorporating into the programming those languages habitually spoken in each area.

⁵ On 4 October 1917, during President Hipólito Yrigoyen's first term, a decree was passed by the Argentine government, which established 12 October as "Race Day" and declared it a "National Holiday". Race Day originally commemorates the arrival of Christopher Columbus to the continent in 1492, and was therefore established to celebrate the bonds between communities or countries sharing a language, origin or religion, in this case as a result of the arrival and settlement of Europeans in the American Continent.

Priority Field of Work: Education

1. Review of curricular contents

With respect to policies to guarantee the free and respectful exercise of religions and spirituality, a dedicated effort is made towards placing different religious communities on an equal footing with the Catholic Church, historically and traditionally the predominant Church in the Argentine Republic. In this regard, the following recommendations of the National Plan against Discrimination have been devised:

Proposal No. 74. To provide all the necessary measures to maintain religious neutrality in official spheres, adjusting the use of creed-related symbols.

Proposal No. 140. To implement the necessary actions so that the free exercise of the original peoples' spirituality is respected, thus avoiding the imposition of creeds which hinder the free exercise of indigenous spirituality.

Proposals No. 167. To disseminate at schools the principles of appropriate knowledge of and respect for religious beliefs and freedom of worship

It is important to identify the educational contents and guidelines of the national and provincial curricula. The purpose of this initiative is to put into place educational practices tending to support a truly global, inter-cultural perspective focusing on correcting discriminatory stereotypes where they exist.

Within this framework, it is important to guarantee that primary and secondary schooling provides education which balances and integrates history and education on national identities.

2. Review of school text books

One of the recommendations of the National Plan against Discrimination prescribes:

163. To design and carry out research work on text books so as to identify and analyze discriminatory stereotypes these books may contribute on building, so as to prepare a proposal to amend linguistic, racist, sexist and homophobic clauses therein. (Proposal No. 163, National Plan against Discrimination).

To follow up on this proposal, INADI implemented a project to identify, analyze and redress discriminatory stereotypes which may be present in educational texts, with the ultimate objective of making the presentation of national history more elaborate amending any linguistic, racist, sexist and homophobic remarks identified therein. This project involves editors, experts, state officials and representatives from civil society organizations.

3. Promotion and specialization in Intercultural Education

Argentina has been implementing lines of work and cultural guidelines to promote dialogue and mutual understanding. As pointed out by the National Ministry of Education, consolidation of this modality on the whole of the educational system requires a gradual induction of new generation of teachers trained to focus on and tap the country's cultural and linguistic diversity.



To do so, it has been proposed to:

- a) Promote fellowship programmes for indigenous students to be trained as teachers in each province.
- b) Further publicize the work of the training institutions in the Bilingual Intercultural Education modality (EIB⁶ by its Spanish acronym) in each jurisdiction.
- c) Promote the inclusion of theoretical frameworks and contents inherent to the EIB modality in all teachers' training curricula.

4. Critical training on media.

The enormous amount of information available to the public is often contradictory. It becomes advisable to put at the disposal of students specific analytical tools allowing them to process, decode and weigh the quality and content of such information.

This was the standpoint adopted by the National Plan against Discrimination⁷, as set forth in its proposals No. 178 ("Including special contents on the promotion of rights and the fight against discrimination in all its forms in the curricula of university and other courses in social communication, as well as in advanced and specific training courses) and No. 179 ("Promoting permanent training and updating on discrimination in media-related professional associations and trade unions").

With a view to make further progress in the effective implementation of the proposals of the National Plan against Discrimination, INADI is working with the Federal Education Council and the University Policy Secretariat.

5. Main areas set forth by the Ministry of Education

One of the main challenges confronting any education system is to prepare young people for a highly interdependent and interconnected world.

The foundations on which the work of the Alliance of Civilizations is articulated include the promotion of civic education for peace, global and transcultural education; education and development (including education for work and life); and education geared to critical assessment of the media and new technologies.

From 2004 to 2008, the activities undertaken by the Argentine Ministry of Education were based on three main lines of action: *I. Legislative actions; II. Education policy; and III. Curriculae content*, as described below:

⁷ Educación Intercultural Bilingüe (Intercultural Bilingual Education) EIB guarantees the right of the indigenous peoples to preserve and strengthen their culture and identity. This initiative contributes to the formulation of education policies in multilingual, pluricultural and multiethnic contexts. The standard was adopted in Argentina with the new Law of Education in 2006.

I. Legislative action: *the following laws, which provide for integration of education on human rights in the primary and secondary school systems, have been approved:*

Law of National Education (Law No. 26,206)

Law of Comprehensive Protection of the rights of girls, boys and adolescents (Law No. 26,061)

National Law on Comprehensive Sex Education (Law No. 26,150)

Law of National Education No. 26,206 206 proposes as the purposes and objectives of the Argentine education policy *"to provide education for all citizens which is committed to the ethical and democratic values of participation, freedom, solidarity, peaceful settlement of conflicts, respect for human rights, responsibility, honesty, appreciation and preservation of the natural and cultural heritage"; "to ensure conditions of equality, respect of differences between individuals, prevention of gender discrimination or discrimination of any other kind".*

Among its general provisions, it also establishes that primary education must: *"Provide ethical instruction that will permit the exercise of responsible citizenship and to add the values of liberty, peace, solidarity, equality, respect for diversity, justice, responsibility and the common good";* and that secondary education must: *"Provide ethical instruction allowing students to act as individuals aware of their rights and obligations, practicing pluralism, cooperation and solidarity, respecting human rights, rejecting all forms of discrimination, and preparing to exercise democratic citizenship while preserving the natural and cultural heritage".*

Likewise, in its specific provisions the law establishes a requirement for curricular contents which are common to all districts: *"The exercise and construction of collective memory on the historical and political processes that disrupted the constitutional order and led to the establishment of State terrorism, with the aim of provoking in students democratic reflections and sentiments, and a defence of the rule of law and full respect for human rights..."; "knowledge of the rights of boys, girls and adolescents established in the Convention on the Rights of the Child and law 26,061"; knowledge of the cultural diversity of the indigenous peoples and their rights"; "the contents and approaches helping to foster relations based on equality, solidarity and respect between the sexes, in accordance with the Convention on the Elimination of All Forms of Discrimination against Women, incorporated into the Constitution".*

The enactment of the new **Law of Comprehensive Protection of the Rights of Girls, Boys and Adolescents** places all children and adolescents on an equal legal footing, recognizing them as individuals with rights and therefore participating actively in the full exercise of citizenship. This law guarantees the provision by the State of free and quality education for all children. It also incorporates the figure of an Ombudsman for the Rights of Girls, Boys and Adolescents to "watch over the protection" of their rights as enshrined in the Constitution, the Convention on the Rights of the Child and national laws.

The new law No. 26,061 was enacted on 28 September 2005 and promulgated on 21 October that year. It repealed the Law of Child Protection, replacing it with the Law of Comprehensive Protection of the Rights of Girls, Boys and Adolescents, and is considered to be one of the most advanced in the matter. This new law completely satisfies the principles of the Comprehensive Protection of the Rights of Girls, Boys and Adolescents incorporated into our Constitution in 1994.

Moreover, it stipulates that public policies of State bodies must guarantee as an absolute priority the exercise of rights by girls, boys and adolescents. Absolute priority entails in this context: protection and assistance in any circumstance; priority in requesting legal protection when a young person's rights clashes with those of adults, or private or public corporations; and priority treatment, formulation and execution of public policies; preferential allocation and intangibility of the public resources that guarantee them; priority treatment in essential services.



- Girls, boys and adolescents have the right to free public education, providing for their comprehensive development, their preparation for the exercise of citizenship, their training for democratic coexistence and work, respecting their cultural identity and language of origin, their freedom to create and the maximum development of their individual skills; strengthening the values of solidarity, respect for human rights, tolerance, cultural identity and environmental protection.
- They have the right of access to, and permanence in an educational establishment near their abode.
- Access to education may not be restricted for any reason and the relevant institutions are obliged to award the corresponding certificate or diploma.
- The rights and guarantees of girls, boys and adolescents with different abilities are enshrined and recognized by this law, in addition to those concerning their specific condition.
- State bodies, the family and society must ensure the full development of their personality to the maximum of their potential, as well as enjoyment of a full and decent life.
- Public education will be free of charge in all state services, at all levels and in special programmes in accordance with the laws in force.

The **Law of Comprehensive Sex Education** thus sets forth that all boys, girls and young people have the right to have access to sex education and, more broadly, it also ensures equality of treatment between men and women. Among its main objectives it ensures the transmission of relevant, accurate, reliable and updated knowledge on the different aspects involved in comprehensive sex education and promotion of responsible attitudes to sexuality, in the conviction that they are fundamental aspects in the education of all children and adolescents.

Law No. 26,150 (of comprehensive sex education) was enacted on 4 October 2006 and promulgated on 23 October that year. The law establishes that all students have the right to receive comprehensive sex education in establishments of public, state and private education anywhere in the country. This led to the creation of the National Programme of Comprehensive Sex Education to satisfy the requirements of the law on the National Programme of Sexual Health and Responsible Procreation.

The objectives of the National Programme of Comprehensive Sex Education are to:

- Incorporate comprehensive sex education as part of the teaching programme designed to ensure the harmonic, balanced and permanent education of people.
- Ensure the transmission of relevant, accurate, reliable and updated knowledge on the different aspects of comprehensive sex education.
- Promote responsible attitudes to sexuality.
- Prevent problems related to health in general, and sexual and reproductive health in particular.
- Ensure equal treatment and opportunities for males and females.

II. Political-educational actions:

Equality is a fundamental pillar in the construction of a fair, democratic society. Only through shared experiences and the creation of a common horizon it is possible to imagine a future that includes us all.

Education policies applied in Argentina seek to guarantee the symbolic conditions necessary to promote a fully egalitarian and democratic teaching programme. By not subscribing to the concept of equality as homogeneity and suppression of differences, we uphold the principle of complex equality. This implies an idea of equality that accepts differences, while acting against injustices.

In the education sphere, policies applied tend to counter representations of poverty pervasive in the education system, which stigmatize and put into question the capacity of poor people to learn.

What follows is a description of specific policies, whose principal objective is to achieve equality in education.

- **National Programme of Educational Inclusion "Study for All"**

Its objective is the inclusion of boys, girls and adolescents from 11 to 18 years of age who are at present outside the school system, either because they never entered or because they previously quit school.

- **National Programme of Educational Inclusion "Back to School"**

Gives annual scholarships awards to boys, girls and adolescents from 6 to 14 years of age, to secure the inclusion and permanence in the education system of those not attending school at present.

- **National Programme of Intercultural Bilingual Education**

This Programme seeks to fill a void in our country's education policy and improve teaching responses to the rights of the Original People, as recognized in Argentine law.

- **National Programme of Student Scholarships**

Its purpose is to stimulate permanence, advancement and graduation of boys, girls and adolescents from 13 to 19 years of age in secondary school who also risk dropping school for socio-economic reasons.

- **National Programme "Learn by Teaching"**

Offers pedagogical and emotional support to boys, girls and adolescents aged 6 to 18 in a situation of social and economic educational vulnerability in order to minimize school failure or drop-out situations, and promote the reincorporation of those who quit school.



- **National Literacy Programme for Young People and Adults**

Designed for young people and adults who need to start the initial literacy process (as of the age of 15), in order to favour entry and continuity in basic schooling.

- **Comprehensive Programme for Equality in Education**

Designed to strengthen primary urban, EGB 1 and EGB 2-level teaching institutions that cater for the population of children at greatest social risk around the country.⁸

- **Compensation Programmes**

Carries out a series of actions under the ministerial policy of promoting educational equality. The strategies targetting students and educational establishments are designed to: ensure that children stay in school by means of specific and statutorily-provided student scholarships; facilitate inclusion by means of inclusion scholarships and the funding of both institutional proposals on inclusion and pedagogical facilitators; promote educational equality by means of transmitting texts and financial contributions to schools for the purchase of supplies and for the development of institutional proposals; cater for cultural diversity by means of scholarships for indigenous students and making financial contributions to schools to develop institutional projects.

- **Special Education Area. National Directorate of Curriculum Management and Teacher Training**

Special education falls within the principles and purposes of General Education as a modality of the education system, in permanent and sustained coordination with the rest of the system. It guarantees education for girls, boys and adolescents and young people with special education needs as a result of some sort of disability.

- **National Programme of Education in Contexts of Confinement. National Directorate of Curriculum Management and Teacher Training**

The National Programme of Education in Prisons and Youth Detention Centres (PNEEPyM) has as its strategic purpose to improve teaching conditions during the period of confinement so that those deprived of their freedom can devise a life plan that will facilitate their insertion back into society.

- **Project "Between the past and the future. Young people and the transmission of the recent Argentine experience"**

The project falls within the framework of Article 92 of the National Education Law, which provides that the principal topics of our recent past, such as the last military dictatorship and the Malvinas War be "a feature of the curriculums that are common to all jurisdictions". The

⁸ General Basic Education (E.G.B. in the Spanish acronym) is the name given to compulsory primary studies in Argentina (as well as in other countries such as Chile and Costa Rica). In Argentina, it lasts 9 years and is divided into three modules: EGB I, EGB II and EGB III.

purpose is to make it possible to address these subjects in the classroom through a series of activities with teachers and students to help improve the transmission of the recent past in our educational institutions, bearing in mind the heterogeneity in the forms of transmitting these subjects throughout the country.

III. Curricular actions:

We understand by curricular actions both changes in the curriculum in response to guidelines for the system as a whole, and the multiple teaching resources available or used in the various districts in the country. We name the first curricular proposals, and the second teaching proposals:

- **Curricular proposals**
Core Priority Learning (CPL)- Ethics and Citizenship Training
CPL First Period EGB/ Primary
Agreed Document – November 2007

- **Teaching proposals**
Exercise Books for the Classroom – Ethics and Citizenship Training EGB1
2000 / 2001
No 6: Cultural Diversity – How normal it is to be different!
No 7: Rights of the Child – What does it mean to have rights?

- **Port of departure**
Booklet on teaching orientation for the video, with the same name given by Grandmothers of Plaza de Mayo. Produced by the Ethics and Citizenship Training Area with the Grandmothers of Plaza de Mayo – 2003
On the Ministry's web page.

- **To Continue Learning- Social Sciences – EGB 1**
Plate: Second World War and Civil Society (concerns Nazism, the Holocaust and their historical context)

- **Memories in Fragments**
Views of the Holocaust
Under-secretariat of Equality and Quality, 2007

- **Programme "Thirty Years Later"**, now called Between the Past and the Future.
Teaching resources

- **Portal EDUC.ar**



Resources:

- AIDS and Human Rights
- What does it mean to have rights?
- And what about my rights?

PUBLICATIONS

Professional Teaching Development

Cinema and teacher training – Publications:

- *Política y violencia. Los años 70 en Argentina*, by Daniel Mundo, 2006.
- *Arte, política y desconcierto: la vanguardia estética y las prácticas de resistencia en los años 70*, by Marina Gutierrez, 2006.
- *Las convocatorias nacionales de la última dictadura*, by Ezequiel Sirlin, 2006
- *La imaginación social de la peligrosidad en el marco de la inseguridad*, by Flavia Vilker, 2006.
- *El cuidado del otro*, by Norma Barbagelatta, 2006.

- **EL MONITOR No. 6**

Dossier: Thirty years after the military coup

- **EL MONITOR No. 14**

Interview with Emilse Moler

Thirty-one years after the infamous "Night of the Pencils", a survivor gives her life story.

“BETWEEN THE PAST AND THE FUTURE” PUBLISHING TEAM

Book “30 ejercicios de memoria” (2006)

This book was written to serve as a trigger for sustained work on reflection, debate and production between teachers and students. Thirty writers, poets, educators, psychoanalysts, journalists, filmmakers, plastic artists, photographers and actors were asked to choose a significant image that they considered best represented their own experience during the years of the military dictatorship; and on the basis of that image to write a brief text explaining their choice, thus carrying out a personal exercise of memory.

Three posters for classrooms (2006)

Three posters were designed containing different proposals which, by relying on literature, music and the plastic arts, offer different forms of addressing the subject of the last military coup. The first of the posters is for EGB1 and 2/ Primary levels; the second for EGB 3/ *Polimodal* (i.e., the three last years of secondary school) levels or Secondary School; and the third, for teacher training institutes throughout the country. In each of them we include complementary documents and materials to provide possible approaches that will help respond to certain queries and to pose new questions. At the same time, we present some suggestions for tasks based on the visual and written material.

The posters were distributed in schools at EGB1 and 2/ Primary, and EGB3/ *Polimodal* or Secondary levels; and in teacher training institutes throughout the country.

Malvinas Poster (2007)⁹

A poster was produced with work proposals designed for secondary schools and teacher training institutes all over the country. They put into perspective different aspects of this long standing territorial dispute.

Book Seminar 2006 "Entre el pasado y el futuro. Los jóvenes y la transmisión de la experiencia Argentina reciente" (Between the Past and the Future. Youngsters and the transmission of the recent Argentine experience" - 2007):

This book attempts to relate the work carried out during 2006 by the "30 Years Later" team of the Ministry of Education, Science and Technology and teacher training institutes throughout the country. Among the activities promoted to carry out the work, a prominent role was given to the invitation to the seminar "Between the Past and the Future. Youngsters and the transmission of the recent Argentine experience", held in the City of Buenos Aires on 7, 8 and 9 November 2006, in which students and teachers from various teacher training institutes around the country presented and discussed the work completed during a very intense year. The book brings together the work done at the Seminar, i.e. the lectures by the different specialists we invited and the debating rounds, as well as the presentations of both students and teachers from the teacher training institutes. It also contains the monographs distinguished at the "Educating in memory to construct the future" event organized with the Secretariat of Human Rights of the Ministry of Justice and Human Rights.

SHOA PUBLICATIONS:

- **Memories in Fragments.** Views of the Holocaust (2007). (sample of the book)
- **The Shoa on Screen.** Representation of crimes against humanity (2007).

Assuming that transmission is not a linear process, the sources selected and the experts taken from productions on the subject seek to add elements to provide a critical appropriation of the past. It is hoped that these memories in fragments, these views of the Shoa, will serve as reading proposals, and debating exercises for classroom work.

⁹ The Malvinas Islands are part of an island group in the South Atlantic, belonging to the Argentine Republic, illegally occupied by the United Kingdom. In numerous resolutions, the United Nations has made repeated calls on the parties to resume negotiations to resolve the existing sovereignty dispute.



Priority Field of Work: Youth

The National Council for Coordination of Social Policies is very actively engaged in social promotion. It has set up a Programme called “Father Mugica Youngsters”¹⁰, coordinated by the National Youth Department, of the Ministry of Social Development.

The programme features the participation of various state bodies, including: the National Council for the Coordination of Social Policies; Ministry of Social Development, Ministry of Education, Ministry of Health, Ministry of Planning, Public Investment and Services, Ministry of Labour, Employment and Social Security, Ministry of Justice, Security and Human Rights, Ministry of Finance and Production, Ministry of Science, Technology and Productive Innovation and Ministry of the Interior. It also works in coordination with the General Confederation of Labour, the Workers Organization, Business Federations and Chambers, Universities, Cooperatives and Mutual Companies, Social and Non-Governmental Organizations, Secretariat of the Environment, and the National Secretariat of Culture.

The National Youth Programme agrees with the recommendations of the Report of the High Level Group in that it seeks to offer new opportunities to mobilize young people, supporting their participation in decision-making processes and in guiding them in their individual development. In pursuit of the foregoing, the objectives are the following:

- Promote solidarity, social commitment and the participation of youngsters in strengthening the social fabric.
- Generate spaces for training in trades and inclusion of youths in the employment market that fosters equal opportunities for young people.
- Strengthen the creation of a collective identity on the basis of the participation of youngsters in different cultural spaces.
- Promote spaces for participation and communication, guaranteeing equality of opportunities in the use of and access to new technologies.

The Programme is implemented throughout Argentina. Its first stage will prioritize its execution in 223 locations under the National Plan of Comprehensive Approach known as “There, on the spot”, which includes the provinces of Jujuy, Salta, Tucumán, Catamarca, Santiago del Estero, Chaco, Formosa, Corrientes, Misiones, Santa Fe, Córdoba, Entre Ríos, La Rioja, San Juan and Greater Buenos Aires.

¹⁰ This programme honours the figure of Catholic priest Carlos Mugica (1930-1974), who was well known in the 70s for his social work in poor, deprived communities in Argentina. He was one of the founders of the Movement of Third World Priests and showing a commitment to the cause of the poor. His work is seen as an example of support for the most humble, of social commitment. It also reflects his constant concern for others and the struggle against individualism in pursuit of a fairer, more caring and egalitarian society. Father Mugica was murdered on 11 May 1974.

1. Lines of Work

The lines of work promoted by the National Youth Programme are designed principally to invite young people to participate in civil society institutions and organizations, where they have access to different spaces and can play constructive roles in their communities.

Therefore, and in accordance with the principal fields of action reflected in the Report of the AoC High Level Group, young people are recognized not only as a source of mobilization, but as autonomous actors and associates.¹¹

a) Youth Solidarity Movement

The Youth Solidarity Movement is based on values such as solidarity, commitment and participation. With the training of 50,000 "*Father Mugica Youngsters*" promoters in the model of construction, execution and assessment of policies with and from young people, it aims to secure the participation of 500,000 youngsters in different activities of caring/collective service and 2,250 Training Workshops.

At regional and national meetings, promoters will be trained in workshops under the "Trainer Training" and "Education of People" models, which will focus on subjects such as: Youth Participation, Participatory Diagnosis, Volunteer Social Work, Creation of Productive and Socio-community Projects, Human Rights, Student Unions, Sexual Health, Use and Abuse of Substances, Road Safety for Youth and Environment. It is meant to offer a space in which they can be represented, and from which they can transmit their constructive contributions to the community.

b) Building Opportunities

"Building Opportunities" is sustained on the values of work such as equal opportunities, access to training and the acquisition of skills for trades. Training in different trades will be offered to 500,000 young people aged 18 to 29 according to the needs and socio-productive characteristics of the locations of the groups of young people involved in the Programme.

Literacy is thus guaranteed, as is completion of secondary school through semi-distance and modul-based programmes by young people. They are assisted by pedagogical facilitators. The programme is financed by Youth Production Projects and the granting of small loans.

This proposal underlines the importance of the socio-economic alignment of the youths by encouraging the promotion of strategies for youth employment through professional orientation in teaching centres.

c) Youth Cultural Movement

The participation of young people in art, community radio, cultural and sports spaces, creation of murals, and other expressions are some of the tools of social transformation. Cultural spaces are thus strategic venues for working on inclusion, participation and communication among

¹¹ Alliance of Civilizations, Report of the High-Level Group, VI. Principal Fields of Action, Youth. November 2006, page 30.



youngsters, which produces significant cultural dialogue and promotes the dissemination of messages to enhance understanding.

Besides cultural and/or sports solidarity days, spaces for musical expression are intended to be created, as well as the generation of graphic publications, to contribute to the dissemination of different local activities through the funding of socio-community projects, community radios and youth publications in which 250,000 youngsters aged 15 to 29 years can participate.

d) New Technologies

The communicative focus of the Programme rests on the integration of young people, seeking to ensure equal access, use and functions of the new technologies. In keeping with the recommendations of the Report of the High Level Group, new technologies are an instrument of construction of youth support networks, exchange and participation criteria.

By means of actions such as IT literacy programmes, the installation of PCs and internet in the Community Integration Centres, and the creation of community radio stations, we aim to promote spaces of participation, message creation, of technological innovation and technical upgrading of production processes. 500,000 young people will have access to new technologies (including IT literacy, Internet in the CICs, creation of satellite networks for the internet service).

Likewise, support is given to activities performed by young people in all forms of production processes by means of the technical upgrading of such processes.

2) Training Programmes of the Department of Youth

Based on past experiences, the National Youth Department implemented public policies for the training of children and adolescents in prevention strategies and community development, involving them in the improvement of already existing initiatives and in the development of new instances.

By means of training, the National Youth Department hopes to construct a public policy that actively includes young actors, strengthening and developing initiatives and lending support to people in the most vulnerable groups. As its main focus, and by means of training and follow-up periods, it seeks to promote the development of healthy ways of life based on responsible and inclusive participation, with care for oneself and one's peers, based on one's own identity and forms of expression.

There are five kinds of training:

- Training in Sexual Health.
- Training in HIV/AIDS.
- Training in Human Rights.
- Training of Community Youth Leaders.
- Training in Project Formulation.

Three of the training programmes are described below, which are in keeping with the recommendations and guidelines of the Report of the High Level Group:

a) Training in Human Rights

It intends to accord to young people a prominent role in consolidating Human Rights. Bearing in mind that these should be understood as Social Rights, it becomes necessary for youngsters to assert their rights in order to put them into practice.

Objectives:

- To promote discussion on the role of memory in the construction of a State that not only guarantees human rights but is also capable of eradicating impunity and its effects on society.
- To bring together the generations that suffered State terrorism and those born in democracy, but whose social reality finds its roots in past events.
- To reconstruct by means of youth participation the concept of active citizenship, promoting values such as solidarity, equality, commitment, justice, responsibility and national identity.
- To integrate young people in the process of inspection and control of the human rights system, providing them with the necessary knowledge.
- To work together with the organizations that perform tasks linked to the defence of human rights, attempting to multiply the actions of dissemination.

b) Training of Community Youth Leaders

The purpose of this training is to strengthen the different kinds of knowledge, experiences and abilities of youth in their respective communities.

Objectives:

- To promote the creation of spaces for reflection and exchange, using concepts and tools for youth community work, from the standpoint of People's Education with a broad perspective.
- To provide participants with strategies to allow them to become multipliers and agents of change, promoting and accompanying other young people in their community development processes;
- To help acquire tools for the development and strengthening of social organizations based on People's Education.

The work plan consists in training workshops over a period of two full days and with the central objective of generating a strategic view that will allow youngsters to analyze existing resources in their community, facilitating the coordination process to satisfy their needs.



c) Youth Safety

With the intention of generating lines of work that will permit the adoption of an alternative approach in safety matters, the National Youth Directorate intends to work intensely on the subject, seeking to construct a national programme to encourage youth participation processes for the design and execution of comprehensive intervention strategies, positioning the State as a chore instrument to guarantee youth safety in mass amusement and leisure areas.

Objectives:

- To promote collective learning spaces or areas that allow for the possible strategies of youth participation in the drafting of public policies on safety, health and human rights.
- To prepare a situational analysis that incorporates views from various actors concerning safety at public meetings or gatherings with large-scale youth participation.

It also contemplates the following goals:

- To address the subject from a comprehensive concept of safety, incorporating human rights and problem areas in health matters.
- To position young people as protagonists in the discussion, production and execution of actions designed to strengthen their rights.
- To include and place the opinion of young people in current public debate on the subject of safety at public scenarios.
- To foster the participation of young people in taking specific actions to prevent situations of risk at public gatherings.

Priority Field of Work: Migration

1. Regularization of ID documents

Realism, international solidarity, multisectoral treatment, compliance with international commitments and full respect for the human rights of migrants are the pillars on which our country's current migration policy has been built. The Argentine experience in receiving migrant populations has fluctuated throughout history. In the last few years, policies have tended to improve the local insertion of these populations from all standpoints.

¹² The Common Market of the South (MERCOSUR) is a trading bloc comprising Argentina, Brazil, Paraguay and Uruguay. Venezuela signed its accession treaty on 17 June 2006. The Constitutional Treaty of MERCOSUR, the Treaty of Asunción, was signed by the four members in 1991, and it came into force in 1995. Bolivia, Chile, Colombia, Ecuador and Peru are Associated States.

Article 20 of the Argentine Constitution placed immigrants on an equal footing with nationals and in January 2004 a new migrations law came into force replacing the one dictated by the last military government. This law (Law No. 25,871) provides a new paradigm in migration matters, setting high standards of protection for the rights of immigrants, with the aim of ensuring their full social integration and providing the implementation of public policies to those ends.

The law expressly states that its objectives include guaranteeing the exercise of the right to family reunification; promoting integration of individuals in Argentine society admitted as permanent residents; ensuring every person who requests admission to the Argentine Republic, either permanently or temporarily, the benefit of non-discriminatory admission criteria and procedures; sustaining the Nation's open, humanitarian tradition in relation to immigrants and their families.

It also establishes that "... the right to migrate is an essential and inalienable right of a person, and the Argentine Republic guarantees it on the basis of principles of equality and universality"; that "... The State will ensure the conditions that guarantee effective equality of treatment so that foreigners may enjoy their rights and fulfil their obligations..."; it ensures equal access to immigrants and their families in the same conditions of protection, defence and rights as those enjoyed by nationals, particularly in the field of social services, public assets, health, education, justice, labour, employment and social security.

It expressly states that in no case will migratory irregularity of a foreigner prevent his or her admission as a pupil in an establishment of education, whether public or private; national, provincial or municipal; at primary, secondary, tertiary or university level.

In the latter two cases, it requires that the authorities provide guidance and advice regarding the corresponding legal procedures with a view to correcting migratory irregularity.

Article 10 of the law provides that "... The State shall guarantee the right of family reunification of immigrants with their parents, partners, unmarried under-aged children or adult children with special abilities."

This new law is designed to accompany the revitalization process of immigration within MERCOSUR¹². The most significant milestones in the process are the "Extraordinary Meeting of Mercosur Interior Ministers" held in Santiago de Chile in May 2004, and the "Agreement on Residence Status for Nationals of the Mercosur States Parties and Associated States" signed in San Salvador de Bahía, Brazil, in 2002.

2. Regularization of regional documentation

The result of an Extraordinary Meeting of MERCOSUR Interior Ministers held in Santiago de Chile in May 2004, the so-called "Santiago Declaration on Migration Principles" is a true rulebook containing the principles that inspire the MERCOSUR regarding migration.

It is worth pointing out that the Declaration of Santiago on Migration Principles was the basis on which MERCOSUR entered into negotiations with the European Community for a future agreement between both blocs addressing the issue of migration.

The "*Agreement on Residence Status for Nationals of the Mercosur States Parties and Associated States*" allows any person born in a country of the bloc to obtain residence in another member country simply on the grounds of nationality, with the sole proviso that the person should have no criminal record.



The Report of the High Level Group clearly mentions the challenges posed by migration, particularly in the light of a complex international reality.

The Argentine Government took on the commitment to implement programmes to allow for the regularization of hundreds of thousands of undocumented foreigners already in the country, many of whom had been unable to settle legally due to the restrictions that had existed for many years.

Firstly, Decree No. 1169/04 was passed to facilitate the granting of residence to all those citizens from countries outside the MERCOSUR and MERCOSUR-associated countries who were in Argentina illegally. Thus, 11,536 foreigners were regularized in the space of one year, with just 530 applications being rejected due to the failure to meet the minimum requirements provided for in the law.

The success of the initiative is undeniable. To date, 449,446 foreigners have been registered, 409,740 have passed the first step in regularizing their situation while their application is decided, and 70,000 have already obtained residence. 30% of the residence permits granted are permanent because the immigrant is a parent, child or spouse of an Argentine citizen or of a permanent resident in Argentina. The remaining 70% have been awarded temporary residence for two years, with an automatic switch to permanent resident status immediately thereafter.

With the programmes of migratory regularization and the constant arrival of new immigrants, from January 2003 to December 2007 the Argentine Republic regularized the immigration status of almost 800,000 persons.

This number represents 2% of the total population. In this context, we can claim that none of the fears and prejudices voiced by detractors of this comprehensive policy has materialized. Over these four years unemployment has fallen from 20% to 8%, underemployment has fallen by a similar proportion, poverty indices have decreased from 54% to 23.4% and absolute poverty has fallen from 27.7% to 8.2%.

In 2003, the criminal sentences handed down against foreigners represented 28.03% of the total, while in 2006 that figure was 28.5%, thus showing that mass regularization is not responsible for increased crime. It should also be borne in mind that 69.7% of foreign detainees are so as a result of offences against the drugs law, and the majorities are in transit people.

On this basis, it is hoped to strengthen international agreements –especially regional ones– designed to address a consistent, comprehensive and long-term project to regularize the situation of immigrants.

Thus the importance assigned to:

- Establishing international agreements between Argentina and the countries of origin of the largest immigrant communities in order to speed up migration procedures and reduce the fees charged by the corresponding consulates (Proposal PNcD N° 129).
- Establishing international agreements between Argentina and the countries of origin of retiring migrant workers, so as to add the pension contributions of the country of origin to the contributions made in Argentina (Proposal PNcD N° 130).

Likewise it is thought necessary to enhance the links between consular officials and migrant groups in order to facilitate the process of obtaining the appropriate documentation to live, work and study.

Priority Field of Work: Media

1. Mechanism to provide a quick response through media to confront inter-cultural tensions and conflicts.

This AoC initiative allows deepening the different lines of work developed with regard to the media. AoC is making efforts to create a quick response mechanism based on the use of media to be triggered when tensions based on inter-cultural issues become more acute.

In this sense, the development of the Argentine chapter of this initiative will be promoted –including through the involvement of eminent personalities– and will aim at providing elements to give alternative responses in cases of a potential polarization of situations which can entail positions that can be either discriminatory, racist and/or contrary to the AoC spirit.

2. Monitoring of Discrimination in the Media

The experience of the Observatory on Discrimination in Radio and Television of the INADI, serves as a basis for the deepening of policies designed to include diversities and respect for differences in a plural society. This project emerged as a result of proposal N° 208 of the National Plan against Discrimination.

208. Take all the steps required to exercise effective follow-up and state control on forms and contents in the state-controlled, private, community and Internet media that include any kind of discrimination, bias, mocking, aggression and/or stigmatization towards different groups or sectors of the population whose characteristics may make them victims of discrimination. An Observatory on Discrimination in Media under the COMFER¹³ should be created along with a specific office within the INADI.

The COMFER¹⁴ has adopted several measures designed to include people with different abilities, such as those with impaired hearing who have difficulties in accessing the audiovisual world.

RESOLUTION N° 0679 /Comfer/ 2008.

This makes it obligatory for open TV network licenses of open television signals to provide Optional Closed Captioning in all programming in an attempt to include persons with impaired hearing in the audiovisual services. It sets out a progressive compliance schedule.

Other actions of social and cultural integration:

In promoting broadcasting at the service of communication and integration needs in rural, border and community areas, a variety of agreements have been signed and/or renewed to develop the sector's social and cultural functions. Other agreements have also been devised to strengthen the role of the media in social and cultural development, particularly in rural areas and for the agricultural sector.

¹³ The Federal Broadcasting Committee (COMFER) is a self-governing body of the Federal State responsible for regulating, controlling and inspecting the installation and functioning of the country's radio and television broadcasters. It was created on 22 August 1981.



a) Agreement with the INAI (National Institute for Indigenous Affairs).

Adopted by Resolution N° 1008/08, its objective is to renew the basis for cooperation and collaboration between both bodies in the area of broadcasting for indigenous communities and related associations.

b) Programme "Radios in Indigenous Communities and Associations"

Under an agreement with the National Institute for Indigenous Affairs (INAI in the Spanish acronym), five radio stations are already functioning, while the promotion programme for the sector continues through allocations to the following communities:

- Paraje El Colchón, in the province of Chaco for the El Colchón Community Association. File N° 659-COMFER/06.
- Aigo Mapuche Community, Paraje Carri Lil, Dept. of Aluminé, province of Neuquén. Resolution 1136/08.

In 2008 work is taking place on projects for:

- San Antonio de los Cobres, province of Salta, Unquillal Kolla Community. File NO.1746/07.
- José Manuel Pichun Mapuche Community, Paraje Cuesta del Ternero, province of Río Negro. File NO. 410/05.
- 12 communities in the province of Jujuy for a joint project of contents in radio and television based in Humahuaca.

c) Programme "Radios in Rural and Border Schools"

Under the Agreement with the National Ministry of Education, authorization was given to install and operate broadcasting services in rural and border areas. The programme already has over 50 operating broadcasters carrying out functions of community integration, cultural promotion, preservation of regional languages and teaching support in all regions of the country. During 2008 the broadcasters mentioned below were authorized by their respective resolutions:

- Escuela Secundaria Básica de Jornada Extendida No. 006, in Salvador María, District of Lobos, province of Buenos Aires. Resolution NO. 20/2008.
- Centro de Educación Media N° 41, in Pilcaniyeu, province of Río Negro. Resolution 689/08
- Escuela N° 37, Los Catutos, province of Neuquén. Resolution 1116/08
- Escuela Provincial Polimodal N° 15. in Los Antiguos, province of Santa Cruz. Resolution 1115/08
- Escuela Primaria N°277 "Juan G. Lavalle", Hornaditas, dept. Humahuaca, Jujuy. Resolution 1073/08

- Escuela Provincial "Ramón Trejo Noel", in Tolhuin, province of Tierra del Fuego.
- Escuela Media N°2, Bellocq, province of Buenos Aires. Resolution 1135/08

Authorizations for a further 50 rural schools are being processed.

d) Agreement with FARCO (Argentine Forum of Community Radios)

Approved by Resolution N° 625/08, this agreement seeks to optimize and foster the development of radio stations in rural and border schools, indigenous communities and associations, along with community radios for training and information exchange.

e) Renewal of the COMFER – COPITEC (Professional Council for Electronic Telecommunications and IT) Agreement

Its objective is to conduct coordinated work between both institutions to issue free of charge the relevant certificates required for the Radio Stations in Rural and Border Schools Programmes and the Radio Stations for Indigenous Communities and Associations Programme.

f) Agreement with the Secretariat of Public Management, Charter of Commitment to the Citizen Programme, Civil Society and Participation Unit.

Objective: To survey 14 radio stations in both Rural and Border Schools Programmes and in indigenous communities, with in-depth interviews with local figures to assess communications projects in rural or border areas.

g) Agreement with the INTA (NATIONAL INSTITUTE OF AGRICULTURAL TECHNOLOGY)

Objective: cooperation and collaboration between institutions regarding broadcasting in the INTA's Experimental Agricultural Stations to promote rural development and to support productive labour in the countryside, contributing cultural, technical and information resources.

3. Ethic Codes and codes of conduct

Stemming from proposal N° 210 of the National Plan against Discrimination, which recommends "fostering the development and implementation of ethical and professional standards or codes of social communication that respect and value all forms of diversity, publicly sanctioning those who transgress them", the INADI encourages media to develop, and apply this type of reference guidelines so as to make responsible use of their position in society.

The INADI pays particular attention to the observance of these guidelines, especially in times of social tension or crisis when popular sentiments and fears are usually exacerbated, and to the careful discussion of those subjects in which religion, ideology, politics and different cultural practices intertwine. Greater attention to press responsibility must not and should not undermine the defence of freedom of the press.



4. Professionalization of work in the media.

Faculties and schools of journalism are encouraged to include in their curriculums elements that will help improve understanding of the most serious international problems, especially those involving questions of non-discrimination, with particular attention to the spheres in which religion and politics or cultural traits overlap, thus improving their capacity to inform the public in a reliable and balanced fashion.

5. Active participation to favour inter-cultural dialogue.

The communication strategy developed by INADI has the purpose of promoting diversity based on the active involvement and participation of renowned public personalities.

Proposal No. 211. To carry out massive dissemination campaigns at the national level to raise awareness on discrimination, xenophobia and racism. The suggestion is to emphasize the relationship between poverty, social exclusion, racism and discrimination, as well as the specificities of all kinds of discrimination.

Proposal No. 212. To foster the production of radio and television spots which raise awareness on the wealth of diversity and multi-cultural society, the value of mutual respect, solidarity and points of integration.

Proposal No. 213. To foster the systematic inclusion in programmes with a big audience (fictional and journalistic ones) of contents that raise public awareness on the wealth of diversity and multi-cultural society, the value of mutual respect, solidarity and points of integration.

Proposal No. 214. To promote the cooperation of artists and communicators in massive dissemination campaigns to raise awareness on the problems of discrimination, introducing discrimination-related problems in their performances.

6. “School and the Media” Programme

The Report of the High Level Group recognizes the importance of media as a source of inspiration and opinion, and thus as a key factor in the formation of public opinion. Through its Ministry of Education, the Argentine Republic is implementing a specific programme oriented to assisting children and young people in their education, and particularly to understand the way in which media represents reality and describes what is happening, placing people in better conditions to participate, act and make decisions.

The new cultural and technological universe where children and youngsters live and the need for school to respond and act in line with this dynamic communicational environment are self evident.

If the identities of young people are defined not only by the books they read but also by the TV programmes they watch, the multimedia texts they use, the music they listen to, the films they choose and the comic strips they prefer, schools need to embrace these different products, recognizing that adolescents use different languages and that they resort to different sources of writing. Media and the different means of communication are one of the few environments which, in the young people's perspective, are close to them, speak about and to them.

With these principles in mind and on these grounds, the Argentine Ministry of Education decided to incorporate this as a public policy area and so established the “School and Media” Programme with the following objectives:

- Promote Media Education in primary and secondary schools nationwide.
- Strengthen the cultural capital of students, especially those from the most disadvantaged families.
- Improve the representation of children and young people in media.
- Offer students a different vision, favouring the expression of their own voice.
- Raise awareness among parents on the subject and offer them tools to guide children and youngsters in their relation with media.

This proposal is consistent with the views of the Report of the Alliance of Civilizations High Level Group, in that it attempts to promote "Non-Conventional Education" from a position in which young people are encouraged to turn their backs on discriminatory thinking and to open up to a multifaceted world, appreciating other societies and cultures.

h) Action oriented initiatives

One of the specific recommendations of the High Level Group is to introduce training programmes on the media in secondary schools *to foster a lucid and critical attitude on the users of those media instruments as regards news coverage*¹⁵.

On that basis, and in accordance with the objectives of the Ministry of Education to raise awareness in the community, the "School and Media" Programme aims to reinforce educational measures for the promotion of tolerance, respect, civic participation and social commitment, both of young people and their parents.

The proposals promoted by the "School and the Media" Programme are presented according to the objectives pursued:

- **Teacher Training Activities:** Courses, workshops and publication of printed and online training materials.
- **Special initiatives for schools:** Competitions, contests and festivals promoting analysis and use of the media.
- **Actions especially targeting students:** Proposals directed to students and which also promote their participation.
- **Community awareness-raising projects:** Actions for families orienting them in the relations of children with the media.

¹⁵ Report of the High-Level Group, Alliance of Civilizations. IV Recommendations, 2.



"School, camera...action" Festival

Every year since 2000, secondary school students aged 13 to 15 have been invited to write a story. A jury of acclaimed scriptwriters and filmmakers then selects 3 stories to make them into short films. A prestigious Argentine film director directs the short film and the youngsters take part in the production. The three shorts are shown for 3 weeks in all cinemas in Argentina before the feature film. The festival is sponsored by the Argentine Cinema Association and by the Film Producers Federation, while private enterprises finance the production of the films.

"Journalists for a Day" Competition

Every year since 1997 in the city of Buenos Aires, and since 2000 nationwide, students in the last years of secondary school (aged 16 and 17) have been invited to write a journalistic investigation on a subject of interest to them. Various newspaper editors throughout the country select which investigation to publish. One Sunday in November all newspapers in Argentina devote between one to two pages to the investigations prepared by the students, which are published.

The programme thus intends to teach young people to draft and comprehend the most important news stories, enhancing their capacity to inform the public in a balanced fashion. "Journalists for a Day" is sponsored by the Periodicals Association.

First magazine for secondary students

Since 2008, "School and the Media" has published RE, the first magazine distributed free of charge for secondary students in their last years. Every month it gathers stories, articles and interviews published in Argentine main newspapers and magazines the previous month. With the sponsorship of magazine and newspaper associations, the articles are reproduced word for word and the source, authorship and web page of the media of origin are always given. This way, young people receive an incentive to take a critical view when evaluating sources of information, especially in newspapers and magazines.

The monthly 24-page colour magazine is sponsored by various private companies and is distributed free of charge among more than 40,000 students.

Family and TV

Through this programme, parents are provided with a booklet that helps guide children in processing the different topics dealt with on television.

The booklet contains the twenty questions and concerns that adults usually have regarding the relation between children and television. Apart from the answers the booklet contains specific advice and recommendations. Published once in 2006 and again (La tele en familia 2) in 2007, the booklet was distributed free of charge one Sunday with the best-selling newspaper in Buenos Aires. The proposal was also accompanied by a public service campaign on TV with the slogan "You can decide what your children watch. You can decide to watch TV with them." The booklet is sponsored by the newspaper, and by various private companies.

The family and the Internet

The Argentine Ministry of Education recognizes the importance of the use of new technologies and access to the Internet as an instrument of communication that connects activists who are able to promote dialogue and understanding. To that end, through "School and the Media" it proposes to instruct the new generations in fostering dialogue and intercultural understanding.

The programme therefore launched a booklet containing advice and recommendations for protection and use designed for parents and teachers to guide children when surfing on the Internet. In turn this encourages consumers, who are mostly young, to be producers and disseminators of new intercultural channels. The booklet was published one Sunday in 2008 and was distributed free of charge with newspapers in the city of Buenos Aires. It was accompanied by a public service campaign on TV with the slogan "*When the kids surf on Internet, you're the best compass.*" It is sponsored and distributed free of charge by the newspaper.

Cinema Week for Secondary School Students

This initiative seeks to bridge the wide cultural gaps that exist among the poorest adolescents, the majority of whom, for financial reasons, have no access to the cinema. The Cinema Week for Secondary Students was launched with sponsorship of the chamber of cinemas in Argentina. It allows students in state secondary schools from low-income families to visit the cinema free of charge for a week. The cinemas offer free admission for adolescents and a programme of films specially prepared by the School and Media Programme, with the participation of filmmakers, allowing over 30,000 youngsters to discover the big screen through films not usually available on general release (Argentine, Latin American, European and American).

This initiative is sponsored by the cinemas and private partners.

i) Obstacles and challenges

One of the specific challenges facing Education for the Media in Latin America is to reduce existing inequality gaps and promote a fairer and more equitable access to cultural and technological assets for young people from poorer families.

Although there is a good number of obstacles and considerable challenges, the first step to achieving this is to make Education for the Media a **public policy, a policy of State**. The purpose will be to overcome individual interests and turn these particular efforts into a commitment from the State.



4. Other proposals

Development of Specific Projects

Visit of young Israeli and Palestine leaders to Argentina

Following up on one of the fields of work outlined by AoC, Argentina intends to organize an exchange trip of young Israeli and Palestinian leaders to Buenos Aires so that they can have cultural and personal experiences in a different environment.

The project is aimed at the creation of bonds to support understanding, knowledge and cultural and social exchange among participants in a region far away from home where families and groups coming from the near and Middle East once settled and are now coexisting peacefully.

Through this project 20 young participants from Israel and Palestine are invited to visit Argentina and work on achieving the following goals:

- To create bonds of understanding, peace and friendship among participants.
- To directly observe Argentine political, social and economic institutions.
- To understand the national framework and establish long-term friendship with Argentine colleagues.
- To establish bonds with the participating leaders and nations leading to government systems and goals.
- To foster debates on common topics in all three nations.

The programme will be organized in collaboration with the National Ministry of Foreign Affairs, the National Ministry of Education and the National Tourism Secretariat. It will also benefit from the support of various arab-argentine and israeli-argentine groups, non governmental organisations and associations. ■



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