



Peru

PUBLIC ACCESS LANDSCAPE STUDY SUMMARY



Overview

Peru faces significant challenges as it attempts to improve its public access to ICT. The country’s public access venues are heavily concentrated in Lima and a few other urban areas. Its public libraries are old and outdated, lack political support, and rank well below the mean for all countries observed in this study. Peru’s telecenters are also struggling. Expanding the capacity of Peru’s cybercafés (which rank high in terms of access) may be the most promising way to provide rural and underserved populations with more information and services.

PUBLIC ACCESS LANDSCAPE	
Challenges ahead	Significant
Needs	Moderate
Needs (rank)	11/25
Readiness	Moderate
Readiness (rank)	11/25

Findings

Location, income, age, education and gender all play key roles in limiting access to public ICT venues in Peru. Location may be the most important limiting factor. Information services and ICTs such as those available in special libraries are heavily concentrated in Lima and in a very few other cities. There is still a huge gap between the availability of venues in Lima and the rest of the country.

Income is also important because cost aside—even when ICT access fees are low—lower income populations commonly have less free time to search for information. Age and education affect access insofar as older people and people with low educational levels commonly lack the technological capacity to use the venues, and often cannot subsequently apply the information appropriately. Gender limits access to education and employment in Peru—and by extension, women have less reason to use public access ICT facilities for school or searching for employment—although some progress is said to be slowly emerging. Nevertheless, older and rural women are still far from reaching any degree of equity with men, and this is not expected to change in the foreseeable future.

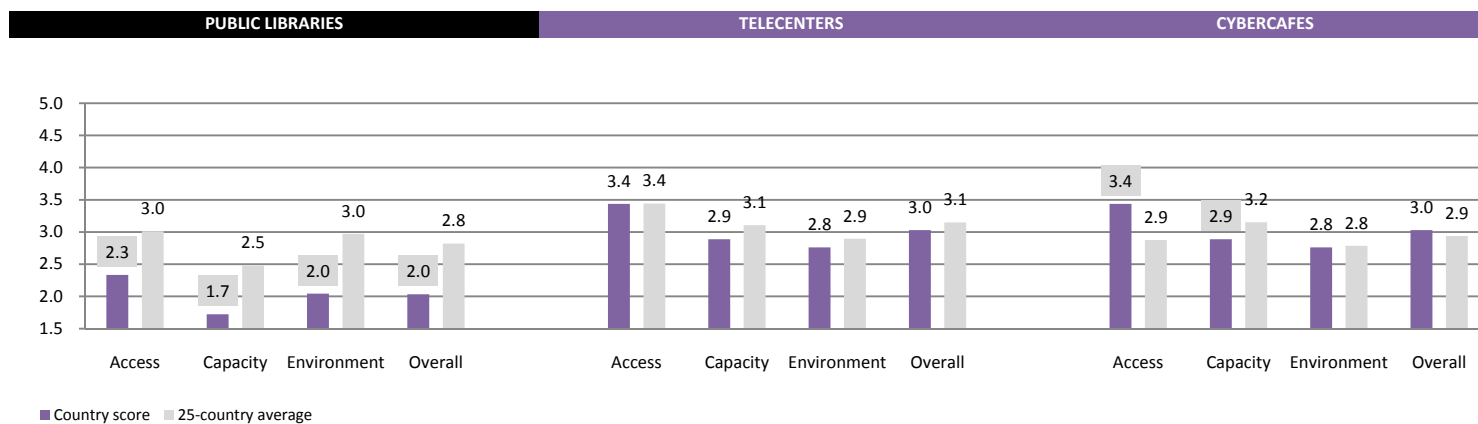
Peru does not have a solid tradition of public libraries and public libraries are not perceived to be key sources of valued information. Most special libraries are open to the public and are valued more by people seeking access to specialized information relevant to human development. In addition, there is little information available in any language other than Spanish (both in libraries and in other venues), and this is not expected to change soon.

Most of Peru’s telecenters face financial sustainability problems. Some projects that promoted telecenters are looking at ways of involve cybercafés on to provide of services that telecenters lack.

Other findings from this study include:

- Cybercafés are widely available in urban communities and are the main venues used to access information in Peru, but while they offer connectivity, they do not produce content or develop capacities.
- Special libraries offer useful content, but they are not relevant, opportune, understandable, or available for much of the population.

ACE Scores



Shaded data points are outside standard deviation for 25-country set
 See the last page for country-specific definitions of these venues
 See the last page for a definition of the ACE scoring framework

Venue Distributions

	ALL PUBLIC ACCESS			PUBLIC LIBRARIES			TELECENTERS			CYBERCAFES			OTHER VENUES*		
	Total urban & non-urban	25-country average	25-country median	Total urban & non-urban	25-country average	25-country median	Total urban & non-urban	25-country average	25-country median	Total urban & non-urban	25-country average	25-country median	Total urban & non-urban	25-country average	25-country median
VENUES	32,507	10,017	5,489	729	1,111	1,062	72	1,273	366	31,600	8,693	3,225	106	398	46
number with ICT	31,886	9,802	5,122	117	349	96	72	1,149	257	31,600	8,507	3,251	98	146	13
% with ICT	98%	98%	87%	16%	31%	20%	100%	90%	100%	100%	98%	100%	92%	37%	92%
% OF PUBLIC VENUES	100%	100%	100%	2%	11%	20%	0%	12%	11%	97%	73%	67%	0%	4%	1%
POP. PER VENUE ('000)	1	8	5	38	93	37	383	205	68	1	52	9	260	419	103
with ICT ('000)	1	15	6	237	2,093	208	383	242	119	1	62	10	283	1,354	198

*See the last page for country-specific definitions of these venues. For this country, other venues refers to specialized libraries.
 Data points are missing for some measures in some countries, which can result in oddities when comparing rows of data (for instance, the average number of venues with ICT appears to be greater than the average number of venues). For a complete overview of comparative country data, please see the summary paper for this study.

User Profiles

		PUBLIC LIBRARIES				TELECENTERS				CYBERCAFES			
		Urban	25-country average	Non-urban	25-country average	Urban	25-country average	Non-urban	25-country average	Urban	25-country average	Non-urban	25-country average
INCOME	Low income	35%	28%	68%	35%	30%	26%	40%	24%	60%	26%	40%	24%
	Medium income	63%	54%	32%	46%	70%	56%	50%	45%	37%	56%	60%	45%
	High income	2%	7%	0%	6%	0%	9%	10%	4%	3%	9%	0%	4%
EDUCATION	No formal education	4%	3%	4%	2%	5%	5%	15%	6%	4%	5%	ND	6%
	Only elementary	28%	16%	31%	21%	25%	14%	30%	13%	23%	14%	ND	13%
	Up to high school	40%	50%	55%	36%	20%	37%	50%	32%	35%	37%	ND	32%
	College or university	28%	28%	10%	19%	50%	40%	5%	28%	38%	40%	ND	28%
AGE	14 and under	4%	12%	49%	15%	0%	9%	0%	14%	8%	9%	20%	14%
	15-35	95%	72%	50%	51%	40%	74%	71%	57%	78%	74%	71%	57%
	36-60	1%	12%	1%	23%	52%	12%	29%	8%	14%	12%	9%	8%
	61 and over	0%	2%	0%	2%	8%	0%	0%	1%	0%	0%	0%	1%
GENDER	% female	49%	53%	51%	49%	40%	39%	20%	39%	39%	39%	40%	39%

ND=No data
 Percentages may not add up to 100% in all cases
 See the last page for country-specific definitions of these venues
 Data collected through interviews conducted by research teams. See country reports for details with regard to methodology, locations, timing, and data collection issues.

- Telecenters lack widespread distribution.
- Public libraries have outdated collections, are losing users, and do not have local or national political support.

Recommendations

The following conclusions and recommendations emerged from this study:

- Expand cybercafé services to include capacity-building programs, content development, and the means to create relevant useful content. They need to establish collaborative links with other venues.
- Make cybercafés a place to access information for human development to resolve the information needs of underserved communities.
- Develop ICT training programs for marginalized groups such as women, poor people, illiterates, non-Spanish speakers, and older people.
- Public libraries should be reoriented, updated, promoted, better funded, and aligned to serve the needs of the general population.
- Develop policies that allow public libraries to obtain and use external funds.
- Provide adequate useful information at special libraries and governmental sites to serve marginalized groups.
- Provide greater rural access to the Internet.
- Improve the distribution and accessibility of special libraries.

Geography & Economy

Peru is located in northwestern South America, bordered by Brazil to the east and the Pacific Ocean to the west. It is the fourth most populous country in South America, with more than 28 million people.

The country's landscape and climate varies from its narrow and largely arid plains in the west, to the Andes Mountain range that runs parallel to the coast, to the Amazon rainforest in the east which covers nearly 60 percent of Peru's total land area.

Peru's economy has been moderately stable in recent years, although the country has felt the effects of the worldwide economic downturn of 2007-2008. The country's economy relies heavily on mining and to a lesser degree on agricultural exports.

Spanish is the official language, spoken by 80 percent of the population. Literacy is estimated to be about 95 percent in urban areas and 76 percent in rural areas. Primary and secondary education are compulsory and free in public schools. However, the quality of public school education is low.

About 85 percent of the population is Catholic.

Peru is a presidential representative democratic republic with a multi-party system.

COUNTRY PROFILE	
Total population* (millions)	27.6
Urban population* (millions)	20.1
Literacy (%)	87
E-readiness	4.8
Gini coefficient	0.55

*World Bank 2006 data

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About this study

CIS's Public Access Landscape Study examined how people around the world access and use information and computers in public settings such as libraries, telecenters, and cybercafes. Understanding public access is particularly important in developing countries where there is often limited private access to information and communication technologies (ICTs).

This study covered a carefully-selected sample of 25 developing countries containing over 250,000 public access settings. Local research teams surveyed over 25,000 people and conducted interviews and focus groups in order to develop a detailed picture of the public access ICT landscape in each country. CIS collected, interpreted, and analyzed these detailed county-level results, and also conducted cross-country comparative analyses to uncover common themes, challenges and opportunities.

The goal of this work is to help strengthen public access to information and ICTs around the world.

This project was conducted in two phases. During the first phase, country-based research teams prepared draft reports describing the information access landscape, presented a national assessment, and compiled a preliminary set of recommendations. In the second phase, teams identified the principal locations where people seek information: public libraries, cybercafés, telecenters, and other locations (such as private and religious libraries).

Local research teams used a combination of research methods to: (1) observe how people access information; (2) conduct surveys in information venues where they interviewed operators and users; and (3) perform secondary research and analysis of existing reports and documents using both local and international sources. Teams combined site visits and interviews to review the physical infrastructure and human resources of a variety of venues, and to determine the information content, service usage patterns, communication, and knowledge development. Additionally, teams examined the effects of environmental factors such as government policies, geography, and ethnic and linguistic differences.

Definitions

ACE scoring framework: Developed by CIS based on a modified bridges.org Real Access framework. The scale goes from zero to five, with 5 being the best possible score. ACE scores are calculated by evaluating dozens of variables having to do with ICT access, capacity and environment in public access ICT venues. "Access" includes variables such as accessibility, suitability, affordability, and the availability of technology; "capacity" includes training, relevant content and services, social appropriation, and collaboration capacity; and "environment" includes socio-cultural factors, popular support, political will, and a country's legal and regulatory framework.

Challenges ahead (from table on front page): Estimates based on combinations of ACE scores indicating difficulty in improving country's public access to ICT. From the fewest challenges to most, categories are: quick wins, steady gains, slow gains, and significant.

CIS: University of Washington Center for Information & Society (CIS)

Cybercafés/Cabinas: Introduced by the Red Científica Peruana (RCP) in the mid 1990s with a development purpose, but small entrepreneurs trained by RCP installed cabinas for pure business and profit purposes

E-readiness: The ability to use ICT for economic development, as determined by measures of connectivity and technology infrastructure, business environment, social and cultural environment, legal environment, government policy and vision, and consumer and business adoption. E-readiness is scored on a scale from 1 to 10. In 2008, the global e-readiness score was 6.4, with the highest levels in North America and the lowest in Africa and Asia.

Gini coefficient: Measures the inequality of income distribution. A low coefficient indicates more equal income distribution, while a high Gini coefficient indicates more unequal distribution. The global average is around 0.6; the US Gini is around 0.45.

ICTs: Information and communication technologies (especially computers and the Internet)

Needs & Readiness indexes (from table on front page): The needs index is comprised of three indicators: inequality, ICT usage and ICT cost. The readiness index is also comprised of three indicators: politics, skills and ICT infrastructure. Proxies are used for all indicators. See "Information Needs & Watering Holes" on the CIS Landscape Study website (www.cis.washington.edu/landscape) for a more detailed discussion of these indexes and proxies.

NGO: Non-governmental organization

Non-urban: Commonly labeled a rural area, but definitions of rural or periurban vary by country

Public libraries: Supported by local governments at provincial and municipal levels; oriented toward school students because school libraries are almost nonexistent

Specialized libraries: Depend on an association, research center, scholarly society, professional association, museum, company, or any other institution, with collections focused on a particular theme. Some offer services to a particular community and others are publicly accessible; researchers in Peru only included the publicly accessible ones

Telecenters: Not many telecentres in Peru; service restricted to specific populations

Front photo: An Internet services sign in Peru. Photo courtesy of Nicolas Nova.