Media Education as Public Policy: Social Participation and Democratic Reconstruction in Brazil

Educação Midiática como Política Pública: Participação Social e Reconstrução Democrática no Brasil

Educación en medios como política pública: participación social y reconstrucción democrática en Brasil

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Abstract: The article discusses the formulation of the Brazilian Media Education Strategy (EBEM) as a public policy built through a participatory and cross-sectoral process involving government, civil society, and the academic community. Based on the experience of the public consultation, the mapping of initiatives, and the editions of the Brazilian Media Education Week, we highlight the centrality of social listening as a democratic foundation of Brazil's media education policy. Drawing on authors such as Bordenave, Martín-Barbero, Soares, Buckingham, among others, the text presents media education as a strategic axis for promoting critical citizenship in a context marked by disinformation and informational inequalities, affirming its dialogical nature and reflecting on the possibilities and challenges in the implementation of such a policy.

Keywords:
Media education, public policy, social participation, EBEM, Brazil

Resumo: O artigo discute a formulação da Estratégia Brasileira de Educação Midiática (EBEM) como política pública construída por meio de um processo participativo e intersetorial, envolvendo governo, sociedade civil e comunidade acadêmica. A partir da experiência da consulta pública, do mapeamento de iniciativas e das edições da Semana Brasileira de Educação Midiática, destacamos a centralidade da escuta social como fundamento democrático da política pública brasileira de educação midiática. Com base em autores como Bordenave, Martín-Barbero, Soares, Buckingham e outros, o texto propõe a educação midiática como eixo estratégico para a promoção da cidadania crítica em um contexto de desinformação e desigualdades informacionais, afirmando sua natureza dialógica e problematizando as possibilidades e desafios na implementação dessa política.

Palavras-chave:
Educação midiática, política pública, participação social, EBEM, Brasil

Resumen: El artículo discute la formulación de la Estrategia Brasileña de Educación Mediática (EBEM) como una política pública construida a través de un proceso participativo e intersectorial, que involucra al gobierno, la sociedad civil y la comunidad académica. A partir de la experiencia de la consulta pública, del mapeo de iniciativas y de las ediciones de la Semana Brasileña de Educación Mediática, destacamos la centralidad de la escucha social como fundamento democrático de la política pública brasileña de educación mediática. Basado en autores como Bordenave, Martín-Barbero, Soares, Buckingham y otros, el texto propone la educación mediática como un eje estratégico para la promoción de una ciudadanía crítica en un contexto de desinformación y desigualdades informacionales, afirmando su naturaleza dialógica y problematizando las posibilidades y desafíos en la implementación de dicha política.

Palabras clave:
Educación mediática, política pública, participación social, EBEM, Brasil

1. Introduction

This article describes and analyzes the formulation of Brazilian public policy on media literacy through a process of qualified social participation, which conferred democratic

legitimacy to the development of a national strategy on the topic. The analysis draws on the Report of the Public Consultation on Media Literacy (SECOM, 2023b), conducted between May and June 2023, which gathered more than 400 contributions from educators, experts, researchers, journalists, public administrators, and civil society representatives from all regions of the country. The public consultation aimed to map perceptions, practices, challenges, and proposals related to the development of media and information literacy in Brazil. This evidence supported the development of the Brazilian Media Literacy Strategy (EBEM), launched in October 2023 during the 1st Brazilian Media Literacy Week (SBEM), an event promoted by the Federal Government with the support of UNESCO and civil society.

The EBEM represents an important milestone in the recognition of media literacy as a public policy of the State, transversal to educational, communication, and digital rights policies. It is a strategy that articulates interministerial actions, teacher training, development of pedagogical resources, and partnerships with public school systems, universities, and civil society organizations. Its emergence occurs in a historical context, a proposal of the Digital Policies Secretariat of the Social Communication Secretariat of the Presidency of the Republic (SPDIGI/SECOM-PR), created in January 2023 with the mission of formulating, coordinating, and implementing public policies aimed at promoting digital rights, combating disinformation, and formulating public education and training policies for the use of digital communication services, as established by Decree No. 11,362 of January 1, 2023 (Decreto nº 11.362, 2023) and by Ordinance No. 1 of January 19, 2023 (SECOM, 2023c). The formulation of the EBEM reflects a participatory and intersectoral effort to integrate media literacy into the strategic agenda of the Brazilian State.

By emphasizing the centrality of social participation in the policy formulation process, this article highlights the development of the EBEM and proposes that the model of active listening and intersectoral coordination can serve as a reference for other public policies in the field of digital education. It also discusses the challenges to its effective implementation in the territories and the paths for monitoring, improvement, and continuous evaluation of the policy.

The methodology is based on documentary analysis of the two main milestones—the Public Consultation Report (SECOM, 2023b) and the Brazilian Media Literacy Strategy (SECOM, 2023a)—complemented by the analysis of civil society contributions submitted via public consultation through the Participa + Brasil platform, between May 19 and June 30, 2023.

It is also a process of participant observation, carried out “up close and from within” (Magnani, 2002; Durham, 2004; Velho, 2004), since the three authors of this text are simultaneously involved, in different ways, in the construction of the policy and in the academic debate on the topic. With distinct trajectories, which converge in the Digital Policies Secretariat of the Social Communication Secretariat of the Presidency of the Republic (SPDIGI/SECOM-PR) precisely at this time of reconstruction of digital public policies in the country, the authors adopt a perspective that articulates institutional experience, academic research, social listening and critical reflection.

2. Public consultation as a tool for qualified listening and a diversity of voices

In recent years, Brazil has faced growing challenges related to disinformation, polarization in the digital environment, and online rights violations, which have intensified the need for developing public policies focused on media literacy. Although several valuable initiatives have been established in the country—mainly by civil society organizations and universities, particularly within the scope of outreach projects—as of 2023, Brazil still lacks a consolidated, nationwide public policy on media literacy.

Many of the existing initiatives were linked to the field of Educommunication, which gained momentum through the work of teachers, communicators, journalists, and educators (Soares, 2011, 2018; Soares et al., 2016), as well as the consolidation of academic and professional networks in the late 1990s. Since then, these initiatives have developed methodologies, trained professionals, and reached diverse territories and audiences. In this process, associations such as the Brazilian Association of Researchers and Professionals in Educommunication (ABPEducom, n.d.) have played a fundamental role in strengthening the field, training professionals, conducting research and scientific events, disseminating academic productions, and encouraging the exchange and sharing of experiences that have gradually consolidated the field as a strategic area of research and practice in the country.

Globally, organizations such as UNESCO have played a significant role in the field since at least the 1980s, stimulating debate and the creation of curricula based on the concept of Media and Information Literacy (MIL), which "encompasses the skills that enable people to interact critically and effectively with the content of communications; the institutions that facilitate this content; and the use of digital technologies" (UNESCO, 2023, p. V). The formulation of the

Brazilian Media Literacy Strategy stems precisely from the recognition and interweaving of these historical constructs: the recognition that valuable experiences must be transformed into state policy capable of achieving scale, permanence, and impact. It is also worth highlighting some aspects and concepts of media literacy that EBEM works with:

- "Development of skills to deal with the set of information, behavior, and social practices in the digital environment in a critical, meaningful, reflective, and ethical manner."
- "The understanding of the digital environment as both a means and an object of learning, to be developed through the promotion of critical thinking, creative production, and digital citizenship."

The Public Consultation on Media Literacy was thus carried out through a process of broad social mobilization, recognizing, valuing, and building upon the accumulated experiences and knowledge that preceded the policy. It took place entirely remotely, through the Participa + Brasil platform, between May 19 and June 30, 2023. The process was preceded by preparatory work from SPDIGI/SECOM, which involved research, coordination with civil society, universities, and other ministries, as well as the drafting of the reference text submitted for consultation. This text presented the principal proposed axes for federal government action in the field of media literacy, including actions aimed at basic education, guidelines for the use of technologies by children and adolescents, and agreements with digital platforms to protect rights in the online environment (SECOM, 2023b).

The methodology of the Public Consultation on Media Literacy (SECOM, 2023b) combined quantitative and qualitative analysis of the contributions received through the Participa + Brasil platform. The 418 comments submitted by 99 participants—an average of 4.2 comments per person—were categorized based on their recurrence and the tools provided by the platform itself (SECOM, 2023b).

Each comment was classified into one of three categories: general comment, when it offered broader reflections, conceptual analyses, or normative references without pointing to a specific section of the text (347 occurrences); wording suggestion, when the participant suggested specific textual changes in highlighted sections (66 occurrences); and rejected, for isolated cases (5 occurrences) that lacked thematic, textual, or contextual relevance. Overall,

98.80% of the contributions were accepted for analysis—a figure that demonstrates the engagement of the participating public (SECOM, 2023b).

The most commented paragraph was number 65, which addressed teacher training in partnership with civil society organizations, receiving 24 contributions (SECOM, 2023b). All sections of the reference text received comments, with section 5, dedicated to initiatives planned for the current government administration, receiving the most significant volume (155 comments, or 37.1% of the total), followed by section 3, which addresses conceptual and normative frameworks (129 comments, 30.9%), and section 1, which addresses the political context and the urgency of public policies for the topic (80 comments, 19.1%) (SECOM, 2023b). The classification of the comments enabled a thematic analysis of the incident content, respecting the diversity of approaches and suggestions, and significantly contributed to the formulation of the Brazilian Media Education Strategy.

The main contributions of the public consultation highlighted the need for a cross-curricular media education policy that encompasses all actors, themes, strategies, and territories—in addition to the cross-curricular nature of media education itself, which should be integrated into the various disciplines offered in educational settings. Among the main recommendations systematized in the report are the strengthening of partnerships with universities, federal institutes, and civil society organizations, as well as the institutionalization of the agenda in councils and interministerial bodies. Also highlighted is the importance of encompassing multiple communication languages, aligning with legal and regulatory frameworks, and incorporating topics such as digital health and data protection.

The training of teachers, community workers, and local leaders also stands out, as does the appreciation of territorial experiences and the expansion of access to information. Furthermore, a challenge is the development of a policy that has continuity, as well as ensuring that digital platforms are committed to user protection and that public technologies are developed that promote the country's educational sovereignty and autonomy. The Guide on the Use of Digital Devices by Children and Adolescents (SECOM, 2025), launched by SECOM in 2025, is an example of coordinated action in this regard, by proposing practical guidelines aimed at promoting the conscious use of technologies and caring for the psychosocial well-being of children and adolescents, reinforcing intersectorality as a pillar of public media education policies.

3. From listening to the formulation of the Brazilian Media Literacy Strategy

The contributions of the public consultation were fundamental to validating the axes already outlined in the initial proposal for the reference text and, above all, to incorporating new demands, conceptual adjustments, and concrete action suggestions that allowed the EBEM to be formulated as a policy anchored in situated diagnoses and consolidated experiences throughout the country. This process reinforces the idea that public policy is not born ready-made. Instead, it constitutes a dialogue with the individuals and groups that demand it and make it exist, especially in the current scenario, where digital media, social networks, and communication platforms are increasingly present in everyday life. At this time, it is crucial to learn how to interact with these environments critically and reflectively, avoiding naive and superficial interpretations of the information and content that circulates.

Besides reflecting listening to Brazilian society, the Strategy also aligns with the guiding principles of public policy in the international arena. UNESCO (2023) emphasizes that media and information literacy should be conceived as an essential tool for exercising critical citizenship and promoting human rights. In its publication "Media and Information Literate Citizens: Think Critically, Click Wisely!", UNESCO emphasizes the importance of intersectoral actions, citizen participation, and lasting institutional commitments—guidelines that also guided the development of the EBEM (Education and Social Education) program in Brazil.

In his book "Manifesto on Media Education," British researcher David Buckingham (2022) emphasizes that understanding how media works is essential for civic development. He notes that in many schools, an approach focused on the technical use of technology still predominates, while aspects related to public policy and media rights are often neglected.

Data from the TIC Kids Online Brasil (Cetic.br, 2025) survey reinforce this urgency: the number of children accessing the internet before the age of six has grown considerably, indicating increasingly early exposure to the digital environment. By 2024, 93% of children and adolescents were online, with 98% accessing the internet using a cell phone, the primary device among this population (81% of users aged 9 to 17 reported owning a cell phone). This panorama underscores the importance of integrating media literacy into the school curriculum as a vital component of comprehensive development.

This aligns with a central theme explored by Stuart Hall in much of his work: the media do not simply reflect reality; they produce and negotiate meanings that shape our everyday social

experience (Hall, 1997). His critique of stereotypes reveals how certain groups or contexts are fixated on simplified images that naturalize power hierarchies and crystallize inequalities. By revisiting this issue, we observe that discussing media literacy implies examining how the media function and how they construct social representations, reinforce (or challenge) stereotypes, disseminate or combat misinformation, and shape access to information through algorithms and digital bubbles. Critical reading of photographs, videos, narratives, and digital interfaces thus becomes an indispensable skill. This effort toward critical understanding also underpins the formulation of public policies that guarantee universal access to media literacy as a right. This approach does not seek to indoctrinate or impose perspectives, but rather to offer tools for children, adolescents, and adults to develop interpretative autonomy and awareness of their role in the media ecosystem (Filizola & Parente, 2023).

In Brazil, recent debates and public consultations resulted in the definition of six pillars of the Brazilian Media Literacy Strategy, as we have seen: media literacy in basic education; ongoing training and qualification of education professionals and mediators; partnerships with civil society, academia, and the private sector; educational campaigns; conscious use of screens and digital devices by children and adolescents; and, finally, social participation.

It is important to emphasize, however, that this policy is being implemented in collaboration with, among other partners, the Ministry of Education (2018), aligning media literacy with digital education and the comprehensive education proposal. It also supports actions aimed at preventing violence in schools. For the first time, media literacy was included in the federal government's Multi-Year Plan (2024-2027), with ambitious goals: to train 300,000 education professionals and 400,000 healthcare professionals in this field. Furthermore, it became part of the National Textbook Program (PNLD), which calls for proposals, ensuring that new textbooks for Youth and Adult Education, Elementary School, and High School include media literacy content.

In addition to the MEC and organizations such as the National Council of Education, the National Union of Municipal Education Directors (Undime), and the National Council of Education Secretaries (Consed), the EBEM, as a collective effort, involves various ministries, such as Health; Human Rights; Science, Technology, and Innovation—to name just a few—also counts on the cooperation of international organizations such as UNESCO. Partnerships with

civil society organizations have also been essential, as demonstrated by the series of courses offered on AVAMEC, the Ministry of Education's online training platform for educators.

These initiatives project an increasingly solid presence of media literacy in daily school life, public policies, teacher training, family discussions about the use of technology, and actions to strengthen freedom of expression, responsible journalism, and combat disinformation. In short, the goal is to consolidate media literacy as a right and an indispensable necessity of the 21st century.

Recognizing its procedural nature, the EBEM (Educational Education and Training Program) provides, in its text, for review mechanisms every two years, based on evidence generated by the policy's implementation, valuing its capacity for renewal in dialogue with the territories and stakeholders who make it concrete.

4. Social Participation: Brazilian Media Literacy Week and Mapping Initiatives in Brazil

When discussing social participation, it is essential to clarify the type of participation being referred to. Here, we provide some references, such as Juan Díaz Bordenave (1994), who emphasizes the importance of education and the effective use of communication by citizens, particularly in popular participation processes aimed at defending democracy. According to Bordenave (1994), for whom participation is a fundamental human need and inherent to our social nature, "participation is a process of developing critical consciousness and acquiring power" (p. 77). For the thinker, "one only learns to participate by participating" (p. 73).

It is essential to note that there are various levels of participation, and the term has become somewhat overused, as if it were a one-size-fits-all solution. Some authors, such as Nico Carpentier (2017), even raise this concern, arguing that there is no single way to conceptualize participation, an inherently unstable concept. The author notes that the traditional view we still hold of the media can prevent us from recognizing the forms of participation that occur in less conventional spaces and formats. While acknowledging that we are currently experiencing a time of unprecedented media participation, he notes that there are multiple ways to interpret what participation means.

A significant contribution to this debate comes from the Latin American thinker Jesús Martín-Barbero, who emphasizes the active role of citizens in appropriating media to express their experiences and social context. For the author, communication goes beyond the mere

transmission of messages. It becomes a space for building citizenship and political visibility, allowing individuals to make themselves present in ways previously inaccessible. As he states, it is through communication that people "begin to have a power they never had before," gaining prominence and social participation (Martín-Barbero, 2008, p. 161).

4.1 Brazilian Media Literacy Week

In this case, we present two successful participatory experiences that are part of the current Brazilian media literacy policy. One of them, the Brazilian Media Literacy Week (SBEM), encourages individuals, schools, families, and all Brazilian citizens or residents to participate in a media literacy activity at the end of October and register it on a platform specifically created for this purpose, potentially inspiring other similar initiatives. SBEM is the local version of UNESCO's Global MIL Week, which has been held since 2011, usually in the last week of October.

The 1st Brazilian Media Literacy Week (SECOM, 2025) took place from October 23 to 27, 2023, and successfully mobilized 397 activities across the country. At that time, the Brazilian Media Literacy Strategy was launched, now recognized as the national policy in this area, scheduled for review every two years. The first version of the SBEM featured webinars, the dissemination of best practices, international experiences, discussions on the challenges and interfaces of media literacy, educommunication, and popular education, and a repository of media literacy activities related to topics such as digital citizenship, combating disinformation and hate speech, cyberbullying, and others.

The 2nd Brazilian Media Literacy Week (SECOM, 2025) took place between October 29 and November 1, 2024, and had 190 registered activities. The smaller number of activities was initially due to an election year, and therefore, their timing did not coincide with UNESCO's Global MIL Week. That year, the highlighted themes of Brazilian Week were information integrity and journalism, climate change, and digital rights, addressed through the "Giving Voice to Those Who Make It" webinars.

The virtual meetings provided an opportunity to share theoretical and practical experiences in media literacy through projects such as Coar Notícias, a journalism initiative that works with media literacy in news deserts, using regional language (for example, cordel in the Northeast), and COLO-Collective of Children's and Youth Journalism, which advocates for the

strengthening of journalism for children and adolescents and the right of this audience to receive and be a source of information and disseminate the importance of children's and youth journalism as a support for the teaching-learning process, including media literacy. In the environmental field, we can mention the Environmental Journalism Observatory, an extension project affiliated with the Environmental Journalism Research Group at the Federal University of Rio Grande do Sul (UFRGS), which focuses on journalistic production related to environmental issues. These and other projects were selected based on the Mapping of Media Literacy Initiatives carried out in partnership with UNESCO throughout the country, with attention paid to the representation of all regions. The 2nd Week also featured thematic panels on Communication and Media Education, discussing children's and adolescents' digital rights and public communication, as well as an international overview that included perspectives from Latin America, France, the United Kingdom, and Denmark, all key SECOM partners. Together, the two editions reached approximately 80,000 people participating in their activities across the five regions of the country, not counting live broadcasts, access to repositories, lesson plans, webinars, and in-person programming (SECOM, 2023e; SECOM, 2024).

4.2 Mapping of Media Education Initiatives

The Mapping of Media Education Initiatives was a joint initiative between UNESCO and the Secretariat of Communication of the Presidency of the Republic, conducted through the General Coordination of Media Education (CGEM), linked to the Directorate of Online Rights and Media Education (DDEM) of the Secretariat of Digital Policies (SPDIGI).

The primary objective of the survey was to gather information on projects, programs, and initiatives focused on media education (and related areas) operating at the local, regional, and national levels, encompassing public and private institutions, as well as civil society organizations. The idea was to recognize the diversity of voices, formats, and media present in existing experiences in the country and to give visibility to what was being done in different regions of Brazil—continuously, not sporadically—valuing initiatives already underway and encouraging the formation of a national network.

To this end, between July 5th and 25th, 2024, UNESCO and SECOM made a form available to identify these initiatives. The strategy used was the "snowball" methodology, in which early respondents nominated new participants, gradually expanding the database. Despite

the risk that this method could reinforce a "community bias"—by involving individuals with similar profiles and belonging to specific niches—an attempt was made to mitigate this limitation by selecting a diverse initial group of participants, spanning various areas of academic and professional activity.

Another precaution was taken to ensure that the initial submissions of the form included all five Brazilian regions. However, this alone does not guarantee an equitable distribution of responses, considering the diverse local realities and varying levels of development among the initiatives. The form was initially sent to networks and associations of researchers and professionals in the fields of communication and education, as well as to SECOM partners in the public sector and civil society who already worked with media education. Within twenty days, 496 responses were received.

It is worth noting that this number refers to the total number of registered initiatives, not the number of responding institutions, as some organizations completed more than one form to report different initiatives. It is also important to emphasize that, at this time, the mapping is under study and, therefore, what we share here is only an initial portion of its results.

Initially, 18 forms were identified that reported no initiatives in this area. Therefore, of the 496 responses received, we excluded these 18, totaling 478 valid responses for analysis.

In addition to basic information—such as the name of the initiative, the responsible institution, and a description of the activities—the form also sought to relate the actions to the pillars of the Brazilian Media Education Strategy. This analysis has the potential to contribute to the formation of a future national network, as well as provide support for reviewing and improving the EBEM itself, whose new, updated edition is scheduled for release in 2025.

Another aspect of the mapping was understanding the type of support media literacy initiatives received (or did not receive), as well as identifying their primary needs—essential data for developing a national policy that takes into account the different realities, demands, and contexts of action.

A key point to note is that the mapping likely overlooks many initiatives. Whether due to the short period of circulation, potential respondents' limited time, or even a lack of awareness of its existence, we consider its results significant. This is especially true when compared to data from previous editions of Brazilian Media Literacy Week, which had 397 initiatives in its first

edition and 190 in its second. This mapping, therefore, represents a crucial step in strengthening public policies and national coordination regarding media literacy.

4.2.1 Main Mapping Results

Although this article does not intend to delve into the mapping results, it is worth highlighting some initial findings.

During the 20 days that the Media Literacy Initiative Mapping form was circulated via email or WhatsApp groups, we received a total of 478 valid initiatives: 195 from the Southeast, 95 from the South, 73 from the Midwest, 63 from the Northeast, and 52 from the North.

Another response that provides important guidance for the development of media literacy public policy in the country concerns the role of higher education institutions, which play a significant role in promoting this field in Brazil. According to the data collected, approximately 25% of the initiatives originate in these academic environments. This highlights the importance of initiatives such as outreach projects, research groups, and observatories, often affiliated with universities, federal institutes, and colleges, which serve as hubs for promoting practices and reflections on the topic.

Regarding the age group served by the initiatives, although many of them encompass multiple age groups, the data indicate that adolescents are the most frequently served audience, with 286 mentions in the form responses. Next are children (239), young people (223), adults (188), and finally, seniors (88). These numbers reflect the most frequently addressed area of the analyzed initiatives—Media Education in Basic Education. The emphasis on adolescents reveals a concern for the younger generations in the face of the rapid transformations of the digital environment, even in the face of the structural challenges and inequalities still present in the country. On the other hand, the data also point to the need to expand the reach of public policies and initiatives aimed at adults and seniors, who are often excluded from discussions on digital inclusion and media education.

Regarding support, it is worth highlighting the importance of the public sector, as financial support typically originates from the national public sector, followed by the international private sector, and then the national private sector. This financial support, however, appears in fourth place in the responses, after Encouragement/ Recognition from my superiors, institutional support from the government, and Encouragement/ Recognition from the

community. Related to this topic, it is worth questioning the role of the Brazilian business sector in addressing issues such as disinformation, environmental/scientific denialism, hate speech, media literacy, and others. After all, the organizational environment is also influenced by this broader context, just as the organization itself can disseminate disinformation (Da Silva et al., 2023).

Finally, it is worth mentioning the pillars of the Brazilian Media Literacy Strategy that are most explored in the mapped initiatives, one of the most relevant pieces of feedback for SPDIGI/SECOM-PR. This is because the EBEM update, scheduled for 2025, will need to consider whether the axes initially defined based on public consultation remain priorities or change, and whether basic education—the central focus of EBEM and a priority area for the Ministério da Educação (2018), SECOM's leading partner—is also reflected in ongoing actions.

The positive finding is that Media Education in Basic Education—the focus of SECOM-PR's media education public policy—truly stands out as the axis with the most significant number of initiatives, followed by Educator and Multiplier Training/Qualification, Educational Campaigns, Conscious Use of Screens, and Social Participation. It is worth noting that respondents could select up to three axes of action, in addition to the "Other" option, later indicating the specific area (if not within the six EBEM axes).

5. Final Considerations

The construction of the Brazilian Media Literacy Strategy marks a unique moment in the formulation of public policies in Brazil: a process conducted based on actively listening to society, articulated between government, academia, and civil society, on a topic that represents a simultaneous inflection of various technologies and social dynamics.

The social participation materialized in the Public Consultation, in the Mapping of Initiatives, in the formulation of the Brazilian Media Literacy Strategy, and in the editions of the Brazilian Media Literacy Week—not only shapes the content of the policy but also founds the very way of implementing it: dialogical, open, and in permanent construction. The challenge that arises, at the same time, is to consolidate a national-scale policy that reaches all territories and that simultaneously engages with the diversity of local contexts, recognizing that no guideline is exhausted in itself, as it gains meaning and is perfected in the vitality of the spaces where citizenship is exercised.

Added to this is Brazil's increasingly prominent role in global debates: by actively participating in forums such as the G20 and BRICS and leading international agendas on information integrity and digital rights, the country projects its domestic experience as a reference and, reciprocally, brings to domestic policy standards and commitments that raise the ambition of media literacy. In this intertwining, the Brazilian Strategy asserts itself as an instrument for strengthening social and institutional capacities that reinforce the Brazilian democratic fabric. In a context of recognized and profound technological and social transitions, reflections on educational processes to deal autonomously, meaningfully, and socially constructively with new technologies—in this case, media and information technologies—are revealed as structural.

This perception has been recorded in recent international forums, such as the BRICS Declaration on Artificial Intelligence (Ministério das Relações Exteriores, 2025), which highlights the role of Media Literacy in ensuring, with discernment, the integrity and authenticity of information at micro and macro-social levels, a capacity that is essential for the possibility of interpersonal relationships, communities and groups, as well as the cohesion of the socio-political fabric, for the security of economic exchanges, development and democratic values.

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