

Brazilian Media

EDUCATION STRATEGY

(2^a updated version – 2025)

**SOCIAL COMMUNICATION
SECRETARIAT**



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EXECUTIVE SUMMARY

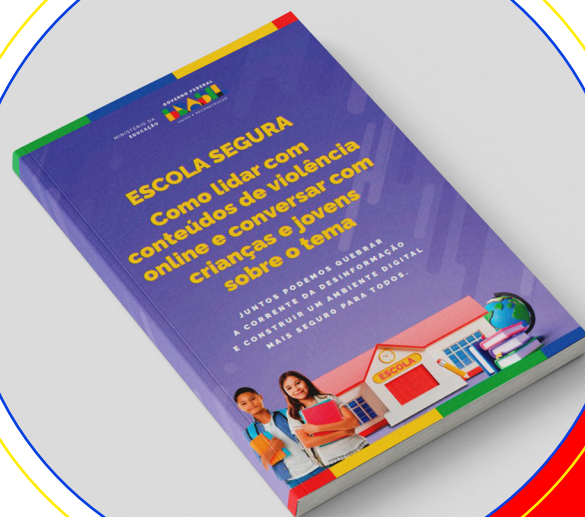


Results of the 1st EBEM and Best Practices



Key Points

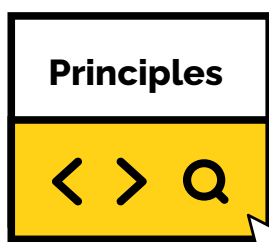
- Inclusion of Media Education in the *National Textbook and Teaching Materials Program* (PNLD)
- Support for the development of the *National Operational Guidelines on the Use of Digital Devices in School Settings and the Curricular Integration of Digital and Media Education*
- Inclusion of media education in the *National Operational Guidelines for Full-Time Integral Education in Basic Education*
- *Collection of Digital and Media Education Courses* at AVAMEC Platform
- *Brazilian Media Education Week* (SBEM) held annually since 2023
- Repository of Pedagogical Materials from the *Brazilian Media Education Week*
- PET *Information Integrity Network*, with the creation of Tutorial Education Program groups in 10 universities and federal institutes across the five regions of the country
- *Advanced Training Course in Media Education for the Promotion and Defense of Human Rights and Diversity*
- *Schools ON, Violence OFF" Course: online safety education for girls*
- *Course Recommendations for Protection and Safety in the School Environment*
- *Safe School Guide: How to Deal with Online Violent Content and Talk to Children and Youth About the Topic*
- *Hackathon Against Disinformation, held annually during the MCTI National Science and Technology Week*
- *MidiaCOP Project*
- *Digital and Media Education Repository for Older Persons*
- *Technical Cooperation with the European Union (TAIEX)*



- Integration of Media Education into the *Brazilian Chapter of the Global Initiative for Information Integrity on Climate Change*
- Publication *Children, Adolescents and Screens – Guide on the Use of Digital Devices*
- *Guide Digital and Media Education – How to Develop and Implement Curricula in Schools*
- National Mapping of Media Education Initiatives and development of the Initiatives Map, which will be available on the SECOM website
- Partnership in the *Café com SUS – Prevention and Response to Health Misinformation Project*

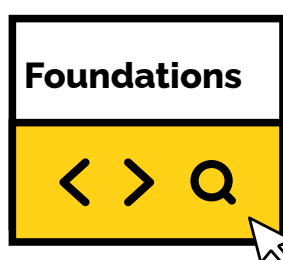


- Expand training in media education for education professionals in coordination with universities, federal institutes, public education systems, and public digital training platforms
- Promote the teaching and learning of media literacy skills in formal, non-formal, and community settings, taking diversity into account and paying special attention to populations in vulnerable situations
- Support the institutionalization of media education in Brazilian public policies, in alignment with the National Digital Education Policy (PNED)
- Strengthen the production of educational content and research that promote information integrity.
- Establish national interministerial partnerships with public agencies, universities, federal institutes, civil society organizations, among others
- Expand international cooperation with multilateral organizations, foreign institutions, and global forums.



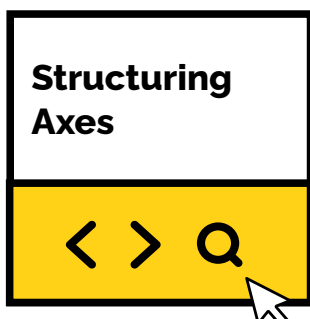
Democratic commitments that guide the formulation, implementation, and evaluation of EBEM as a public policy

- Scalability and Territoriality
- Information Integrity
- Social Participation and Diversity



Parameters for action design

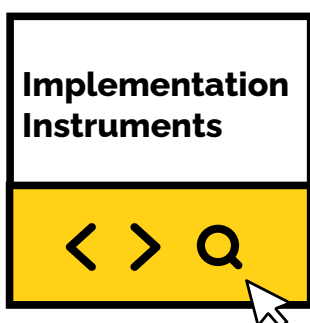
- Media Education as a Right and as a State Policy
- Dialogue with Educommunication, Digital Education, and Digital



Priority fronts that guide the implementation of the policy

- **Basic Education and School-Based Digital Education:** integrates media and digital education into the basic education curriculum, aligned with the BNCC and PNED, promoting critical reading, media production, and civic participation in the classroom.
- **Non-Formal Contexts, Community Contexts and Other Targeted Populations:** values initiatives led by collectives, organizations, and community media, expanding access to media education in vulnerable territories and populations, as well as among other publics such as families and the health and justice systems, with a focus on inclusion and digital well-being.
- **Training of Educators and Multipliers:** provides for initial and continuing training of teachers and trainers (target of 300,000 by 2027), ensuring the sustainability and quality of the policy at the national scale.

- **Media Production, Audiovisual Creations and Journalism in Schools:** encourages student-led creative experiences in film clubs, school radio, podcasts, and school newsrooms, fostering press freedom, youth protagonism, and information integrity.
- **Artificial Intelligence:** promotes algorithmic literacy and the critical and ethical use of technologies, linking digital well-being with safe pedagogical practices, in alignment with UNESCO and MEC frameworks.
- **Environment and Climate Change:** connects media education to the climate agenda through projects such as MidiaCOP, fostering critical narratives and combating environmental disinformation in schools and communities.



Institutional and operational tools that support EBEM

- **Incidence on Educational Policies:** integration of media education into the BNCC, PNED, PNLD, and other national guidelines.
- **Continuing Training Strategies in Digital and Media Education:** free, large-scale provision of courses and training pathways in digital and media education for teachers and multipliers.
- **Interministerial, Intersectoral and Federative Partnerships:** coordination among the federal government, states, municipalities, civil society, and universities to expand reach and sustainability.
- **Cooperation and Integration with International Commitments:** exchange of best practices and engagement in multilateral commitments (UNESCO, UN, G20, OECD, Mercosur, BRICS), with emphasis on projects such as TAIEX and MidiaCOP.



Recommendations



- Intensify federative coordination, promoting the development and institutionalization of state and municipal media education policies in dialogue with EBEM
- Expand continuous teacher training
- Increase the integration of media education into initial teacher education
- Support the formation and integration of networks to strengthen policy governance
- Deepen EBEM's integration with digital inclusion policies
- Encourage the expansion of research and national indicators on media education, digital citizenship, and information integrity
- Expand intergenerational and community dialogue, strengthening the inclusive nature of the policy
- Consolidate leadership in multilateral forums such as UNESCO, the UN, G20, Mercosur, and BRICS
- Expand South–South cooperation
- Establish a permanent cycle of evaluation, consultation, and social participation
- Strengthen bilateral and interinstitutional partnerships with governments, universities, and international organizations

1. Presentation

Since the release of its first version, the Brazilian Media Education Strategy has guided a set of public initiatives aimed at developing critical and civic skills related to media and information. National-scale training programs, the inclusion of media education goals in *the Federal Government's Multi-Year Plan* (PPA 2024–2027), the incorporation of the topic into consolidated educational policies such as the *National Textbook and Teaching Materials Program* (PNLD), articulation with higher education institutions, civil society organizations, and international bodies, the institutionalization of events such as the *Brazilian Media Education Week*, and the approval of the *National Operational Guidelines on the Use of Digital Devices in School Settings and the Curricular Integration of Digital and Media Education* are among the actions that have helped structure the policy at national scale.

The second version of the Brazilian Media Education Strategy (EBEM), developed in 2025, updates and deepens the commitments established in the first edition, published in 2023. It represents a renewed milestone for consolidating media education as a State public policy, in dialogue with transformations in the information ecosystem and with the experience accumulated throughout the first years of implementing the national policy coordinated by the Digital Policies Secretariat at the Social Communication Secretariat of the Presidency of the Republic (SECOM).

This updated Strategy also reaffirms the legal and institutional frameworks that provide the foundation for the Media Education public policy, including: the *National Digital Education Policy* (PNED – Law No. 14,533/2023); the *National Common Curricular Base* (BNCC – CNE/CP Legal Opinion No. 15/2018), as well as the *BNCC Computing Supplement* (CNE/CEB Legal Opinion No. 02/2022); the *National Operational Guidelines on the Use of Digital Devices in School Settings and the Curricular Integration of Digital and Media Education* (CNE/CEB Resolution No. 2/2025); the *Federal Government's Multi-Year Plan* (PPA 2024–2027); and the *Brazilian Civil Rights Framework for the Internet* (*Marco Civil da Internet* – Law No. 12,965/2014).

These frameworks also include the international commitments Brazil has undertaken within the G20, BRICS, Mercosur, and the United Nations system. All of these instruments support EBEM's approach, promoting media education and consolidating information integrity as a collective right, a shared responsibility, and a public good.

The development of this second version also results from a continuous participatory process. After the 2023 public consultation, which gathered more than 400 contributions from civil society, SECOM promoted in 2024 — in partnership with UNESCO — a national mapping of media education initiatives involving universities, federal institutes, schools, local governments, and civil society organizations. These inputs, combined with ongoing dialogue with

educational networks, educators, and specialists, allowed for the reorganization of EBEM's structuring axes and the highlighting of the principles that must guide the policy: scalability and territoriality, information integrity, and social participation and diversity. The publication *Children, Adolescents, and Screens - Guide on the Use of Digital Devices*, released by SECOM in 2025, also served as a technical reference for this process.

The 2nd EBEM reiterates its integrative and multisectoral character, expanding dialogue with different ministries, states, municipalities, civil society organizations, and international actors committed to promoting information integrity, combating disinformation, and building a critical and active digital citizenship.

We thank all individuals, institutions, and partner organizations that contributed to this work: participating ministries, UNESCO and other United Nations agencies, universities and federal institutes, civil society organizations, state and municipal school networks, specialists, educators, and all the individuals, collectives, and organizations that participated in the 2023 public consultation and in the 2024 mapping of initiatives. We also thank the dedicated public servants and consultants who have worked to ensure the implementation of this strategic public policy.

With this new cycle, we reaffirm media education as a right of the Brazilian population and a commitment by the State to democracy in an increasingly digital world that demands new forms of listening, action, and collective care.



PARTE 1

**The Path Since the
1st Brazilian Media
Education Strategy**



2. Introduction

Media education is a policy aimed at promoting democracy and digital citizenship, and the first EBEM already emphasized the centrality of developing critical capacities in individuals who are able to interpret, produce, and share information ethically and responsibly. In its updated version, the Strategy expands this commitment by recognizing the right to media education as fundamental to the exercise of citizenship in the digital age, ensuring that all people can fully exercise their freedom of expression, have guaranteed access to information, and participate responsibly in public debate.

EBEM is aligned with the normative frameworks previously mentioned and is also articulated with the promotion of democracy, information integrity, equitable access to connectivity, and the strengthening of local digital cultures. It is grounded in the understanding that information integrity is a constitutive component of democratic life, as it sustains public dialogue on factual bases, promotes pluralism of ideas, and strengthens trust in institutions.

In this sense, media education serves as both a preventive and resilience-building policy in the face of disinformation, algorithmic manipulation, and digital exclusion. This approach, implemented nationwide as a public policy, situates Brazil within an increasingly coordinated international agenda focused on promoting more equitable, dialogical, safe, and democratic communication and digital ecosystems. Multilateral organizations — especially those within the United Nations system, particularly UNESCO — have emphasized the importance of media and information literacy as a prerequisite for the full exercise of human rights in the digital age. And Brazil has emerged as a leading actor in this field, contributing concrete proposals and experiences that are shared internationally.

In addition to advancing efforts to promote information integrity in the context of the Global Digital Compact at the United Nations (2024), and adhering to OECD recommendations on information integrity, the country has reaffirmed the strategic role of media education in multiple multilateral arenas where it holds leadership. Within the G20, Brazil has led discussions on information governance and the fight against disinformation; within BRICS and Mercosur, it has promoted media education as a tool for democratic strengthening; and in other forums such as the Forum on Information and Democracy and at COP30, it has highlighted the intersection between media education and climate action, reinforcing media education as a central tool for building more critical and inclusive societies.



3. Results of the 1st EBEM and Best Practices

Launched by SECOM in 2023, the 1st Brazilian Media Education Strategy (EBEM) was built through a democratic process with broad social participation. Involving specialists, educators, public managers, and civil society representatives, the process began with a public consultation and continued with the release of the Strategy during the 1st Brazilian Media Education Week, in 2023.

The 1st EBEM enabled the articulation of partnerships with multiple ministries – especially the Ministry of Education (MEC), the Ministry of Human Rights and Citizenship (MDHC), and the Ministry of Science, Technology, and Innovation (MCTI) – as well as universities, federal institutes, and civil society organizations, including the exchange of experiences and best practices with partner countries and multilateral organizations focused on global governance of the topic.

Thus, between 2023 and 2025, EBEM mobilized a broad set of actions, training programs, and events that make up the accumulated legacy of this evolving public policy – among which the issuance of more than 340,000 certificates in digital and media education training for educators stands out. Below are the main experiences consolidated as best practices of the 1st EBEM:

- » **Inclusion of Media Education in the National Textbook and Teaching Materials Program (PNLD):** For the first time, PNLD calls began to include media education in textbooks for all educational stages and modalities with calls published from 2023 onward, except for Early Childhood Education. In the Youth and Adult Education (EJA) modality, the incorporation of the topic is included in the criteria for the pedagogical evaluation of textbooks, particularly in the single-volume *Language Practices and Digital Culture* (Call for Submissions No. 02/2023 – CGPLI PNLD EJA 2026–2029), which provides for the evaluation of materials for the 2026–2029 cycle. In the call for submissions for textbooks for the early years of Elementary Education, the topic appears in the specific component of digital and media education from 1st to 5th grade (Call for Submissions No. 01/2025 – MEC/FNDE PNLD EARLY YEARS 2027), for the 2027–2030 cycle. Finally, the call for High School textbooks establishes media literacy as a specific evaluation criterion within the *Languages and Their Technologies Collection* (Call for Submissions No. 02/2024 – CGPLI PNLD HIGH SCHOOL 2026 - 2029), for the 2026–2029 cycle. The inclusion of the topic in these calls is also established as a goal in the 2024–2027 Multi-Year Plan (PPA).



- » **Support for the development of the National Operational Guidelines on the Use of Digital Devices in School Settings and the Curricular Integration of Digital and Media Education:** published by the National Council of Education (CNE/SEB Resolution No. 2/2025), based on Law No. 15,100/2025, which regulates the use of digital devices in schools, the guidelines aim to promote the intentional and pedagogical use of technology in the classroom. In addition, the guidelines introduce, for the first time, nationwide recommendations for the curricular integration of digital and media education in Brazil. According to the guidelines, curricular orientations must be developed in alignment with the National Common Curricular Base (BNCC) and implemented in coordination with a strategy for the continuing education of teachers, staff, and other education professionals. The regulation also establishes that the development of new curricula and teacher training plans must take place throughout 2025, with full implementation beginning in 2026.
- » **Inclusion of media education in the National Operational Guidelines for Full-Time Integral Education in Basic Education:** published by the National Council of Education (CNE) through Resolution CNE/CEB No. 7/2025, after broad public consultation and participation, the guidelines provide orientation for public and private school systems and institutions in implementing, monitoring, and evaluating full-time school programs grounded in the principles and practices of integral education. Media education is highlighted as an area to be promoted by schools, with emphasis on the development of competencies and on the integration of related practices into planned school activities and the curriculum.
- » **Collection of Digital and Media Education Courses:** available on the AVAMEC platform, the collection is a joint initiative between SECOM and the Ministry of Education (MEC) and currently includes 81 active courses. Since January 2023, more than 340,000 certificates have been issued to participants across the country. The courses are offered through partnerships with civil society organizations and through public calls for proposals, and they cover a wide range of topics related to digital and media education. The goal is to consolidate continuous and free training pathways for the ongoing professional development of educators. The Collection has taken on a strategic role in supporting school networks in educator training on the subject, as required by the National Operational Guidelines on the Use of Digital Devices in School Settings and the Curricular Integration of Digital and Media Education (CNE/SEB Resolution No. 2/2025).



- » **Brazilian Media Education Week (SBEM):** held annually since 2023 and aligned with UNESCO's Global MIL Week, SBEM has already mobilized thousands of educators, schools, and organizations across all Brazilian states. Its core focus is the mobilization of schools, organizations, and universities to carry out self-managed activities in their local territories. To date, more than 80,000 activities have been registered across all editions of SBEM, and they are available on SECOM's website. These activities include workshops, seminars, cultural interventions, and training sessions, with broad participation from teachers, school administrators, students, and the general public.
- » **Repository of Pedagogical Materials from the Brazilian Media Education Week:** developed with the support of SECOM's partner civil society organizations, the *Repository of Pedagogical Materials from the Brazilian Media Education Week* compiles content and resources created to support media education training activities throughout the country. In the **1st SBEM**, the repository consisted of thematic materials produced by civil society organizations and organized into six groups: *Introduction to Media Education, Combating Disinformation, Digital Citizenship, Cyber-Resilience, Counter-Narratives, and Combating Hate Speech*. These materials provided practical support for educators, school administrators, and community organizations. In the **2nd SBEM**, the repository was expanded to include **lesson plans** developed by educators and specialists, covering different topics and promoting the sharing of methodologies that teachers across the country can adapt to local contexts. The repository remains available after the Week's activities and serves as a permanent reference resource, strengthening the reach and impact of EBEM initiatives nationwide.
- » **PET Information Integrity Network:** the result of a partnership between SECOM and the Ministry of Education (MEC), through the Secretariat for Higher Education, with the goal of strengthening the presence of the topic in undergraduate education and university extension. In its first phase, the initiative supported the creation of PET groups in 10 universities and federal institutes across all five regions of the country. These groups operate in an interdisciplinary manner, promoting training activities, producing content, and engaging with public schools and local communities. Together, they contribute to the consolidation of a national network for teaching, research, and extension – the Information Integrity Network - which has media education as one of its foundational pillars.
- » **Advanced Training Course in Media Education for the Promotion and Defense of Human Rights and Diversity:** offered through a partnership between SECOM, the Ministry of Education (MEC), the Federal University of Uberlândia (UFU), and the University of Brasília (UnB), the course has a total of 225 hours and more than 7,500 available seats. It is designed to train multiplier agents who will work in public schools and communities. Its emphasis is on promoting pedagogical practices in education that are committed to human rights, social justice, and diversity.



- » **Schools ON, Violence OFF” Course: online safety education for girls:** offered through a partnership between SECOM, the National School of Public Administration (ENAP), the organization SERENAS, and the United Kingdom Embassy, the course aims to equip educators and school administrators to prevent violence in digital environments and to support girls who experience such situations within the school context. It is available on the Government Virtual School, ENAP’s platform dedicated to the training of public servants in Brazil. Fully free of charge, the course includes 10 short video lessons, written materials, and interactive activities, as well as accessibility features such as subtitles and Brazilian Sign Language (Libras) interpretation. The topics covered range from the roots of gender-based violence and the specificities of digital culture to the legal framework and pedagogical strategies for responding to cases of online violence. By the time this 2nd EBEM was published, more than **7,000 people** had completed the course.

- » **Course “Recommendations for Protection and Safety in the School Environment”:** offered on the AVAMEC platform, with a total workload of 140 hours, the course aims to train education professionals to act in accordance with the *Recommendations for Protection and Safety in the School Environment* developed by the Ministry of Education. The course includes a specific module on the promotion and protection of rights online, articulated with media education, developed by SECOM in partnership with several civil society organizations. By the time this 2nd EBEM was published, more than **13,000 people** had completed the course.

- » **Safe School Guide: How to Deal with Online Violent Content and Talk to Children and Youth About the Topic:** developed in a partnership between SECOM, MEC, and civil society organizations, the guide offers practical guidance for teachers, school administrators, and families in addressing the circulation of violent content in digital environments. In addition to pedagogical strategies, the material covers aspects of support and dialogue with children and adolescents, strengthening the school as a space for care, protection, and the promotion of digital citizenship.

- » **Hackathon Against Disinformation:** carried out in partnership with the Ministry of Science, Technology and Innovation (MCTI), the hackathon is a training initiative that encourages basic education students to develop solutions to confront the disinformation ecosystem. The hackathon was established as an action of the Pop Ciência Program, under Decree No. 11,754 of October 25, 2023, and is scheduled to take place annually during the National Science and Technology Week. With themes that vary each year, the hackathon has already addressed topics such as combating vaccine-related disinformation and climate change, involving students from across the country.



- » **MidiaCOP Project:** developed through a partnership between SECOM and the French government via the *Centre pour l'éducation aux médias et à l'information* (CLÉMI), the project promoted training activities for educators from various states in northern Brazil, focusing on the intersection of media education, the environment, and climate change. With support from MEC, the Federal University of Mato Grosso do Sul (UFMS), and the Pará State Department of Education, MidiaCOP included youth-led media coverage activities of COP-30 in Belém, highlighting the leadership and engagement of students and teachers from Amazonian states.

- » **Digital and Media Education Repository for Older Persons:** an initiative aimed at promoting the rights of older persons in the digital environment, within the scope of Commitment 6 of the 6th National Action Plan of the Open Government Partnership. Developed by SECOM in partnership with the Office of the Comptroller General (CGU), the Federal Public Defender's Office, and various civil society organizations, the repository includes training materials focused on digital and media education for the older population.

- » **Technical Cooperation with the European Union (TAIEX):** facilitated by the European Commission, TAIEX supported technical exchanges between a technical delegation from the Government of Brazil and specialists from Denmark, Finland, and Germany, strengthening the development of the policy based on well-established international experiences. A Brazilian mission visited the countries to learn about media education initiatives in diverse contexts, including visits to educational institutions, research centers, and public policy implementation sites focused on strengthening digital citizenship. A mission of experts from the European countries also came to Brazil and participated in a program involving technical meetings, workshops, and encounters with public policy managers, educators, and civil society representatives. This set of activities, carried out over two years, enabled an exchange of methodologies, discussions on strategies for implementing media education policies, and field observation of practices, contributing to consolidating an ongoing dialogue between Brazil and the European Union to jointly address informational challenges.

- » **Integration of Media Education into the Brazilian Chapter of the Global Initiative for Information Integrity on Climate Change:** the Brazilian Chapter aims at implementing the objectives of the Global Initiative in Brazil and identifies media education as a strategic pillar of its work. It comprises the Steering Committee – established by Interministerial Ordinance SECOM-MMA-MRE No. 30/2025, coordinated by SECOM, the Ministry of the Environment (MMA), and the Ministry of Foreign Affairs (MRE), with participation from several other ministries and federal bodies – and the *Network of Partners for Information Integrity on Climate Change*, which brings together more than one hundred civil society and academic organizations.



- » **Publication *Children, Adolescents and Screens – Guide on the Use of Digital Devices***: released in 2025, it was developed with substantial input from EBEM. This guide provides guidance to families, schools, and public administrators on digital well-being, screen time limits, data protection, and online safety. EBEM's contribution was essential to ensuring the incorporation of media education principles, prioritizing critical thinking, civic responsibility, and the promotion of inclusive and safe pedagogical practices.
- » **Guide *Digital and Media Education – How to Develop and Implement Curricula in Schools***: published in 2025, this guide supports school administrators and educators in the curricular integration of digital and media education, in alignment with the PNED and the National Guidelines. EBEM contributes through the incorporation of its principles as practical guidance for curriculum development, facilitating their inclusion in daily school practices, strengthening teacher training, and consolidating digital and media education as a core element of pedagogical practice.
- » **National Mapping of Media Education Initiatives**: conducted in partnership with UNESCO, the national mapping carried out in 2024 by SECOM systematized ongoing projects, programs, and actions across Brazil, identifying networks, actors, methodologies, and priority areas. The results support updates to the Strategy and guide pathways for its expansion. Building on this survey, an **Initiatives Map** is currently being developed with support from the UK Embassy, the Ministry of Education (MEC), and Agência Porvir, a nonprofit organization, and will be hosted on SECOM's website. This map will present experiences from across the country in an interactive format, serving both as inspiration for new projects and as a network for collaboration.
- » **Partnership in the Café com SUS – Prevention and Response to Health Misinformation Project**: this initiative is a strategic action for awareness-raising and professional responsibility, integrated into the Reception and Assessment Module (MAAv) of the *More Doctors Program*, with a focus on training health professionals in media education. The objective is to strengthen health communication practices, contributing to the development of an informed workforce capable of disseminating knowledge within their local communities, reinforcing community bonds, and addressing misinformation that generates insecurity and undermines adherence to public health policies.

An illustration featuring a woman with dark curly hair, wearing a blue t-shirt and a red skirt, holding a smartphone. She is positioned in the lower right quadrant. Behind her is a large yellow circle. To her left is a large red circle. In the upper left, there is a blue circle. A computer window is overlaid on the scene, with a white cursor arrow pointing to its bottom-left corner. The window has a title bar with three icons (minimize, maximize, close) and a scroll bar on the right. The text 'PARTE 2' is written in large, bold, black letters on the top part of the window. Below it, the text 'Updates to the Brazilian Media Education Strategy' is written in a smaller, bold, black font. Two white starburst icons are scattered around the scene: one in the upper right and one in the lower left.

PARTE 2

Updates to the Brazilian Media Education Strategy



4. Updated Strategic Objectives

In this second version, EBEM updates and expands its strategic objectives in light of recent social and technological transformations, the demands of civil society and academia, related public educational policies, and the goals established in the *Federal Government's Multi-Year Plan* (PPA 2024–2027). They are:

- 1.** To expand media education training for education professionals in different formative contexts, in coordination with universities, federal institutes, public school networks, and public digital training platforms;
- 2.** To promote the teaching and learning of media competencies in formal, non-formal, and community settings, taking into account regional, cultural, ethnic-racial, generational, gender, linguistic, and territorial diversities, with special attention to populations in situations of vulnerability;
- 3.** To support the institutionalization of media education within Brazilian public policies, especially regarding the integration of digital and media education into curricula by states and municipalities, in accordance with national guidelines and the provisions of the National Digital Education Policy (PNED);
- 4.** To strengthen the production of educational content and research that promote information integrity and the valuing of diverse perspectives and voices, focusing on training and awareness-raising efforts;
- 5.** To establish national interministerial partnerships with public agencies, universities, federal institutes, civil society organizations, among others, to consolidate support networks for the promotion of accessible and locally contextualized media education actions and projects;
- 6.** To expand international cooperation with multilateral organizations, foreign institutions, and global forums, aiming at the exchange of best practices, the development of joint projects, and Brazil's participation in international debates on media education, information integrity, and digital citizenship.



5. Principles and Foundations

5.1. Guiding Principles

The guiding principles of EBEM constitute the **democratic commitments that inform the formulation, implementation, and evaluation of the Strategy as a public State policy**. They express the vision that underpins media education: an education committed to equity, social justice, the right to information, and the expansion of citizen participation in the communication ecosystem. These principles are also aligned with Brazilian legal frameworks, the fundamental rights established in the Constitution, and the international treaties and agendas to which Brazil is a signatory.

5.1.1. Scalability and Territoriality

Defining scalability and territoriality as principles of EBEM stems from the recognition that public policies only become effective when they are both capable of broadly reaching the population and of respecting, engaging with, and improving in response to local specificities. The scalability of the policy materializes through its articulation with national educational policies by integrating with the *National Textbook and Teaching Materials Program* and other more recent initiatives, such as the *National Strategy for Connected Schools*, the *Full-Time School Program*, and the *School for Adolescents Program*, for example, in addition to national curricular guidelines.

Furthermore, territoriality enhances this broad policy by promoting approaches that are sensitive to local realities. This means recognizing and incorporating knowledge produced within territories and valuing local cultures in the materials and methodologies used. An example is the *MidiaCOP* initiative, a media and environmental education training project developed within the scope of EBEM, featuring educators and students from states in the Amazon region as protagonists, in the context of COP-30.

These principles are also aligned with the guidelines of the 2024–2027 *Multi-Year Plan (PPA)*, which establishes federative cooperation as a key axis for the implementation of public policies and for the coordination between the federal government, states, and municipalities.

5.1.2. Information Integrity

Information integrity is one of EBEM's most strategic principles, aligned with the international landscape and with the advancement of public policies aimed at combating disinformation. The concept of information integrity, also adopted by the *United Nations Global Digital Compact (2024)*, encompasses the promotion of informational ecosystems based on verifiable, diverse, accessible, and trustworthy information that enables the population to make informed decisions and fully exercise their rights.



EBEM assumes that media education is not possible without a critical approach to the dynamics that structure the contemporary informational environment—including the concentration of power in large technology companies, the algorithmic mechanisms of content targeting and amplification, and the circulation of hate speech and disinformation. These and other factors directly impact the right to information and undermine public debate, making them central to any policy that aims to strengthen democracy and digital citizenship.

This principle is also aligned with national policies and with interministerial initiatives that bring together education, human rights, health, justice, and science and technology in a coordinated effort to combat disinformation. In practice, information integrity as a principle of EBEM guides the production of pedagogical content, the design of actions and training programs, and the development of informational competencies. More than merely reacting to disinformation, EBEM proposes a structural and preventive approach grounded in critical education, the plurality of sources, and the valuing of a free press, science, and community knowledge as pillars of a fair, plural, and trustworthy informational ecosystem.

5.1.3 Social Participation

Social participation and the valuing of diversity have been foundational principles since the conception of EBEM, reaffirmed both in the public consultation conducted in 2023 and in the mapping of initiatives in 2024. By adopting listening as a methodology, EBEM reinforces its commitment to a public policy design grounded in multiple forms of knowledge.

The principle of social participation is aligned with the Federal Constitution and with various regulations that emphasize democratic governance, inclusion, and the right to communication and information as central elements of educational and digital policies. By reaffirming these commitments, EBEM moves forward in articulating the development of public policies based on territorial realities, recognizing local knowledge and community practices as strategic inputs for the construction of methodologies and pedagogical resources in media education.

From an operational standpoint, this principle unfolds into implementation strategies aimed at ensuring permanent channels for listening and consultation, as well as partnerships with state and municipal education networks, civil society organizations, universities, federal institutes, community networks, and popular communication collectives. These mechanisms strengthen EBEM's democratic governance by understanding diversity not only as cultural plurality but also as pedagogical and communicational potential - central to promoting the recognition of multiple forms of expression and meaning-making within the media ecosystem.



In this way, EBEM is structured as a dynamic, adaptable, and intersectional process, recognizing that the mediation of information and communication takes place in diverse and unequal contexts. This recognition is strategic for ensuring the territorialization of actions, the engagement of school communities, and the development of pedagogical practices that are connected to the challenges of each territory.

5.2. Foundations

The foundations of the EBEM refer to the frameworks that support the understanding of media education as a right and a State policy connected to fields of knowledge such as educommunication and discussions on digital education and digital citizenship. These foundations provide **guidelines for designing actions adapted to the diversity of territories and the ongoing technological transformations**, strengthening the integration of media education with other public policies, contributing to the consolidation of a democratic and participatory media education, and establishing the reasons why this policy is necessary and urgent for our country.

5.2.1 Media Education as a Right and a State Policy

Media education is understood, within the scope of the EBEM, as a right of the Brazilian population. This means affirming that all people - regardless of age, territory, social condition, or level of schooling - must have guaranteed access to learning opportunities that develop critical, ethical, and creative skills to understand, analyze, produce, and share information in digital and media environments.

This foundation is connected to the legal and regulatory frameworks already mentioned and enables the integration of media education with digital education in the basic education curriculum, seeking to consolidate it transversally across educational, communication, cultural, scientific, and human rights policies. This means promoting media education in various national policies and programs, as well as in state and municipal education programs and plans. It also means ensuring that this policy continues across government cycles, securing its presence in public planning instruments, such as the *Multi-Year Plan* (PPA 2024–2027).

Adopting this foundation reinforces the need for coordination at multiple levels to ensure that media education is present in all levels and modalities of teaching. The EBEM proposes a long-term transformation of Brazilian education, going beyond a perspective of isolated innovation, to establish itself as a policy that expands the educational repertoire of schools, strengthens connections with local territories, and addresses asymmetries in access to the production and interpretation of information.



5.2.2 Dialogue with Educommunication, Digital Education and Digital Citizenship

The EBEM recognizes and values the historical contributions of educommunication in Brazil as a theoretical-practical field that has played a decisive role in shaping public policies at the intersection of education, communication, and rights. Inspired by Latin American critical pedagogies and the principles of community communication, educommunication affirms the centrality of learner protagonism, critical media literacy, collaborative meaning-making, and pedagogical mediation as emancipatory processes. This legacy is one of the foundations of the Strategy and also guides its methodological and educational dimensions.

Within this same horizon of educational and technological transformations, the EBEM is also aligned with the field of digital education in schools, recognizing its importance for citizenship formation in contexts deeply mediated by technology. While digital education focuses on the technical-operational and reflective mastery of digital tools, languages, and environments, media education broadens this scope by addressing processes of meaning construction, information circulation, and algorithmic mediation in contemporary communication ecosystems. Both converge in the perspective of educating individuals capable of acting with autonomy, ethics, and discernment in contexts shaped by digital devices, sociotechnical networks, and visibility regimes mediated by platforms. As highlighted in the publication *Children, Adolescents and Screens - A Guide on the Use of Digital Devices*, in alignment with the *National Digital Education Policy*, digital education in schools should be understood as a structuring dimension of the curriculum, promoting both inclusion and critical and creative engagement with digital technologies in learning processes.

The EBEM is also aligned with current debates on digital citizenship, information literacy, and the competencies required for life in societies deeply shaped by digital technologies. Digital citizenship goes beyond the instrumental use of tools; it involves the critical understanding of information systems and technological platforms, respect for rights in online environments, ethical content production, and active participation in the digital public sphere. It has become an increasingly central dimension of citizenship nowadays.

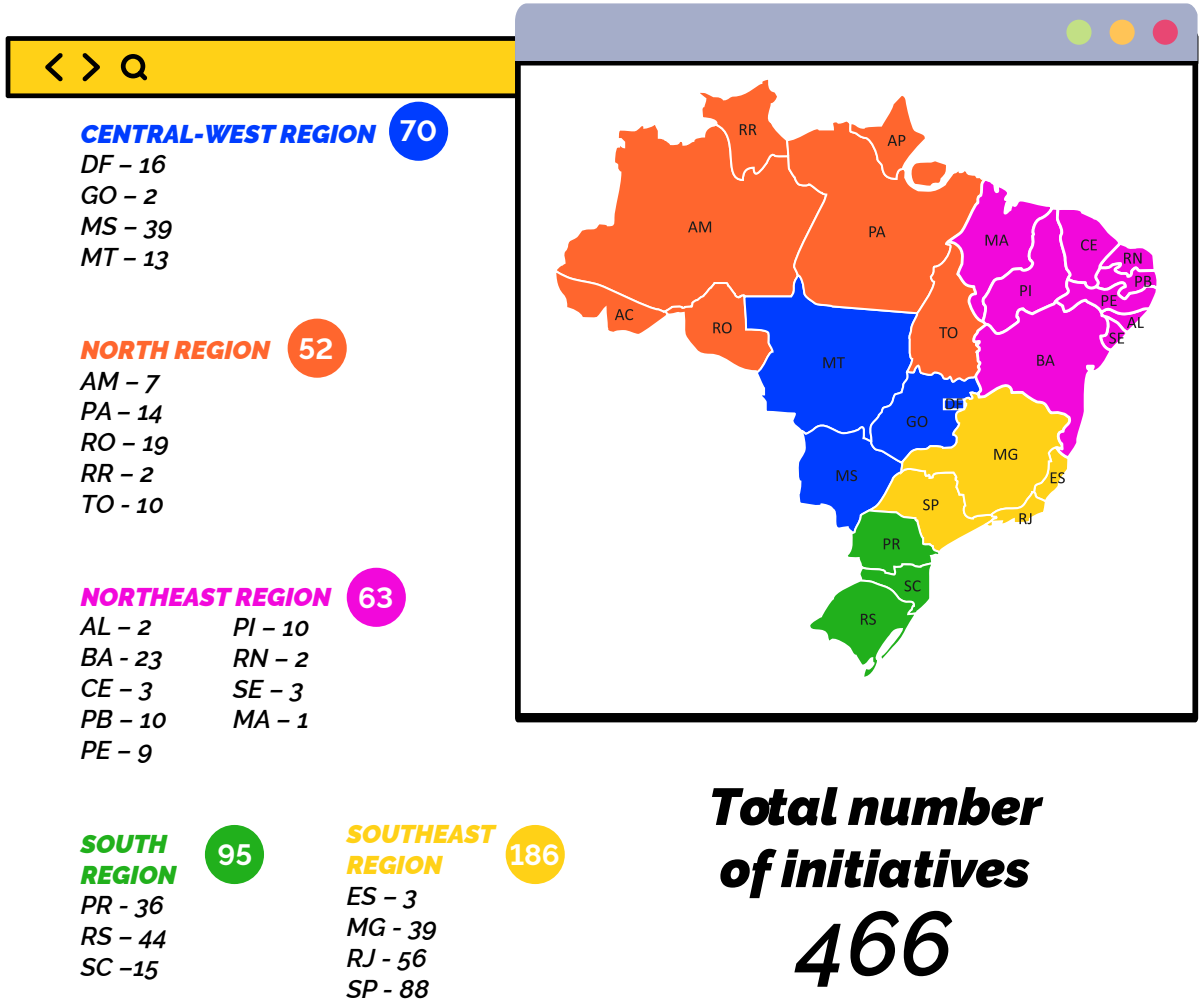
The dialogue among educommunication, digital education, and digital citizenship values both the knowledge produced in local territories and global debates on digital rights, information integrity, and technological sovereignty. This integration is expressed in the educational practices, pedagogical resources, and mobilization strategies promoted by the EBEM - from continuing teacher training to student-produced content; from supporting community communication to the critical analysis of algorithms, artificial intelligence, and manipulative design.



6. Mapping of Initiatives

In July 2024, in a joint effort, UNESCO and SECOM carried out a *Mapping of Media Education Initiatives in Brazil*, with the aim of identifying media education actions, projects, and programs - including educommunication, media education, and media and information literacy—of a continuous nature, at the local, regional, and national levels, developed by public institutions, private organizations, and civil society.

The purpose of this survey was not only to understand what is currently being done in order to build a public policy aligned with the needs of each territory, but also to recognize, value, and give visibility to these initiatives by revealing what is happening in different parts of the country. The detailed mapping and featured initiatives are available on the SECOM website. Below, we present an overview of these initiatives by state.



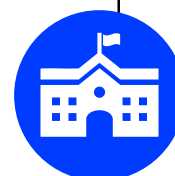


What does the mapping reveal about the Brazilian initiatives?



Leadership of schools and universities: Higher education institutions and early elementary schools emerge as leading actors in the initiatives. In many cases, schools and universities also appear as partners, especially in the context of extension and/or research projects. Approximately one quarter of the initiatives were developed within these environments, confirming the relevance of university outreach for the field.

Diversity of institutions: A wide variety of institutions involved in promoting media education was identified. Among them are parent-teacher associations, civil society organizations, university radio stations, language centers, collectives, publishers, individual micro-entrepreneurs (MEIs), independent projects, education departments, and cultural production companies. This diversity shows that there is no single model of media education, but rather multiple forms of implementation adapted to specific contexts and territories.



Media education and educommunication: The identified initiatives are concentrated mainly around these two concepts. To a lesser extent, the notions of media-education and media and information literacy also appear.



Multiple formats and languages: The initiatives encompass various formats and languages, ranging from newspapers and radio to podcasts, photography, social media content, and audiovisual productions. Among these, audiovisual productions stand out as formative tools.

Diversity of issues: Environmental and climate issues, Indigenous issues, stereotypes, community communication, solutions journalism, fact-checking, racism, health, digital safety, online well-being and mental health, and cyberbullying are some of the topics present in Brazilian initiatives.



Adolescents in focus: Although many initiatives serve more than one age group, the data reveal that the most reached audience is adolescents (286 mentions in the forms), followed by children (239), young adults (223), adults (188), and older persons (88). These results align with the most prominent focus of the initiatives—media education in basic education—which is consistent with the findings of the public consultation conducted by SECOM for the development of the first version of EBEM in 2023.



7. EBEM's Structuring Axes

The structuring axes of this second version of the EBEM were updated in relation to the first EBEM and defined through a listening and systematization process that combined the 2023 public consultation with the national mapping of initiatives carried out in 2024, as well as the refinement of policies and practices throughout the period from 2023 to 2025. This trajectory made it possible to identify both consolidated practices and new demands for action that require attention, resulting in a set of priorities that reflect the plurality of educational contexts, the country's regional diversity, and the need to address emerging challenges in the field of information and digital citizenship. Each axis represents not only a thematic front but also a **strategic response** to these demands.

In addition, the axes are interconnected and should be understood as **complementary dimensions** of a single public policy. Basic education, community contexts, teacher training, media production, artificial intelligence, and the climate agenda do not constitute isolated blocks but rather spaces that integrate in a dialogical manner. This perspective recognizes that media education must be experienced in a cross-cutting way, accompanying individuals at different stages of life, in various learning contexts, and in constant dialogue with the contemporary challenges of democracy, technology, and sustainability.

7.1. Basic Education and School-Based Digital Education

This axis consolidates EBEM's priority of integrating media and digital education into everyday school life, with a focus on teaching students to critically read and produce media ("learning by doing"), fostering experiences that develop ethical, aesthetic, and civic participation competencies.

Such an articulation especially supports this integration in alignment with the competencies outlined in the BNCC and with the *National Digital Education Policy* (PNED). Within the context of basic education, this EBEM axis recommends treating media education and school-based digital education as complementary dimensions of a single agenda. The goal is to promote the integration of these topics into school system curricula in an equitable, sustainable way, articulated with national guidelines and other educational policies.

The operational guidelines for this axis include ongoing coordination with teacher training, the inclusion of the topic in curricula - either cross-cutting or as specific content - and its incorporation into the context of full-time education. The presence of media education in policies such as the *National Textbook and Teaching Materials Program* (PNLD), the *National Strategy for Connected Schools*, the *Full-Time School Program*, the *School for Adolescence Program*, and other related initiatives are concrete examples of this thematic integration.



7.2. Non-Formal Contexts, Community Contexts and Other Targeted Populations

One of the central points identified in the mapping of initiatives was the presence of media education activities taking place outside the school environment, carried out within local territories. Through the work of civil society organizations and collectives, various activities occur in cultural and community spaces, highlighting the importance of recognizing non-formal and informal education as its own axis.

The network of partners mobilized to work within this axis should include universities, federal institutes, social movements, and local collectives, with special attention to vulnerable populations and underserved territories. This reinforces the need to consolidate media education as a social practice rooted in local contexts, valuing the cultural, communicational, and community experiences that already take place outside the school environment.

This axis also includes the importance of guiding families, health systems, and the justice system on issues related to education and protection in digital environments. The publication *Children, Adolescents, and Screens – Guide on the Use of Digital Devices*, released by the federal government, provides guidance for families, public managers, and the general population on screen time, data protection, digital well-being, and safe and inclusive practices. The Guide emphasizes that the use of technology must be tied to educational processes mediated critically, recognizing its learning potential as well as the risks associated with early exposure, hyperconnectivity, and algorithmic surveillance dynamics.

The Guide's content is directly connected to the training programs and materials produced within EBEM, serving as a basis for updating courses and pedagogical resources aimed also at educators. By influencing these teacher training pathways, EBEM and the Guide also impact students and their families by strengthening a sense of responsibility in the use of digital technologies, expanding the promotion of a culture of well-being and care for children and adolescents in educational and family environments.



7.3. Training of Educators and Multipliers

Initial and continuing training for educators is essential for implementing the *Brazilian Media Education Strategy* (EBEM) at scale across the entire national territory. This training is a target of the 2024–2027 *Multi-Year Plan* (PPA) under the public communication axis, which includes the goal of training 300,000 education professionals on the topic.

The mapping of initiatives reinforces the importance of curating materials and offering courses for educators and multipliers. In addition, expanding academic partnerships and creating the *Tutorial Education Program* (PET) focused on media education are also strategic for scaling this policy.

Continuous training pathways and longer-term courses, carried out in partnership with universities, civil society organizations, and partner countries and institutions, serve simultaneously as tools for capacity building and for evaluating the public policy itself. This is because they incorporate participant evaluation and self-evaluation mechanisms, enabling a monitoring dynamic that is vital for the continuous improvement of the policy.

The training of educators and multipliers should be understood as a long-term structuring axis that supports the continuity and quality of the policy. The creation and/or coordination of trainer networks, in partnership with universities, federal institutes, and partner organizations, supports methodological organization, promotes the exchange of experiences across different regions, and ensures the ongoing updating of pedagogical content and practices. In this way, media education is consolidated as both a space for research and for the production of applied knowledge, contributing to the consistent implementation of EBEM throughout the national territory.

7.4. Media Production, Audiovisual Creations and School Journalism

The mapping of initiatives shows that student-created activities developed in schools have a significant impact on student motivation, on strengthening youth protagonism, and on building more participatory school communities. In addition, they recognize children and adolescents as rights-bearing subjects within the informational environment—producers of information who must be heard, as established by the *Child and Adolescent Statute* (ECA) and *Article 19 of the Universal Declaration of Human Rights*. For this reason, beyond critical media reading, EBEM encourages critical media production, considering that journalistic and audiovisual production experiences in schools promote understanding of how information is constructed and foster appreciation for press freedom and quality journalism – placing students in contact with central elements of information integrity, such as factual grounding, pluralism of ideas, and trust in institutions.



This axis encompasses child and youth journalism projects and practices in film/ audiovisual production, radio, and photography, integrated into the curriculum and interdisciplinary projects, valuing the cultural diversity of local territories and student protagonism. These experiences combine critical reception with ethical and aesthetic production, encouraging reflection on framing, omissions, and representations, and developing responsible world-editing skills - that is, the awareness that we ourselves are editors of reality.

For implementation, the promotion of school newsrooms/news agencies, media clubs and school newspapers, film clubs (cinema in schools), and school radio and podcast initiatives—articulated with teacher training and reference materials—is recommended. Activities should address concepts such as investigation, verification and diversity of sources, publication ethics, copyright, and press freedom, and should also engage with topics such as disinformation and online safety. These actions connect with national educational guidelines and programs, supporting the incorporation of media education into extended learning time and curricular components. In this way, EBEM encourages the creation of spaces for listening, collaboration, and collective production, expanding opportunities for children, adolescents, and young people to express themselves in different languages and promoting their active and civic participation in the public sphere.

7.5. Artificial Intelligence

Critical literacy *about, with, and for* AI can be understood as the promotion of a set of critical and civic competencies necessary for students and educators to understand, analyze, and interact responsibly with automated systems. This literacy ranges from algorithmic literacy - understanding how information flows are structured - to the ability to assess the ethical, social, and political impacts of AI in everyday life, preventing risks such as disinformation, algorithmic discrimination, and other forms of online harm.

The inclusion of AI in EBEM is connected to other important aspects of educator training: it aligns with the promotion of computational thinking and digital culture within the context of school-based digital education, enhances practices in community contexts, and provides support for the development of initiatives related to information integrity and digital citizenship.

This axis is also linked to the *Digital Teaching Knowledge Framework* developed by the Ministry of Education, which encourages teachers to analyze the impact of digital tools on student learning and reinforces the importance of using technology as a means rather than an end — the focus must be on student learning, with technology serving to facilitate this process.

The promotion of critical AI literacy also aligns with UNESCO's *AI Competency Framework*, including its versions designed for teachers and students. The Framework organizes learning progression levels into understanding, applying, and creating, within a human-centered approach.



7.6. Environment and Climate Change

The actions within this axis include media education applied to climate and sustainability themes, with the production of educational and journalistic content led by students and educators, as well as the expansion of partnerships with environmental actors, higher education institutions, schools, and community collectives, enabling school communities to also become spaces for climate engagement.

In this process, the *MidiaCOP* Project stands out, carried out through cooperation between Brazil and France. The project brings together institutions from both countries. From Brazil, participants include the Social Communication Secretariat of the Presidency, the Ministry of Education, the Pará State Department of Education, and the Federal University of Mato Grosso do Sul (UFMS); from France, participating institutions include the *Centre pour l'Éducation aux Médias et à l'Information* (CLEMI), *Réseau Canopé*, and the French Embassy in Brazil. The project offers training for educators in the Amazon region, focusing on tackling environmental disinformation and producing critical narratives about the climate crisis. In addition to strengthening local capacities, *MidiaCOP* is connected to preparations for COP-30, contributing to ensuring that Amazonian teachers and students participate actively in the international climate debate in an informed manner and grounded in their territories.

This axis is also aligned with the *Global Initiative for Information Integrity on Climate Change*, led by Brazil in partnership with UNESCO and the UN, recognizing that climate disinformation is one of the greatest obstacles to collective action in the face of the environmental emergency. In this context, the *Global Call to Action for Climate Information Integrity and the COP-30 Action Agenda* expand the reach of the initiative by compiling and raising awareness on best practices and activities on the ground worldwide on media education. In doing so, EBEM positions Brazil within a global movement that seeks to ensure public access to reliable climate information, valuing science and combating false narratives that undermine environmental governance.

The integration of media education and environmental education within EBEM, represented in this axis through findings from the mapping, aims to prepare teachers, students, and communities to understand the social and political dimensions of the climate crisis, recognize the value of scientific knowledge and community wisdom, and act in defense of ecosystems and threatened ways of life. It is important to highlight that this relationship is not new: the *National Environmental Education Policy* (PNEA) – Law No. 9,795/1999 already incorporated *educommunication* as one of its lines of action and fundamental pillars, recognizing since then the importance of communication and critical education in promoting sustainability.



8. Implementation Instruments

The consolidation of the Brazilian Media Education Strategy (EBEM) as a public policy has been carried out through the activation of instruments that ensure its implementation across different territories, school systems, and educational contexts. These instruments operate in an articulated manner, combining technical support for the development of curricular guidelines, educator training, interministerial coordination and collaboration with states and municipalities, international cooperation, and results monitoring.

Along this path, EBEM seeks both to integrate with existing public policies and to stimulate the creation of new initiatives, establishing itself as a cross-cutting strategy that connects education, communication, and human rights in alignment with constitutional principles and the global commitments undertaken by the country.

8.1. Incidence on Educational Policies

One of the mechanisms for establishing the *Brazilian Media Education Strategy* (EBEM) as a public policy is its influence on the broader set of Brazilian educational policies. This occurs through institutional coordination and regulations that incorporate the principles, foundations, and objectives of media education into programs and policies—particularly those of the Ministry of Education and the Ministry of Science, Technology, and Innovation. The Strategy is also included in the *Multi-Year Plan* (PPA 2024–2027), under Program 4101 – Public and Government Communication, which recognizes the improvement of the informational environment as a national priority. One of the program's specific objectives directly calls for the promotion of media education.

In addition to interministerial coordination, technical support and regulatory influence are also part of the ongoing implementation of EBEM, such as the partnership with the Ministry of Education to support the National Education Council in drafting Resolution CNE/CEB No. 2 of March 21, 2025.

Within educational policy, one significant area of EBEM influence has been the *National Textbook and Teaching Materials Program* (PNLD), given the importance of ensuring that media education continues to be included in new evaluation cycles of the Program's materials - supported by SECOM's coordination and technical input for its inclusion in calls for submissions published through 2025.

The *National Digital Education Policy* (PNED) is also a key space for EBEM's influence, as one of its core principles is the digital and media literacy of the population. In this context, EBEM provides frameworks that guide the media education dimension within the PNED, strengthening its implementation in school systems and teacher training.

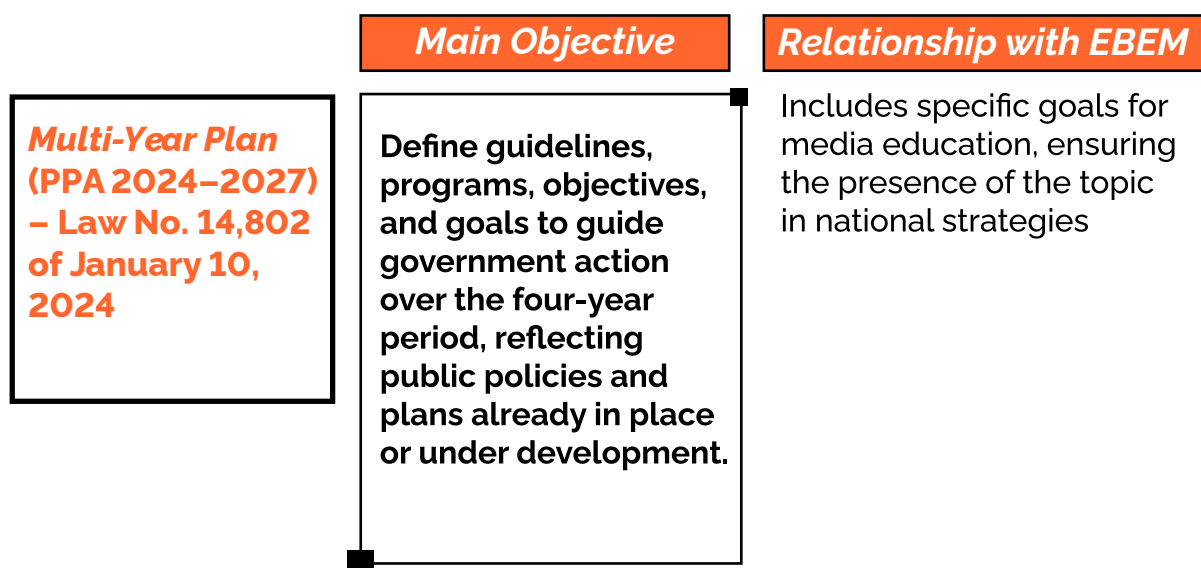


Furthermore, EBEM should continue to work directly with the *Full-Time School Program*, contributing to the redesign of school time and space and to the development of interdisciplinary integrative projects. Within this scope, media education supports the development of competencies for life in society, students' critical engagement with everyday issues, and connections with other areas of knowledge such as the humanities, natural sciences, exact sciences, arts, and other subjects.

The Strategy also guides the development of state and municipal media education policies, promoted through cooperation agreements with various actors, such as the partnership for training council members with the National Union of Municipal Education Councils (UNCME). These agreements have enabled the institutionalization of the topic in local curricula, pedagogical planning cycles, the production of contextualized materials, and specific programs in municipalities across Brazil.

EBEM serves as an instrument for coordination among different areas and public policies of the federal government, expanding the transformative potential of media education and contributing to strengthening the right to education, valuing the teaching profession, and building a public school system more connected to contemporary challenges.

Among the main policies, programs, and regulations with which EBEM is aligned, the following stand out:





	Main Objective	Relationship with EBEM
National Digital Education Policy (PNED) – Law No. 14,533 of January 11, 2023	Universalize access to digital education in Brazil, ensuring technical, informational, and critical competencies for life in society across all levels and modalities of education.	Provides frameworks for integrating media education into the school curriculum and teacher training, reinforcing the civic and critical dimensions of digital education.

	Main Objective	Relationship with EBEM
National Textbook and Teaching Materials Program (PNLD) – Decree 12,021 of May 16, 2024; Decree 9,099 of July 18, 2017	Provide criteria for promoting the evaluation, acquisition, and distribution of textbooks and other educational support materials for the entire public basic education system in the country.	Has begun to include specific criteria related to media education in the pedagogical evaluation of teaching materials.



	Main Objective	Relationship with EBEM
National Operational Guidelines on the Use of Digital Devices in School Settings and the Curricular Integration of Digital and Media Education – CNE/CEB Resolution No. 2 of March 21, 2025	Guide the safe and pedagogical use of digital devices in schools.	Integrates media education into school practices and establishes parameters for the formative use of technologies.

	Main Objective	Relationship with EBEM
National Human Rights Education Plan (PNEDH) – Decree No. 11,851 of December 26, 2023	Promote a culture of human rights in Brazil through cross-cutting educational actions, strengthening democratic values, diversity, and social justice.	Consolidates media education as a formative practice that strengthens democracy, digital rights, and information integrity, connecting digital citizenship and human rights.



Main Objective

National Program for the Popularization of Science – Pop Ciência – Decree No. 11,754 of October 25, 2023

Stimulate the democratization of scientific knowledge, bringing science, technology, and innovation closer to society.

Relationship with EBEM

Promotes pedagogical and media practices that value science as a reliable source, combat scientific disinformation, and encourage the production of educational content grounded in scientific evidence. This includes the annual Hackathon Against Disinformation, held during the National Science and Technology Week (SNCT), which engages students and educators in developing solutions to counter false narratives and strengthen information integrity.

Main Objective

Full-Time School Program – Law No. 14,640 of July 31, 2023

Restructure the school day by increasing students' time at school through pedagogical, cultural, and sports activities.

Relationship with EBEM

The extended school day enables the cross-cutting integration of media education, with interdisciplinary projects that foster critical reading, media production, and the development of civic competencies.



Main Objective

Relationship with EBEM

School for Adolescents Program – Ordinance No. 635 of July 10, 2024

Strengthen the final years of elementary education through cooperation among the federal government, states, municipalities, and the Federal District, promoting an educational approach that embraces the diverse experiences of adolescence in Brazil, fosters an inclusive school environment, and enhances the social quality of education, ensuring access, progress, and the integral development of students.

By promoting students' integral development, the program creates space for media education to be integrated into the curriculum.

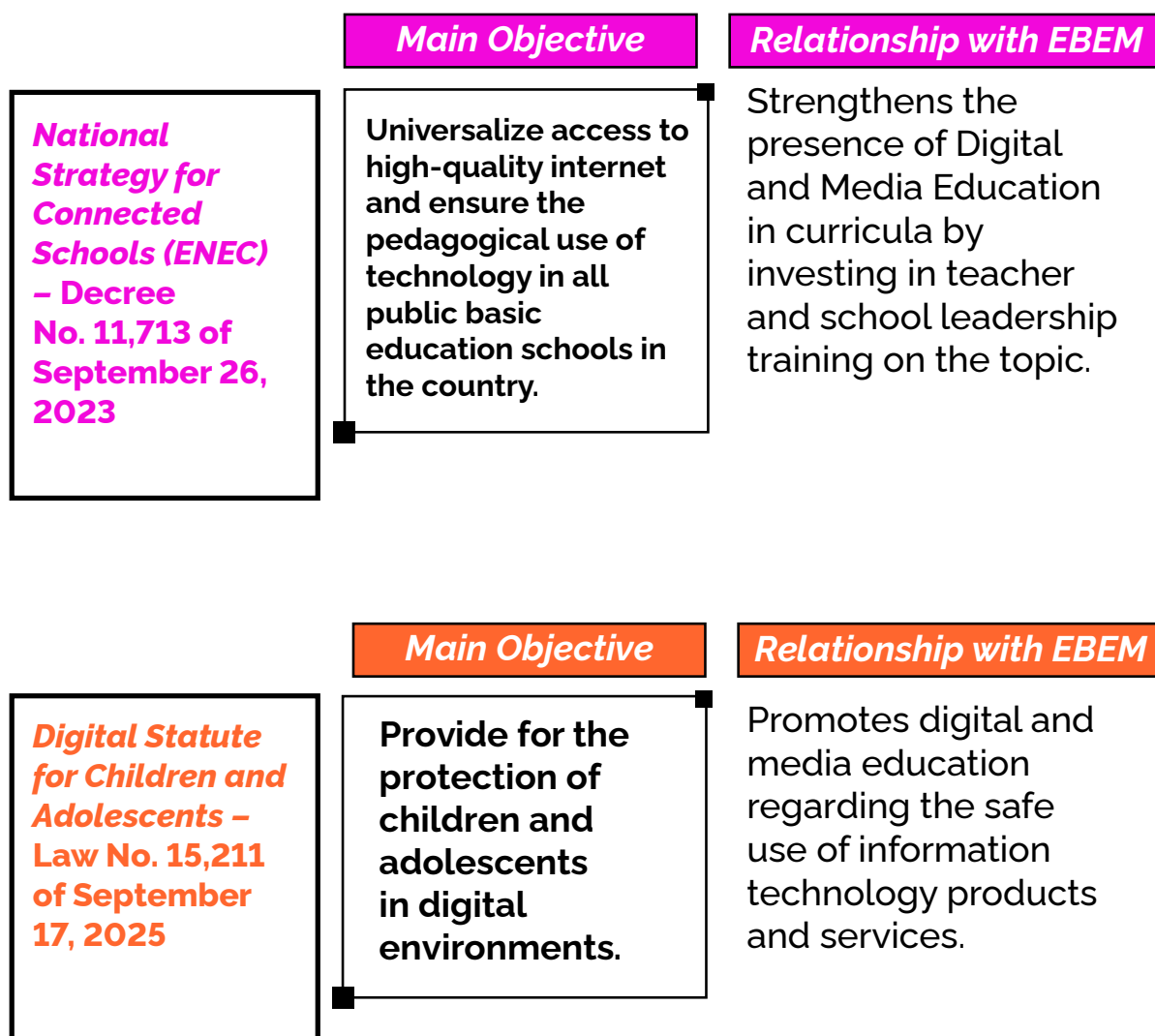
Main Objective

Relationship with EBEM

Tutorial Education Program (PET) – Law No. 11,180 of September 23, 2005; Ordinance No. 976 of July 27, 2010, as amended by Ordinance No. 343 of April 24, 2013

Involve undergraduate students in tutorial education projects by supporting tutorial groups within degree programs, integrating teaching, research, and outreach, and strengthening and expanding academic training.

Estimula la creación de grupos orientados a la integridad de la información y a la educación mediática, conectando universidades, institutos federales, escuelas y comunidades, y consolidando redes de formación e investigación.



8.2. Continuing Training Strategies in Digital and Media Education

Continuous training in digital and media education ensures that the advances achieved in regulatory and curricular frameworks translate into sustainable pedagogical practices. For this reason, one of the priorities of the second version of EBEM has been its coordination with the Ministry of Education, in order to ensure that courses and training pathways reach teachers nationwide - free of charge, in an integrated manner, and aligned with other educational policies.

In this process, the *Digital and Media Education Collection*, hosted on the Ministry of Education's Virtual Learning Environment (AVAMEC), has become the main instrument for dissemination and capacity building. Initially launched with only nine courses, the collection now brings together more than sixty diversified training offerings, significantly expanding its scope to also include topics in digital



education. This expansion responds to the understanding that teacher training cannot be limited to the technical use of digital tools; it must also engage with the informational, communicational, and ethical dynamics that shape everyday school life.

This perspective has guided the development of strategic partnerships, such as the *Advanced Training Course in Media Education for the Promotion and Defense of Human Rights and Diversity*, developed in cooperation among SECOM, the Ministry of Education (MEC), the Federal University of Uberlândia (UFU), and the University of Brasília (UnB), and the course *Schools ON, Violence OFF*, carried out in partnership with the organization Serenas and the government of the United Kingdom, focusing on online safety for girls and adolescents.

These initiatives reinforce the understanding that learning media education is a continuous and lifelong process. Just as technologies, algorithms, and informational environments evolve at an accelerated pace, training programs for educators must also be constantly updated and diversified, ensuring the conditions for teachers to learn, relearn, and reinvent pedagogical practices throughout their professional lives.

8.3. Interministerial, Intersectoral and Federative Partnerships

Media education as a state public policy depends on building alliances across different levels of government and with civil society. Since the launch of the first EBEM in 2023, these alliances have enabled significant progress, such as coordination with various educational policies of the Ministry of Education (MEC) and specific policies and actions of the Ministry of Science, Technology and Innovation (MCTI), including the *National Program for the Popularization of Science*, and the Ministry of Human Rights and Citizenship (MDHC), such as the development of the *National Human Rights Education Plan*.

These actions planned at the Federal Government level have also inspired state and municipal policies. In some territories, media education policies are already materializing in adapted curricula, regional teacher training programs, thematic actions, and the production of contextualized materials.

The *MidiaCOP Project*, for example - focused on strengthening critical reading and responsible media production skills—in partnership with the Pará State Department of Education and the French government, is directly connected to the training of basic education teachers. Similarly, support for school newsroom initiatives developed by the Bahia State Department of Education is an important example of interinstitutional efforts to integrate media education into pedagogical practices and school curricula. These arrangements signal that federative cooperation is also a promising path for transforming national guidelines into sustainable practices capable of engaging with the potentialities of each territory.



The intersectoral dimension, in turn, expands the reach of the policy. Civil society organizations and universities have been incorporated as implementation partners and co-authors of various initiatives. This diverse network strengthens EBEM's legitimacy and enables media education to reach audiences and contexts beyond formal schooling, promoting integration between media education, social participation, and pedagogical innovation.

In its next cycle, EBEM will seek to deepen and broaden these agreements, further strengthening interministerial, intersectoral, and federative frameworks. The vision is to consolidate a continuous cooperation process capable of sustaining the policy as a long-term commitment, expanding its reach to new audiences and territories, and more structurally integrating converging agendas such as digital education, environmental education, and the promotion of democratic citizenship.

8.4 Cooperation and Integration with International Commitments

The international dimension of EBEM has been a strategic element for technical strengthening, the exchange of best practices, and the affirmation of Brazil's leadership in multilateral forums focused on building public policies for media education aligned with an increasingly coordinated international agenda centered on information integrity, digital rights, and democratic citizenship.

This updated version of EBEM is therefore connected to multilateral actions and commitments such as UNESCO's *Global MIL Week (Media and Information Literacy Week)*, the *United Nations Global Digital Compact*, the agendas of the G20, Mercosur, and BRICS, as well as the *Global Initiative for Climate Change Information Integrity*, led by Brazil within the UN framework.

It is also important to highlight the implementation of OECD recommendations in the field of information integrity, especially those aimed at strengthening educational and media literacy policies, which reinforce the need for international cooperation and the creation of informational resilience mechanisms at a global scale. Additionally, recent recommendations from the World Economic Forum (2025) underscore the importance of involving community organizations, youth networks, and intergenerational initiatives in media literacy programs, with the goal of promoting informational resilience in an inclusive and locally grounded way.

In this context, several international partnerships developed by Brazil within EBEM stand out, such as the collaboration with the European Commission *through the Technical Assistance and Information Exchange (TAIEX)* mechanism, which facilitated the exchange of experiences with European countries such as Denmark and Finland. Another international partnership promoted by SECOM took place with the French government, through joint initiatives involving French institutions such as the *Centre pour l'Éducation aux Médias et à l'Information (CLEMI)* and *Réseau*



Canopé, in cooperation with the Federal University of Mato Grosso do Sul and the Pará State Department of Education. Also noteworthy is the cooperation with the United Kingdom Embassy through a Memorandum of Understanding, which enabled courses, consultations, and partnerships with civil society organizations on media education.

By integrating these international perspectives into its practice, EBEM ensures that international commitments are translated into concrete actions adapted to the Brazilian context, while also allowing Brazilian policies to be recognized as contributions to building fairer, more plural, and more democratic global agendas.

9. Recommendations for the Continuity of EBEM

Over its first two years of implementation, the Brazilian Media Education Strategy (EBEM) has demonstrated its capacity for nationwide mobilization, coordinating different levels of government, educational institutions, civil society organizations, international bodies, and community networks. The inclusion of the theme in curricular policies, the provision of training for thousands of educators, the annual organization of the Brazilian Media Education Week, the incorporation of the theme into PNLD calls, the development of thematic courses, and the establishment of technical cooperation agreements all highlight the policy's progress toward institutionalization and long-term sustainability.

This second version of EBEM reaffirms media education as a right of the Brazilian population, strengthening the perspective of continuity and expansion of the Strategy in the coming cycles. To achieve this, it is important to ensure permanent mechanisms for public consultation and social participation, the strengthening of state-level networks, and the expansion of interministerial and international partnerships. Deepening local engagement, integrating with regulatory frameworks, and aligning with multilateral commitments - such as UNESCO's Global MIL Week, the UN Global Digital Compact, and the agendas of the G20, Mercosur, and BRICS - extend the reach and international relevance of Brazil's media education policy. Along this path, media education and information integrity converge to promote and strengthen democracy by preparing citizens capable of critically engaging in public debate and resisting informational manipulation.

EBEM recognizes that the country's structural inequalities - digital, informational, educational, and cultural - cannot be reproduced by a policy that aspires to be emancipatory. For this reason, it increasingly positions itself as a strategic instrument for promoting information integrity while contributing to reducing inequalities and building a more democratic collective national project. It is the responsibility of all sectors committed to education, communication, and human rights to continue advancing this policy, ensuring that it remains active, responsive, and transformative in the face of present and future challenges. To ensure the continuity, strengthening,



and expansion of the Brazilian Media Education Strategy as a public policy, the main recommendations are listed below:

- **Intensify federative coordination, promoting the development and institutionalization of state and municipal media education policies in dialogue with EBEM.** This coordination should continue building on the mobilization efforts and agreements already underway by SECOM, expanding the dissemination of Guides and technical support materials for education councils, state and municipal secretariats, and universities, ensuring alignment with national guidelines and regulations on the topic;
- **Expand continuous teacher training** through the courses already available on AVAMEC, with particular attention to regions and social groups in situations of vulnerability, addressing the country's digital and informational inequalities, as well as ensuring the continuity of the national mapping of initiatives;
- **Increase the incorporation of media education into initial teacher training,** encouraging universities and teacher education institutes to include media education in their undergraduate teaching and pedagogy curricula, ensuring that future educators enter the profession already equipped with competencies in this field;
- **Support the formation and integration of networks to strengthen policy governance.** These networks may bring together educators, researchers, civil society organizations, public managers, and community collectives, fostering the exchange of experiences, circulation of materials, organization of events, and collaborative development of solutions. The aim is to promote cooperation channels that sustain EBEM's actions and expand its reach;
- **Deepen EBEM's integration with digital inclusion policies,** ensuring that the expansion of connectivity in the country is accompanied by critical and civic training. In this way, increased access to technology becomes inseparable from ethical, social, and political understanding of digital environments;
- **Encourage increased production of research and national indicators** on media education, digital citizenship, and information integrity. The systematization of periodic data will allow for monitoring impacts, identifying new needs, and guiding evidence-based policymaking, in addition to positioning Brazil as an international reference in assessing the field;
- **Expand intergenerational and community dialogue,** incorporating media education into popular education practices, programs aimed at older adults, and youth initiatives. This strengthens the inclusive character of the policy and ensures that different age groups and social groups have access to contextualized training aligned with the country's generational, cultural, and territorial diversity;
- **Consolidate leadership in multilateral forums** such as UNESCO, the UN, the G20, Mercosur, and BRICS, ensuring that media education is a strategic issue within the global agenda on digital rights, information integrity, and combating disinformation;
- **Expand South–South cooperation,** encouraging the creation of networks for sharing best practices in media education with countries of the Global South;



- **Establish a permanent cycle of evaluation, consultation, and social participation**, allowing actions to be updated based on evidence, territorial experiences, and changes in the information ecosystem. Ongoing listening to educators, administrators, students, families, researchers, and communities should remain a central methodological axis of the policy, contributing to its improvement and embedding in pedagogical practice;
- **Strengthen bilateral and interinstitutional partnerships** with governments, universities, and international organizations, continuing to develop joint projects on training, research, and the production of pedagogical resources in media education.

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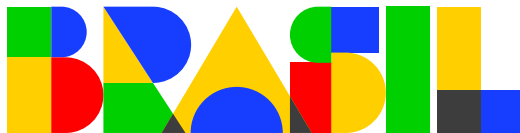
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