

# Educommunication, an indispensable paradigm for curriculum structure renewal in Brazilian elementary education<sup>1</sup>

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**Abstract:** This article discusses the indispensability of the educommunicative practice for implementing a curriculum reform that considers the demands for a citizen education that focuses on a training for people to exercise their universal right to expression and communication. It aims to analyze the final version of the National Common Curriculum Base (BNCC – *Base Nacional Comum Curricular*) of the Brazilian Ministry of Education (MEC), passed in December 2017, observing the nature of the premises that open perspectives for the inclusion of media education as a practice of interest to the educational system. It also recalls the expectation created by the official document, since it predicted the performance, in the school context, of specialized curatorships and mediations to approach topics that still do not have specifically trained teachers. It is understood that this device opens the way for the presence of a specialist in Educommunication in the professional staff of elementary education.

**Keywords:** educommunication; curriculum reform; citizen education; Base Nacional Comum Curricular.

**Resumo:** Este artigo discute a indispensabilidade da prática educomunicativa na implementação de uma reforma curricular que leve em conta as demandas por uma educação cidadã que privilegie a formação para o exercício do direito universal à expressão e à comunicação. Toma como objeto de análise a versão definitiva da Base Nacional Comum Curricular (BNCC) do MEC, aprovada em dezembro de 2017, observando a natureza das premissas que abrem perspectivas para a inclusão da educação midiática como prática de interesse para o sistema educativo. O artigo lembra, finalmente, a expectativa criada pelo documento oficial quando prevê a atuação, no âmbito escolar, de curadorias e mediações especializadas para o tratamento de temas para os quais ainda não existem docentes especificamente formados. Entende-se que esse dispositivo abre caminho para a presença do especialista em Educomunicação nos quadros profissionais de atendimento à educação básica.

**Palavras-chave:** educomunicação; reforma curricular; educação cidadã; Base Nacional Comum Curricular.

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2. The author supervised media education projects in several Brazilian states in the 1970s and 1980s, especially Project Critical Reading of Communication (LCC – *Leitura Crítica da*

Comunicação) of the Brazilian Christian Union of Social Communication (UCBC - *União Cristã Brasileira de Comunicação Social*), initially implemented along with the Popular Movement (*Movimento Popular*) and, after that, in private and public schools. He led, in 1996, the creation of the Center for Communication and Education of the University of São Paulo (NCE-USP), from which he coordinated the research that systematized the concept of educommunication (1997-1999). From 2000, he supervised a series of education programs for teachers/students, among which Educom. rádio (City Hall of São Paulo, 2001-2004) for 11 thousand elementary school teachers/students; Educom.tv (2002), blended course, for 2,500 teachers of 1,020 state schools, in São Paulo; Educomrádio. Centro-Oeste (2004-2005) for 2,000 teachers and students from the states of Mato Grosso, Goiás, and Mato Grosso do Sul; and Mídias na Educação, an initiative of MEC that met teachers enrolled in schools of the state of São Paulo between 2006 and 2012, forming 450 teachers at specialization level and 6,500 at improvement level. He articulated the creation of the Licentiate degree in Educommunication of the School of Communication and Arts of USP, of which he was coordinator.

3. LOPES, Marina; OLIVEIRA, Vinícius de. As oportunidades e os riscos com a chegada da Base Nacional. Porvir, São Paulo, 22 dez. 2017. Inovações em Educação. Available from: <<http://porvir.org/as-oportunidades-e-os-riscos-com-a-chegada-da-base-nacional/>>. Access on: Jan. 8, 2018.

4. Director of Instituto Inspirare.

5. LOPES; OLIVEIRA, op. cit.

6. Daniel Cara was one

## 1. BNCC'S PROPOSAL AND THE REACTIONS IT CAUSED

The Brazilian Ministry of Education (MEC) defined a two-year period – from December 2017 on – for schools to start to implement, in each city of the country, the new National Common Curriculum Base (BNCC). The urgent need for beginning such far-reaching reform in such a short time created a certain insecurity, worrying many researchers and managers of municipal education networks. In fact, the two-year period of consultations and debates and the three proposals were not enough to mobilize who most matters: teachers of different levels and areas in elementary education.

Actually, society reacted in three different ways before the new device: on the one hand, enthusiastic support, on the other, radical opposition, and both positions coexisting with a little disguised indifference, caused, among other reasons, by the crisis of confidence and the severity of the political and economic situation experienced by the country in the final years of the second decade of the 21<sup>st</sup> century, with effective losses for the area of public education. We will focus on the first two.

### 1.1 Support: opportunity for “leveraging innovations”

The website of Porvir, third sector organization dedicated to education research and consulting, enthusiastically supported the initiative, though with reservations. In the article “As oportunidades e os riscos com a chegada da Base Nacional,” signed by Marina Lopes and Vinícius de Oliveira, the organization considered that BNCC brought:

opportunities to leverage innovation in Brazilian education, considering the contemporaneity of the project, which focuses on integral development, on multidimensionality, and on general competencies, aspects in line with the demands of the 21<sup>st</sup> century, creating references so that networks, schools, and teachers know what is expected from each of them<sup>2</sup>.

The article especially emphasized the interpretation of Anna Penido<sup>4</sup>, who considered that the project would have the virtue of becoming a “starting point to promote equity, since it presents a series of learning rights that must be ensured for every children, adolescents, and young people”<sup>5</sup>.

### 1.2 Opposition: what would Anísio Teixeira and Paulo Freire say?

In opposition to the initiative of MEC, Daniel Cara<sup>6</sup>, general coordinator of the National Campaign for the Right to Education (Campanha Nacional pelo Direito à Educação), states that “BNCC reduces the pedagogical work of teachers to a list of content that must be met and (mistakenly) transmitted,

making the teaching-learning process a mimetic, unreflective, and impossible experience”<sup>7</sup>. To historically contextualize his evaluation, he asks: “What would Paulo Freire and Anísio Teixeira say about the curriculum base?”<sup>8</sup> And he answers by saying that, for Anísio Teixeira, the new curriculum base would contradict “a meaningful and democratic school experience aimed at educating instead of simply instructing”<sup>9</sup>.

To Paulo Freire, the curriculum proposed by MEC “is the very expression of banking education, which assumes that the student knows nothing and that the teacher transmits knowledge, as if this transmission was possible in practical terms.” Finally, he concludes:

Probably, Paulo Freire would note that the novelty of BNCC is its disservice in promoting an unfair control of the teaching work, separated from the offer of working conditions to educators and from a good pedagogical practice, which must be dialogic, emancipatory, and constructive<sup>10</sup>.

In summary, while the support comes from industries concerned with innovations, the opposition adds the issue of the school routine.

### 1.3 The early response of the official text

As if reacting to future criticisms such as the ones we just mentioned, MEC claims to be fully in favor of an integral education, because it is integrated to the “new ways of being” of the Brazilian student:

BNCC proposes overcoming radically disciplinary fragmentation of knowledge, stimulating its application in real life, the importance of the context to give meaning to what one learns, and the role of students in their learning and in building their life project. It assumes considering the different childhoods and youths, the several youth cultures, and their potential to create new ways of being<sup>11</sup>.

The different visions make believe that the project is undoubtedly controversial, and that it will be implemented from different exegeses.

## 2. WHO IS INTERESTED IN THIS NATIONAL COMMON CURRICULUM BASE?

In the introduction to the article in which we reviewed the first version of MEC’s proposal<sup>12</sup>, what we identified in the foreground was precisely the controversial nature of the government project, whose structure had been designed, in 2015, by Janine Ribeiro<sup>13</sup>, then Minister of Education of the Dilma Rousseff administration, as a result of a mandate from the National Education Plan (PNE) with duration between 2014 and 2024.

The announcement of the Base was accompanied by a research coordinated by Antônio Augusto Gomes Batista, Rosario Lugli, and Vanda Ribeiro, with the title “Centralização e padronização dos currículos: posições e tomadas

of the protagonists of the mobilization for the approval of the National Education Plan (PNE – *Plano Nacional de Educação*) in the Chamber of Deputies. He was chosen the personality of Education in 2012, in an internet poll coordinated by *Revista Nova Escola*. More information available from: <<https://novaescola.org.br/conteudo/2814/conheca-daniel-cara-a-personalidade-da-educacao-em-2012>>. Access on: Jan. 10, 2018.

7. CARA, Daniel. #BNCC: O que Paulo Freire e Anísio Teixeira diriam sobre a base curricular? UOL Educação, São Paulo, 20 dez. 2017. Blog do Daniel Cara. Available from: <<https://danielcara.blogosfera.uol.com.br/2017/12/20/bncc-o-que-paulo-freire-e-anisio-teixeira-diriam-sobre-a-base-curricular/?cmpid=copiaecola>>. Access on: Jan. 10, 2018.

8. Ibidem.

9. Ibidem.

10. Ibidem.

11. BRASIL. Ministério da Educação. Base Nacional Comum Curricular: educação é a base. 1. ver. Brasília, DF: MEC, 2016. p. 12-13.

12. SOARES, Ismar de Oliveira. A educomunicação possível: uma análise da proposta curricular do MEC para o Ensino Básico. *Comunicação & Educação*, São Paulo, v. 21, n. 1, p. 13-25, 2016b. Available from: <<http://www.revistas.usp.br/comueduc/article/view/110451/112708>>. Access on: Apr. 17, 2018.

13. Renato Janine Ribeiro is full professor of Ethics and Political Philosophy at the School of Philosophy, Languages and Literature, and Human Sciences of the University of São Paulo (FFLCH-USP).

de posição”<sup>14</sup>, and its results were presented in the 37<sup>th</sup> National Meeting of ANPEd, at UFSC (October 4 to 8, 2015), in a special session about “Políticas educacionais e currículo: interfaces na educação infantil e ensino fundamental.” Well, the analysis of experts showed a visibly divided scenario regarding the proposal, especially between civil society organizations, educational managers, and researchers of the area.

According to the research, the strongest argument in favor of a standardized curriculum was justified by the guarantee that the same education would be offered for all students in the country. The data showed that both the education administrators and the social organizations members – two groups mostly favorable to the idea – seemed choose some type of compromise solution: the defense of a hard core, nationally valid, would be acceptable upon confirmation of an expectancy of respect for the local culture and diversity worked from “innovative projects.”

On the other hand, managers of elite private schools were divided: half of them was not interested in the topic, while the half was contrary to any type of curriculum standardization. The unions of the area were also divided: the most influential ones rejected the curricular standardization, using the argument of preservation of the autonomy of the teachers’ work; the less influential ones, in turn, had an opposite opinion, acknowledging the benefits of curriculum standardization.

Regarding teachers of elementary education, they made clear that the question did not concern them. They only awaited the decisions of the authorities.

According to researchers, the main discourse around the definition of a common national base seemed to house a great diversity of thoughts, showing masked interests. One of the interests identified by critics concerned the possibility of a naturalization of a certain monopoly in the production, marketing, and distribution of educational materials, with transference of the gigantic government investments designed for subsidizing a common and universal production to the publishing industry conglomerates (part of them in the hands of international capital), with every school in the country as market, especially the public ones.

In our article, we remembered that the more serious aspect in this large-scale production project would be, according to the critics, the suppression of the freedom of education of schools and their teachers and of the right of access of students to quality materials produced by diverse and alternative sources.

Based on the data collected by the research of ANPEd, we agreed, on that occasion, with the analysts who understood that “before thinking about a common curriculum project, one should define the type of education one intends to currently provide to Brazilian children and young people”<sup>15</sup>. And we concluded our observations: “by bringing to the opening of this article the pedagogical and political context of the debate on the reform of the national curriculum, we have the clear intention of showing both the promises and the dilemmas that the government proposal creates to experts in educommunication”<sup>16</sup>. This

14. BATISTA, Augusto Gomes; LUGLI, Rosario; RIBEIRO, Vanda. Centralização e padronização dos currículos: posições e tomadas de posição. In: REUNIÃO NACIONAL DA ANPED, 37., 2015, Florianópolis. Anais... Florianópolis: UFSC, 2015. p. 1-23. Available from: <<http://37reuniao.anped.org.br/wp-content/uploads/2015/02/Sess%C3%A3o-Especial-05.pdf>>. Access on: Apr. 17, 2018.

15. SOARES, op. cit., 2016b, p. 15.

16. Ibidem.

is still the purpose of the analysis of the third and final version of BNCC, object of this text.

### 3. WHAT NEW SIGNAL IS WORTH IDENTIFYING?

This article definitely does not aim to examine the governmental proposal from the perspective of the concept of “pedagogical innovation” understood as sporadic action, evidenced and publicized because of the success of experiences alternative to the educational routine, and usually designed and activated by institutions outside the school environment. Also, we leave to other authors the analysis of the hypothesis that the practice they want to sacralize would lead to the adoption of an industrial model of learning, defined by targets set by specific sectors of society outside the school, among which, the economical one. This article also does not intend to ask about the topicality of the pedagogic project according to the perspective of the marketing that presides the adoption of Information and Communication Technologies (ICT) in education, as a result of the beneficial effects of the digital age.

This article wants to focus on the correctness of the hypothesis according to which the perspectives that are opened for the curriculum reforms create new times and spaces for a praxis that values teacher and student in the everyday school life, as subjects that have the right to speak. The new signal we seek goes by the name of Educommunication!

It was from this perspective that we examined more specifically two substantial parts of the MEC document: the one on General Competencies and the one on the topics of the Area of Languages. In these excerpts, we identified an effective opening for the interface communication/education. One must know, however, from which theoretical frameworks and teaching conditions the media education (implicit in the document) will be effectively taken into account by the managers of the new curricula to be designed and implemented in each elementary school in Brazil. We request it to be in accordance with article 19 of the Universal Declaration of Human Rights<sup>17</sup>.

### 4. GENERAL COMPETENCIES AND MEDIA EDUCATION: A POSSIBLE DIALOGUE?

To date, the so-called media education – practice focused on analyzing the impact of the media on society and on promoting the educational use of the resources of information and communication technologies in everyday school life – has been present in Brazil by sporadic and localized actions, linked to the good will of leaders, both in the context of non-formal and formal education, sometimes with the support of the secretariats of education.

Examples of the support of public policies to coordinated actions of media education are visible in two paradigmatic cases: in Rio de Janeiro, with the

17. Article 19 of the Universal Declaration of Human Rights states that: “Every human being has the right to freedom of opinion and expression; this right includes the freedom to, without interference, having opinions and to seek, receive, and impart information and ideas by any media and regardless of borders.” Educommunication believes that it is up to school the indispensable role of forming citizens to the fulfilment of this right. Available from: [https://www.unicef.org/brazil/pt/resources\\_10133.htm](https://www.unicef.org/brazil/pt/resources_10133.htm). Access on: May 12, 2018.

18. From European tradition and born in the context of teaching practices, the concept of media education was systematized by Unesco with the Congress of Grunwald, in Germany (See Grunwald declaration on Media Education, 1982, available from: <[http://www.unesco.org/education/pdf/MEDIA\\_E.PDF](http://www.unesco.org/education/pdf/MEDIA_E.PDF)>. Access on: Apr. 17, 2018).

19. According to Bévort and Belloni, the term media education refers to the educational practice aimed at “offering to all citizens, especially young people, the competencies to learn to understand information, have the distance necessary for a critical analysis criticism, use and produce information and all sorts of messages” (Mídia-educação: conceitos, história e perspectivas. *Educação & Sociedade*, Campinas, v. 30, n. 109, p. 1.081-1.102, set./dez. 2009. p. 1.081. Available from: <<http://scielo.br/pdf/es/v30n109/v30n109a08.pdf>>. Access on: Apr. 17, 2018).

20. See the reportage made by channel Futura on the topic of media education in Rio de Janeiro, available from: <<https://www.youtube.com/watch?v=U8ZsKvRFqXg>>. Access on: Apr. 17, 2018.

21. The concept of educommunication is mainly applied to communication relationships in educational spaces, seeking the implementation of a democratic management of information resources with the participation of teachers, students, and members of the educational community. To this end, the domain of methodologies of communication analysis is useful and necessary in projects for human rights education, in addition to the exercise of the communicative practice from the protagonism of social subjects. The term has been adopted as public policy at different levels of government, in

Media Education project<sup>18,19,20</sup>, implemented by the Municipal Secretariat of Education with the support of company MultiRio; and in São Paulo, with the Educommunication project<sup>21</sup>, also developed also by the Municipal Secretariat of Education, with the collaboration of USP in its formulation and implementation.

In both cases, the Secretariats of Education needed to rely on the performance of external organizations (MultiRio and the Center for Communication and Education of USP, respectively) to operationalize their proposals. As a result, the two experiences definitely eliminated the rigidity and resistance of their educational structures, having as effect the introduction of innovation, represented by the presence of the media universe in the school space.

Given their respective origins, the two concepts (media education and educommunication) have estranged from each other and lived moments of confrontation in the past two decades throughout Latin America<sup>22</sup>. However, the advancement of research and the exchange of experiences have enabled an effective dialogue between their promoters. Examples of this theoretical-methodological approach are, at continental level, the projects *Las Otras Voces*<sup>23</sup> (Argentina) and *Educom.radio* (Brazil)<sup>24</sup>, and, at the national level, the project *Educom.geraçãocidadã*<sup>25</sup>. In academic terms, there is also, in recent years, a gradual approximation of the promoters of the two concepts<sup>26</sup>.

For many, it may have been a surprise to see that a topic so circumscribed in the Brazilian pedagogical tradition has obtained significant gaps in each of the three successive versions of BNCC, produced over the last two federal administrations. Anyone following, in Capes Theses Database, the academic production of theses and dissertations since 2000<sup>27</sup> will understand the reason for the circulation of information and data on the urgency of implementing media education policies in the national curriculum projects. There is no doubt that the technicians and advisers who worked writing the projects had access, although not systematic, to this newly spread knowledge.

In the case of the definitive version of BNCC, the approach to the topic of media education stands out, right at the beginning of the document, in the subtitle “Competências gerais da Base Nacional Comum Curricular” (pages 7 and 8), in which, of the ten references, six (numbers 3, 4, 5, 7, 9, and 10) maintain some theoretical or methodological link with our object of study: “media and informational education.”

In this case, elements regarding cultural expression, the use of different languages, the creation and use of digital information and communication technologies are approached, always with the express recommendation that this must be done critically, meaningfully, reflectively, and ethically. Finally, the use of educommunication management practices is mentioned, to remember that the recommendations are not limited to the universe of media education, but that they extend to the domain of the communicative practice management processes proposed by educommunication.

Let's see:

3. Valuing and enjoying the diverse artistic and cultural manifestations, both local and global, and also *taking part in diversified practices of the artistic and cultural production*.

4. *Using different languages* – verbal (oral or visual-motor, such as Libras, and written), corporal, visual, aural, and digital –, as well as knowledge of artistic, mathematic, and scientific languages, *to express oneself and share information, experiences, ideas, and feelings in different contexts* and produce meanings that lead to mutual understanding.

5. *Understanding, using, and creating digital information and communication technologies critically, meaningfully, reflectively, and ethically in the several social practices (including educational ones) to communicate, access, and disseminate information, produce knowledge, solve problems, and play a leading role and authorship in personal and collective life*<sup>28</sup>.

The competencies identified by the numbers seven, nine, and ten of the document bring topics especially important to the educommunication management:

7. *Arguing based on facts, data, and reliable information*, to formulate, negotiate, and defend ideas, points of view, and joint decisions that respect and promote human rights, social and environmental awareness, and responsible consumption at local, regional, and global levels, with ethical positioning regarding the care of oneself, others, and the planet.

[...]

9. *Exercising empathy, dialogue, conflict resolution, and cooperation*, making oneself respected and promoting respect for others and for human rights, with reception and appreciation of the diversity of individuals and social groups, their knowledge, identities, cultures, and potentialities, without prejudices of any kind.

10. *Acting privately and collectively with autonomy, responsibility, flexibility, resilience, and determination*, making decisions based on ethical, democratic, inclusive, sustainable, and solidary principles<sup>29</sup>.

With guidelines like these, expressed with sufficient clarity, so as not to allow mistakes in the design and implementation of future curriculum versions, would it be proven that a dialogue between the General Competencies of BNCC and the goals of media education is effectively settled in the country? There are no certainties, especially when considering that the expressions used, if they are not part of the culture that supports the curriculum plan, will sound like loose sentences of mere protocol speech.

Naturally, media educators and educommunicators must discuss, in each case, the specificities of the treatment provided for the pedagogical process: if from an enlightenment-bank perspective or in the context of a constructivist-dialogic procedure<sup>30</sup>.

In the next section, we will deepen the references to the subject of our interest, advancing in the reading of the text of BNCC.

the areas of education and environment, from a research developed by the Center for Communication and Education of USP between 1997 and 1999 (SOARES, Ismar de Oliveira. *Comunicação/educação: a emergência de um novo campo e o perfil de seus profissionais*. Contato, Revista Brasileira de Comunicação, Arte e Educação, Brasília, DF, ano 1, n. 2, p. 19-74, 1999). On the concept, we suggest two articles included in our references: the first is titled: "Educomunicação: as múltiplas tradições de um campo emergente de intervenção social na Europa, Estados Unidos e América Latina" (SOARES, 2013) and the second is titled "Da comunicação popular à educomunicação: reflexões no campo da "educação como cultura" (MÁRQUES; TALARICO, 2016).

22. The basic reason for the referred estrangement resided at the origin of both concepts. Media education had its origin in Europe, from the view that formal education – under the leadership of Unesco – ended up building about the media, creating theoretical-methodological frameworks that helped the school systems to cope with the impact of messages on their students. Educommunication, in turn, emerged in Latin America from the communication/education interface, from the recognition, by social organizations, of the universal right to expression and communication. It appears initially as a practice that intertwines popular education and alternative communication. In this case, media education has the *media* as its key concept, while educommunication focuses its attention on *communicative processes*. These specifications have not prevented a mutual collaboration between the promoters of the two concepts.

23. See interview with the

coordinator of project Las Otras Voces, in Buenos Aires, available from: <<https://youtube.com/watch?v=wNgJyakFu1l>>. Access on: Apr. 17, 2018.

24. The similarities between the media education project Las Otras Voces, which implemented the practice of reading media and radio production with young people in 400 schools in Argentina, and project Educom. radio, which brought educommunication to 455 municipal schools of São Paulo, were analyzed in a comparative study, at Masters level, conducted by Ana Carolina Altieri Soares (Educomunicação e cidadania na América Latina. A interface comunicação/educação a partir das práticas sociais no continente: estudo de caso de políticas públicas na Argentina e no Brasil. 2012. 214 f. Dissertação (Mestrado em Integração da América Latina) – Integração da América Latina, Universidade de São Paulo, São Paulo, 2012).

25. Project Educom. geração/cidadã unites two schools in São Paulo – one of the public network (CEU-EMEF Casa Blanca) and other of the private network (Colégio Dante Alighieri) – under the coordination of the Brazilian Association of Educommunication Researchers and Professionals (ABPEducom), in activities of media analysis and educommunication practice. See more about the project in the video available from: <<https://www.youtube.com/watch?v=lvTSqtT1xKk>>. Access on: Apr. 17, 2018.

26. For example, while the Ministry of education worked on drafting the final text of BNCC, prosecutors and researchers of the areas of media education and educommunication met at the School of Communication and Arts of USP, in November 2016, to participate in the V Global

## 5. MEDIA EDUCATION AMONG THE GOALS FOR EARLY CHILDHOOD EDUCATION

Concerning early childhood education, BNCC says, beginning on page 34, what it expects from small children, in line with what we understand as explicitly “educommunication” practices. We highlight two of the desired competencies, which are:

- Taking part actively, with adults and other children, both in school management planning and the activities proposed by the educator and in carrying out daily life activities, developing different languages and developing knowledge, deciding and positioning.
- Expressing, as dialogic, creative, and sensitive subject, needs, emotions, feelings, doubts, assumptions, findings, opinions, questions, by different languages<sup>31</sup>.

To those doubting such ambitious goals, we reported to the program Imprensa Mirim, of the municipal network of the City Hall of São Paulo, presented during the V Global MIL Week of Unesco, in November 2016<sup>32</sup>.

## 6. MEDIA EDUCATION AMONG THE GOALS FOR ELEMENTARY EDUCATION

The MEC document remembers, between pages 55 and 58, the importance of strengthening the autonomy of children and adolescents, from 6 to 14 years, by offering them conditions and tools to critically access and interact with different knowledge and sources of information.

### 6.1 The initial alert!

Initially, the text focuses on the care that students must take regarding ICT, suggesting that educators must introduce the topic of media in the curriculum platform:

Young people are increasingly engaged as protagonists of digital culture, getting directly involved in new forms of multimedia and multimodal interaction and of networked social action, which take place increasingly fast. In turn, this culture also has strong emotional appeal and induces the immediacy of responses and the transience of information, privileging superficial analyses and the use of images and more simpler ways of expression, different from the ways of arguing that take place in the school<sup>33</sup>.

### 6.2 Propositions

In a second moment, the text resumes proposals already established in the literature of media education, considering two competencies: (1) that young



people be able to critically analyze media and (2) that the student be able to master the elements essential to a media production qualified as democratic and participatory:

[1] This scenario imposes challenges to the school regarding the fulfillment of its role in forming the new generations. It is important that the school institution preserves its commitment to stimulate reflection and in-depth analysis and contributes to the development, in the student, of a critical attitude concerning the content and multiplicity of media and digital offerings. [2] [...] It is also essential that the school understands and incorporates more the new languages and their operating modes, uncovering possibilities of communication (and also of manipulation), and that it educates students for more democratic uses of technologies and for a more conscious participation in digital culture<sup>34</sup>.

After that, the document points out the ethical meaning of the educommunicative action: “new ways of learning” and “dialogue in everyday life”:

By taking advantage of the communication potential of the digital universe, the school can establish new ways of promoting learning, interaction, and sharing of meanings between teachers and students.

In addition, and based on the commitment of the school of providing an integral formation, marked by human rights and democratic principles, one must consider the need to denaturalize any form of violence in contemporary society, including the symbolic violence of social groups that impose standards, values, and knowledge considered universal and that do not establish dialogue between the different cultures present in the community and at school.

In all stages of schooling, but especially among students in this stage of elementary school, these factors often make everyday living and learning difficult, leading to disinterest and alienation and, not infrequently, to aggressiveness and school failure<sup>35</sup>.

Propositions 1 and 2 and their complement translate the specific purpose of the educommunicative paradigm in everyday school life. The challenge is to transform these principles into achievable goals, consistently assumed by all agents of the educational process.

## 7. THE STRUCTURE OF THE DISCOURSE ON MEDIA EDUCATION

We were impressed by the fact that BNCC incorporated into its primordial propositions not only the content, but the very structure of the discourse delivered by media educators and educommunicators for at least four decades. On the other hand, the document recognizes that the implementation of these proposals will need, by its transdisciplinary nature, knowledge other than those traditionally required from elementary school teachers.

Thus, according to the text of BNCC, the curriculum must, equally, seek the diversity of education and consider the knowledge and values that students bring with them to the classroom, and, for this, it is imperative to:

Media and Information Literacy Week (or simply Global MIL Week), an initiative of Unesco aiming to broaden the debate on media and informational education in all its aspects and potentialities. At the same time and place, the VII Brazilian Meeting of Educommunication was taking place, bringing to the space shared with the international event a total of 400 experts linked to the two paradigms of media education actions. The fact recorded the strengthening of an approximation between the experts of the two areas, on behalf of common purposes. The documentation of VII Educom (with 120 articles, in 940 pages) is recorded in SOARES; VIANA; XAVIER (2017).

27 Surveys carried out in the Capes Theses Database in January 28, 2018 pointed to a total of 257 researches (masters and doctorates) on educommunication practices in Brazil, produced over the last 20 years and defended in 81 graduate centers. On the other hand, 144 titles of theses were identified on media education, defended in 30 national centers of graduate studies in Education.

28. Brasil. Base Nacional Comum Curricular. Brasília, DF: Ministério da Educação, 2017. p. 7. Available from: [http://portal.mec.gov.br/index.php?option=com\\_docman&view=download&alias=79601-anexo-texto-bncc-reexportado-pdf-2&category\\_slug=dezembro-2017-pdf&Itemid=30192](http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=79601-anexo-texto-bncc-reexportado-pdf-2&category_slug=dezembro-2017-pdf&Itemid=30192). Access on: May 12, 2018.

29. *Ibidem*, p. 8.

30. The expression “pedagogical process” mentioned here refers to the set of procedures that will enable students to seize the concepts and practices announced as goals of the curriculum project. The question is whether the road will be one-way, along the lines

of the traditional “bank education,” or whether the project will open up space for other teaching processes that allow the production of knowledge on the part of students in a problematizing, dialogical, and collaborative perspective. We recall that, for the second perspective, only “training” teachers for them to “relay” the content to students is not enough. In this case, the entire educational community must participate—collaboratively and on equal terms—of the formative process. This was the reason for the success of project Educom. radio, which articulated the educommunication practice of 11000 individuals, including teachers, students, and members of the educational communities of 455 municipal schools of São Paulo, between 2001 and 2004, generating a culture that persists in the network to this day. We suggest two documentaries on YouTube. The first, from 2002, addresses the implementation of the formative process (available from: <<https://www.youtube.com/watch?v=FDEVvZY164U>>. Access on: Apr. 18, 2018), and the second, from 2017, the practice of one of the 700 existing projects in the same network (available from: <<https://www.youtube.com/watch?v=fbP8MJLAt1M>>. Access on: Apr. 18, 2018).

31. Brasil, op. cit., 2017, p. 34

32. We suggest a visit to a sequence of texts on educommunication in early childhood and elementary education, made available in the e-book *Educomunicação e suas áreas de intervenção* (op. cit.). We also suggest the visit to the ABPEducom website to see the reportage: “Educomunicação na educação infantil: TV Câmera entrevista coordenadores da Rádio Cartola”. Available from:

a) provide for and encourage the diversity of education and of experiences:

Aware of different, non uniform, nor continuous cultures of the students in this stage, the school must dialogue with the diversity of education and experiences to face successfully the challenges of its educational purposes<sup>36</sup>.

b) include the students’ knowledge, acquired in their relationship with media culture:

Understanding students as subjects with stories and knowledge built in their interactions with other people, both from their closer social surroundings and the universe of media and digital culture, strengthens the potential of the school as a space that forms and guides them to a conscious, critical, and participatory citizenship.

In this direction, in Elementary School – Final Years, the school can contribute to the design of the students’ life project, by establishing a connection not only with the aspirations of these young people regarding their future, but also with the continuity of the studies in High School. This process of reflection on what every young people wants to be in their *future, and of planning actions to build that future, can represent another possibility of personal and social development*<sup>37</sup>.

The arguments brought to this article until now show the convergence of meanings and purposes between the ideals of a curriculum that intends to be updated with the world in this new millennium and the propositions articulated around a media education legitimated by institutions such as Unesco – UN organization focused on education and culture<sup>38</sup>. However, being limited to the initial topics of the BNCC proposal is not enough. We will now advance to the specific proposals in the Area of Languages.

## 8. COMMUNICATION AS A LEARNING OBJECT IN THE AREA OF LANGUAGES<sup>39</sup>

It is appropriate and necessary to effectively advance to note that the MEC project proposes, from page 59 of its text, that the area of languages be essentially considered a space dedicated to learning about the formation of the social subjects, with the recognition of the importance of different languages in communication – from the digital to the corporal –, as the following paragraph shows:

Human activities take place in social practices, mediated by different languages: verbal, corporal, visual, aural, and, currently, digital. By these practices, people interact with themselves and with others, constituting themselves as social subjects. In these interactions, knowledge, attitudes, and cultural, moral, and ethical values are intertwined<sup>40</sup>.

Thus, it is in this perspective that the school must

enable students to take part in diverse language practices, so that they expand their expressive abilities in artistic, body, and language manifestations, as well as

their knowledge of these languages, continuing the experiences of early childhood education<sup>41</sup>.

Considering these assumptions, and in conjunction with the General Competencies of BNCC, this particular area must ensure students the development of skills for them to express and share information, experiences, ideas, and feelings in different contexts and produce meanings that lead to dialogue, conflict resolution, and cooperation.

In this sense, among the expected competencies for the area of languages, topics 5 and 6 stand out, referring, respectively, to the close relationship between the development of aesthetic sense and respect for diversity, on the one hand, and the use of technologies and the authorial sense of their use, on the other:

Competency 5 – Developing the aesthetic sense to recognize, enjoy, and respect the diverse artistic and cultural manifestations, from local to global, including those belonging to the cultural heritage of mankind, as well as participate in diversified, individual, and collective practices of the artistic and cultural production, respecting the diversity of knowledge, identities, and cultures.

Competency 6 – Understanding and using digital information and communication technologies critically, meaningfully, reflectively, and ethically in the several social practices (including educational ones) to communicate oneself by different languages and medias, produce knowledge, solve problems, and develop personal and collective projects<sup>42</sup>.

In other words, the document ensures students the right to:

- a) participate in diverse language practices, including visual, aural, and digital languages;
- b) expand their expressive abilities in artistic, body, and language manifestations;
- c) expand their knowledge of these languages.

Again, we are back to the warning at the end of item 4 (under which perspective will the curricula be produced: “enlightenment-bank” or “constructivist-dialogic”?). We repeat: only in the future will we know under what conditions, how, and in which curriculum spaces the learning of different languages, including the media and digital ones, will be assured at the time of making such standards explicit in specific curriculum projects.

In the next topic, we will address the topic of responsibility for the work with different languages in elementary school. Would there be room for a new professional in the school space?

## 9. OPENING FOR THE PRESENCE OF MEDIA EDUCATION EXPERTS AT SCHOOL

On pages 65 to 67 of the document, the BNCC refers to the scope of Portuguese language, highlighting its mission of broadening the literacy of

<www.abpeducom.org.br/educacao-na-educacao-infantil-tv-camera-entrevista-coordenadores-da-radio-cartola/>. Access on: Apr. 18, 2018.

33. Brasil, op. cit., 2017, p. 57.

34. Ibidem.

35. Ibidem.

36. Ibidem, p. 57-58.

37. Ibidem, p. 58.

38. In 2010, Unesco made available a comprehensive manual (WILSON, 2013).

39. In the BNCC, the Area of Languages consists of the following curriculum components: Portuguese language, art, physical education, and, in elementary school – final years, English language.

40. Brasil, op. cit., 2017, p. 59. MEC. A Base Nacional Comum Curricular, Introdução: Competências Gerais da BNCC, Brasília, 2017. Idem, pg. 59. Access on: May 12, 2018.

41. Ibidem.

42. Ibidem, p. 61. Access on: May 12, 2018.

elementary school students, by including in the disciplinary content genres and multimedia texts as a way of “produce, configuring, making available, replicating, and interacting”<sup>43</sup>.

To do so, explicit references to new the text-editing, audio, photo, and video tools are included, making accessible to anyone the production and availability of multi-semiotic texts in social networks and other web environments: “it is not only possible to access various contents in different media, but also produce and publish pictures, several videos, podcasts, infographics, collaborative encyclopedias, magazines, and digital books etc”<sup>44</sup>.

### ***9.1 The need for the prediction of express training for students***

Nevertheless, BNCC recalls that the familiarity of students with the new resources does not necessarily mean that they are already able to consider “the ethic, aesthetic, and political dimensions of such use”<sup>45</sup>. In this case, the students need a specific training to handle, experimentally and personally, with the universe of the media, in the context of a culture in constant change.

Such training, in turn, for being specific, must have the collaboration of educational mediators that help students to advance in their productions of knowledge regarding such a complex topic.

### ***9.2 Curators and curatorships***

It is better that such mediators are already integrated into the teaching staff of the education network (teachers with additional training in media education and/or educommunication). However, the text of BNCC defines that, in the absence of an expert, the schools must rely on “curators” for innovative topics that do not belong to the everyday life of traditional education. In this line, the school systems are allowed to hire “mediators” in a position to assist students in their learning. We are, in fact, translating the text of MEC when it refers to “curatorships” and “curators,” bringing to the curriculum management a term that belongs to the area of culture: “we start, then, to rely on curators or curatorships, which assumes the development of different skills”<sup>46</sup>.

In fact, the text legitimizes the hiring of organizations and companies that provide services to the educational area by the public education system. We add that such a provision, when appropriate, must equally facilitate the work of media education and educommunication experts in public schools.

43. Ibidem, p. 62.

44. Ibidem, p. 64.

45. Ibidem, p. 64.

46. Ibidem.

## 10. A GUIDE FOR PLANNING MEDIA EDUCATION

The media education specialist proposed by BNCC (either the elementary school teacher or the coordinators of special projects in educommunication or media education) must – as described throughout pages 65 to 67 of the document – fulfill two tasks, specified in the treatment that the document wants the content to receive:

1. Promoting the “reading” skills of students, by pedagogical proposals that help the analysis what circulates in the media and especially in social networks. For example, the official text of MEC suggests reflections on the limits between “freedom of expression” and “attack on rights”:

One has to be able to recognize hate speeches, reflect on the limits between freedom of expression and attack on rights, learn to debate ideas, considering contrary positions and arguments. It is not about stopping to focus on the written/ printed nor stopping to consider genres and practices established by the school, such as news, reportage, interview, opinion piece, cartoon, comic, *crônica*<sup>47</sup>, short story, encyclopedia entry, scientific dissemination article (which belong to printed literacy), but also including new literacies, essentially digital<sup>48</sup>.

2. Encouraging the competencies of “production” in different languages:

As a result of a research on cultural productions, it is possible, for example, to assume the production of an essay and a video. In the first case, a theoretical-conceptual deepening on the object seems necessary, and certain analytical skills would be more in evidence. In the second case, although a level of analysis can/needs to exist, the skills mobilized would be more related to the synthesis and perception of the potentialities and ways to build meaning of the different languages. Both skills are important.

What may seem a minor genre may actually encourage the domain of modes of meaning in the different languages, which the analysis or production of a conventional picture, for example, may not provide<sup>49</sup>.

The official text is careful to indicate that the topic of communications and their technologies is absolutely new in the Brazilian school system, a fact that justifies the amount of data inserted in the topic intended to approach the elements regarding the “new” literacies:

The larger space in the introductory section on new literacies and digital culture is due only to the fact that its articulation to the curriculum is more recent and still unusual, unlike the consideration of the already consolidated “letter literacies”<sup>50</sup>.

In this line, the text reinforces the care with cultural diversity:

It is important to include the canon, the marginal, the cultured, the popular, mass culture, media culture, digital culture, children and youth cultures, to ensure an expansion of repertoire and an interaction and experience with what is different. Regarding cultural diversity, it is worth saying that it is estimated that more than 250 languages are spoken in the country – indigenous, immigration, sign, creole, and Afro-Brazilian, in addition to Portuguese and its varieties. This cultural and linguistic heritage is unknown for a large part of the Brazilian population<sup>51</sup>.

47. “Crônica” is a Brazilian and Portuguese literary genre that consists of short texts about common and daily topics, which are published in newspapers and magazines.

48. Ibidem, p. 65.

49. Ibidem.

50. Ibidem.

51. Ibidem, p. 66.

## 11. AXES OF SOUGHT SKILLS: KNOWING HOW TO READ, PRODUCE, AND TALK!

According to the BNCC, to carry out its tasks, the Area of Languages of the elementary education operates in an articulated way from four axes of competencies, namely: “reading,” “production,” “orality,” and “linguistics” (topic approached from page 71 of the official text). It is precisely in the set of the first three axes that we find assumptions of a media education program, in the perspectives defended by media educators and educommunicators. The fourth axis focuses on the formal topics of cultured language.

In the case of practices related to the axis of *orality*, the official text includes:

language practices such as class with dialogue, web conferencing, recorded message, campaign slogans, jingle, seminar, debate, radio show, interview, recitation of poems, play, singing performance, commented playlist of songs, videogame vlog, storytelling, different types of podcasts and videos, among others<sup>52</sup>.

It is up to the student, basically:

To establish a relationship between speech and writing, considering how the two modalities fit together in different language genres and practices (such as news broadcasting, radio show, seminar, instant message), the similarities and differences between modes of speaking and registering the written, and the social, discursive, compositional, language aspects of each modality, always related to the genres in question<sup>53</sup>.

## 12. FIELDS OF ACTION

In the BNCC, starting on page 80, the organization of language practices is divided into “fields of action,” pointing to the importance of contextualizing school knowledge.

Five fields of action must be considered by teachers in the educational planning of activities related to the learning of the different languages: (1) the field of everyday life (only in initial years); (2) the artistic-literary field; (3) the study and research field; (4) the *journalistic/media* field; and, finally, (5) the field of *action in public life*. It is worth noting that the last two appear merged in the early years of elementary school, with the title “field of public life.”

### 12.1 Journalism

Once again, the National Common Curriculum Base is approaching a reality already experienced by thousands of children and young people in Brazil from the educommunicative and media educational references: media production with the journalistic genre. That is what happened, for example, from 2008, in more than six thousand schools benefited by the More Education Program (*Programa Mais Educação*) of MEC, involving more than two million students,

52. Ibidem, p. 75.

53. Ibidem, p. 76.

when the field “Comunicação e uso de mídias” (Communication and media use) was in force (PROSPERO, 2013). The same phenomenon is frequently reported by *Revistapontocom*<sup>54</sup>, regarding the media educational work in schools of Rio de Janeiro and Recife.

## 11.2 Public life

Regarding the field of action in public life, its potential to promote “the appreciation of human rights and the formation of an ethics of responsibility” stands out<sup>55</sup>, with the identification and appreciation of the manifestations of social and popular movements, as page 135 of the document says:

In the field of action in public life, the legal and normative genres are highlighted – opening space to those that regulate coexistence in society, such as regiments (of the school, the classroom) and statutes and codes (Statute of the Child and Adolescent and Consumer Protection Code, National Transit Code), until the more general ones, such as the Constitution and the Declaration of Human Rights, always taken from their contexts of production, which contextualizes and gives meaning to their precepts.

This is about promoting an awareness of rights, an appreciation for human rights, and the formation of an ethics of responsibility (the other is entitled to a decent life as much as I am).

This field also presents claiming and propositional genres and skills related to them. The exploration of participation channels, including digital ones, is also planned. The discussion and debate of ideas and proposals also assume a prominent place.

Thus, it is not about promoting the silencing of dissonant voices, but rather showing them, summoning them to the debate, analyzing them, confronting them, to provide an autonomy of thought, guided by ethics, as befits democratic states. In this sense, we also propose linguistic and semiotic analyses of texts linked to non-institutionalized political forms, movements of various natures, collectives, artistic productions, urban interventions, etc.<sup>56</sup>

Finally, the document highlights the relevance of the different fields of action in the Area of Languages for the exercise of empathy and dialogue.

However, we must be attentive to the fact that none of these competencies can be acquired by the simple dissertation about them on the part of teachers, in the banking education model. By their nature, the acquisition of these skills requires experiences and practices that will be acquired by procedures able to engage and motivate students in a constructivist, collective, and solidary way, in intervention projects in their respective communicative ecosystems<sup>57</sup>.

Educommunication lends itself to this service, given its origin in the fights of social movements for freedom of expression, for the reaffirmation of the right to differences, and for the recognition of human rights, priority of the entire educational process<sup>58</sup>. Besides, the affirmation of the child and youth protagonism in the learning processes seals the involvement of new generations with the pedagogical goals, creating lasting compromises; anyway, educating.

54. For more information, see the website of the magazine, available from: <<http://planetapontocom.org.br/producos/revistapontocom/>>. Access on: Apr. 18, 2018.

55. Brasil, op. cit., 2017, p. 133.

56. Ibidem.

57. On the concept of “communicative ecosystem,” see the article by Eliany Salvatierra Machado “Ecosystema cognitivo e comunicativo,” available from: <<http://www.usp.br/nce/wcp/arq/textos/201.pdf>>. Access on: Apr. 18, 2018.

58. MÁRQUE; TALARICO, op. cit.

### 13. WHAT MEDIA EDUCATION AND EDUCOMMUNICATION HAVE TO OFFER

The time has come for a more purposeful conversation of media education experts with public policy-makers in the three levels of government (federal, state, and municipal), to mobilize the authorities for creating and implementing procedures that answer the demands that the government already recognizes as of utmost urgency, as explained in the very text of BNCC.

In this case, we highlight the space for the two categories of researchers and professionals who work with media and informational education: *media educators* and *educommunicators*. From our experience, we find specificities that are combined with the formation of each of these specialties. For media educators, for example, the priority is represented by the BNCC elements that relate specifically to the presence of information technology and media in society and in educational practices. In turn, educommunicators – in addition to the critical reception of media – are especially interested in the very management of the communicative processes, in proposals of self-management in using technologies in the service of the construction of learning on citizen practices<sup>59</sup>.

### 14. IN CONCLUSION

The proposal that we maintain and socialize is to bring to the Brazilian curriculum, in the space of action of the municipal secretariats of education, the innovative ideas of Anísio Teixeira and Paulo Freire, to build education projects that rescue the protagonism of teacher and student on the education system, by the fulfillment of the legal devices open to a dialogic and participatory communication, such as the ones identified and transcribed in this article. That is what we call “possible educommunication.”

We defend, in this line, the correctness of the hypothesis according to which the perspectives that are opened for the curriculum reforms create new times and spaces for a praxis that values teacher and student in the everyday school life, as subjects that have the right to speak. The construction of this new context will depend, however, of the surveillance and articulated action of experts in the areas of media education and educommunication.

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59. The municipal secretariats of education can count on experts in the field of media education linked to universities that have education and communication courses. NCE-USP, center that redefined the concept of educommunication, continues to offer advice to formal education. See more information, available from: <<http://nce-usp.blogspot.com.br/>>. Access on: May 12, 2018. The same happens with ABPEducom (available from: <[www.abpeducom.org.br](http://www.abpeducom.org.br)>. Access on: May 12, 2018) and with the Brazilian Center of Alfamed (available from: <<https://redalfamed.org/contacto>>. Access on: May 12, 2018).



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