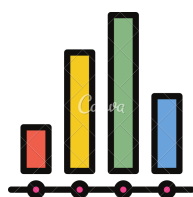


# MEDIA LITERACY IN BRAZIL: EXPERIENCES AND MODELS IN NON-FORMAL EDUCATION

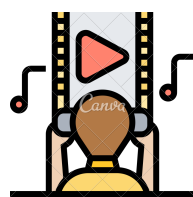
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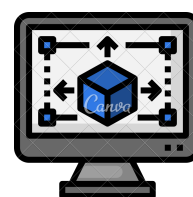
## INTRODUCTION



It quantifies the situation through a sample of projects (N=240) and organizations (N=107) that develop media literacy activities



The analysis shows the preponderance of activities geared to the production of audiovisual content and to expanding the rights and communicative capabilities of certain communities



The research presents a model that can be used for studying media education projects in the field of non-formal education

## METHODOLOGY

1

Identifying media education projects in Brazil by non-formal education organisations



2

Ranking of 302 media literacy projects



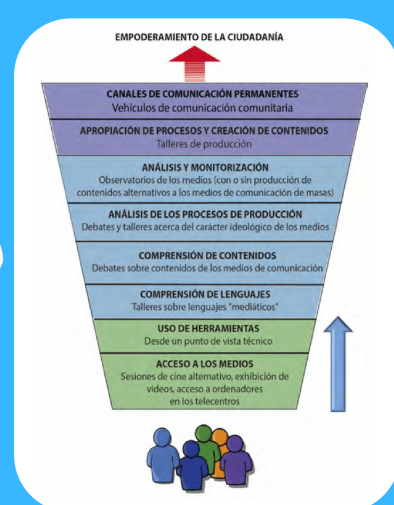
3

Qualitative analysis through target coding and elimination of organisations with little link to the research

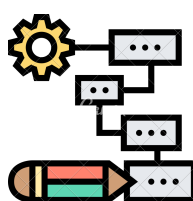


4

New activity description and analysis model



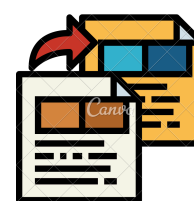
## CONCLUSIONS



The new model defines the most comprehensive and effective initiatives as they cover more dimensions (quantitative scope) and are oriented towards the production of content to empower citizens (qualitative scope).



The actions help to complement vocational training actions aimed at the socio-economic integration of the target groups, the establishment of advocacy and empowerment.



Media education projects must be transferred from the non-formal sphere to all spheres. The empowerment and protagonism of subjects in communication processes must be intrinsic to media education.

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