Translations of the Media and Information Literacy Concept: Tracing Policy Terms in the Latin American Countries

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Abstract

This chapter addresses the linguistic uses of the media and information literacy (MIL) concept. The chapter explores how the MIL concept is translated into local languages in the Hispanic linguistic area, namely, Portuguese and Spanish in the Latin American Countries. We begin by investigating how the MIL concept has developed over the last 70 years through United Nations' recommendations. After presenting some visualizations of its chronological development, we identify the main countries by applying the concepts to Facebook and Twitter as social networking platforms, interrogating how the platforms translate the expression into Portuguese and Spanish. We apply systematic review and social network data mining. This paper hopes to provide clarity on how the MIL concept has gradually developed over the past 70 years and how it is locally translated and applied; the linguistic variations of the MIL concept is a case for further research.

Keywords: media and information literacy (MIL); conceptual history; translation; Latin American Countries; intercultural communication.

The United Nations (UN), since its foundation in 1945, brings its mission and purpose within humanity under the line, "since the war begins in the minds of men, is the mind of man we shall construct the funding and advocate for the peace" (UNESCO, 2013, p. 44). Media and Information Literacy (MIL) is a subtle conflict, or as the organization acknowledges, "a battle of the mind" (2013, p. 44). People should be empowered if the comprehension, misunderstandings, and unawareness of media and information providers originate in the mind; MIL can be employed to execute this task. The word "literate" refers to the basic ability to write over any surface with a pen, brush, or pencil and to understand the information represented by the contextual means of communication.

The first meaning of the word "literate" was related to an industrial time when books and newspapers were physical means of knowledge transmission. With the invention of the press, the mass education phenomenon, and recently the Internet, the concept of "literacy" has been rethought and expanded beyond its original interpretation; it now refers to connective skills and competencies. In the Information Age, literacy refers to the ability to interact and communicate with Information and Communication Technologies (ICT) as well as to engage the digital environment as a knowledge transmission interface, not only to absorb information, but also to create and share content.

Now, literacy relates to a critical comprehension associated to media and information formats, as well as to the cognitive process and needed initiatives in the knowledge society of the 21st century. However, the term still faces an exclusion, which was once literary but is now digital. While access is a priori demand for participation, literacy is also required for social and citizen protagonism.

"Literacy is the ability to identify, understand, interpret, create, communicate, and compute, using printed and written materials associated with varying context. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential to participate fully in community and wider society" (UNESCO, 2013, p. 45).

Countries may translate the term in different ways, and the differences may stem from the connected contemporary age in countries with gaps between the economic, political, and cultural realities. UNESCO acknowledges that it is impossible to ascertain the impact of emerging technologies on every individual's future, as well as the construction and communication between knowledge societies. Therefore, a global movement is advocating for the themes of media, information, and technology to be regarded as new ways of thinking rather than as tools, promoting meaningful learning and entertainment associated to the political power of every individual. A new phenomenon demands new skills; thus, MIL is a citizen-development process. According to UNESCO (2013, p. 14), the MIL concept embeds knowledges, skills, and initiatives that empower the citizen to:

- Understand the roles and functions of media and other information providers in democratic societies as well as the conditions under which those functions can be fulfilled;
- Recognize, locate, access, and articulate a need for relevant information;
- Critically evaluate information and the content of media as well as other information providers, including those on the Internet in terms of authority, credibility, and current purpose;
- Extract and organize information and media content;
- Synthesize or operate on the ideas abstracted from content;
- Ethically and responsibly communicate created knowledge to an audience or readership in an appropriate form and medium;
- Apply ICT skills to process information and produce user-generated content; and
- Engage with media and other information providers, including those on the Internet, for self-expression, freedom of expression, intercultural dialog, and democratic participation.

The semantical construction of "literacy" is popular among several studies considering the education of it through a freedom and civic perspectives rather than as a submissive process. Several authors [Jones-Kavalier and Flanningan (2008), Warchauer (2003), Williams (1980) and Hoggart (1957)] have contributed to these findings. The correspondence between the senses of "literacy" and "empowerment" becomes vivid when regarded in this context, and the word literacy itself assumes a broader sense in society. The coined MIL concept by UNESCO in 2008 results from developments since 1948, based on several Declarations, Protocols, Recommendations, and other types of actions like Curriculums or Policy Indicators. The concept refers directly to the individual civil and human rights in a world constantly changing by globalization and the hyperconnected digital environment. As early as in 2008, Carlsson and colleagues (2008, p. 24) noticed that "the media and information literacy comes to the fore as a crucial element in the construction effort of a media and information formed and sustainable society." A group of experts supported by UNESCO has merged media and information literacies into a single concept, foreseeing their connection to the freedom of expression that features as a human right. The construction of the term dates to the Human Rights Universal Declaration of 1948 where the MIL concept acknowledges the main role of media and information, finding itself as a complex concept at the core of freedom of expression and access to information. Since 2015, efforts toward creating sustainable societies have been dovetailed with and supported by many other international policies and strategic guidelines, such as the UN sustainability development goals, especially with "good health and well-being" (#3), "quality education" (#4), "gender

equality" (#5), "industry, innovation and infrastructure" (#9), "sustainable cities and communities" (#11), and "responsible consumption and production" (#12). In this rapidly developing sphere of policy discourse, it is important to pinpoint the development of the MIL discourse, not only to see its specific characteristics, but also to make connections with other sectoral and cross-sectoral policies.

Regarding the historic path that the MIL concept has taken within the UN, particularly UNESCO, "what are and how works" the public policies in Latin America and the Caribbean region (following UNESCO and GAPMIL demarcation of territories) represent the main goal of this chapter. The research is focused on the demand of national policies but does not overlook the local challenges as well as the information and media flow of the cities that require consideration in MIL Cities.

Research Objective

In this chapter, we aim to examine the concept of MIL in two respects: First, we aim to trace the historical development of the term over the past 70 years in international policy documents released in the Hispanic language area, interrogating how these documents emphasize different aspects of MIL and use varying vocabulary. Hence, we gather documents and declarations launched by UNESCO over the years, which were crucial to build the MIL concept genealogy (see also Bonami, 2016). In these documents, we aim to identify the specific thematic emphases to determine how the concept, now established as MIL, has developed over time; we do not engage in any deeper contextual analysis of the policy structures and processes.

Second, we aim to consider the local translations of the international policy term, MIL, by tracing the uses of vocabulary on social media platforms at a certain point in 2017 when the concept of "MIL" had gained reasonable ground in public discourse. By examining practical applications of the term, we aim to identify the diversity of the linguistic use and interrogate whether some aspects of the term are more prevalent than others.

In this chapter, we use MIL as the overarching term to refer to the object of inquiry. The term MIL can be found in current policy documents, a global consensus exists on its meaning, based on the framework outlined by UNESCO (2013, 2021).

Development of the MIL Policy Concept

We gathered the most relevant MIL policy documents released in Portuguese,(thus, relevant for the Latin American countries) published in different countries by UNESCO and the UN. The policy documents are also available in English and thereby have a wider international impact. The collection methodology was performed by a document cartography procedure to trace quoted resolutions or agendas beginning in the year 2016 in the document "MIL Week Global Report" released by UNESCO. Table 1 illustrates the genealogy of the MIL concept through approximately 70 years of UNESCO/UN recommendations in Latin American countries.

Table 1. *The genealogy of the media and information literacy concept through 70 years*

Index:

Human Rights
Media
Education
Information
Digital
MIL

Year	Document Title	Highlights
1948	Universal Declaration of Human Rights Released by: UN Country: France	• Articles 1st, 18th, 19th, 26th
1974	Recommendation about Education for Comprehension, Cooperation, and International Peace and Education of Human Rights and Fundamental Freedom Released by: UNESCO Country: France	• Promotes human rights education • Global dimension of education • Learning × information × communication = an indivisible whole • Critical understanding of historical and contemporary factors
1982	The Grünwald Declaration on Media Education Released by: UNESCO Country: Germany	• Instead of refuting the undoubted power of the media, accepting its impact and penetrability • Fosters the promotion of media and education as well as teacher training programs in this area • Promotes the study of cultural influence on media resources

Year	Document Title	Highlights
1989	The 25th Session Report of UNESCO's General Conference Released by: UNESCO Country: France	• Plans for the eradication of illiteracy, the reduction of social inequality, and the cessation of current wars • Promotes the human and cultural dimension of education • Ensures free flow of information • Demands infrastructure for technology
1990	The Jomtiën Declaration on Literacy Basic Needs Released by: UNESCO Country: Thailand	• Promotes gender equity in education • Calls for the eradication of illiteracy as the main goal for the 1990s • Promotes education for all genders and age groups
	The Toulouse Colloquium on New Directions on Media Education Released by: UNESCO Country: France	• Expresses concern about the development of digital technologies in education as well as the emergence of the knowledge society • Quotes the phrase "media literacy" and advocates its use • Defines 4 elements for media-literacy development in any country
	The Geneve Conference about Education for All: renewed policies and strategies for the 1990s decade Released by: UN Country: Switzerland	• Advocates for education as social promotion and political means of expression • Draws up Recommendation 77 with concrete measures to eradicate illiteracy by the year 2000 • Advocates for gender equity and special attention to the situation of access to education for women and girls • Determines that funding education is the responsibility of the Member State, except in extreme cases, when the UN can be accounted on behalf of the funding situation by a member state
1991	The Windhoek Declaration on Independent and Pluralistic Press Freedom Promotion in African Countries Released by: UNESCO Country: Namibia	• Promotes expression and press freedom in African countries • Determines the eviction release for media professionals in African countries
	The Paris Conference on Achieved Goals in the 1974 Recommendation's Application Released by: UNESCO Country: France	• Highlights the results and challenges encountered in implementing the 1974 Recommendation • Promotes international education principles • Addresses the leading role of NGOs in promoting human rights education

Year	Document Title	Highlights
1994	The 2000+ Project on Education in Science and Technology for All Released by: UNESCO Country: United States	• Launches the term "scientific and technological literacy," defines it, and determines its process of application • Warns that its application is based on national and local reality (contextualization)
1996	The Sanaa Declaration on the Independent and Pluralistic Press Promotion in Arab State Released by: UNESCO Country: Iemen	• Advocates for freedom of expression, pluralism, and media independence in the Arab countries • Condemns media oppression as a violation of human rights • Warns against gender disparity in knowledge production
1999	The Viena Recommendation on Education for Media and Digital Age Released by: UNESCO Country: Austria	• Defines media education • Defends media education as the right to free speech and the right to free flow of information • Media education as a catalyst for digital literacy • Makes recommendations to UNESCO and considers the need for a clearinghouse
2000	Millennium Declaration Released by: UNESCO Country: United States	• Identifies the existence of a digital divide • Its main objective is to promote peace, disarmament, and security • Proclaims the goals for the new millennium • Advocates for a knowledge-based global economy • Promotes ICTs to combat poverty and illiteracy • Promotes women and girls' empowerment
2002	The Seville Recommendation Released by: UNESCO Country: Spain	• Determines five areas of media education policy development • Advocates for media-operating education

Year	Document Title	Highlights
2003	The Prague Declaration "Toward an Information Literate Society" Released by: UNESCO Country: Czech Republic	• Quotes and defines the term "information literacy" as a flexible concept related to media and digital literacies • Advocates that computer-literate citizens are democratic pillars
	The Information Society World Summit First Phase (WSIS)–Geneve Declaration of Principles Released by: UNESCO Country: Switzerland	• Launches the Digital Solidarity Agenda • Advocates to transform digital divide into digital opportunity
	Latin American and Caribbean (LAC) International Forum on Information Society Released by: UNESCO Country: Brazil	• United Nations ICT Task Force • LAC Information Society Development
2004	WSIS in Marrakesh Released by: UNESCO Country: Morocco	• Defines the convergence of digital and analog technologies as the center of the Information Society
2005	The Alexandria Declaration on Information Literacy and Lifelong Learning Released by: UNESCO Country: Egypt	• Defines information convergence as the beacon of the information society
	WSIS Second Phase–the Tunis Commitment Released by: UNESCO Country: Tunis	• Promotes technical cooperation and technological empowerment for human development • Promotes ICT training programs for the population • Demands investment in technological and urban infrastructure • Launches the Digital Opportunity Index
	UNESCO World Report on Knowledge Societies Released by: UNESCO Country: France	• Discusses the Knowledge Society in the Information Age, establishing its historical construction since 1960 and highlighting the main attributes of knowledge awareness and production
2006	The Toledo Declaration on Information Literacy Released by: UNESCO Country: Spain	• Discusses Libraries as Capacitation and Transdisciplinary Spaces for Information Literacy

Year	Document Title	Highlights
2007	Paris Agenda on Media Education Released by: UNESCO Country: France	● Establishes 12 recommendations about media education according the statement on Grünwald Declaration in 1982
2008	The Media and Information Literacy (MIL) Curriculum for Teachers Released by: UNESCO Country: France	● Quotes and defines the expression "Media and Information Literacy" ● Addresses recommendations to transdisciplinary teacher education ● Promotes citizen empowerment through MIL
2009	The Lima Declaration on Educators Capacitation in Information Literacy Released by: UNESCO Country: Peru	● Promotes educators' capacitation in information literacy with specific focus in LAC countries
2010	Bangkok Summit on MIL Indicators and Guidelines Released by: UNESCO Country: Thailand	● Creates and promotes MIL indicators ● Defines core competencies: access, assessment/understanding, and use of information and communication ● Advocates the contextualization of MIL according to local realities ● Promotes ability to access, evaluate, and use MIL in various contexts
2010	The Murcia Declaration Released by: UNESCO Country: Spain	● Discusses the library space sustainability in the Digital Age through the association of Information Literacy associated with Digital Literacy
2010	The Paramillo Manifest Released by: UNESCO Country: Venezuela	● Promotes the education professional's capacitation in information literacy in Mercosul countries
2011	The Maceió Declaration on Information Literacy Released by: UNESCO Country: Brazil	● Discusses the dichotomy between information literacy × information competence ● Notes insufficient information resources in Brazil
2011	First International Forum on MIL Released by: UNESCO Country: France	● Advocates for MIL as a human right ● Discusses MIL × technological convergence ● Promotes action research and empiricism in MIL
2011	The IFLA Recommendation on MIL Released by: UNESCO Country: Mexico	● Proposes MIL incorporation in formal education curriculum as a state public policy

Year	Document Title	Highlights
2012	The Havana Declaration on 15 Actions to Promote Information Literacy Released by: UNESCO Country: Cuba	● Advocates for information literacy as a cross-cutting and fundamental formation in all contexts ● Proposes sharing experiences and results of research as well as applications of information literacy
2012	The Moscow Declaration on MIL for Knowledge Societies Released by: UNESCO Country: Russia	● Discusses MIL beyond ICT ● Proposes the development and implementation of MIL standards and intervention ● Introduces the concept of intercultural dialog and argues about it being the key to promoting MIL successfully
2013	The Global Alliance Partnership in MIL (GAPMIL) Action Plan Released by: UNESCO Country: Nigeria	● Launches the Global Partnership Action Plan in MIL (GAPMIL) ● The plan identifies the actors involved in the promotion of MIL and promotes unification to centralize efforts in this area ● Promotes debate between different perspectives of MIL
2013	MIL Political and Strategies Guidelines Released by: UNESCO Country: France	● Highlights the need for MIL policies to live in the digital world ● Proposes a conceptual model of MIL and six elements for its political development ● Introduces the ecology of MIL (translated as an ecology of different skills) for thinking in related skills and fostering the concept of transliteracy
2013	The Doha Declaration on MIL in Arabic Countries Released by: UNESCO Country: Qatar	● Notes the need to treat MIL at the government level, mediating political, armed, and religious conflicts in the Middle East ● Focuses on women and girls in unequal situations who have no access to education and highlights the need to bring MIL to them
2014	The Paris Declaration on MIL in the Information Age Released by: UNESCO Country: France	● Discusses MIL in association with intercultural dialog ● Advocates for MIL as 21st Century Citizen Skills ● Establishes transliteracy as the MIL concept's natural development

Year	Document Title	Highlights
2016	Global Assessment on MIL: cross-country skills Released by: UNESCO Country: Brazil	• Intends to guide UNESCO Member States to assess citizens' maturity and competencies with regard to MIL, particularly by teachers in service and training
	MIL Week Global Report Released by: UNESCO Country: Brazil	• Advocates for MIL not being a matter of isolated technology but a cultural matter • Promotes MIL as an umbrella concept and accommodates the regional specificities of each stakeholder involved • Acknowledges that laws have already been created in Brazil, Argentina, the Bahamas, Mexico, and Jamaica • Suggests mapping the laws, policies, and regulations of the legal sphere in each LAC country; subsequently expresses the will to create policy guidelines, legal enforcement resources, and MIL platforms for discussions
2018	Global MIL Week Report Released by: UNESCO Country: Latvia	• Promotes MIL cities as a pragmatic endeavor to dialog with public policies in different geographies

Table 1 identifies six topics that emphasize different dimensions of the concept that is established today as "media and information literacy" or MIL. The six concepts are human rights, media, information literacy/competence/skills, education, digital literacy/skills, and MIL. In the documents from 1948 to 1974, the human rights and education aspects initiated discussions on the relevance of MIL among populations. MIL was first seen as an educational effort to promote general human rights, equality, and justice. Gradually, the importance of media, particularly in the role of the mass media, gained importance, and the term used more frequently was "media education." The discussion centered on "media" intensified by inserting the aspects of information flow and digital communication, which posed new requirements for people's competence in dealing with media. The concept "MIL" was coined in 2008 as part of missions envisioned for teachers' education. The recent development of MIL has enabled the inclusion of all previous dimensions—human rights, information flow, educational efforts, and digital connectivity—within one umbrella term.

At a more detailed level, when considering the development of the concept of MIL over the last 70 years, we highlight the main documents that may have contributed on this theoretical path (each contributed with their ideas, frameworks, or recommendations):

• The 1974 Recommendation that promoted human rights education in a global and critical dimension;

• The Grünwald Declaration (1982) that promoted teacher education in media education;

- The Jomtiën Declaration (1990) was influential in promoting the eradication of illiteracy;
- The Toulouse Declaration (1990) introduced and defended media literacy instead of media education and set guidelines for its application in countries;
- The 2000+ Project Declaration (1994) emphasized the importance of scientific and technological literacies;
- The Vienna Recommendation (1999) established a relationship between media education and new digital arrangements, pointing out the need for a clearinghouse on this topic;
- The Seville Recommendation (2002) launched five areas of media education policy development;
- The Prague Declaration (2003) cited information literacies in association with the media and digital ecology;
- The World Summits of the Information Society in its two phases (2003 and 2005) established the challenges of the information society and the importance of transforming the digital divide into digital opportunity;
- The Alexandria Declaration (2005) regarded information literacies as the beacon of the information society;
- The Paris Agenda (2007) established 12 recommendations for media education and discussed the need for interdisciplinarity with information literacies;
- The Curriculum for Teacher Education in Media and Information Literacies (2008) mentioned the term media and information literacies and directed its recommendations to educators;
- The Bangkok Meeting for the Creation of Indicators in MIL (2010) defined the concept of MIL and its different applications in areas of knowledge;
- The International Forum of Fez on MIL (2011) addressed MIL as a human right; in the same year, the IFLA Recommendation proposed the incorporation of MIL into the formal curriculum;
- The Moscow Declaration (2012) expanded the spectrum of MIL beyond ICT and proposed intercultural dialog as the main agent of MIL;
- GAPMIL, launched in 2013, was introduced as an attempt to unify the MIL initiatives so that they could be in a dialog with each other;
- The Political and Strategic Guidelines in MIL (2013) presented the ecology of MIL to introduce the concept of transliteracy;
- The First European Forum on MIL (2014) (the starting point of this research) affirmed MIL as the skills of the democratic and empowered citizen of the 21st century and established its concrete association with intercultural dialog and transliteracy;

- The 2016 Global MIL Week Report, in São Paulo, defended MIL, not as a matter of isolated technology, but as a matter of culture. The event mapped the existence of laws in Brazil, Argentina, the Bahamas, Mexico, and Jamaica and recommended the creation of political guidelines, resources for legal implementation, and the creation of discussion platforms on MIL;
- The 2018 Global MIL Week Report, in Riga, introduced the principle of MIL cities.

This summary of the progression in policy documents conceptual development highlights different parts of the concept as it is articulated today. Media and information literacies are indicated by these documents and, presumably, built in this process. New digital arrangements constitute an apparent extension of the real world, which is why digital literacies are associated with MIL in this scenario.

Cartographies of the MIL Concept

How is the general term, MIL, translated into the Hispanic language area? Spanish and Portuguese are the most frequently used languages in Latin America. When referring to MIL, different terms are used in the Spanish (ES) and Portuguese (PT) languages: *literacia midiática e informacional* (PT), *alfabetización mediática y informacional* (ES), *competencia mediática y informacional* (ES), *alfabetização midiática e informacional* (PT), *educomunicação* (PT), *educomunicación* (ES), *mídia educação* (PT), and *letramento midiático e informacional* (PT). The central terms used to denote MIL are formed from some English approaches of "literacy" (*alfabetización/alfabetização, letramento, literacia*), "competence" (*competencia*), "communication" (*comunicación/comunicação*), and "education" (*educação*). These terms refer to different things, thereby constructing the phenomenon of MIL in different ways: while some are constructions of the sets of skills that individuals need to possess (literacies, competences), others are conceptualizations of processes that are related to the formation of these readiness forms (education, communication).

To trace the uses of these terms in different parts of the world, we performed a geographical cartography on each term. The methodology was a data mining procedure on Facebook using hashtags corresponding to the concepts in Spanish and Portuguese. The cartography was conducted with the Netvizz software and crossed with data extracted from Keyhole (for Twitter data collection) to understand where the conceptions are being discussed in the network and the world. The visualizations were performed in Tableau and Gephi using quantitative indicators: over 150 citations on live (red), over 100 citations on live (orange), and over 50 citations on live

(blue). The cartographies are illustrated in Figures 1–9. Figure 1 shows the use of the MIL term in the English language; Figures 2–4 show terms in Spanish and Figures 5–9 in Portuguese.
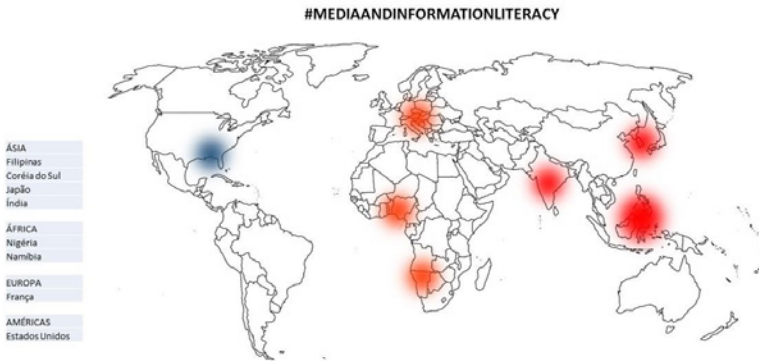

Figure 1. *Geographical cartography of the term "media and information literacy" (English)*

Figure 2. *Geographical cartography of the term "alfabetización mediática" (Spanish)*

#ALFABETIZACIÓNINFORMACIONAL

Espanha

México

Argentina
Chile

Colômbia
Venezuela

Figure 3. *Geographical cartography of the term "alfabetización informacional" (Spanish)*

#EDUCOMUNICACIÓN

Espanha

México

Argentina
Chile
Peru
Bolívia
Colômbia

Figure 4. *Geographical cartography of the term "educomunicación" (Spanish)*

#LITERACIASDEMÍDIAEINFORMAÇÃO

ÁFRICA
Moçambique
Angola

EUROPA
Portugal

Brasil (geral)

Figure 5.Geographical *cartography of the term "literacias de mídia e informação" (Portuguese)*

Figure 6. *Geographical cartography of the term "alfabetização midiática" (Portuguese)*

Figure 7. *Geographical cartography of the term "mídia educação" (Portuguese)*

Figure 8. *Geographical cartography of the term "educomunicação" (Portuguese)*
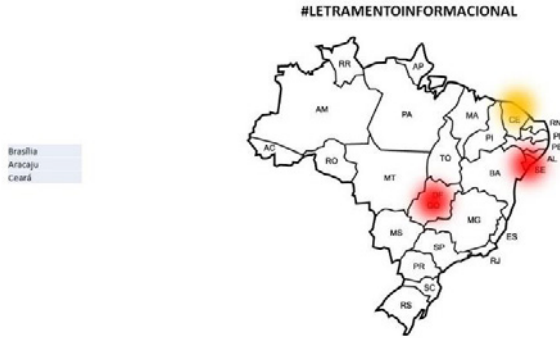
Figure 9. *Geographical cartography of the term "letramento informacional" (Portuguese)*

In the visualizations in Figures 1–9, we observe that each term has its main areas of action. In Brazil, the areas of action vary across the states, indicating and establishing MIL as an umbrella concept under which all these terms and translations can fit. The previous conclusions can be extended to the praxis and public policies field; once MIL can assume these various approaches, it seems appropriate to amplify the research to involve as many stakeholders as possible globally.

The original concept of MIL shown in Figure 1 expresses higher participation in regional scenarios, such as North America, Central Europe, African Western Coast, and South-East Asia. While the Spanish translation *alfabetización mediática* has a higher prevalence in Ibero-América, *alfabetización informacional* and *educomunicación* have a higher presence in South America. The Portuguese translations follow a similar path: *öiteracias de mídia e informação* is more prevalent in Portugal, Brazil, Mozambique, and Angola, while *educomunicação* is used more in the 27 Brazilian states.

To some extent, the adoption of the term is dependent on the languages spoken in a specific area. However, the translation aspect introduces a new dimension to the debate on the application of MIL in different countries. One relevant application is exhibited with MIL cities, the concept that was initially proposed within the Global MIL Week, promoted by UNESCO in 2018, in Latvia and Lithuania (UNESCO, 2018). Developing MIL cities requires an understanding of the vocabulary adopted at the municipal level within the geographical area that is being studied. For MIL cities to become effective in public policies at the municipal level—even at national policy levels—we need to add the linguistic dimension to the place-placed approach promoted by the MIL city policy framework.

The MIL city policy framework is in addition to a global effort that, since the 1990s, has sought to decentralize teaching and learning processes among other social

actors including libraries, museums, and traditional broadcast or digital media. In the context of lifelong learning, the skills contained in MIL are the responsibility of the city—or of the various public policies involved in them (Aspin and Chapman, 2001). Compulsory education should be available to all; proponents of education for a socially inclusive and democratic society also claim that lifelong learning is a public good (Grass, 1995). However, it is not suggested that education, like other "public goods," such as health and welfare services, requires no further financial investment from individuals and other sources; all similar community services should be supported financially and in numerous other ways. However, these services are vital and indispensable to the nature, quality, and operation of the democratic society in which we, as citizens, all live and partake in.

Concepts and practices such as "educating cities" and "smart cities" share foundations and principles with the MIL cities. The first principle, according to the International Organization of Educating Cities (OIEC.org), began as a movement in 1990 (based on the International Congress of Educating Cities, held in Barcelona) when a group of cities represented by their local governments agreed to work together on projects and activities to improve inhabitants' quality of life, based on the inhabitants' active participation in the use and evolution of the city itself and in accordance with the approved letter from Educating Cities.

The construction of critical thinking in line with the needs of time, in addition to the need for the local integration of public policies, invariably ceased to be sufficient under formal education. Historically, Greek democratic foundations, human rights, and citizenship have supported critical thinking as a foundation of contemporary schooling, when it proposes secular and universal education. Therefore, MIL application and capacity building among member states can be promoted by the MIL city's endeavor, which finds its way to dialog with local public policies.

Discussion

Discussions on the terminological dimension of MIL are important. The depth and complexity of the field seem to legitimize the terminological discussion, which presents itself as a transdisciplinary dialog across disciplinary areas and policy sectors of communication, education, and information. As proposed above in the context of MIL cities, this dialog is constructive when aimed at strengthening the principles of the term and reinforces ties with other interdisciplinary areas. Thus, its discussion is important in emphasizing the network of interactions between these diverse stakeholders.

This chapter presented the challenges surrounding perspectives of information and communication technologies in the field of education. This scenario was built through different authors who addressed the relevance of this context regarding the development of new skills and competences for the 21st century citizen. However, this theoretical framework awakens the terminological discussion, which governs a polyphonic symphony between different theorists dedicated to studying and understanding this new framework of attitudes toward the apparent technological revolution.

Discussions do not end here with the Final Considerations, and it is prudent to admit that there remains aspects to understand in this emerging context. Studying or understanding the connected contemporary age seems to be relevant, especially when dealing with "learning processes" or "skills development." However, this paper does not incorporate investigations about teaching methods and models as it chooses to observe the different concepts that emancipate the learner's empowerment, such as information, media, and digital literacies.

Hence, the document collection started with the 2014 Paris Declaration, derived from the First European Media and Information Literacy Forum, an event that gathered participants with the aim of promoting discussions on the importance of education that incorporates MIL. Since then, 40 documents have been reached, summarizing the general objective of this research: to observe how the term of media and information literacies developed between 1948 and 2016, through Official Declarations by UNESCO. Reiterating the specific objectives and the data collected, Table 2 highlights the main findings to establish geographical distributions (as presented in Figure 1).

While constituting a first installment of investigations, this chapter raises new questions and motivations for continued study in this epistemological perimeter. However, the study has its share of flaws, such as regarding the concept of MIL and its lack of a Latin American contextualization in its application. Nevertheless, it recognizes the power of transdisciplinary epistemic discussion, identifying other conjectures pertinent to the theme. In this context, it is important to indicate that while this dissertation analyzed UNESCO international recommendations, Brazil is already exploring practicability in this context, led by the area of "educommunication."

Conclusion

The MIL concept's translation to Portuguese and Spanish languages offers an analysis about its panorama in Latin American Countries, and in other Portuguese or Spanish speaking geographies. To conclude, we highlight an excessive technicist (structure and instrument provision) approach that can lead projects and initiatives (in formal, informal, or nonformal education) to engage with technical questions and not always encourage the promotion of empowerment discussions involved in the Media, Information, and Digital Literacy debate. It may set a comfort zone which can hinder projects from moving beyond the technical aspects and discourage the launch of new proposals because of extended bureaucracy. However, it reveals a foundation over which MIL prospects can be discussed and implemented; thus, the multi-stakeholder network can mobilize to change the ongoing scenario in Brazil. About the translation variety under the MIL conceptual umbrella (or Concept Note released by UNESCO in 2013b), it is urgent that different initiatives and stakeholders stay aligned and connected by an alliance to ensure that experiences can be exchanged in the LAC landscape. MIL is still a new knowledge field gathering regional conceptions of the MIL proposals, projects, and stakeholders. This requires exercising the MIL alliance to improve the application and understanding of media, information, and digital opportunities in LAC countries.

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