# Media and teaching competencies in the context of Brazilian teacher training policy

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**Abstract**

This paper proposes establish a comparative dialogue between the teaching competencies included in the Brazilian teacher training policy and UNESCO's media literacy competencies for teachers. Through content analysis, it explores similarities and differences to understand the implications for teacher training programs. While both sets value technology use, continuous professional development, empathy, and critical reflection, BNC-Formação offers a broader pedagogical scope, emphasizing holistic student development. Conversely, UNESCO focuses on media and technology's educational role, stressing critical media literacy and socio-cultural awareness. The findings suggest integrating these competencies into teacher training could enhance educators' preparedness for modern challenges, advocating for a balanced approach that incorporates comprehensive pedagogical skills with specialized media literacy. Thus, this study introduces a new theoretical viewpoint for understanding both competencies as key elements for media education in the teaching process.

**Keywords:** media education, teaching competencies, teacher training policy

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# 1 Introduction

Concerns about information consumption and contemporary relations with the media and media environments, especially social networks and, more recently, artificial intelligence, have occupied different spaces in the field of education, considering that social solutions are envisioned through the training of subjects to deal with the new socio-technological reality. Against this backdrop, it can be seen that in education media issues and environments are seen as tool aspects, when they should be permeating deeper discussions such as the integral formation of subjects and citizens, from a broad perspective of these conceptualizations.

This is not only evident in teaching practices. In Brazil, this perspective is also pervasive in the various regulations that guide the country's educational policies, especially in the curriculum guidelines for basic education and teacher training. One of the main concerns about this approach to media issues in educational policy is the use of digital technological resources, which are widely promoted and made available by educational systems for didactic-pedagogical practice, but for which there is a lack of training for teachers to use them and to teach their students about them.

On the other hand, in the context of the use of technology and devices in the everyday life of the student, the question arises as to how his relationship with the media in the digital environment affects his integral education. This includes exposure to dangers inherent to the internet, such as cyberbullying or sexual exploitation, which are increasingly frequent in society and require attention from the state. It is believed that, in both contexts of concern, media education can be strategic for subjects to learn to deal with both digital technologies and their impact on interpersonal relationships.

However, implementing media education in schools requires training teachers who can deal with the issue in their daily lives and teaching practice. Efforts have been made worldwide to promote the implementation of media and information education in teacher training. Most countries have incorporated the subject into their educational reforms, thanks to incentives from the United Nations Educational, Scientific and Cultural Organization (UNESCO). However, Brazil has only opened up a few loopholes for this possibility without specific incentives.

The Common National Curriculum Base (BNCC), which provides guidelines for curricular structures in brazilian basic education, does not explicitly include media education. However, some of the theoretical foundations of the BNCC are influenced by media education concepts. This implies that the topic can be addressed within the school setting, but it necessitates innovative integration of the curriculum by a teacher who is familiar with media education concepts and possesses both teaching and media competencies in order to relate the topic to his or her pedagogical practice.

Nevertheless, in Brazil's teacher training guidelines, the National Common Base for Initial Teacher Training in Basic Education, known as BNC-Formação (Brazil, 2020), there is no formally established provision for media education, although conceptually it is also close to the theoretical foundations present in teacher training policy. In other words, even though the BNCC allows for a timid approach to media education, there is no public teacher training policy that takes this issue into account, even minimally, so that it can actually be implemented.

In this sense, two concepts should be articulated in teacher training policies: teaching competencies, which refer to professional skills for teaching, and media competencies, related to a person's ability to deal with the consumption and production of information and relationships in media environments. The BNC-Formação outlines the teaching competencies that Brazilian teachers should acquire upon graduation. In addition, UNESCO (Wilson *et al*, 2013) provides

guidelines for media literacy in a curriculum proposal aimed at promoting teacher training in media education.

The purpose of this paper is to compare the teaching competencies outlined in the BNC-Formação with the media competencies for teachers presented in the UNESCO curriculum proposal. The goal is to identify the similarities and differences between the two competencies, which we believe should be integrated into teacher training in Brazil. To accomplish this, we conducted exploratory documentary research using a qualitative approach, as classified by Gil (2002). We utilized Content Analysis (Bardin, 2004) to analyze the set of competencies in both the BNC-Formação and the UNESCO proposal. Additionally, we present the theoretical framework that underpins this work in the following sections.

## 2 Theoretical Background

To comprehend the theoretical context in which this theme is developed, it is necessary to analyze the topic from a number of perspectives, including the principles of teacher training, Brazil's own teacher training policy, the possibilities of teacher training for media education, and the concept of competence. It is important to establish a theoretical framework for articulating professional teaching competence and media competence. This will enable in-depth reflection and effective proposals for modifying related educational policies. To achieve this objective, we will refer to authors such as Rios (2013), Rodrigues, Pereira, and Mohr (2021), as well as documents from the Brazilian National Education Council and UNESCO, among others.

### 2.1 Principles of the Training of Teachers

In the midst of discussions that are mostly about curricula, the need to think about the professional profile that should be formed so that someone is capable of forming other subjects stands out. However, not only the curricular structures must be observed, but also the purpose of the training, after all "social roles are defined taking into account the institutions where the subjects' practice takes place. Educators develop their practice in the space of the institution that is the school" (Rios, 2013, place 529). Thus, the education that is intended and the school that is constituted for this also make up the reflection on the professional.

In any case, in our context of discussion, it is understood that it is necessary to seek more pragmatism to understand the subject, establishing some kind of at least conceptual parameter. In this sense, the word 'competence', which has already appeared in previous chapters, and which has appeared in theoretical discussions. According to Rios (2013, place 549, emphasis added), "talking about competence means talking about knowing *how to do things well*. Despite the differences between the various conceptions of education and schooling present among us, they undoubtedly agree on defining competence in this way".

However, despite the simplicity "at first reading", Rios (2013) makes a point of explaining the triple bias of the expression used to define educator competencies. On the one hand, the expression refers to the technical conditions as well as the knowledge that the educator has or should have in order to deal with the mission of teaching; on the other hand, it refers to the political conditions that the educator has or should have in order to carry out his mission and give a return to society; and finally, it refers to the ethical aspect that should be the mediator of the other two dimensions, technical and political, in the professional mission of the educator (Rios, 2013).

In this sense, when reflecting on the training required for these qualities, it is impossible to understand technical, political and ethical skills as separate competencies, although each has its own specific contribution to professional reflection. "What is important, in my opinion, is to talk about competence, pure and simple, and to point out its components - interconnected, inseparable, essential [...]" (Rios, 2013, place 604). This understanding is important so that professional training is also inseparable, i.e. technical, political and ethical teaching is learned at the same time.

Although they are inseparable, technology and politics are controversial dimensions. There is a prevailing professional culture of teaching that sees them as opposites that cannot coexist. However, this is based on a conceptual misunderstanding of the terms. According to Rios (2013), the technical component of competence is not the same as being technocratic, and the political component is far from being partisan. "I believe that it is necessary to recover in the very dialectical character of educational practice the articulation between the two poles of competence, and this path that passes through ethics seems fertile to me, [...]" (Rios, 2013, place 583).

Finally, it should also be made clear that in Rios' (2013) teaching competence there is no room for teaching that is reduced to affection, i.e. being affectionate does not constitute a competent teacher, although we consider it important to exercise the characteristics that lead to good interpersonal relationships. According to Rios (2013, place 594), this romanticized profile is detrimental to teaching and "[...] needs to be denied when we seek consistency in the performance of the educator's role in the contribution they make to building society" (2013, place 594).

## 2.2 Brazilian Teacher Education Policy and its impact

Despite the above principles, initial teacher training in Brazil has been reorganized in light of the educational reform that established the BNCC. The National Education Council, through Resolution CNE/CP No. 2 of December 20, 2019, defined the National Curriculum Guidelines for Initial Teacher Training at the Higher Education Level for Basic Education and established the BNC-Formação, which in turn serves as a guideline for the preparation of the Pedagogical Projects of Degree Courses (PPC) of Higher Education Institutions.

According to CNE/CP Resolution No. 2/2019, in addition to the general competencies of the BNCC, undergraduate students must develop the "[...] essential learning to be guaranteed to students, in terms of the intellectual, physical, cultural, social and emotional aspects of their training, with a view to the full development of people, aiming at Integral Education" (Brazil, 2020, Art. 2, p. 2). It can be seen that, at least theoretically, the BNC-Formação is also associated with a pedagogical perspective that claims to contemplate the integrality of subjects during their training.

With regard to competencies, in plural, the BNC-Formação provides for a structure of ten general competencies and twelve specific competencies, divided equally into three dimensions: professional knowledge, professional practice and professional engagement (Brazil, 2020). In turn, each specific competence is subdivided into skills that future teachers must develop during their training in order to be considered capable of teaching. In all, 21 skills correspond to the dimension of professional knowledge, 22 to professional practice and 19 to professional engagement (Brazil, 2020).

In addition to these details, Resolution CNE/CP No. 2/2019 provides for three foundations of the teacher training policy, including "III - the use of previous training and experience, developed in educational institutions, in other teaching activities or in the area of Education" (Brazil, 2020, Art. 5, p. 3). It also establishes ten principles that should guide teacher training, among which we highlight "X - the freedom to learn, teach, research and disseminate culture, thought, art, knowledge and the pluralism of ideas and pedagogical conceptions" (Brazil, 2020, Art. 6, p. 3).

In the midst of the foundations, principles, competences and skills that guide the training and performance of future teachers, CNE/CP Resolution No. 2/2019 also focuses on the organization and structuring of the curriculum to make training effective. The document establishes the general principles that should guide the creation of all courses for teacher training, and also goes into great detail, defining the modalities: degree courses, second degree training, pedagogical training for graduates, and training for pedagogical and management activities (Brazil, 2020).

Although all the modalities make up the policy to meet the demand for teachers in Brazil, we are interested here in undergraduate training, which is the most detailed in Resolution CNE/CP No. 2/2019, with curriculum guidelines, workload, among others. According to the document, undergraduate courses must have a minimum of 3,200 hours, divided into 800 hours for common pedagogical knowledge, 1,600 hours for specific content in the area of training and 800 hours of pedagogical practice between school internships and other practices in curricular components (Brazil, 2020).

However, it is important to emphasize that the BNC-Formação establishes mechanisms of power and control that require a critical look at how the results of the teacher training policy are expected to be evaluated and what consequences this has for education in general. According to Rodrigues, Pereira and Mohr (2021, p. 22, emphasis added), in the view of the regulations "teachers are not *one* of the most important factors, they are *the* most important factor, which in itself places great responsibility on teachers with regard to the learning results obtained by students".

The aspect of assessment of teaching and learning in the BNC-Formação is established in a way that follows large-scale assessment models, i.e. it favors an assessment perspective that does not aim to directly consider the student's progress on a daily basis in the classroom, but rather seeks this measurement to occur statistically, based on parameters of collective expectation and standardized instruments (Rodrigues; Pereira; Mohr, 2021). From this perspective, only a representative sample of the student population is assessed, and the results indicate general and less specific trends.

In order to establish not only this type of evaluation, but the training policy in general, the foundations of the BNC-Formação follow international models, as "[...] they are considered the best guidelines for organizing teacher training processes in Brazil, given the supposed lack of training history built here [...]" (Rodrigues; Pereira; Mohr, 2021, p. 23). This view ends up ignoring the non-standardized teacher training experiences in Brazil and at the same time disregards the Brazilian reality and all that this means in terms of socio-cultural contexts.

The perspective from which the BNC-Formação was conceived understands that other countries with 'good' experiences in teacher training "[...] (supposedly examples to be followed), develop mechanisms for assessing and accrediting graduates and recent graduates, certification and registration to control entry [...]" (Rodrigues; Pereira; Mohr, 2021, p. 23). However, this perspective is only based on validating the capacity of teachers as 'executors of the Base', that is, teachers specialized in following the BNCC without any kind of criticality in their pedagogical practice.

In this way, the instrumentalization of teacher training through BNC-Formação depends on two central aspects: on the one hand, the adaptation of the PPCs of the courses to the new profile of teaching practice expected by the Brazilian education policy, and on the other hand, the structuring of national mechanisms that guarantee the adaptation of the courses to the new training reality (Rodrigues; Pereira; Mohr, 2021). In other words, the evaluation and control is not only of the person being trained, but also of the higher education institutions and the courses.

Finally, it is believed that the teacher training policy implemented by the BNC-Formação overburdens the expectations of future teachers and hinders innovation in the pedagogical projects of the degree programs, since institutional efforts are focused on meeting the requirements of the

regulations and ensuring 'good' evaluations (Rodrigues; Pereira; Mohr, 2021). As a result, teaching is devalued and inevitably deprofessionalized, resulting in a trained workforce of low quality that works on the production lines of subject standardization systems.

## *2.3 Teacher Training for implementing Media Education*

After outlining some important theoretical principles and looking at the brazilian teacher training policy, let us return to the discussion of how to include media education as a topic of contemporary interest in the brazilian education policy. In this sense, as already mentioned, there is the challenging task of incorporating media education into teacher training structures, bringing it closer to the PPCs of undergraduate courses and their curricular structure (Pérez-Tornero; Tayie, 2012).

Although this discussion may seem new, it has been going on for at least two decades, with special encouragement from UNESCO since 2008. According to Pérez-Tornero and Tayie (2012, p. 10), there are several reasons why this happened at this time, but mainly because it was when "[...] almost all education systems in the world undertook curricular reforms that put student training and competencies at the center of the system. Among these, digital competences stand out [...]". To influence these reforms, the goal was to standardize curricular guidelines on the subject.

It was also the beginning of the massification of technology and the Internet, with institutional programs to promote access, as well as the popularization of social networks, which gave the issue more urgency. UNESCO's curriculum proposal, called "Media and Information Literacy: Curriculum for Teacher Training," was launched in July 2011 and within a year had already influenced more than a dozen countries that sought to adapt it and develop their own curriculum proposals for the subject (Pérez-Tornero; Tayie, 2012).

At the same time as the curriculum proposal was launched, UNESCO also began promoting an international cooperation program for media and information literacy, through an agreement with eight universities from around the world, with the University of São Paulo (USP) as the only institution representing Latin America (Pérez-Tornero; Tayie, 2012). This international movement brought signs of what would be a challenging decade for media education, considering the socio-technological context that developed in the following years and which is still complex today.

According to Pérez-Tornero and Tayie (2012, p. 12), the UNESCO curriculum proposal was conceived from the integration of two concepts: information literacy, "[...] focused on issues of information needs, access, location, evaluation, organization and ethical use of information and information and communication technologies [. ...]", and media literacy, "[...] centered on the functioning of the media, the critical interpretation of content, individual expression as a form of democratic participation and technological competence as media users to produce content".

In general, UNESCO's curriculum proposal seeks to cover the broad spectrum of communication that permeates society. Pérez-Tornero and Tayie (2012, p. 13) note that the focus of the UNESCO curriculum proposal, both for teacher education and for subject education in general, is on three aspects: "a) knowledge of information and the media in relation to the construction of a democratic discourse; b) the evaluation and analysis of media and content; c) the production and use of media". These approaches will be seen as intertwined in all areas of media education, according to UNESCO.

UNESCO's curricular proposal is more than a set of guidelines, it establishes a concrete path that makes it possible to operationalize the minimum knowledge necessary for training in media education and its absorption into teaching practice. However, it should be pointed out that "the MIL curriculum matrix and the accompanying curricular modules are non-prescriptive, so as to facilitate

their adaptation to global, regional and national strategies [...]" (Wilson *et al*, 2013, p. 22), which makes it possible for each country's policies, based on the proposal, to offer socio-referenced media education.

It should also be made clear that UNESCO's curriculum proposal covers media relations in a broad and general way, i.e. all those related to both analog environments, such as newspapers, books, radio and television, and digital environments, which refers to all information providers and interaction platforms. "Thus, teacher training in MIL should not be seen as something reserved only for those who have access to advanced technologies. It is equally applicable in contexts where the use of advanced technologies is limited" (Wilson *et al*, 2013, p. 22).

As for the structure itself, it is organized into a curricular dimension based on the three aspects of training mentioned above. "These three areas have been linked to six other areas of general education and teacher development in order to describe their progressive relationship and create an MIL curriculum matrix for teacher education by UNESCO" (Wilson *et al*, 2013, p. 22). The core curriculum areas are: Policy and vision; Curriculum and assessment; Pedagogy; Media and information; Organization and administration; and Teacher professional development.

The result of the articulation between the aspects of media education and the core curriculum areas is a structure of nine core modules, two complementary modules and three curricular units. According to Wilson *et al* (2013, p. 30), "the modules provide an outline of content and activities that can be adapted by teachers and teacher education institutions in their respective countries". Since it aims at a flexible policy, the UNESCO curriculum proposal does not define in advance the content to be covered in the classroom, leaving this to the discretion of each country's policy.

On the other hand, UNESCO does stipulate the skills that each teacher should acquire in media education training. These skills are directly related to the core curriculum areas and their respective curriculum goals. The curricular goals, in turn, relate to awareness of media education, use and application of resources, deepening of knowledge, pedagogical organization, pedagogical practice and professional development (Wilson *et al*, 2013). In order to achieve each of the goals, different types of knowledge need to be combined.

As well as guiding the development of national policies in general and suggesting structures for the operationalization of media education training, UNESCO's curriculum proposal also provides for pedagogical approaches aimed at developing the teaching-learning process. In all, there are ten pedagogical approaches provided for in the document: Investigative approach; Problem-based learning (PBL); Scientific investigation; Case study; Collaborative learning; Text analysis; Context analysis; Translations; Simulations; Production (Wilson *et al*, 2013).

## 3. Media Competencies articulated with Teaching Competencies

Although there is room for deeper critical analysis of Brazil's educational policies following the reform, it is important to contextualize our research topic within the current landscape. To understand the potential for implementing media education in everyday school life and teacher training, it is necessary to consider current public policies. Without a counter-reform that alters the country's education guidelines, there are no other viable options. The research objects of this paper are the BNC-Formação and the UNESCO curriculum proposal for teacher training in media education, focusing on the details of the competencies in both documents.

As media education is not limited to specific knowledge, but rather encompasses a broad understanding of media relations that must be integrated with other areas of knowledge, we have

chosen to analyze the ten general teaching competencies outlined by BNC-Formação (Brazil, 2020), which are detailed in Table 1.

**Table 1**
*General Teaching Competencies stipulated by the BNC-Formação*

General Teaching Competencies

| | |
|---|---|
| 1st | Understand and use historically constructed knowledge in order to be able to teach reality with engagement in student learning and in their own learning, collaborating to build a free, fair, democratic and inclusive society. |
| 2nd | Research, investigate, reflect, carry out critical analysis, use creativity and seek technological solutions to select, organize and plan challenging, coherent and meaningful teaching practices. |
| 3rd | To value and encourage the various artistic and cultural manifestations, both local and worldwide, and participation in diversified practices of artistic and cultural production so that students can broaden their cultural repertoire. |
| 4th | Using different languages - verbal, bodily, visual, audio and digital - to express themselves and making students broaden their model of expression by sharing information, experiences, ideas and feelings in different contexts, producing meanings that lead to mutual understanding. |
| 5th | Understand, use and create digital information and communication technologies in a critical, meaningful, reflective and ethical way in the various teaching practices, as a pedagogical resource and as a training tool, to communicate, access and disseminate information, produce knowledge, solve problems and enhance learning. |
| 6th | Valuing ongoing training for professional practice, seeking updates in their field and related areas, appropriating new knowledge and experiences that enable them to improve professionally and effectively, and making choices in line with the exercise of citizenship, their life project, with freedom, autonomy, critical awareness and responsibility. |
| 7th | Develop arguments based on facts, data and scientific information to formulate, negotiate and defend ideas, points of view and common decisions that respect and promote human rights, socio-environmental awareness, responsible consumption at local, regional and global level, with an ethical stance on caring for oneself, others and the planet. |
| 8th | Knowing and appreciating oneself and taking care of one's physical and emotional health, understanding oneself in human diversity, recognizing one's own emotions and those of others, with self-criticism and the ability to deal with them, developing self-knowledge and self-care in students. |

9th    Exercising empathy, dialogue, conflict resolution and cooperation, showing respect for others and promoting respect for human rights, welcoming and valuing the diversity of individuals and social groups, their knowledge, identities, cultures and potential, without prejudice of any kind, in order to promote a collaborative environment in learning environments.

10th    Acting and encouraging, personally and collectively, with autonomy, responsibility, flexibility, resilience, openness to different opinions and pedagogical concepts, making decisions based on ethical, democratic, inclusive, sustainable and supportive principles, so that the learning environment can reflect these values.

*Note.* According to CNE/CP Resolution No. 2/2019 (Brazil, 2020)

Similarly, media competences have already been established by various authors with some conceptual differences. However, due to the influence of UNESCO's proposal on the development of public policies on media education in the countries, we have adopted its detailing of teaching media competences (Wilson *et al*, 2013) to conduct this conceptual articulation. Each media competence is shown below in Table 2.

**Table 2**
*Teaching Media Competencies stipulated by the UNESCO*

| Media competencies for teachers |
| --- |
| 1st    Be familiar with the functions of the media and other information providers and understand their importance for citizenship and informed decision-making. |
| 2nd    Demonstrate knowledge and understanding of how people use media in their personal and public lives, the relationship between citizens and media content, and the use of media for different purposes. |
| 3rd    Determine the types of information needed for specific tasks and access information efficiently and effectively. |
| 4th    Critically evaluate information and its sources, and integrate selected information to solve problems and analyze ideas. |
| 5th    Understand the use of digital technologies, tools, and communication networks to gather information and make decisions. |
| 6th    Demonstrate knowledge and understanding that media content is produced within specific social and cultural contexts. |
| 7th    Use the knowledge and skills acquired during their own MIL training to promote media and information literacy among students and to manage related changes in the school environment. |

*Note.* According to UNESCO's proposed media education curriculum for teacher training (Wilson et al, 2013)

In order to understand the similarities and differences between BNC-Formação's teaching competencies and UNESCO's media competencies, content analysis was developed, which, according to Bardin (2004, p. 33, emphasis added), is "a set of communication analysis techniques that use systematic and objective procedures to describe the content of messages". This type of analysis seeks to escape the simple reading of reality and corresponds to two objectives that coexist and complement each other: one exploratory, to discover something, and the other verifying, to prove something (Bardin, 2004).

Bardin (2004) divides content analysis into three phases: pre-analysis, which "aims to operationalize and systematize initial ideas" (p. 89); exploration of the material, which "essentially consists of coding, discounting, or enumerating operations according to previously formulated rules" (p. 95); and treatment of results and interpretation, in which "the raw results are treated in such a way that they are significant and valid" (p. 95), allowing interpretations to be made according to the study's objective.

### 3.1 Categorizing the analysis

After conducting pre-analysis (Bardin, 2004), we developed a proposal for four categories to analyze the set of competencies comparatively. The categories are: Use of Technology and Media, Professional Development and Continuous Learning, Empathy and Respect for Diversity, and Criticism and Reflection.

Each category reflects central and recurring themes found in both sets of competencies. The categories are interconnected, providing a complementary and comprehensive view of teacher education. For example, the effective use of technology and media is enriched by a critical and reflective stance, while ongoing professional development is necessary to maintain empathy and respect for diversity in ever-changing educational environments.

These categories align with current concerns in education literature and research, reflecting emerging issues in the field of teacher education. They provide a basis for discussing how teacher education programs can effectively respond to the challenges of education in the 21st century.

### 3.2 Thematic Category Frequencies

Before analyzing the competencies set in more detail in relation to each category, we consider it important to take a quantitative look at the presence and frequency, explicit or implicit, of the four thematic categories in the BNC-Formação teaching competencies and UNESCO media competencies. Competencies are assigned points for each category addressed in the competency description. A competency may receive points in more than one category if it addresses more than one theme.

**Figure 1**
*Frequency of Thematic Categories in BNC-Formação and UNESCO Competencies*
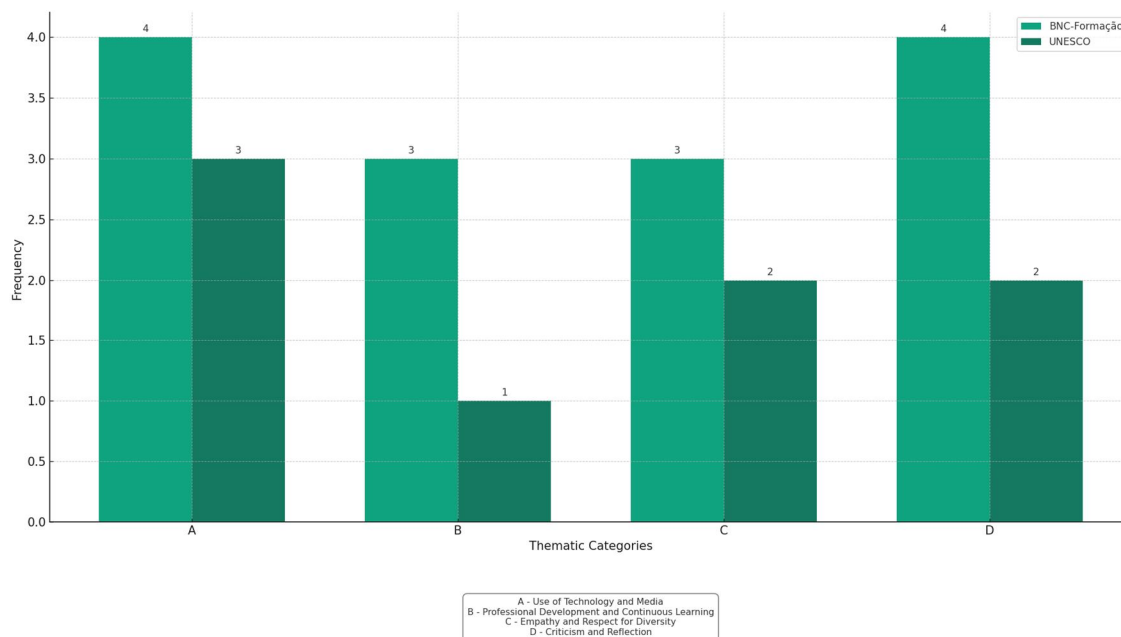


 *Note.* The authors created this graph using data from quantitative analysis.

This analysis shows that BNC-Training has a balanced distribution of the four thematic categories, covering the use of technology and media, as well as professional development, empathy, respect for diversity, and the capacity for criticism and reflection. This model of teacher training values a holistic approach that balances technological skills with personal and professional development. It is important to note that the BNC-Formação may still be criticized for its corporatist and technocratic bias, although this is not the focus of the analysis in this paper.

UNESCO's media competencies emphasize the use of technology and media, as well as a balanced approach to criticism, reflection, empathy, and respect for diversity. However, there is a lower frequency of the professional development and continuous learning category compared to the BNC-Training. It is important to note that this is not a concrete issue. Although the UNESCO competencies do not explicitly mention professional development, this concern is inherent in the conceptions and purpose of teacher training in media education.

### 3.3 Analysis and Findings

Following the study of the material and the processing of the data, we proceeded to analyze the competencies of both the BNC-Formação and the UNESCO Curriculum Proposal for Media Education in Teacher Training, in order to understand, in the context of each category created, the similarities and differences between the two.

### 3.3.1 Use of Technology and Media

The comparative analysis shows that digital technology and media play a crucial role in contemporary education. The BNC-Formação prioritizes the critical, meaningful, and ethical use of

digital technologies (Competency 5), integrating them as essential pedagogical tools for the development of innovative teaching practices and the expansion of students' digital competences. UNESCO emphasizes the importance of familiarization with media and their functions (Competency 1), as well as the critical use of digital technology (Competency 5). This approach proposes a comprehensive understanding of the role of media in society and its impact. It emphasizes the need for an approach that goes beyond the mere instrumental use of technology and includes media and information literacy as essential components of teacher training.

Using technologies and media critically requires not only the ability to use digital tools in pedagogical contexts but also the ability to comprehend and teach about the intricate media ecosystem and its impact on social participation. UNESCO aligns its competencies to encourage a critical analysis of the media, considering their content and the social and cultural contexts of their production. This is in line with the BNC-Formação's emphasis on the creation and ethical use of digital technologies. The confluence of these objectives highlights the importance of the subject in the operationalization of teacher training.

The competences of BNC-Formação and UNESCO present different perspectives on the implementation and ultimate goals of technology-mediated education. It is important to note that these perspectives may not align. The BNC-Formação focuses on using digital technologies for pedagogical innovation and developing students' digital skills. In contrast, UNESCO advocates for a broader critical understanding of the media ecosystem, promoting media and information literacy as a foundation for active citizen participation. This highlights the need for a comprehensive approach to teacher training, enabling teachers to use technology consciously.

### 3.3.2 Professional Development and Continuous Learning

In the current educational landscape, it is evident that continuous training and professional development are crucial, as emphasized by both the BNC-Formação guidelines and the teacher media competencies proposed by UNESCO. These highlight the shared understanding that teachers must constantly learn and adjust to the evolving dynamics of teaching and learning in the digital era. The BNC-Formação emphasizes the need for development in various pedagogical and disciplinary domains (Competency 6), while UNESCO highlights the importance of cultivating knowledge and skills to deal with media changes in the school environment (Competency 7).

It is important to note that while both documents recognize the centrality of continuous professional development, they outline distinct areas of emphasis that reflect their specific educational orientations. The BNC-Formação takes a comprehensive approach that includes updating and professional development in a broad range of competencies, not limited to technological or media aspects. UNESCO emphasizes the strategic importance of media literacy in contemporary society.

This statement stresses the urgency of integrating media and information literacy into teacher education curricula in order to prepare educators not only to use media and technologies effectively, but also to guide students in the midst of unbridled information consumption and constant media influences. Therefore, while both competencies recognize the importance of continuing education for professional development, they offer complementary perspectives to enrich and adapt teacher training to meet the demands of the 21st century.

### 3.3.3 Empathy and Respect for Diversity

In this category, there is a shared appreciation of principles such as empathy, respect for diversity, dialogue, and cooperation. These principles are essential for fostering an inclusive learning environment and preparing students to act consciously and responsibly in an increasingly diverse society.

BNC-Formação prioritizes creating a collaborative and inclusive environment that recognizes and values the diversity of individuals and social groups, including their knowledge, identities, cultures, and potential, without any form of prejudice (Competency 9). UNESCO situates empathy and respect for diversity within the vast panorama of media relations, highlighting how media consumption and production can shape and reflect an understanding of cultural and social diversity (Competency 2).

However, there are differing perspectives on how to achieve these objectives. The BNC-Formação focuses on creating a welcoming and cooperative learning space. Educators are directed to actively engage in building an educational community that values and celebrates diversity. UNESCO broadens this vision to include an understanding of the media ecosystem as a significant field of struggle for representation, inclusion, and mutual respect. This implies a commitment to training citizens capable of establishing healthy relationships in media environments.

### 3.3.4 Criticism and Reflection

Finally, both the BNC-Formação and the UNESCO guidelines emphasize the importance of critical analysis, reflection, and creativity as fundamental pillars in teacher training and performance. The BNC-Formação highlights the necessity of adopting an investigative and creative approach in developing pedagogical practices that challenge and engage students (Competence 2). UNESCO emphasizes the importance of critically evaluating information and its sources, as well as understanding the social and cultural contexts that influence the production and consumption of media content (Competency 4). The educator assumes the role of critical mediator in both cases.

Despite the obvious similarities, the distinctions in the emphasis of each set of competencies reveal complementary approaches in fostering critical thinking and reflective capacity. The BNC-Formação aims to stimulate research, investigation, and creativity as methods of enhancing the educational experience and cultivating a sense of intellectual curiosity among students. In contrast, UNESCO focuses on critiquing information and analyzing the social and cultural contexts surrounding the media (Competency 6). Educators are encouraged to develop students' critical reading skills that transcend the immediate content.

This approach aims to train individuals who are not just passive consumers of content, but who are also capable of interpreting, questioning, and actively contributing to a broader cultural and social dialogue. Both perspectives are essential in preparing teachers who can navigate and respond to the demands of the 21st century in a world increasingly mediated by technology and information.

## 4 Final Considerations

The similarities and differences identified in this study between the BNC-Formação teaching competencies and UNESCO's media teaching competencies demonstrate the intricate landscape of modern teacher training. While there are fundamental similarities, there are also significant differences in pedagogical approaches and educational objectives. The recognition of the importance of elements such as technology, continuous professional development, empathy, and

critical capacity suggests a shared set of values and principles. This could be crucial if media education in teacher training is to become a reality.

Although the BNC-Formação competencies have a broader scope, aiming to be applicable to the entire educational context, and the UNESCO competencies have a narrower and more specialized approach, focusing on establishing new media relations in society, both sets of competencies need to be articulated in the construction of training proposals. It is important to consider not only the current digital reality but also the future that lies ahead, for which we are not yet prepared. Public investment must provide the necessary pedagogical and structural conditions for effective training.

The discussion highlights the need to recover theoretical perspectives on teacher training to facilitate deeper reflections on teaching. The presented articulation is merely an implementation of current public education policies in Brazil. However, there is still a need to further discuss teacher training policies. The teacher of the future should be aware of their transformative role, whether in the micro or macro environment. This awareness will enable them to make new connections so that technical knowledge becomes an instrument of transformation, rather than the focus of policy.

Additionally, this work serves as a fundamental basis for new research proposals that analyze the possibilities of media education associated with teacher training. Recent research on media education emphasizes communication aspects, but neglects the necessary pedagogical and training implications for effective incorporation of the subject. As a future direction, we propose contextualizing teaching and media competencies within degree courses to better understand and analyze their effective integration in the training of future teachers.

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