

EDITORIAL

*The research released by the Functional Illiteracy Indicator in early May of this year, presenting data from 2024, shows that three out of ten Brazilians do not sufficiently understand—or do so only with difficulty—ranging from the meaning of words and simple statements to numbers. In the second decade of the twenty-first century, nearly one-third of the population—29%, according to the study—remains in a situation reminiscent of that portrayed by Graciliano Ramos in *Vidas Secas* during the 1930s Discontinued educational policies, low wages, and the devaluation of teachers—exacerbated during the government of Jair Messias Bolsonaro—together with precarious school infrastructure, were brought to light during the COVID-19 pandemic, when so-called emergency remote teaching was implemented to sustain didactic-pedagogical activities minimally. This scenario is further aggravated by structural factors that mark Brazilian society. Despite the efforts of progressive governments to expand inclusive social policies, income disparities, labor precarization, and limited access to cultural goods persist. As a result, a cycle of formative fragility continues, condemning segments of the working classes to silence and to obstacles in activating the variables of language. Certainly, the term illiteracy carries multiple implications. Functional illiteracy—the focus of the aforementioned study—can occur at absolute or rudimentary levels, but it also manifests itself among those who are literate, regardless of diplomas, distinctions, or proficiency titles. Political illiteracy, for example, circulates through various social and economic groups, expressing itself in prejudice, class elitism, rejection of otherness, and resistance to embracing differences. Such circumstances create fertile ground for the dissemination of authoritarian rhetoric, increasingly entrenched in slogans and catchphrases—authentic gangrenes of meaning—“through which language is stripped of its adventurous character (and a living language is the greatest adventure the human brain is capable of).”¹ Understanding the role of communication and its mechanisms of intervention and activation of proposals, with the aim of altering the persistent stability of illiteracy rates in their aforementioned variations, and thereby contributing to the improvement of formal, informal, and non-formal educational practices, has been one of the central purposes of our Journal throughout its three decades of existence.*

*The texts gathered in this edition address, from different perspectives, the communicative-educational interfaces, offering a careful analysis of issues involving media literacy, educommunication, and literacies, always with the aim of understanding the broader role of communication and information media in contemporary society. Among the national articles, there are ten contributions that, in many cases, establish internal dialogues. One example is the material dedicated to educational strategies designed to confront the pedagogical challenges posed during the COVID-19 pandemic, which in turn connects to the reflections on technologies mobilized throughout the health crisis and is further discussed in the review of the book *Educomunicação no contexto pandêmico*. Another example can be found in the close relationship between the articles *Persistence*, *dropout*,*

and return to youth and adult education (EJA): a study in a social school in the Vale do Sinos/RS and Digital citizenship and Youth and Adult Education (EJA): A qualitative analysis of the absence of media education in peripheral contexts. Similar connections emerge in the internal dialogue between The curricular internship in journalism in the context of the platformization of work and One Globo: engagement and knowledge in the platformization of the media company.

*Issues involving media literacy, education and media education, educative actions, the right to communication, and the challenges posed by the growing presence of technology companies in classroom initiatives are addressed in many of the reflections included in this issue of *Comunicação & Educação*. Together, they help to clarify active lines of research in our field. The international article, authored by Professor Simona Tirocchi, Ph.D., from the Department of Philosophy and Educational Sciences at the University of Turin, Italy—whose research focuses on Digital Literacy and Critical Media Education—adds a timely contribution on violence, particularly violence against women, facilitated by operations involving artificial intelligence. She develops the idea that the advancement of digital technologies (Web 2.0, social media, digital platforms) and artificial intelligence is enabling the emergence of new forms of violence dissemination, sometimes more insidious than those expressed through traditional media. The author argues that, to confront this new ecosystem represented by the spread of chatbots, it is imperative to deepen media education strategies. This edition also features an interview with Professor Dennis de Oliveira from the Department of Journalism at ECA-USP. In addition to his teaching and research activities, he actively engages in advocacy concerning ethnic-racial issues, minority rights, and structural racism in Brazilian society. The two texts included in the review section are dedicated, respectively, to the previously mentioned book *Educomunicação no contexto pandêmico* and to an engaging comparative analysis of two acclaimed films, *The Children's Train* and *Grave of the Fireflies*, brought together under the thematic axis of children and war. The poetry section offers an overview of Brazilian visual poetic production during the Modernist period. As is customary in our journal, Professor Ruth Ribas Itacarambi, Ph.D., presents a set of activities that can be implemented in the classroom, based on the texts now made available to readers.*

Enjoy your reading!

The editors

1. STEINER, George. **Linguagem e silêncio**: ensaio sobre a crise da palavra. São Paulo: Companhia das Letras, 1988. p. 134.