INFORMATION AND MEDIA LITERACY FOCUSED ON CITIZENSHIP: THE USE OF GOVERNMENT INFORMATION TO PARTICIPATE ON DEMOCRACY

A COMPETÊNCIA EM INFORMAÇÃO E MIDIÁTICA VOLTADA À CIDADANIA: O USO DA INFORMAÇÃO GOVERNAMENTAL PARA A PARTICIPAÇÃO NA DEMOCRACIA

COMPETENCIA INFORMACIONAL Y MEDIÁTICA CENTRADA EN LA CIUDADANÍA: USO DE INFORMACIÓN GUBERNAMENTAL COMO UNA HERRAMIENTA DE LAS DEMOCRACIAS PARTICIPATIVAS

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RESUMO: As Tecnologias de Informação e Comunicação possibilitam o desenvolvimento das sociedades democráticas na medida em que permitem o acesso à informação em diferentes suportes e contextos. Desse modo, o acesso à informação governamental é apenas o primeiro passo para tornar as pessoas cidadãs, já que corrobora com o desenvolvimento da democracia ao permitir que a população saiba como interpretar e se apropriar das informações para construir conhecimento. Defende-se, assim, que o processo de uso da informação se equipara à execução da cidadania, uma vez que qualifica o indivíduo para lidar com diferentes informações transmitidas pelas mídias nas diversas esferas: social, política e profissional. A presente pesquisa tem como objetivo refletir sobre a relevância da Competência em Informação e Midiática para a construção da cidadania nas sociedades democráticas por meio do acesso online à portais governamentais brasileiros. Os procedimentos metodológicos envolvem uma pesquisa bibliográfica acerca das políticas públicas, a lei de acesso à informação do Brasil e a competência em informação. Para ser considerado competente em informação, o cidadão deve possui capacidades e habilidades para usar as informações disponibilizadas pelo governo. Não se pode ignorar o fato de que os portais online no Brasil ainda possuem entraves que, contribuem com a ineficiência da transparência política no país. Portanto, ser competente em informação é fundamental para se apropriar das informações governamentais divulgadas, tornando o indivíduo crítico na seleção, retenção e disseminação capaz de interpretar dados os dados fornecidos, bem como as ideologias que regem as fontes de informação.

PALAVRAS CHAVE: Competência informacional. Mídia física e de comunicação. Acesso à informação. Política de informação.

ABSTRACT: The Information and Communication Technologies enable the development of democratic societies when they allow access to information in different media and contexts. Hence, the access to government information is only the first step towards making people citizens, since it corroborates to the development of the democracy by allowing the population to know how to interpret and appropriate information to build knowledge. It is argued, therefore, that the process of the use of information is equivalent to the execution of citizenship, since it qualifies the individual to deal with different information transmitted by the media in the various spheres: social, political and professional. From this perspective, the present research aims to reflect on the relevance of Information and Media Competence for the construction of citizenship in democratic societies through online access to Brazilian governmental portals. The methodological procedures involve a bibliographical research about public policies, Brazil's access to information law and information competence. To be considered competent in information, the citizen must have the skills and abilities to use the information made available by the government. One thing that can not be ignored is the fact that online portals in Brazil still have obstacles that contribute to the inefficiency of political transparency in the country. Therefore, being competent in information is fundamental to appropriate the government information disclosed, making the individual critical in the selection, retention and dissemination, as well as capable of interpreting the data provided in society and the ideologies that govern the sources of information.

KEYWORDS: Information literacy. Media education. Access to information. Development policy.

RESUMEN: Las Tecnologías de la Información y de la Comunicación permiten el desarrollo de sociedades democráticas cuando facilitan el acceso abierto a la información en diferentes medios y contextos. El acceso a la información gubernamental es el paso para la formación ciudadana; la accesibilidad a este tipo de información contribuye al avance de la democracia al permitir que la población se adueñe de la información, la interprete y genere nuevos conocimientos. Se defiende que el uso de la información es equivalente al cumplimiento de la ciudadanía, una vez que califica y habilita al individuo para manejar las diferentes informaciones trasmitidas por las diversas esferas: sociales, políticas y profesionales. La investigación pretende reflexionar sobre la relevancia de la competencia informacional y mediática para la construcción de la ciudadanía en las sociedades democráticas, a través del acceso de los portales gubernamentales brasileños. El procedimiento metodológico utilizado fue la investigación bibliográfica sobre políticas públicas, ley brasileña de acceso a la información y competencia informacional y mediática. Para ser considerado competente en información, el ciudadano debe tener capacidades, habilidades para usar las informaciones publicadas por el gobierno. No se puede ignorar que los portales brasileños aún tienen problemas que contribuyen a la ineficiencia de la transparencia política en el país. Por consiguiente, alcanzar las competencias en información es fundamental para que la población brasileña sea crítica en la selección, retención y difusión de la información. A la vez, que sea capaz de interpretar los datos proporcionados y las ideologías que rigen las fuentes de información.

PALABRAS CLAVE: Alfabetización informacional. Competencia mediática. Acceso a la información. Políticas públicas de acceso a la información.

RDBCI: Revista Digital Biblioteconomia e Ciência da Informação
RDBCI : Digital Journal of Library and Information Science

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1 INTRODUCTION

The Information and Communication Technology (ICT) allowed the political transparency in democratic societies, since this technology stimulated the information access on several media and formats. However, information access is only part of knowledge application in the reality. In addition to ICT there are individuals capable of interpret and create meaning from information available in society.

Political transparency is one of the factors that stimulate democracy in a country, since its population need information to participate on public policy development. Because of that, democracy is performed by citizens, government and private organizations.

Historically, public transparency improved of the websites on the internet, which aimed to share government expenses. However, only having access to educational expenses does not stimulate social participation, since only a few number of people know how to use the website to access information about public departments. Furthermore, Brazilian government needs to improve information dissemination on the internet. They should create new possibilities to citizens access websites in an effective way, so individuals can create knowledge.

According to Norris (2001, p. 102), "multiple sources of information should be available in civic society so that citizens can understand the alternative electoral choices, can evaluate the performance of those in authority, and can predict the consequences of casting their ballot".

From this perspective, citizens have the right to vote in democratic societies, it means they may choose the representative of a community which work as a mediator between people and government. People need information about investments, debates, irregular situations about politicians and projects. Therefore, political transparency became a useful tool to citizens understand the context of political representatives and the government.

The management of transparency is defined as the performance of the government through the dissemination of rules and data to the community. Public transparency should ensure access to information by individuals, instead of disseminating information which helps only politicians' interests (BRAGA, 2011, our translation).

If the Brazilian government allows individuals to access information, it will contribute to construct citizenship and to develop democracy, since people become conscious citizens and information literates. Information literate citizens learn from information use in their whole life, because the information literacy develops their intellectual capacity, and eliminates barriers that block: "[...] information access, seeking, management and evaluation

which are important to professional, social or personal life" (BELLUZZO; FERES, 2015, p.8, our translation).

Those individuals know how to use the tools shared by government websites. Therefore, Information literates are capable of understand the situation of the government in a critical way, also they can identify misinformation easily. When individuals verify the veracity of information and its sources, they put into practice their right to vote in an efficient way based on their needs (AUTOR; FERES, 2014, our translation).

Haberle (2007) explains that democracy consists on commitment of the State which is guided by a responsible government. That government creates equal conditions for citizens, respecting their freedom of thought, and establishing the right of their responsibilities in a peacefully. The democratic State respects people's welfare and the choice of the majority.

Silva (2008, p.14) explains that citizenship involves attributes that go beyond political rights achieved through the efforts of citizens, but qualify "[...] the participants of the State, the recognition of an individual as a person integrated in the society (Art. 5º, LXXVII, our translation). It also means that the performance of the State is subordinated by popular will". The representatives of dominant economic classes are not the only ones who can participate on State decisions, but every representative elected by society must represent citizens regardless their economic position. The integration between social classes and their leaders should happen based on ethics and equality for all, so individuals can have the same opportunities, rights, duties based on justice, and nation improvement.

From this perspective, this article aims to reflect about how information and media literacy contribute to citizenship, also how these literacies help to analyze government information use in an intelligent way, and shows the influence of government information on people's participation in democracy. Therefore, we aim to discuss how information and media literacy contribute to develop citizenship, showing that information use in a conscious way can promote citizenship.

In this way, the theme of this article is innovative because it relates information literacy, media literacy, and information access to develop citizenship and democracy. We emphasize that most of information literacy researches are focused on school and library contexts.

Democracy is a system that allows the dialog between public and private organizations, as well as people. The discussion stimulates changes and promotes the evolution of society. Therefore, the population has the right and the duty to participate politically in their community. According to Gomes (2017, no pagination, author's highlight, our translation):

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> **"It is people's government, to people, for people".** "People's government" means a popular government, "to people" means that the goal is people's rights, "for people" means that individuals govern the public context. People make political decisions in a democracy (direct or indirectly through elected representatives).

In the capitalist system, the economic power is the majority force, this system can influence on the government. The association of companies of different sectors put pressure on politicians to improve the economic conditions. The economic power confronts social organizations, since both have different interests. Sometimes, these powers can complement each other to actively fight for people's needs. The economic and social power are not always divergent, since employment supports the capitalist system.

The social opinion is fundamental for the development of governmental proposals in the democratic system, the government must provide information to population that guarantees the transparency of their expenses and investments, which contribute to exercise citizenship. The public policy is made for people, that idea is part of a social perspective. (AKUTSU; PINHO, 2002).

The information society has the information rights in a broad and shared way, and these rights occur through information sharing. If people do not exercise their information right, they will not contribute to the democracy. Consequently, they will encourage digital and social exclusion.

The information right is stimulated by the citizen's democratic performance, since they know the governmental actions (CARVALHO, 2010), and they can compare data which is shared by the government. Individuals that do not have access to the basic rights, as housing, health, and education, rarely will exercise their information rights. They would consume the cultural industry without critical reflection. However, only access does not guarantee the citizen's power, but people need to be able to interpret and to compare data, to build their own knowledge and make decisions.

According to Carvalho (2010), even though there is a constitution established, information rights are not exercised, because citizens do not know there is an information access law. Because of that, individuals become passive instruments of the system. Different nations have available information through online portals, since they noticed the importance of the transparency for society, however, the types of information provided not always meet citizen's information needs.

There is a discussion relating to the governmental transparency that receives major importance due the development of the ICT industry. Furthermore, several countries around the world invest in the creation of tools that stimulates the State communication with the population. If these tools are used properly, they will allow every citizen to access the

internet, which is one of the most effective tool in an efficient democracy (AKUTSU; PINHO, 2002).

On November 18, 2011, it was approved the Information Access Law, which lead Brazil to be one of the pioneers to adopting this constitution. The Law creation means that the country has another democratic tool in its political system, which allows the participation of the citizens in the government strategies, encourages the development of investigation tools to the public management (CONTROLADORIA GERAL DA UNIÃO, 2011). The information produced by the State is public, however, there are some specific situations in which they are restricted. Then it is fundamental that the society has access to documents, archives, and statistics in the execution of democracy (CONTROLADORIA GERAL DA UNIÃO, 2011).

The restricted information is called "secret information", which are dangerous to society in some way. Nevertheless, this information is temporary because they can be published in the future. Most of the times secret information relates to National Security or citizens' personal information (AUTOR; FERES, 2014).

In the Chapter I of the Brazilian Constitution of Individual and Collective Rights and Duties, more specifically in the subsection XXXIII of the article 5, it was written that:

> [...] everyone has the right to receive information about their interests or about collective interests from the public agencies, that will be provided within the term of the law, under penalty of responsibility, except those whose confidentiality is indispensable to the security of the society and the State. (CONTROLADORIA GERAL DA UNIÃO, 2011, p. 10, our translation).

Once the person can access the internet, he can access information through different websites which were created by the government at the Federal, State, and Municipal levels. In this sense, information is one of the most essential element to fight against corruption in any nation.

In addition to the internet, the Brazilian government uses television such as the channel NBR to disseminate the actions of the Executive power, President news and public policy. There are radio programs too, such as The Voice of Brazil, which deals with Federal Government information, among other platforms, which have the same objective: to satisfy people's information needs (AUTOR; FERES, 2014).

In people's lives, there are different options to be chosen, they can choose to buy a product and vote for a political candidate. The electoral process is essential to the democratic system, and the government is responsible for enabling people to vote based on quality information (ANDI, 2011). The conscience vote is associated with a lot of information. Consequently, in Brazil, the Free Campaign Advertisement was created to encourage candidates to show their ideas to the public by media (ANDI, 2011).

According to Carvalho (2010, p. 72, our translation), "[...] we have to pressure the State to guarantee and maintain citizens' rights. The national digital inclusion policy must favor environments for that right to be exercised". The Transparency Portal shares information, provides options for the use of government data, and encourages users to share government information's through social networks.

The access is the first step to exercise individual's citizenship, since it provides a diverse informational framework, which can make the understanding of the information received more difficult. Seeking information online is not enough, so individuals need to be able to criticize the information gathered, connecting data gathered on television, radio, internet and other media. Therefore, the construction of knowledge through critical learning from the analyze of information and its sources in the main objective of information literacy, which will be explained in the next chapter.

3 INFORMATION AND MEDIA LITERACY IN THE CONTEXT OF CITIZENSHIP

The exercise of citizenship has the key role in a democracy, since it allows people to demonstrate their interests and contributions to the country. People act with responsibility, ethic, and synergy to develop a promising, integrator, and fair country, also they participate socially as electors and citizens. Citizens should contribute to the government decisions, regulations, and laws, which goals can be politic, economic, social, and cultural.

In this context, Camargo (2017, without pagination, our highlight, our translation) emphasizes that the definition of citizenship is:

> The term *citizenship* was born etymologically from Latin *civitas*, which means "city". The term establishes a status that the individual belongs to a community politically articulated - a country - and it attributes a set of rights and duties under a constitution. Contrary to human rights - which focus on the universality of *human* rights dignity -, the modern citizenship, which is influenced by old conceptions, has an own character in two categories: formal and substantive (CAMARGO, 2017, without pagination, our highlight, our translation).

Being a citizen means to have commitment with the community and to exercise the rights and duties that govern people. It also means to understand the impact of the, political life in the routine. Therefore, citizenship is directly related to the power of the vote. The citizen does not see the vote as a duty, but as an acquired right that enables their democratic participation in society.

The citizenship is a fundamental achievement to society, and it is developed in a cyclic way. The citizenship manifests itself through people, which always seek for more rights, freedom, as well as individual and collective guarantee. Citizens are people who do not conform with the State domination or with the domination of other institutions (CAMARGO, 2017).

The Australia and the United States have consolidated public policy focused on information literacy. In Brazil, researchers are making more effort to disseminate the idea of information literacy than the government. However, conferences that discuss these issues contribute to its popularization in society (AUTOR; FERES, 2014).

The efforts made in Brazil to disseminate information literacy are focused on education, such as the creation of the Library Incentive Program, the Brazilian Federation of Librarians, Information Sciences Associations and Institutions (FEBAB), the Information Literacy Consultancy Group, created by Sao Paulo State Culture Office, FEBAB and other initiatives (AUTOR; FERES, 2014).

Belluzzo and Feres (2015, p. 8, our translation) explains that the information literacy is understood as a […] functional literacy in contemporary society. It is crucial to a citizen's fulfilment and their social integration. Its development enables individuals to access, select, manage and evaluate information needed by professional, social and personal life.

The information literacy is relevant to analyze and interpret any information, that includes the ones in which sources are doubtful. Information sources are analyzed based on their ideology, so an individual understand that there is no neutral text. Every text brings the author's opinion, also they need to evaluate the messages spread by several media.

People need to be competent to use media, and this competence is better known as Media Literacy and Information Literacy. Both literacies contribute to individuals to deal with 21st century social demands. They need to use both literacies to use the potential of these skills for growth, development and creation of new knowledge.

From this perspective, the media literacy is based on [...] the understanding and use of mass media, which includes the critical thinking about the media, their techniques and their consequences. Including the ability to read, to evaluate and to communicate in several formats (DE FARIAS, 2017, p. 163 our translation).

Government information are disseminated through media, which are tools to share information to people. Effective citizens know how to use these tools and understand their productive chain. Furthermore, citizens may share their ideas on websites, blogs, social network, and other tools to spread their thoughts to people on the web.

The abilities and capacities related to information and media literate person encouraged the development of indicators and standards to guide researchers in the field. The standards were created internationally, and they are flexible because they are adapted based on the context of the country.

Belluzzo (2013) illustrates that the consolidation of information and media literacy needs of support to contribute to three important conditions: citizenship, economic development, and employment. Citizenship involves data and information critical use; the economic development is related to the intense and creative use of knowledge, parallel to the information services efficiency; and at the least employability, which involves individuals' continuous development. Those individuals also need of strategies to get economic success. Therefore, people need to look carefully at the development of information and media literacy in the national level.

Casarin (2017, p. 305, our translation) demonstrated that media literacy: "[...] involves several literacies related to communication, and [...] includes the ability to access, analyze, evaluate and communicate information in different formats". From this perspective, media literacy has similar concepts to information literacy definitions, however, it involves the use of technology and media. Because of that, both literacies complement each other, and they are both important to exercise the citizenship.

Both of those literacies are important to society as technology transform processes and communicative behaviors (UNESCO, 2017). Based on that context, the media literacy has the mission to "[...] empower citizens and provide them competences (knowledge, abilities and attitudes) needed to connect traditional media and modern technology (UNESCO, 2017, without pagination, our translation). Therefore, UNESCO (2017) hopes that individuals would be able to understand the role of media in society, to evaluate the messages in a critical way, to understand the mission of the media, to participate in a democratic way, and to evaluate ICT abilities, which are important to produce user's' content.

The researcher Belluzzo (2007) translated and adapted the standards and indicators of information literacy and media literacy in the context of Brazil. The standards are divided by five categories, and every standard has indicators and results. These standards can be adapted to citizenship context to guide individuals in the government information seeking process.

The first standard shows that the information and media literate person determines the nature and the extent of the information needed. That means the citizens know what kind of information they need to construct knowledge about a project, program or law. The indicators show that the citizens are information literate when they define and recognize the seeking strategy, identifying several formats and information sources, and considering the costs and the benefits of the gathered information, such as its consequences to society.

The second standard indicates that the information and media literate citizen access needed information effectively, because he/she knows the government websites and the media where the information is shared. Those media are television channels, radio programs, social network, websites, etc. The indicators show that individuals select the most appropriate methods of seeking to access information. They develop seeking strategies effectively,

seeking information digitally or with people. Also, they use a variety of methods, improve their seeking strategies, gather, save and manage information and its sources.

The third standard explains that the information and media literate person evaluates information and its sources critically. Therefore, citizens need to understand the intentions that guide information in media. Vehicles of communication are managed by people and individuals, who are influenced by beliefs, intentions and ideologies. The results clarify that the person demonstrates knowledge about the information gathered, evaluates information and its sources, compares new knowledge with previous one to determine contradictions or other characteristics of the information.

The standard four explains that the information literate person uses information effectively to achieve a goal and to get a result. The citizens use information to exercise citizenship when they choose political candidates to vote for them in relation to their opinions about public policy. The policy is established by the federal, estadual, and municipal government, also it seeks information about the project of law developed by politicians. The indicators show that individuals are capable of synthesizing information to develop a project. In this context, the citizen understands the law or social program. They communicate the results of the projects, social programs and governmental law effectively. We emphasize that in the information society, citizens consume and produce information.

The standard five illustrated that the information and media literate understand the economical, legal and social issues of information, which accesses and uses information in an ethical and legal way. Therefore, citizens need to understand the micro and macro situation that involves the government, and the situation of the country globally. Indicators describes that the citizens understand the ethical, legal and socioeconomics issues of information, communication and technology. They obey the law, rules, institutional policy and norms related to the access and use of information sources. They indicate information sources in the communication of the product, results, projects and social programs.

Information dissemination is easily noticed in party disputes in the elections, those disagreement produces several kinds of information that helps a candidate and harms others (AUTOR; FERES, 2014, our translation). Because of that, individuals need to be competent and consider different information sources about politicians and their intentions to the country. Furthermore, they need to verify the ideology of the political party. The Controdoladoria Geral da União (2011, p. 8, our translation) considers that the citizen well informed:

[...] has better conditions to know and access essential rights such as health, education and social benefits. Because of that, public information access has been recognized as right in various parts of the world (CONTROLADORIA GERAL DA UNIÃO, 2011, p. 8, our translation).

Recently, the Brazilian government uses the internet to political transparency. It informs the population about governmental expenses and investments. The public websites shared by the government are: portaltransparencia.gov.br, cgu.gov.br, acessoainformaçao.gov.br, and planalto.gov.br (AUTOR; FERES, 2014).

4 METHOD

This paper is based on a bibliographic research, that according to Gil (2008, p. 50, our translation), "is developed based on material which were already created, constituted by books and scientific articles". The paper was developed by information gathering in several reliable sources such as websites, journal papers, book chapters and books in the field of information science, information literacy, and public policy.

To Boccatto (2006), the bibliographic review aims to solve problems based on theoretical materials published by authors which are recognized by their scientific contributions. These materials contribute to researchers' knowledge construction and help them to develop their planning. Furthermore, bibliographic research relates theory and practice, sharing ideologies through communication and dissemination of the study. That research consolidates themes and ideas which will be relevant to the field of the study and stimulate different discussions to investigate in the future.

From this perspective, the researcher creates a hypothesis and try to answer it based on author's work, which are recognized in the field. Those scientific publications are fundamental to encourage knowledge construction. The researcher develops a selective and systemic planning which evolves the research process such as theme definition, paper structure and the way it will be published and disseminated.

This kind of research allows the development of new concepts, such as information literacy in the political context, whose objective is to contribute to citizenship in society. In this paper, the literature used made a connexon between information literacy, media literacy, democracy, citizenship and public information access. These themes are fundamental to intelligent information use based on political transparency of public organizations.

5 DISCUSSIONS

The social agents exercise their citizenship in different spheres in the country: education, because they value information and knowledge to understand the context of the country, economy, because it generates wealth and it stimulates job for people, and in the cultural/social sphere, since it creates conditions to improve individual's quality of life through the peace, the preservation of the environment, the vote and the memory of a community.

Information literacy is important to those three spheres, so the exercise of citizenship may occur intelligently. There are information and media literacy standards and indicators that guide citizens to access, evaluate and use information based on their abilities and experiences. These standards indicate information and media literate citizens' actions, as follows in the Chart 1.

Chart 1. Connexon between the main social contexts, the information and media literacy standards and indicators, and the citizens' actions

Three main contexts of citizenship	Information Literacy and Media Literacy Standards and Indicators (BELLUZZO, 2007)	Information and media literate's citizens' main actions
Education	**Standard 1- The information literate people identify the nature and the extent of the information need.** **Indicator 1.1 -** Define and recognize information need. **Result 1.1.3-** Use general or specific information sources to increase knowledge about a topic. **Indicator 1.3 -** Consider the costs and benefits of information acquisition. **Result 1.3.1 -** Determine the availability of information need. Take decisions about the research strategy, use of information services and proper media. **Standard 2 - The information literate people access needed information effectively.** Indicator 2.1 - Select the appropriate research methods or information systems; Result 2.2.4 - Construct and implement research strategy by the use of codes and commands which are proper to information retrieval system; Indicator 2.4 - Rework and improve the search strategy when it is needed. **Standard 3 - Information literate people evaluate information and its sources critically.** Indicator 3.1- Demonstrate knowledge about the information gathered; Result 3.1.1 - Select relevant information based on information sources ideas; Result 3.2.5 - Understand and interpret manuals and reports. Those manuals and reports are found in several sources, and they have also a way to access precise and valid information; Result 3.2.6 - Understand the necessity to verify precise and complete data or facts. **Standard 4 - The information literate people use information effectively to reach a goal or a result individually or in a group.** Indicator 4.1 - Individuals are capable of synthesizing	Critical evaluation of the media content; involves the person's criticism face to media. Critical thought, construction and destruction, knowledge creation and lifelong learning. Guarantee of information access and the use intelligently of the information to create knowledge to communities and vulnerable population.

	information to complete a project, activity or task; Result 4.1.1 - Organize information using plans or several structures. **Standard 5 - The information literate people understand economic, legal and social issues of information use. Also, they access and use information ethically and legally.** Indicator 5.1 - Understand the legal, ethical and socioeconomic issues which involve information, communication and technology; Result 5.1.2 - Understand legal questions about patents and copyright nationally and internationally; Indicator 5.2 - Respect laws, rules, institutional policies and guidelines related to information access and information source use.	
Economy	**Standard 3 - Information literate people evaluate information and its sources critically.** Indicator 3.1- Demonstrate knowledge about the information gathered; Result 3.2.6 - Understand the necessity to verify precise and complete data or facts; Indicator 3.3 - Compare the new knowledge with the previous knowledge to determine the value added, contradictions, or other characteristics of information; Result 3.3.4 - Select information that brings evidence to problem, research topic or other information needed. **Standard 5 -** The information literate people understand economic, legal and social issues of information use. Also, they access and use information ethically and legally; Indicator 5.1 - Understand the legal, ethical and socioeconomic issues which involve information, communication and technology; Result 5.1.2 - Understand legal questions about patents and copyright nationally and internationally; Indicator 5.2 - Respect laws, rules, institutional policies and guidelines related to information access and information source use.	They understand the role of media in a democratic society - They use professional competences which are important to question, critical analyze, knowledge dissemination and significant information production. They understand the conditions that influence on media. These conditions are instruments that ensure information sharing, and they make changes in a society, updating principles and practices that are guided by information management. Those principles and practices are mediators between information literacy, innovation and social development.
Social / Cultural	**Standard 1- The information literate people identify the nature and extent of the information need.** Indicator 1.1 - Define and recognize information need. Result 1.1.2 - Ask proper questions based on information need or research topic; Result 1.1.3 - Use general or specific information sources to increase knowledge about a topic; Result 1.2.1 - Identify value and differences between sources in several formats; Result 1.3.1 - Determine the availability of information need.	Commitment to the media for freedom of speech and democratic participation - The context stimulates learning about the local, regional and international events. Strengthen rational, reflexive and critical thought based on

	Take decisions about the research strategy, use of information services and proper media.	information access, which was encouraged by ICT.
	Standard 2 - The information literate people access needed information effectively. Indicator 2.1 - Select the appropriate research methods or information systems; Result 2.2.3 - Select specific vocabulary as a research tool. Identify this vocabulary registered, and execute the research successfully using proper vocabulary; Result 2.2.4 - Construct and implement research strategy by the use of codes and commands which are proper to information retrieval system.	They establish a relationship between libraries, schools. They work together and focus on reading and research.
	Standard 3 - Information literate people evaluate information and its sources critically. Indicator 3.1- Demonstrate knowledge about the information gathered; Result 3.3.3 - Compare additional information with one's own knowledge and other sources which are considered reliable to the subject; Result 3.3.4 - Select information that brings evidence to problem, research topic or other information needed.	
	Standard 4 - The information literate people use information effectively to reach a goal or a result individually or in a group. Indicator 4.1 - Individuals are capable of synthesizing information to complete a project, activity or task; Result 4.1.1 - Organize information using plans or several structures; Indicator 4.2 - Communicate the results of the projects, activities or work effectively.	
	Standard 5 - The information literate people understand economic, legal and social issues of information use. Also, they access and use information ethically and legally. Indicator 5.1 - Understand the legal, ethical and socioeconomic issues which involve information, communication and technology; Result 5.1.2 - Understand legal questions about patents and copyright nationally and internationally. Indicator 5.2 - Respect laws, rules, institutional policies and guidelines related to information access and information source use.	

Source: Adapted from Belluzzo (2007, p. 95-103; 2013, p. 77, 164) and Wilson et al. (2013, p. 18)

The educational context is considered as the most important to citizenship development, since it supports lifelong knowledge construction. Individuals are supposed to

read, write, interpret, synthesize and share information, also they need to know how to use the ICT. Education contributes to these abilities development since people's childhood.

Individuals need to evaluate media content critically, and to do that they need to understand the mission of media. The critical thinking, construction and destruction of knowledge and lifelong learning (WILSON et al., 2013) are elements stimulated by education. Furthermore, these elements should ensure information access and use to create knowledge for community and vulnerable population.

The information literacy standards and indicators are useful in educational context, since to access information people need to understand the nature and extent of their information needs (Standard 1). They use general and specific sources to improve their knowledge about a topic (Indicator 1.3), also they determine the availability of information need. Take decisions about the research strategy, use of information services and proper media (Result 1.3.1).

Education encourages individuals to access needed information effectively (Standard 2), since they select the appropriate research methods or information systems (Indicator 2.1). They construct and implement research strategy using codes and commands which are proper to information retrieval system (Result 2.2.4). Furthermore, information literate citizens know how to rework and improves the search strategy when it is needed (Indicator 2.4).

In addition to diagnosing the need and accessing the information, the person needs to evaluate information and its sources critically (Standard 3) when he demonstrates knowledge about the information gathered (Indicator 3.1). The person selects relevant information based on information sources ideas (Results 3.1.1), understands and interpret manuals and reports. Those manuals and reports are found in several sources, and they are also a way to access precise and valid information (Result 3.2.5). Furthermore, information literate people understand the necessity to verify precise and complete data or facts (Result 3.2.6).

Education develops its activities focused on individuals, so they can use information effectively to reach a goal or a result individually or in a group (Standard 4). Information literate people should be capable of synthesizing information to complete a project, activity or task (Indicator 4.1), as a result they organize information using plans or several structures (Result 4.1.1). The use of the standards, indicators and results guides knowledge construction from current ideas and experiences.

Therefore, the main goal of education is to educate citizens that are capable of understand economical, legal and social information issues, so they can access and use information in an ethical and legal way (Standard 5). Students understand the legal, ethical and socioeconomic issues which involve information, communication and technology (Indicator 5.1), also they need to understand legal questions about patents and copyright

nationally and internationally (Results 5.1.2). Furthermore, they are supposed to respect laws, rules, institutional policies and guidelines related to information access and information source use (Indicator 5.2).

In the economical context, citizens need to understand the role of media in a democratic society through professional competences. These competencies are developed by individuals and it is important to review, knowledge dissemination and significative information production. These actions are guided by the Standard 3, in which information literate people evaluate information and its sources critically. Then, individuals should demonstrate knowledge about the information gathered (Indicator 3.1), understand the necessity to verify precise and complete data or facts (Result 3.2.6), compare the new knowledge with the previous knowledge to determine the value added, contradictions, or other characteristics of the information (Indicator 3.3), and select information that brings evidence to problem, research topic or other information needed (Indicator 3.3.4).

The information literate citizen understands the responsibilities of media which are considered as instruments to share information capable of changing reality. Furthermore, individuals need to update principles and practices of information management. These principles and practices mediate the development of information literate, innovation and social evolution.

The standard 5 guides these actions, because it explains that the information literate individuals understand economic, legal and social issues of information use. Also, they access and use information ethically and legally. In details, they understand the legal, ethical and socioeconomic issues which involves information, communication and technology (Indicator 5.1), understand legal questions about patents and copyright nationally and internationally (Result 5.1.2), and respect laws, rules, institutional policies and guidelines related to information access and information source use (Indicator 5.2). We emphasize that information and media literate citizens also need to know information access policy focused on political transparency. Transparency is an essential condition to exercise citizenship in a democratic society.

In the social and cultural contexts, citizens should commit with media to self-expression and democratic participation. The cultural and social contexts encourage learning and interaction about local, regional and international facts. Therefore, society and culture are represented by every information literacy standards and indicators. The final goal of these standards is indicated by the fifth standard, since information and media citizens must to understand economic, legal and social issues of information use. Also, they access and use information ethically and legally.

Therefore, society should understand the legal, ethical and socioeconomic issues which involve information, communication and technology (Indicator 5.1), understand legal

questions about patents and copyright nationally and internationally (Result 5.1.2), and respect laws, rules, institutional policies and guidelines related to information access and information source use.

Every indicator contributes to citizens, because they strengthen rational, reflexive and critical thought based on information access. ICT are important instruments to access information on the web, which offers sites where people can share information and participate socially. The web is also useful to implement information and pedagogical practices based on the idea that education is useful for everyone. There is a relationship between libraries and schools through integrated work to encourage reading and research.

The actions promoted by information and media literacy standards, indicators and results are a challenge to Brazilian context. Camargo (2017) explains that there are several citizenship challenges in Brazil, even the achievements reached after the military government. One of the problems is that there are still lots of miserable people, high unemployment index, rates of illiterates and partially literate people, and victims of private and official violence (CAMARGO, 2017). Furthermore, the development of local and public places is related to regional and cultural inequalities. Because of that, every municipality is responsible to deal with several information formats, to act in different dimensions, to gather dispersed spaces and to verify the profit of policy (HOLANDA; OLIVEIRA; OLIVEIRA, 2013).

However, the "culture of the secret" is strong in Brazilian public organizations, and this fact makes information access more difficult. There are several obstacles that Brazilians need to face. Citizens must wait for a long time to get some information, and government websites do not work properly. Furthermore, they do not know how to use the websites. Complementing that discussion, Holanda, Oliveira e Oliveira (2013) emphasize that information is fundamental because it is a powerful resource in society, and it allows knowledge creation through educational information.

Information and media literacy are transformer elements, since individuals are able of evaluating political context in an efficient way. Information use stimulates individuals' participating actively in a democratic society, so they may exercise citizenship. ICT made information use easier, mainly through government websites. In a technological context, people can get data and information faster and cheaper.

Frey (2002) illustrated that the success of information access and appropriation is related to ICT, which is speed, also depends on political and economic decisions. The public agents regulate and provide information access on websites, public access places, and digital language, teaching campaigns to support applicative to citizenship. The author explains these three contexts:

> 1) **Public access places** are interactive kiosks where citizens have free internet access. They are very important to help people to use modern technology, to access online services or to participate on public discussions forums. [...] 2) **Digital language teaching campaigns** teach individuals to use the internet to their own benefit. That means they not only transmit technical competences to use computers and internet, but also aims to encourage their use to encourage citizenship. 3) **Applicative of citizenship support** which means to explore the possibilities of the internet to encourage the virtual public context. The success of public forums to comprehend the democratic practice depend on connexons between virtual forums and the traditional public process. If the discussion in the virtual forums does not have consequences for the decision-making process in real political organizations, the participation of citizens will be reduced soon (FREY, 2002, p. 148-149, author's highlight, our translation).

Peci and Costa (2002) argue that one of the difficulties related to the implement, development, and changes in the Brazilian' public policies is the absence of inter organizational networks, because the public and private companies, associations, interested groups, communities and non-governmental organizations could actively participate in this planning. These networks can use of the direct and reliable communication as the main tool that integrates the information's use and dissemination in order to make the users (emitter and receiver) understood, as well as provide significant content converged and shared between the people involved in the management processes. From this perspective, the information disseminated by the citizenship creates actions focused on the cooperation, planning, performance excellence, objectives and results achieved by integrated way and in networking.

According to Peci and Costa (2002), Börzel (1998 *apud* SARAIVA, 2002) claims that the networks, in the public environment, need of a set of stable connections, non-hierarchical and interdependent. The public networks involve different social subjects, that have common interests about some policy. The members of the network recognize that it is a valuable tool and use this network to achieve common aims.

Passador and Ferreira (2006) illustrates that the centralization of decisions prevent policy, based on network management, to achieve their performance. Brazil still need to construct a legitimate citizenship to ensure the rights of the population, participation on operational processes, decision-making, and individuals should recognize the significant role of policy developed based on network.

In addition to the issue of society communication, government and private organizations which establishes public policy, Holanda, Oliveira and Oliveria (2013) expose that citizens' rights need to be accessible. These rights guide laws, social actions, theory and political practice. Therefore, the social rights evolve the ideas of freedom, equality and fraternity to everyone. The rights consider the differences between classes, ethnicity and gender, such as stimulate citizenship exercise equally for all social subjects.

6 CONCLUSIONS

Brazil has already developed different information access sources, however, some of them are irregular because data was not processed in an accessible way to citizens. That fact makes community's knowledge construction more difficult, and most of the times people feel discouraged to seek public information. Information access law exists in the country, however, there are no guidelines to help data dissemination.

That situation could change if more people participate politically, from the perspective of being information literates. Information literacy can contribute to citizenship by instigating citizen's curiosity, promoting information access, and evaluating information sources in a critical way. These three actions are important to information use for both reflection and practical application.

Media literacy emerges in this context connected to information literacy, as it enables individuals to use ICT and media. Furthermore, it provides the understanding of data and information critically. Media literacy also makes people responsible for information production and dissemination, and it stimulates knowledge development by the final receptor (reader, listener or user). Therefore, ethical communication is important to ICT and media, since they are responsible for changing ideas and developing of conscious citizens.

Information literacy and media literacy emerge as fundamental aspects to transform society and to construct participative and democratic citizenship, so citizens understand their power of decision making about real facts. Thus, citizens analyze information they receive in an intelligent way, so they become able to relate good and bad aspects of situations. They can evaluate the information access, use, share and reject, which helps him to develop him as a professional, citizen, elector, issuer and receiver of information.

Information and media literacy may change a society, a city, a State and a country, because they provide environments and tools for education, economy, social and political equality. Also, they promote financial and governmental development. Data, information and knowledge are essential elements to innovation, research and learning, so politicians change their perspectives and value new opportunities for citizens. In this sense, politicians leave aside the control and the act of taking advantage of their political positions, working with citizens to develop policies of transparency and to assure the democracy.

Government information's use in an intelligent way influences on the population participation in a democracy. The use of information is fundamental to individuals vote and monitor politicians, projects and social programs. The intelligent use of information is influenced by abilities, capacities and experiences of people, then they can participate on democracy and exercise citizenship.

In this way, future research can study the experience of individuals related to information literacy and media literacy and based on a phenomenography approach. These individuals are the one considered as politically active, for example, members of political associations that put pressure on the government. The aim is to contribute to establishment of policy and to reduce the dominance of State and private organizations, especially in a society based on capitalist system of production.

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