Follow-up to the European Parliament non-legislative resolution on a new strategy for media literacy and digital learning

1. **Rapporteur :** Marcos ROS SEMPERE (S&D / ES)

2. **References:** 2025/2181(INI) / A10-0173/2026 / P10_TA(2026)0249

3. **Date of adoption of the resolution:** 7 July 2026

4. **Competent Parliamentary Committee:** Committee on Culture and Education (CULT)

5. **Brief analysis/ assessment of the resolution and requests made in it:**

   The European Parliament resolution on a new strategy for media literacy and digital learning calls for an ambitious, well-funded, forward-looking approach to media literacy which reaches people of all ages and socioeconomic backgrounds and contributes to democratic resilience. It contains legislative and non-legislative measures to embed media literacy in the “modern media ecosystem” and a “holistic and future-oriented education system”.

   Key issues set out in the resolution are notably to step up media literacy efforts also in the context of new challenges related to new media environment, such as the proliferation of disinformation, decline in trust in the media, and the impact of online platforms, new media actors, such as influencers and content creators, and artificial intelligence; as well as changed patterns of information consumption.

   The resolution adopts a holistic view of media literacy, placing emphasis on learning to better spot disinformation as well as on improving mental health, digital well-being, and empathy online. It also highlights the importance of non-binding initiatives in this field, such as the European Digital Media Observatory (EDMO)[1] and the Code of Conduct on Disinformation[2]. The Parliament calls for stronger cooperation between Member States and European institutions on media literacy, through a coordinated approach and entities like the Media Literacy Expert Group (MLEG)[3]. Finally, the resolution promotes more stable and long-term funding for media literacy under AgoraEU[4].

---

[1] European Digital Media Observatory - Homepage - EDMO.

[2] The Code of Conduct on Disinformation - The Code of Conduct on Disinformation | Shaping Europe’s digital future.

[3] Media Literacy Expert Group - Register of Commission expert groups and other similar entities.

[4] Proposal for a REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL establishing the 'AgoraEU' programme for the period 2028-2034, and repealing Regulations (EU) 2021/692 and (EU) 2021/818 - EUR-Lex - 52025PC0550 - EN - EUR-Lex.

The Commission welcomes this resolution, which is overall well aligned with the media literacy goals and priorities set out in the European Democracy Shield Communication[5].

6. Response to requests and overview of actions taken, or intended to be taken, by the Commission:

Promoting media literacy as important skills for the whole population (paragraphs 8, 33, 42)

The Commission supports the European Parliament's view that media literacy should be promoted as a basic skill for all citizens, allowing them to navigate the information environment critically and safely. In line with this, the Commission Action Plan on Basic Skills[6] recognises digital skills, including digital and media literacy, as part of the core skillset for the 21st century. Thereby, the Commission emphasises that these competences should be developed from early on, alongside literacy, science and mathematics, and citizenship education. Similarly, the Communication on the European Democracy Shield of November 2025 specifically promotes media literacy actions beyond education, stressing the need to reach all age and socioeconomic groups across rural and urban areas. For instance, the Commission supports projects that help increase media literacy and build intergenerational trust in rural communities and small towns, bringing together different generations in trusted local spaces such as libraries, cultural centres and community gardens[7].

Still in 2026, the Commission will organise a European Citizens' Panel on democratic resilience to feed into the Commission's work to strengthen democracy, including as regards media and digital literacy skills.

In addition, the Commission is aware of the importance of mental health and digital wellbeing. To support evidence-based policymaking in this area, the Commission has launched an EU-wide inquiry on the broader impacts of social media on wellbeing, with a particular focus on children and young people. In April 2026, 4 786 children who responded to an online survey on digital fairness identified the need for mental health support both for online and offline environments, while a survey of 6 343 children aged 12-17 on cyberbullying in 2025 called for initiatives that promote positive online behaviour, build digital skills, and encourage resilience and respectful online environments.[8] A Eurobarometer survey on the impact of excessive screen time and social media on youth mental

---

[5] Communication on the European Democracy Shield - European Democracy Shield - Documents - European Commission.

[6] Action Plan on Basic Skills - Graphic version Action Plan on Basic Skills.pdf.
[7] Building community across generations through media literacy
8 Children's Voices in the European Union | Child Participation

health was carried out in April 2026. The report of the Eurobarometer was published in June 2026[9].

Creating more trustworthy digital environments (paragraphs 18, 23, 44)

As regards fostering more resilient and trustworthy digital ecosystems, the Commission concurs with the Parliament. The aim of the Digital Services Act (DSA)[10] in particular is to provide rules for a "safe, predictable and trusted online environment". In this context, the Commission is actively monitoring the compliance of very large online platform providers with their risk mitigation duties under Article 35 of the DSA. For example, the Commission recently released preliminary findings that the addictive design of Instagram and Facebook are in breach of the DSA.

Additionally, the Commission confirms that it monitors the implementation of the media literacy commitments under the Code of Conduct on Disinformation, which complements the DSA under Article 45. This article encourages the creation of voluntary codes of conduct so that platforms and other stakeholders can agree on practical ways to address systemic online risks and support compliance with the DSA. The media literacy commitments set down in Commitment 17 of the Code of Conduct are important elements of the User empowerment section of the Code. When it comes to the Code's overall implementation, as indicated in the Commission Communication on the conversion of the Code and the Democracy Shield, the Commission will assess the signatories' commitment levels as well as their implementation, hold dialogues with the signatories and decide about other appropriate follow-up actions.

The Commission also agrees that non-legislative measures are needed to promote media literacy, and information integrity more generally, among the community of online influencers and content creators.

The Democracy Shield highlights the growing importance of influencers in online political campaigns. It announces that the Commission will support the setting up of a voluntary network of influencers to raise awareness of applicable rules and promote the exchange of best practice. The Commission will also encourage ethical standards and voluntary commitments to support digital

---

[9] Report of the Eurobarometer on Impact of excessive screen time and social media on young people's mental health - Impact of excessive screen time and social media on young people's mental health - June 2026 - - Eurobarometer survey.

[10] Regulation (EU) 2022/2065 of the European Parliament and of the Council of 19 October 2022 on a Single Market For Digital Services and amending Directive 2000/31/EC (Digital Services Act) - Regulation - 2022/2065 - EN - DSA - EUR-Lex.

literacy. Furthermore, as part of the Strategy on Intergenerational Fairness, the European Group on Ethics in Science and New Technologies will be tasked with providing analysis and recommendations on Fair Digital Futures, AI and Digital Public Goods.

Furthermore, as a concrete step, under a preparatory action of the European Parliament, the Commission also issued a call for proposals on 12 September 2025 to support two projects promoting media literacy among young Europeans (PPPA-2025-DISINFORMATION-YOUNG)[11]. These projects will, among other things, involve the development of ethical guidelines and standards on information integrity for influencers.

Providing stable and long-term funding for media literacy and traditional media (paragraphs 27, 28, 30)

The European Commission recognises the importance of ensuring stable and long-term funding for media literacy and traditional media. For the next multiannual financial framework (MFF), the Commission's proposal for the AgoraEU programme contains an ambitious plan to support a free, viable and diverse information ecosystem. The MEDIA+ strand of AgoraEU includes a dedicated objective on "promoting digital and media literacy activities in order to enable citizens, including young people, to use and develop a critical understanding of the information ecosystem".

MEDIA+ will also promote media freedom and media pluralism, support independent journalism, enhance the financial viability of the news media sector and strengthen the detection and countering of disinformation.

Ahead of the next MFF, under the media resilience programme, the Commission is already adapting its support to media literacy, notably through the Creative Europe cross-sectoral strand, with actions that cover all age categories across urban and rural areas, and further research how media literacy can contribute to democratic resilience. Under the Citizens, Equality, Rights and Values programme (CERV programme), a recent call for proposal to foster citizens' engagement and participation (CERV-2026-CITIZENS-CIV) included a priority on countering disinformation and foreign information manipulation and interference (FIMI) that covered the "development and implementation of media and digital literacy programmes and tools for citizens of all age and socio-economic categories".

Safeguarding minors in online spaces (paragraphs 16, 24, 40)

[11] Building a trustworthy social media sphere: countering disinformation on social media for young Europeans - EU Funding & Tenders Portal.

On 17 September 2026, the Commission adopted the EU KIDS Act proposal[12]. Announced by President von der Leyen in her SOTEU address, the EU Kids Act has one clear goal: making the online experience for children safe by design and by default. It proposes mandatory safety-by-design obligations for all social networking, video-sharing platforms, online games, and AI chatbots/companions. This includes, for example, a prohibition on addictive design, safeguards against unsolicited contact from strangers, and safe recommender systems. The proposal furthermore sets out a gradual exposure to social networking and video-sharing platforms, proposing protections tailored to the age and development of the child. Concretely, this means that social media companies cannot offer their services to under-13s. For this age bracket, only access to designated child-friendly services is allowed, via an account created by the guardian for their child. From the age of 13, parents can choose to open safeguarded 'mini accounts' on social media for their child. And as of 15, minors can open an autonomous account on social media, while remaining fully protected by the robust safety-by-design measures set out in the proposal. These obligations are underpinned by privacy-preserving, user-friendly age assurance. Moreover, the proposal also requires Member States to adopt national strategies to support minors and their guardians, including easy, free and confidential access to assistance for harms such as cyberbullying. These strategies should also promote awareness of online risks, available protective measures and digital literacy, building on the expertise and services of national Safer Internet Centres. The Commission will facilitate the exchange of best practices between Member States, including on digital literacy and national support channels.

The Guidelines on minors adopted under Article 28(4) of the DSA set out concrete measures for platform providers to implement to meet their obligation under the DSA to provide a high level of privacy, safety, and security for minors on their services. The guidelines cover areas such as age assurance, default account settings, and interface design. The Commission is enforcing the DSA based on these guidelines, including *via* investigations into how the providers of platforms such as TikTok, Facebook, Instagram, Snapchat, X, and Shein protect minors on their services. To consider developing technological and societal factors, the Commission will evaluate the guidelines by the end of 2026 and could propose targeted adjustments if deemed necessary.

The Commission will continue to promote media literacy and digital learning under the European strategy for a Better Internet for Kids (BIK+)[13] through the EU co-funded network of Safer Internet

---

[12] Proposal for EU KIDS Act - 'EU Keeping Internet Digital Spaces Accountable and Trustworthy' | Shaping Europe's digital future

[13] European strategy for a Better Internet for Kids – BIK+ - European strategy for a better internet for kids - BIK+ | Shaping Europe's digital future.

Centres (SICs)[14] and Better Internet for Kids platform[15]. Safer Internet Centres provide awareness-raising and educational activities, helpline support and youth participation opportunities adapted to national contexts and languages. Through these activities, they help children and young people develop the knowledge, critical-thinking skills and practical competences needed to assess online information, recognise misleading or harmful content, use social media and AI-enabled services responsibly, protect their privacy, respond to cyberbullying and other online risks, and develop healthy and balanced digital habits. They also equip parents, caregivers, teachers and educators with the knowledge and tools needed to guide and support children in their digital lives.

On the other hand, the Better Internet for Kids platform will continue to make available and disseminate age-appropriate and multilingual educational resources, training modules, webinars, practical guidance and good practices developed by the Safer Internet Centre network and other relevant stakeholders. These actions, together with initiatives such as Safer Internet Day[16], support an inclusive and participatory approach to media literacy and digital learning, with particular attention to children in vulnerable situations and to emerging challenges such as disinformation, generative artificial intelligence and digital well-being. In addition, the Commission will continue its efforts to protect children and promote their wellbeing across both digital and physical environments. Under the future 2027 CERV CHILD call, it will promote a whole-society approach, recognising the close interconnection between these environments. This approach will engage all key actors — from schools and parents to national authorities and children themselves — to ensure that all children, especially those in vulnerable situations, can benefit from these environments in a safe, inclusive and rights-based manner.

Ensuring coordination with Member States (paragraphs 11, 14, 15, 31)

The Commission fully concurs with the Parliament that a coordinated approach between EU institutions and Member States on media literacy and digital learning is crucial. Such coordination currently takes different forms. For instance, the Media Literacy Expert Group, which includes representatives of all 27 EU Member States and operates under a renewed mandate since March 2026, is tasked with supporting cooperation and advising the Commission on possible synergies between EU and national actions on media literacy. The Group will continue to closely cooperate with the European Media

[14] Safer Internet Centres - Safer Internet Centres | Shaping Europe's digital future.
[15] Better Internet for Kids platform - Home - Better Internet for Kids.
[16] About Safer Internet Day - About Safer Internet Day.

Services Board[17] and the European Board for Digital Services[18] on matters related to media literacy and digital learning, in line with each group's respective area of competence.

Regarding the monitoring of national media literacy actions, including through "measurable indicators", the Commission has been assessing the effectiveness of Member States' reporting requirements under the Audiovisual and Media Services Directive (AVMSD)[19] as part of the ongoing review of the Directive. Independent measurements are also tracked via the Media Pluralism Monitor, which has a dedicated indicator on media literacy allowing for comparisons between States over time.

Moreover, the Digital Education Action Plan (2021-2027)[20] aims to coordinate national and EU efforts towards promoting the development of digital and media literacy, including critical thinking in the classroom.

Review of the Audiovisual and Media Services Directive (paragraph 17)

The ongoing review of the AVMSD covers all the aspects mentioned in the Parliament resolution, except for the labelling of AI-generated and AI manipulated content, which falls outside the scope of the Directive and is addressed by the EU AI Act[21]. To support the implementation of these transparency obligations, a Code of Practice on transparency of AI-generated content was drawn up by independent experts in a multi-stakeholder process facilitated by the AI Office. The Commission has also issued Guidelines on the implementation of Article 50 of the AI Act, which clarify the scope of the transparency obligations and their exemptions and support the consistent implementation of those obligations.

Organising a European Media Literacy Week (paragraph 32)

The European Commission takes note of the Parliament's suggestion to organise a European Media Literacy Week as an annual flagship event gathering all relevant stakeholders. The Commission will explore options in the framework of the upcoming AgoraEU

---

[17] European Media Board - Home - The Media Board - European Union.
[18] European Board for Digital Services - European Board for Digital Services | Shaping Europe's digital future.
[19] Directive 2010/13/EU on audiovisual media services (Audiovisual Media Services Directive) - Audiovisual Media Services Directive (AVMSD) | EUR-Lex.
[20] Digital Education Action Plan 2021-2027 - Digital Education Action Plan 2021-2027 - European Education Area.
[21] Regulation (EU) 2024/1689 of the European Parliament and of the Council of 13 June 2024 laying down harmonised rules on artificial intelligence and amending Regulations (EC) No 300/2008, (EU) No 167/2013, (EU) No 168/2013, (EU) 2018/858, (EU) 2018/1139 and (EU) 2019/2144 and Directives 2014/90/EU, (EU) 2016/797 and (EU) 2020/1828 (Artificial Intelligence Act)- Regulation - EU - 2024/1689 - EN - EUR-Lex.

programme, in close cooperation with existing networks such as the Media Literacy Expert Group and the European Digital Media Observatory.

Promoting a holistic and future-oriented education system (paragraphs 34, 35, 37, 39, 41)

Regarding the necessity of promoting future-oriented education systems, the Commission's approach is in line with the suggestions by the European Parliament. The Commission's forthcoming Education Package will set out a coherent vision on quality education by addressing underachievement in basic skills and supporting the teaching profession while also future proofing education systems for the age of AI, with the support of Erasmus+. The initiative will embed digital literacy, online safety and the promotion of a healthy relationship with technology as fundamental pillars of modern education. The priorities and initiatives of the 2030 Roadmap on the future of digital education and skills will be fully integrated, embedding digital transformation and digital skills development across the Package's core deliverables while laying the groundwork for digital infrastructure for European schools. Central to this vision is a shift from technology adoption to empowering human agency and digital sovereignty, with schools and teachers leading the way in an ethical, human-centred AI in education. This will include the provision of evidence-based guidance and research at EU level on the impact of AI on learning outcomes and human agency.

As part of the Digital Education Action Plan, the Commission published updated Guidelines on tackling disinformation and promoting digital literacy through education and training in 2026 to reflect developments in AI and social media, alongside other three sets of guidelines on key digital education areas. The updated Guidelines aim to ensure that young people are equipped with skills and competences to engage critically with the online world and build resilience towards challenges such as disinformation, FIMI, and propaganda. They include resources on informed and safe social media use, generative AI, pre-bunking as well as lessons plans to address cyberbullying. To raise their visibility, the Commission launched a dedicated communication campaign, promoting the four sets of guidelines on websites commonly used by teachers and educators, generating more than 20.35 million impressions. Further hands-on support and materials for teachers and students are available on EU online platforms, such as the European School

Education Platform[22], eTwinning[23] and the European Digital Education Hub[24].

---

[22] European School Education Platform - European School Education Platform | European School Education Platform.
[23] eTwinning - eTwinning | European School Education Platform.
[24] European Education Area - European Digital Education Hub - European Education Area.