



TEXTS ADOPTED

P10_TA(2026)0249

A new strategy for media literacy and digital learning

European Parliament resolution of 7 July 2026 on a new strategy for media literacy and digital learning (2025/2181(INI))

The European Parliament,

- having regard to Directive (EU) 2018/1808 of the European Parliament and of the Council of 14 November 2018 amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services (Audiovisual Media Services Directive) in view of changing market realities¹,
- having regard to Regulation (EU) 2024/1083 of the European Parliament and of the Council of 11 April 2024 establishing a common framework for media services in the internal market and amending Directive 2010/13/EU (European Media Freedom Act)²,
- having regard to 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)³,
- having regard to 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)⁴,

¹ OJ L 303, 28.11.2018, p. 69, ELI: <http://data.europa.eu/eli/dir/2018/1808/oj>.

² OJ L, 2024/1083, 17.4.2024, ELI: <http://data.europa.eu/eli/reg/2024/1083/oj>.

³ OJ L 277, 27.10.2022, p. 1, ELI: <http://data.europa.eu/eli/reg/2022/2065/oj>.

⁴ OJ L, 2024/1689, 12.7.2024, ELI: <http://data.europa.eu/eli/reg/2024/1689/oj>.

- having regard to its resolution of 25 March 2021 on shaping digital education policy⁵,
- having regard to the Commission communication of 11 May 2022 entitled 'A Digital Decade for children and youth: the new European strategy for a better internet for kids (BIK+)' (COM(2022)0212),
- having regard to the joint communication from the Commission and the High Representative of the Union for Foreign affairs and Security Policy of 12 November 2025 entitled 'European Democracy Shield: Empowering Strong and Resilient Democracies' (JOIN(2025)0791),
- having regard to the Commission communication of 5 March 2025 on the Action Plan on Basic Skills (COM(2025)0088),
- having regard to the Commission communication of 3 December 2020 entitled 'Europe's Media in the Digital Decade: An Action Plan to Support Recovery and Transformation' (COM(2020)0784),
- having regard to the Commission communication of 10 February 2026 entitled 'Action plan against cyberbullying – “Safer online, stronger together”' (COM(2026)0071),
- having regard to the Commission communication of 5 March 2026 entitled 'Strategy on Intergenerational Fairness' (COM(2026)0110),
- having regard to its resolution of 26 November 2025 on the protection of minors online⁶,
- having regard to the UN Pact for the Future of 22 September 2024,
- having regard to the Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field entitled 'The European Union Youth Strategy 2019-2027'⁷,
- having regard to the Commission publication entitled 'Guidelines on the ethical use of artificial intelligence and data in teaching and learning for Educators', published in 2026,
- having regard to the Commission publication entitled 'Guidelines for teaching informatics: practical strategies for European classrooms', published in 2026,

⁵ OJ C 494, 8.12.2021, p. 2.

⁶ OJ C, C/2026/1708, 24.4.2026,
ELI: <http://data.europa.eu/eli/C/2026/1708/oj>.

⁷ OJ C 456, 18.12.2018, p. 1.

- having regard to the Commission publication entitled ‘Wellbeing and mental health at school – Guidelines for education policymakers’, published in 2024,
- having regard to the Joint Research Centre publication entitled ‘Social media usage and adolescents’ mental health in the EU’, published in 2025,
- having regard to UNESCO reports, in particular the report entitled ‘Media and information literacy for all: closing the gaps: global analysis of the current state of play of media and information literacy’, published in 2025,
- having regard to the OECD publication entitled ‘Pisa 2022 Results (Volume II): Learning During – and From – Disruption’, published in 2023,
- having regard to the Commission communication of 10 October 2025 entitled ‘Guidelines on measures to ensure a high level of privacy, safety and security for minors online, pursuant to Article 28(4) of Regulation (EU) 2022/2065’⁸,
- having regard to the UN Convention on the Rights of the Child of 20 November 1989, and to General comment No. 25 of 2021 on children’s rights in relation to the digital environment,
- having regard to the OECD publication entitled ‘Recommendation of the Council on Children in the Digital Environment’, published in 2025,
- having regard to the Council of Europe Guidelines to respect, protect and fulfil the rights of the child in the digital environment, published in 2018,
- having regard to the Council of Europe report entitled ‘Media Literacy for all: Supporting marginalised groups through community media, published in 2020,
- having regard to the policy document of the Council of Europe’s Steering Committee on Media and Information Society (CDMSI) entitled ‘National Media and Information Literacy (MIL) Strategies: Practical Steps and Indicators’, adopted in December 2025,
- having regard to Rule 55 of its Rules of Procedure,
- having regard to the report of the Committee on Culture and Education (A10-0173/2026),

⁸ OJ C, C/2025/5519, 10.10.2025,
ELI: <http://data.europa.eu/eli/C/2025/5519/oj>.

- A. whereas media literacy and digital learning are essential to empower citizens with the critical skills necessary to assess, verify, create and share information and media content autonomously and responsibly across traditional and online platforms, and make informed choices in a constantly evolving information environment; whereas these skills reinforce civic participation, social inclusion and democratic resilience;
- B. whereas media literacy and digital learning provide basic skills in modern society and are crucial in tackling 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; whereas media literacy and digital learning are necessary in the context of changed patterns of information consumption, underpinned by 'scrolling culture';
- C. whereas media literacy and digital learning are indispensable for ensuring the digital well-being of users;
- D. whereas the ways media and digital content are accessed have changed significantly, with users, particularly minors and young people, increasingly choosing tailored content on social media platforms, closely following influencers' activities, relying heavily on algorithmic recommendations and often having a shorter attention span than when they used traditional media; whereas social media can quickly personalise their feeds, exposing users, particularly minors, elderly users and other vulnerable users, to risks of harmful content being amplified or captured in information bubbles;
- E. whereas certain design features of digital platforms, including algorithmic recommendation systems, can influence the selection and visibility of content and may contribute to risks related to users' well-being and exposure to harmful content;
- F. whereas in the current geopolitical situation, people in the EU should be equipped with a wide range of cognitive, technical and social skills to access and analyse media content effectively and thus remain resilient to potential manipulatory actions or hybrid attacks that aim to destabilise civic discourse and democratic processes;
- G. whereas high-quality, independent and plural journalism is the cornerstone of democratic societies and plays a key role in strengthening media literacy, countering disinformation and increasing citizens' trust in the information ecosystem, with a positive impact on the economic sustainability of the media sector; whereas public service media play a key role in pursuing these objectives and require adequate and sustainable funding;
- H. whereas media literacy and digital education must be regarded as integral components of a comprehensive lifelong learning strategy, which should cover the specific needs of learners, and of the

stakeholders in the education and information ecosystem, including parents, caregivers, educators, media, journalists, libraries, civil society organisations and new media actors, such as influencers and content creators; whereas the Strategy on Intergenerational Fairness recognises lifelong learning, digital skills, media literacy and active participation of all age groups as key conditions for intergenerational fairness and the resilience of democratic societies;

- I. whereas effective media literacy and digital learning require equal opportunities in access to education and a pluralistic information environment;
- J. whereas children access social media at an increasingly younger age, with 97 % of young people in the EU using the internet daily and social media platforms becoming the main source of information for young people aged 15-24⁹;
- K. whereas approaches to media literacy and digital learning vary across the EU, with significant differences with regard to their incorporation into school curricula and in the level of financial or administrative support provided for related actions or programmes, and with regard to the competent authorities or bodies and the cooperation between them;
- L. whereas General comment No. 25 on children's rights in relation to the digital environment adopted by the UN Committee on the Rights of the Child in 2021 establishes that the rights of the child must be respected, protected and fulfilled in the digital environment and that, in making their products and services available to children, digital service providers must follow the highest standards of ethics, privacy and safety, and age-appropriateness;
- M. whereas media literacy and digital learning skills should be developed from an early age, with their introduction in primary education contributing to better preparing children for the challenges of the digital environment, in a manner appropriate to their age and development; whereas these skills are equally essential throughout a person's lifetime, requiring a lifelong learning approach;
- N. whereas prematurely introducing digital tools or technologies to minors before basic media literacy skills and critical thinking have been developed with analogue tools exposes them to a plethora of digital risks and online harms that they may not yet be equipped to recognise or manage;

⁹ Maza, M.T. et al., 'Association of Habitual Checking Behaviors on Social Media with Longitudinal Functional Brain Development', *JAMA Pediatrics*, Vol. 177, No. 2, 2023, pp. 160-167.

- O. whereas all populations, particularly minors, young people, older people, persons with disabilities and people in rural or remote areas with limited digital infrastructure, remain at higher risk of being exploited in the digital environment; whereas citizens of all ages, especially minors whose cognitive abilities are still developing, are vulnerable to risks related to AI-generated content and chatbots;
- P. whereas introducing a minimum age for safeguarding minors when using online platforms, including discussions on minimum age, age verification and parental control, has been discussed by policymakers at both national and EU level;
- Q. whereas the Commission set up a dedicated special panel of experts on child online safety in March 2026, tasked with developing recommendations to better protect and empower children in the digital environment; whereas the panel also looks at the importance of media literacy and digital learning for children, parents and educators;
- R. whereas EU audiovisual and media legislation provides a definition and recognises the importance of media literacy, notably through Article 2(21) of the European Media Freedom Act (EMFA) and the media literacy obligations under the Audiovisual Media Services Directive (AVMSD); whereas Article 13 EMFA tasks the European Board for Media Services with exchanging best practices on media literacy;

Core elements of the new approach to media literacy and digital learning

- 1. Underlines that a forward-looking approach to media literacy and digital learning should aim to empower people of all ages with basic skills that would allow them to fully benefit from the digital environment, boost their creative skills, benefit from exposure to a variety of sources and avoid risks related to the use and design of online platforms;
- 2. Highlights the role of media literacy in equipping individuals with critical thinking skills that contribute to informed and autonomous decision-making in democratic processes and enhance civic responsibility to counter disinformation, polarisation and foreign information manipulation and interference, particularly in electoral contexts;
- 3. Stresses that media literacy and digital learning should be reflected within broader EU initiatives aimed at safeguarding democratic processes, including in the context of the EU Democracy Shield;
- 4. Recognises that approaches to teaching media literacy and digital learning need to be innovative, intended for all population groups and adapted to the needs of learners, particularly vulnerable users

experiencing disadvantages due to geographical, social, cultural and economic factors;

5. Recognises the value of peer-to-peer education implemented by Safer Internet Centres and civil society organisations as an effective tool for reaching children and adolescents with messages on safe use of the internet, complementing formal education;
6. Stresses the key roles that media literacy and digital learning play in empowering users to navigate the digital environment safely, including in combating cyberbullying and other forms of online harm; highlights, in particular, that providing media literacy and digital learning skills throughout the entire education path and within lifelong learning activities is crucial for developing and strengthening critical thinking, self-awareness and responsible behaviour online;
7. Stresses that media literacy policies should raise awareness of how digital environments and platform design influence the way information is accessed, including the ability to understand the functioning of algorithms and to recognise addictive design and emotionally manipulative content;
8. Stresses the growing impact of digital environments on users' mental health and well-being; calls on the Commission and the Member States to include in media literacy and digital learning programmes the development of digital empathy, responsible online behaviour and an understanding of the impact of the digital environment on mental health and well-being, as important elements in the prevention of cyberbullying and the promotion of digital well-being;
9. Underlines the importance of using all the relevant regulatory instruments available and of fostering cooperation between all relevant actors, as needed, to achieve an EU approach to media literacy and digital learning;
10. Highlights the importance of strengthening cooperation between public and private stakeholders to promote media literacy across the EU; emphasises the important role of civil society organisations, community initiatives, volunteers and cultural actors in building trust, thereby fostering dialogue in public debate;
11. Welcomes the work of the Media Literacy Expert Group and the European Digital Media Observatory (EDMO), and their important role in bringing together policymakers, researchers and practitioners to build a multidisciplinary community of experts, share best practices and enhance awareness; calls for strengthening their activities on media literacy to support cooperation among Member States;

12. Underlines the importance of introducing media literacy and digital learning to school curricula during the entire process of formal education and the need to develop an evidence-based and holistic approach to the use of digital technologies in schools;
13. Highlights the importance of promoting media literacy and digital learning beyond formal education and in the workplace, ensuring a lifelong learning and whole-of-society approach involving governments, educational institutions, civil society, media organisations, technology platforms and families;
14. Calls on the Commission, in cooperation with the Member States, to establish a structured monitoring and evaluation framework for national media literacy actions, including measurable indicators assessing knowledge, behavioural outcomes, the development of critical thinking, and resilience to disinformation, including through longitudinal studies and the evaluation of age-appropriate approaches and parental support programmes;

Media literacy and digital learning: strengthening the pillars of the modern media ecosystem

15. Calls for the EU institutions and the Member States to cooperate on establishing a coordinated EU approach to media literacy and digital learning;
16. Calls on the Commission to assess and, where appropriate, propose a clear common EU approach to age-appropriate access to online platforms, particularly social media platforms, following an approach based on the protection of children's well-being, a recognition of minors' cognitive and emotional development needs, and the need to ensure a safe and age-appropriate digital environment, while fully respecting fundamental rights and differences in national approaches;
17. Calls on the Commission to evaluate the relevant provisions of the AVMSD, ensure its enforcement and propose targeted amendments to further increase protection levels for users on video-sharing platforms, particularly minors, expand media content rules to influencers and content creators, and ensure effective labelling of AI-generated, AI-manipulated and commercially sponsored content, without relying solely on labels or automated indicators;
18. Calls for the development and promotion of codes of conduct and clear guidelines for influencers and content creators on the integration of media literacy and digital learning principles into their content, in the light of their significant role in shaping information consumption patterns, particularly among young people; encourages online platforms to give greater visibility, including through recommendation systems, to content that actively promotes media literacy, critical thinking and online safety;

19. Calls on the Member States to provide effective oversight and ensure that video-sharing platforms comply with their obligation to provide effective media literacy measures and tools and to raise users' awareness of such measures and tools, as stipulated under Article 28(b)(3) AVMSD; calls on national regulatory authorities and bodies to use the cooperation mechanism established under Article 15 of the European Media Freedom Act to ensure that this obligation is enforced effectively across the EU;
20. Recalls that Member States are obliged, under Article 33(a) AVMSD, to promote and take measures for the development of media literacy skills and to report to the Commission on the implementation of these measures; encourages national media regulators to consult representatives of all population groups when developing such measures, and to take a tailored approach, addressing the needs of all ages, when applying such measures; calls on the Member States to ensure that such authorities have stable and dedicated funding to promote and implement media literacy measures;
21. Urges very large online platforms to put in place reasonable, proportionate and effective mitigation measures to address systemic risks stemming from the exploitation of insufficient media literacy and digital learning skills of users, particularly minors, as required by the Digital Services Act (DSA); calls on very large online platforms to carry out media literacy and digital learning impact assessments to proactively identify how the design of their services may affect users' capacity to access, create and engage with content;
22. Stresses that such impact assessments should also take into account the effects on users' well-being and cognitive and socio-emotional development and mental health, as well as the risks linked to engagement-driven or potentially addictive design features; calls for such assessments to be made transparent, independent and publicly available;
23. Calls on the Commission to ensure that media literacy commitments are effectively implemented under the DSA Code of Conduct on disinformation;
24. Calls on the Commission to cover media literacy and digital learning in its review of the DSA guidelines on measures to ensure a high level of privacy, safety and security for minors online, in particular with regard to media literacy and digital learning measures that could be taken by online platforms to ensure an age-appropriate experience for minors online;
25. Invites the European Board for Media Services to use the structured dialogue under Article 19 of the EMFA to monitor actions taken by very large online platforms on media literacy and to strengthen dialogue between media service providers on promoting media

literacy and digital learning and the visibility of reputable media online;

26. Stresses that media literacy policies must fully respect freedom of expression and media pluralism and should empower users without restricting access to diverse sources of information;
27. Stresses that media literacy depends not only on users' ability to critically assess information, but also on the existence of strong, independent and high-quality journalism providing reliable, verified and pluralistic information; calls on the Commission to strengthen support for traditional media at European, national, regional, and local level, given their essential role in informing citizens, including by promoting fair remuneration for journalistic content and ensuring sustainable funding, notably through programmes such as the future AgoraEU programme;
28. Asks the Commission to prioritise media literacy actions within the media resilience programme and to ensure that such actions reach all age categories (young people, adults and seniors) in rural, remote and urban areas;
29. Calls on the Member States to ensure that national media literacy measures include specific outreach strategies for socio-economically disadvantaged groups, persons with disabilities, people living in remote areas, and those with lower digital skill levels, in order to prevent media literacy and digital learning gaps from reinforcing broader inequalities;
30. Stresses the need to ensure stable and long-term EU funding for media literacy and digital learning; calls on the Commission to prioritise media literacy initiatives under relevant EU programmes, including the future AgoraEU programme, with a focus on critical thinking, resilience to disinformation and media pluralism;
31. Calls on the Commission's Media Literacy Expert Group, the European Media Services Board and the European Board for Digital Services to closely cooperate on matters related to media literacy and digital learning, and provide further guidance on practical actions that could be taken at national level;
32. Asks the Commission to build on the European Media Literacy Week as an annual flagship event to showcase examples of best practice and provide an inclusive forum for discussion and capacity building, and to encourage a wide range of stakeholders and institutions, including the European Parliament liaison offices (EPLOs) in the Member States and international organisations, to actively participate in promoting media literacy and digital learning, ensuring that such events represent a plurality of views;

Media literacy and digital learning: promoting a holistic and future-oriented education system

33. Calls on the Commission to recognise media literacy and digital education as basic skills for all citizens; calls on the Member States to incorporate media literacy and digital learning into their education curricula in an age-appropriate manner; stresses that analogue tools can be used to foster media literacy;
34. Calls on the Commission to pay particular attention to media literacy in the 2030 roadmap on the future of digital education and skills, and to strengthening digital competences, preventing cyberbullying and promoting digital well-being;
35. Calls on the Commission, in cooperation with the Member States, to provide a European guide and other educational materials on media literacy tailored to all age groups and educational levels, and to organise regular workshops, focusing on critical thinking, verification of information sources, media pluralism, responsible media participation, and the role of fact-checking organisations, journalistic self-regulatory bodies and community media, as well as guidance for parents and caregivers on age-appropriate media use, online risks and AI tools;
36. Encourages the Member States to consult and cooperate with educators, researchers, academia, civil society organisations, parents, caregivers and youth organisations when developing and evaluating media literacy and digital learning initiatives, to ensure that they respond to the needs of learners and educators;
37. Calls on the Member States and the Commission to ensure that the deployment of digital learning tools in education is free from undue commercial influence; emphasises that cooperation with private sector actors should be transparent, education-driven and in the public interest;
38. Calls on the Member States to strengthen media literacy and digital learning programmes to enable users to distinguish between editorial, commercial and synthetic content and identify persuasive techniques; stresses the need to integrate AI literacy into these programmes to enable recognition of AI-generated content and related risks of manipulation and misinformation;
39. Calls on the Commission, in close cooperation with the Member States, to urgently and comprehensively assess the impact of digital devices and services, including AI tools, in educational settings on learning outcomes, cognitive development, well-being, mental health and attention spans, in order to support their responsible use in schools; urges the Commission to propose, where needed, policy measures, which could envisage targeted restrictions or prohibitions, particularly in early childhood education, to ensure that the use of

digital technologies in education is strictly justified from a pedagogical point of view, age-appropriate, proportionate and based on independent scientific evidence, so that such tools support learning processes rather than replacing them;

40. Encourages the Member States to ensure continuous training for both educators – whether in formal, non-formal or informal education – and librarians in media and digital education, supported by adequate funding; calls on the Commission to strengthen media literacy training through Safer Internet Centres, the Better Internet for Kids platform and relevant EU platforms;
41. Calls on the Commission and the relevant national regulatory authorities or bodies to conduct educational and public awareness campaigns on media literacy and digital learning in order to increase awareness of how digital environments shape behaviour online, and on available parental control measures, the existing legal obligations of online platforms, and the available support mechanisms, including organisations providing accessible mental health support;
42. Calls on the Commission and the Member States to promote lifelong media literacy and digital learning for all citizens, targeting adults, elderly people and vulnerable populations;
43. Recognises the role of public libraries, community centres and civil society organisations as trusted, accessible and inclusive hubs for media literacy and digital learning that contribute to social inclusion, democratic participation and equal access to knowledge, culture and information; calls on the Member States to strengthen partnerships and investment in these key local infrastructures through adequate funding, staff training and access to up-to-date digital tools and resources;
44. Calls on the Commission and the Member States to support, in cooperation with public-interest actors and relevant stakeholders, the development of resilient and trustworthy digital ecosystems that strengthen Europe's digital resilience, media pluralism and citizens' access to accurate and reliable information;
45. Calls on the Member States and their regional and local authorities to promote media literacy and digital education in an innovative and creative manner across urban environments, both physical and digital, in order to foster democratic participation and civic engagement; emphasises that cities play a crucial role in ensuring the safety and security of public spaces, which are increasingly affected by the information environment;

46. Instructs its President to forward this resolution to the Council and the Commission.