

A new strategy for media literacy and digital learning

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The European Parliament adopted by 447 votes to 128, with 78 abstentions, a resolution on a new strategy for media literacy and digital learning.

Core elements of the new approach

Parliament stressed that a forward-looking approach to media literacy and digital learning should aim to **empower people of all ages with basic skills** that would enable them to take full advantage of 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.

Approaches to media education and digital learning must be **innovative, aimed at all population groups and tailored to the needs of learners**, especially vulnerable users disadvantaged due to geographical, social, cultural and economic factors.

The resolution emphasised the key role of media literacy and digital learning in empowering users to navigate the digital environment safely, including combating cyberbullying and other forms of online harm. Furthermore, it stressed the importance of understanding the impact of the digital environment on **mental health** and well-being.

Parliament stressed the importance of:

- using all relevant **regulatory instruments** available and to promote cooperation between all stakeholders;
- strengthening **cooperation** between public and private stakeholders to promote media education throughout the EU;
- introducing media literacy and digital learning into **school curricula** throughout the formal education process.

The Commission, in cooperation with Member States, is invited to establish a structured monitoring and evaluation framework for national media literacy actions.

Strengthening the pillars of the modern media ecosystem

Parliament invited the Commission:

- to assess and, where appropriate, propose a **clear common Union approach** regarding age-appropriate access to online platforms, in particular social networking platforms, while fully respecting fundamental rights and differences between national approaches;
- to ensure the application of the **Audiovisual Media Services Directive (AVMSD)** and to propose targeted amendments to: (i) increase protection levels for users on video-sharing platforms, particularly for minors, (ii) extend media content rules to influencers and content creators, and (iii) ensure effective labelling of AI-generated or manipulated content.

Members called for the development and promotion of **clear codes of conduct and guidelines** for influencers and content creators on the integration of media literacy and digital learning principles into their content.

Parliament urged **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.

It also called on the Commission to:

- cover media literacy and digital learning in its review of the Digital Services Act guidelines on measures to ensure a high level of privacy, safety and security for minors online;
- 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;
- build on the European Media Literacy Week as an annual flagship event to showcase examples of best practices.

Promoting a holistic and future-oriented education system

The Commission is invited to:

- recognise media literacy and digital learning as basic skills for all citizens;
- pay particular attention to media literacy in the 2030 **roadmap** on the future of digital education and skills, and to strengthen digital competences, preventing cyberbullying and promoting digital well-being;
- 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, as well as guidance for parents and caregivers on age-appropriate media use, online risks and AI tools;
- propose, where appropriate, **policy measures** which could include targeted restrictions or bans, particularly in early childhood education, to ensure that the use of digital technologies in teaching is strictly justified from a pedagogical point of view and age-appropriate;
- conduct **educational and public awareness campaigns** on media literacy and digital learning.

Member States are invited to: (i) integrate media education and digital learning into their teaching programmes in an age-appropriate manner; (ii) strengthen media literacy and digital learning programmes that integrate AI proficiency; (iii) ensure continuous training for both educators and librarians.