

# Better Internet for Kids



## Mapping of the media literacy initiatives, landscape and industry in the context of Better Internet for Kids

June 2025

**UPDATED!**



**MediaSmartOnline**  
Spotlighting media literacy  
actions in Europe



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## Section 1: Executive summary

The main objective of this publication is to provide a short mapping of media literacy in the European Union (EU) by summarising current important activities, key organisations and driving factors – all in the context of the Better Internet for Kids (BIK) initiative implemented by European Schoolnet (EUN) on behalf of the European Commission. A [first iteration of this mapping was published in February 2024](#), and this version therefore acts as an update and expansion of the previous version. Similar to the previous version, this analysis of the current digital and media literacy initiatives was carried out in cooperation with its subcontractor, the Media & Learning Association (MLA).

In the framework of the BIK initiative, actions seek to improve educational opportunities, including media literacy, to support Pillar 2 of the [BIK+ strategy](#), which identifies as a key priority the empowerment of children and young people with the skills and knowledge they need when they go online. In the strategy, the Commission seeks actions to improve the educational opportunities and the media literacy of children and young people to support Pillar 2, allowing them to become more critical users of online content and services. Dedicated campaigns should be specifically designed to raise awareness of key issues such as disinformation and misinformation, and to generally to enhance media literacy skills among children and young people, while also better upskilling those that support them (such as parents, caregivers and teachers).

Digital and media literacy (DML) in the EU is characterised by being a diverse and fragmented area of interest, with a wide variety of different players involved, ranging from supra-national agencies to national and regional policymakers, NGOs, educational providers, and media and industry players. When it comes to actual initiatives, these generally fall into one of the following categories: projects, actions, and programmes and campaigns, varying in terms of the type of intervention that is proposed, the scale and target of those for whom it is intended, and the duration and goal. A lack of a common understanding and agreement as to

what constitutes media literacy, and the extent to which it is synonymous with media education, information and digital literacy, adds further complexity.

Disinformation and artificial intelligence (AI) are now crucial issues in digital and media literacy/education initiatives, actions, campaigns and projects. In recent years, digital and media literacy priorities have rapidly evolved, not only due to shifting technological landscapes, but also because of intensifying geopolitical instability, democratic vulnerabilities, and the explosive rise of generative AI. While the fight against disinformation remains a central concern, the widespread adoption of AI technologies, particularly generative tools, has become an equally urgent priority for educators, policymakers, and civil society.

Several European policy and legal developments are important to consider, as they have a direct impact on the rise of interest in digital and media literacy. Such developments also mean that industry, and online platforms in particular, are being called on to play their part in promoting digital and media literacy in all sectors of society, even more so in recent years, and since the adoption of the [Digital Services Act](#). In addition, the [European Safer Internet Centres \(SICs\)](#) collectively form a vitally important network when it comes to recognising and promoting digital and media literacy among younger people, in addition to other target audiences.

The [MediaSmartOnline campaign](#), with a pilot first, and then a full roll-out across the EU including the direct involvement and support of the SICs, provided an opportunity to test various approaches and devise a strategy to conduct impactful media literacy campaigns. What surfaced is that the task requires significant levels of resources, particularly when it comes to the skilled professionals needed to create a sufficiently large cohort of teachers and youth workers who can deliver appropriate levels of media education to raise the digital and media literacy levels of young people, as well as for localisation and translation efforts of materials that are already available. Indeed, a vast number of digital and media literacy actions, initiatives, programmes and other materials are available, as demonstrated by the [Be MediaSmartOnline guide](#) developed as part of the MediaSmartOnline full roll-out, but challenges are also very much in evidence when it comes to localisation and customisation. Measurement, evaluation, and assessment also pose a considerable

challenge given the complexity of what digital and media literacy involves in terms of skills, competences, and attitudes. Other persisting challenges include the difficulties and complexities related to reaching particularly vulnerable or isolated communities, combined with the need to adapt, localise and customise digital and media literacy interventions to adapt to each context. However, there is a renewed opportunity to increase EU-wide collaboration in the field, as digital and media literacy continues to gain momentum at European, national, and local levels, and a growing number of stakeholders now recognise the added value of collaboration across borders and between sectors. Lastly, it is worth noting that technologies themselves open up new possibilities for digital and media literacy delivery.

## Section 2: Introduction and background to digital and media literacy campaigns

### 2.1 Digital and media literacy initiatives

Digital and media literacy initiatives arose as a direct response to the rapidly evolving media landscape, the expansion of digital technologies, and the increasing influence of mass media in everyday life. Over the past few years, the digital transformation has significantly altered how information is created, disseminated, and consumed, creating a new set of challenges for digital and media literacy education. In addition to the rapid spread of misinformation and disinformation, political interference in media narratives has become a growing concern. The increasing dominance of social media platforms and very large online platforms (VLOPs) has amplified this issue, creating a complex and often hostile environment for truth and transparency in media.

In parallel, several governments and countries have moved to implement social media bans or greater regulatory controls over digital spaces, citing concerns about the influence of these platforms on public opinion, democracy, and social harmony. This political shift has intensified the need for digital and media literacy education as a tool to empower individuals to critically assess the information they encounter. The financial sustainability of digital and media literacy initiatives also continues to be a major challenge. Despite growing recognition of its importance, many initiatives struggle with limited funding and resources. In particular, the focus on fact-checking and its role in combating disinformation has gained prominence, especially in light of recent controversies surrounding Meta's abandonment of the use of independent fact-checkers on Instagram and Facebook. These developments have highlighted the vulnerability of fact-checking initiatives, which have often faced both political and financial pressures.

Digital and media literacy initiatives aim to equip individuals with the skills to critically engage with the complex digital media environment. This includes



fostering the ability to analyse and interpret media messages, with a strong emphasis on recognising media manipulation, propaganda, and the dynamics of misinformation. Beyond individual media consumption, these initiatives focus on the broader roles of public opinion, democracy, and the importance of responsible media practices.

In recent years (2023–2025), there has been a significant increase in large-scale digital and media literacy campaigns at the local, national, and European levels, supported by a wide range of stakeholders across sectors. These initiatives address critical topics such as health, climate and political disinformation, AI, data and algorithm literacy, and the importance of fact-checking. The digital and media literacy landscape has seen diverse actors take the lead, including broadcasters, governments, ministries, NGOs, and other organisations. This surge reflects a growing recognition of the need to address these challenges across diverse media landscapes.

However, while the scope and scale of digital and media literacy actions have expanded, sustainability and long-term financing remain significant challenges. Both digital and media literacy programmes and projects require consistent funding to maintain their impact and effectiveness, yet securing long-term financial support has become increasingly difficult over the past few years. This issue has become even more pronounced as the demand for reliable digital and media literacy initiatives continues to grow, compounded by the scale of disinformation in various sectors.

When categorising digital and media literacy initiatives, the target audience they are aimed at is especially worth noticing. Many interventions, particularly campaigns, are designed to reach the general public, broadcasting broad messages through major media outlets and social media platforms. Other initiatives focus on specific groups, such as teachers, librarians, and youth workers, who can then transmit digital and media literacy skills to others. While digital and media literacy efforts have historically concentrated on children, adolescents, and young adults within formal education, there has been a noticeable shift towards engaging senior citizens, as well as other previously overlooked groups such as minorities,



vulnerable populations, youth and adults with learning disabilities, and residents of rural areas. Additionally, important themes have emerged, including online radicalisation and well-being, further highlighting the need to address diverse groups and the evolving challenges they face in today's media environment. Additionally, the scope, duration, and objectives of digital and media literacy initiatives vary. Three main types of initiatives are commonly identified: programmes, projects, and campaigns.

- **Digital and media literacy programmes:** These are typically long-term educational initiatives aimed at equipping a specific audience with digital and media literacy skills and knowledge. Programmes often follow a structured curriculum and can last from several months to several years, providing sustained learning opportunities that foster deep engagement with the topic.
- **Digital and media literacy projects:** These initiatives are usually shorter, more focused, and time-limited. They often address specific digital and media literacy issues, either as part of a broader programme or as standalone efforts. Projects are typically designed to produce measurable outcomes within a defined timeframe, which can range from a few weeks to several months.
- **Digital and media literacy campaigns:** These strategic, time-bound initiatives aim to raise awareness, educate the public, or promote specific digital and media literacy actions on a larger scale. Campaigns leverage various communication channels to engage wide audiences and often focus on creating a significant impact by changing attitudes or behaviours related to media consumption and critical thinking. The duration of these campaigns can vary, with some being short-term awareness efforts and others extending over several years.

Below, we provide a few examples of ongoing digital and media literacy initiatives by type. Some are exclusively dedicated to digital and media literacy, while others incorporate digital and media literacy within broader initiatives aimed at enhancing digital skills more generally. A more comprehensive and detailed list, although not exhaustive, is available in the [Be MediaSmartOnline guide on the BIK platform](#).

## 2.2 Programmes

**Do not fall for the trap of lies and ignorance** is a training programme on media and information literacy by the Ministry of Culture in Lithuania, implemented by public libraries for local communities. Topics vary from disinformation, copyright, online safety, and more.

The Catalan Audiovisual Council (CAC) launched **eduCAC** in 2018; a digital and media literacy programme that offers primary and secondary schools and families educational resources to use audiovisual content critically and responsibly. The project is supported by the Catalan Regional Ministry of Education, the Catalan Society of Journalists, the Catalan Broadcasting Corporation (CCMA) and the "la Caixa" bank foundation. It aims to encourage critical analysis of content viewed on any type of screen and sensible device use, particularly among minors.

**Lie detectors** is an independent digital and media literacy organisation active in Austria, Belgium, Germany, Luxembourg, Poland and Switzerland. Its mission is to counteract the effects of online disinformation by empowering young people and teachers to distinguish between fact and fake online through classroom sessions.

The **Mediacoach training programme** is another initiative of the Belgian organisation Mediawijs in collaboration with several partners. A *Media Coach* is a contact point, someone trained and who can instruct an audience on digital and media literacy, conduct workshops, lessons, and so on. In addition to this programme available in Belgium, other countries offer similar initiatives focused on training educators to become media coaches. These coaches then integrate digital and media literacy education into their work with students to develop critical media analysis skills.

**Nieuws in de Klas** (News in the classroom) is a Belgian educational initiative involving a range of organisations (Mediawijs, Vlaamse Nieuwsmedia, WeMedia, Media.21, VRT NWS and MeeMoo) and with the support of the Flemish government. It is aimed at pupils and teachers from the third grade of primary education, as well as other educational settings such as adult education and hospital schools, and focuses on news and information literacy. The initiative helps educators to integrate

news and current affairs into their lessons through a wide range of news media and teaching materials, and encourages children and young people to deal with news not just critically and consciously, but also actively and creatively.

**School with class “Szkoła z klasą”** is a comprehensive school development programme operating in Poland since 2002. The foundation collaborates annually with over 2,000 schools, trains more than 10,000 teachers, and reaches over 50,000 students. Additionally, its online events, conferences, and webinars engage over 100,000 participants each year.

## 2.3 Projects

**EDUmake** was a two-year project supported under the EC’s Creative Europe Programme running from October 2022 to October 2024. It centred on an innovative interactive educational approach, called **EDUbox**, designed by and for teachers, for implementation in classrooms. It was a collaborative effort involving partners from Belgium, Croatia, and the Netherlands, who adapted localised versions of existing EDUbox resources for students aged 12-18. The content of EDUbox materials revolved around addressing significant societal issues, including inclusion, polarisation, countering disinformation, culture, and social media.

**Gen Z Academy** is a Croatian educational and entertainment project in collaboration with the Croatian SIC and A1 Croatia, currently in its second edition. The aim is to introduce children to responsible online behaviour in a fun and educational way. In the first year of the academy, ten schools throughout Croatia were visited, where experts talked and answered questions from more than 500 pupils.

**MLCE (Media Literacy Case for Educators)** focuses on how to sustainably scale media literacy in the EU and provides teachers, trainers and librarians across EU with a one-of-a-kind comprehensive set of co-developed and creative tools, resources, methods and materials. The initiative is co-funded by the European Union and is coordinated by **Tactical Teach**, in collaboration with **European Schoolnet (EUN)**, the **International Federation of Library Associations (IFLA)**, and **Save the Children (Italy)**. The main objectives are to develop effective methods of

media literacy training centred on the needs of educators, to create engaging forms of media literacy engagement, and to embed effective media literacy tools and methods in European societal structures.

**ON- vi taler om skærm' (ON- together were talking about screens')** is a Danish platform for those who want to incorporate digital education as part of their school curricula. It provides a common framework for dialogue between children, young people and adults, gathering free educational materials for all. The project is funded by the Ministry for Children and Education, and will run until 2026. Partners include the Centre for Digital Youth Care, Save the Children Denmark, the Media Council for Children and Young People (all part of the Danish SIC), and Children's Welfare, a Danish child rights organisation.

**Our rights: Teachers for children's rights** is an Albanian initiative aiming to increase the capacities of teachers and support educators, psychologists and social workers in children's rights, based on the UN Convention on the Rights of the Child (UNCRC) and Albanian legislation. The project was implemented with the support of the Slovenian Embassy in Tirana.

**Open the box**, initiated by [Dataninja](#) in 2020, is a media, data, and AI literacy project targeting educators to enhance digital skills among Italian students aged 11 to 18. The project engages teachers, providing resources and training to integrate digital literacy into their teaching practices. It involves students through various educational activities and workshops, offering hands-on experience in media and data literacy, with a significant impact on enhancing digital literacy among educators and students across Italy.

**SMILES** was a digital and media literacy project supported under the EC's ERASMUS+ Programme that developed innovative learning methods to help young people (12 to 16 years) deal with disinformation between 2021 and 2023. It involved partners from Belgium, the Netherlands, and Spain working in libraries, digital and media literacy organisations, and research institutes. According to the [evaluation report](#), over 40 per cent of the pupils in the three countries enjoyed participating in the series of activities. Around 40-50 per cent of the pupils say they will apply what they have learned in practice.

## 2.4 Campaigns

The **Be Media Smart** public awareness campaign, launched in Ireland in 2019, continues to promote digital and media literacy through its "Stop, Think, Check" message. It is coordinated by **Media Literacy Ireland** (MLI) and facilitated by the Broadcasting Authority of Ireland to help people tell the difference between reliable and accurate information and deliberately false or misleading information. The campaign calls on people of all ages to *Be Media Smart* and *Stop, Think, Check* that the information they see, read or hear across any media platform is accurate and reliable. The aim was to raise awareness about online risks, privacy concerns, and responsible online behaviour. The campaign also includes a training programme to build a network of community-based trainers who can help individuals, communities, and institutions recognise and value reliable and accurate information in order to make informed decisions.

With the aim of contributing to the fight against hate speech, BEE SECURE (part of the Luxembourg SIC) ran the **#NOHATEONLINE** awareness campaign until 2023. Government involvement was ensured by the Ministry of National Education, Children and Youth, the Ministry of Economy, and the Ministry of Family and Integration, Luxembourg. At the heart of the campaign was the web portal, containing general recommendations for combating and reporting hate speech online. A quiz allowed users to reflect on the limits of freedom of expression, and posters and social media messages complemented the campaign.

The "**Pillole contro la disinformazione**" campaign, a collaboration between the Italian Digital Media Observatory (IDMO) and RAI (the Italian national public broadcaster), consists of a video series on disinformation and digital inclusion, which aims to give citizens the appropriate tools to develop their critical thinking skills and exercise their digital citizenship. The campaign comprises three series of ten one-minute videos designed to counter misinformation and conspiracy theories. As of January 2024, the campaign amassed over 848 million contacts across its three seasons. The third season alone accounted for 296 million contacts. In 2024, the campaign expanded its reach by distributing educational materials to schools

and libraries nationwide, further embedding digital and media literacy into the public consciousness.

In Luxembourg, BEE SECURE ran the awareness campaign “**Monkey see, monkey do: don’t believe everything you see online!**” about disinformation generated by AI in November – December 2024. Focused on spotting and combating AI-related disinformation, it supports the priorities of the *sécher.digital* (Safe.Digitally) action plan, launched by the Ministry of Education, Children and Youth, to strengthen digital skills and promote a safe online environment. It highlighted the risks of deepfakes and other AI-generated content, with a twist: to show both the power and risks of AI, the campaign was entirely created using AI tools.

In Portugal, the Portuguese SIC ran the campaign **#ReadBeforeClickLater** in late 2023. The campaign covered a variety of topics, from the use of passwords, online shopping, cyberbullying, to the precautions to be taken with social networks, as well as the dangers to be considered in relation to attacks via email, SMS or phone calls, and consisted of an information brochure, cards with warning messages, and a kit of short videos. The campaign was the result of joint work with the Superior Council for Cyberspace Security.

And finally, media literacy days/weeks are organised all across EU. These usually fall in October/November, following the UNESCO Global Media and Information Literacy Week, or oftentimes in February, aligning with the Safer Internet Day month of focused activities. A few examples are mentioned below.

- **CLEMI (Centre pour l’éducation aux médias et à l’information)**, part of France’s Ministry of National Education and Youth, is responsible for media and information literacy (MIL) across the French school system. Its flagship campaign is the ***Semaine de la presse et des médias dans l’École*** (Press and media week in schools), which aims to help students - from primary to secondary levels - understand the media system, develop critical thinking, and create their own media content. **The 35th edition of the programme** took place from 18 to 23 March 2024 under the theme “*L’info sur tous les fronts*” (“Information on all fronts”). The initiative engaged 4.7 million students and 290,000 teachers, supported by a network of 1,800 media partners. These



included press organisations, radio and TV broadcasters, online outlets, and journalists who provided content, workshops, and classroom visits. [The 2024 report is available here](#). The 2025 edition took place from 24 to 29 March 2025, under the theme "Où est l'info ?" ("Where is the information?"), which aims to revisit the fundamentals of information access, trust, and verification in an increasingly digitalised and fragmented media environment. "Where is the information?" echoes Martin Handford's *Where's Waldo?*, a visual quest for an iconic figure who is difficult to spot in landscapes oversaturated with detail. Omnipresent, information is also increasingly difficult to identify in the flow of a myriad of formats and media. The aim is to train young audiences to navigate this maze, which is one of the main challenges of media and information literacy.

- The **Media Literacy Days** campaign is organised every year by the [Media Literacy Coalition](#) in Bulgaria. The campaign/event aims to promote the importance of digital and media literacy in Bulgarian society. In 2024, the focus was on pupils and university students. As part of the campaign and with the support of the US Embassy in Bulgaria, the Coalition implemented the second edition of the short video competition on the topic "*Media literacy is...*". It is aimed at young people between the ages of 14 and 35, who, by creating short thematic videos, support the promotion of the role of media literacy in education and our society.

Below is a non-exhaustive list of different MIL Weeks organised nationally in the 27 EU Member States and the EEA. It is particularly worth noting that several are run as part of Safer Internet Day activities, or as part of the UNESCO Global Media and Information Literacy Week.

Country	Title	Organisation	When
<b>Albania</b>	<a href="#">Media literacy week</a>	Albanian Media Institute (AMI)	October



<b>Austria</b>	Woche der Medienkompetenz (Media literacy week)	Federal Ministry of Education	October
<b>Belgium</b>	Semaine de l'Education aux Medias	CSEM & Federation Wallonie-Bruxelles	November
<b>Bulgaria</b>	Media literacy days	Media Literacy Coalition	February
<b>Croatia</b>	Media literacy days	Agency of Electronic Media & UNICEF	April
<b>Czech Republic</b>	Media literacy weeks	One World in Schools department (JSNS) of People in Need	May
<b>Cyprus</b>	Media literacy week	Cyprus Pedagogical Institute	October/November
<b>Estonia</b>	Media literacy annual conference	National Library of Estonia	October/November
<b>Finland</b>	Mediataitoviikko (Media skills week)	National Audiovisual Institute (KAVI)	February
<b>France</b>	Semaine de la Presse et des Médias dans l'École	CLEMI	March

<b>Germany</b>	Woche der Medienkompetenz (Media skills week)	Media Authority Rhineland-Palatinate, Ministry of Education Rhineland-Palatinate and State Pedagogical Institute	June
<b>Germany</b>	Tag der Medienkompetenz	Several initiatives depending on the region. For example: Lower Saxony, Bayern.	Different, depending on the region.
<b>Georgia</b>	Media literacy week	Communications Commission	October
<b>Greece</b>	Media literacy week	Several initiatives: Hellenic Film & Audiovisual Centre, Athens Technology Centre.	October/November
<b>Hungary</b>	Digital Theme Week	Ministry of Human Resources, Ministry of the Interior and Ecumenical Aid Foundation for Education	March
<b>Iceland</b>	Media literacy week	Network for Information and Media Literacy (TUMI)	October

<b>Ireland</b>	Media literacy week	Media Literacy Ireland (MLI)	October
<b>Italy</b>	Media education month	Italian Media Education Association (MED)	April
<b>Latvia (and other Baltic countries)</b>	Baltic MIL Day	Baltic Centre for Media Excellence (BCME)	October/November
<b>Lithuania</b>	ALL DIGITAL Weeks in Lithuania	Langas į ateitį	March/April
<b>Netherlands</b>	Media literacy week	Netwerk Mediawijsheid	November
<b>North Macedonia</b>	Media literacy days	Media Literacy Network (MLN)	October/November
<b>Portugal</b>	7 dias com os media (7 days with the media)	Informal Group on Media Literacy (GILM)	May
<b>Slovakia</b>	Positive media week	Media Literacy+ platform	June

Table 1. List of different MIL Weeks organised nationally in the 27 EU Member States and EEA (non-exhaustive).

## 2.5 Changing priorities linked to the fight against disinformation and the rise of AI

In 2024–2025, digital and media literacy priorities have rapidly evolved, not only due to shifting technological landscapes, but also because of intensifying geopolitical instability, democratic vulnerabilities, and the explosive rise of generative AI. While the fight against disinformation remains a central concern, the

widespread adoption of AI technologies, particularly generative tools, has become an equally urgent priority for educators, policymakers, and civil society.

- **Disinformation continues to grow** in both scale and complexity, and especially with its use in relation to ongoing conflicts worldwide. These events highlight the strategic use of misleading information to influence public opinion and destabilise societies. Digital and media literacy is increasingly seen as essential to help people critically assess the information they encounter.
- **Foreign interference** in local elections has also become a major concern. In Europe and beyond, disinformation campaigns might target elections to manipulate voters and create confusion. To counter this, digital and media literacy initiatives are being implemented to help people recognise information manipulation and make informed decisions.
- **The rise of generative AI tools** has added a new layer of complexity to the media landscape. AI can generate realistic text, images, videos and voices, making it increasingly harder to identify which content is real. This has made AI literacy a key priority alongside disinformation education. Schools and educators are encouraged to teach their students how to spot AI-generated content and use these tools responsibly.
- **AI is also transforming the disinformation ecosystem.** It speeds up the spread of false information and personalises it to target specific groups, making it more persuasive than ever. As a result, digital and media literacy programmes need to evolve to address both AI and the disinformation ecosystem.
- **Polarisation and division** in society are worsening, often driven by social media phenomena such as algorithmic bias, echo chambers, and emotionally charged content. Digital and media literacy is increasingly involving not only identifying false information, but also fostering understanding, respectful and productive online conversations, especially when users share different opinions.

- **Young people need better support** in navigating digital risks and building resilience. As they constantly face challenges with their online identity, online influence and influencers, and mental health, digital and media literacy should foster emotional and digital well-being, alongside critical thinking and AI awareness.
- **Policy and legal changes are also happening** across the EU. The European Commission and national governments are recognising digital and media literacy as a crucial skill. New key laws, like the [Digital Services Act \(DSA\)](#), include digital and media literacy as a way to protect users and promote a more responsible media use.

In summary, disinformation and AI are now central issues in digital and media literacy/education initiatives, actions, campaigns and projects.

## 2.6 Key stakeholder groups

Digital and media literacy initiatives involve various key stakeholder groups that play important roles. Key stakeholder groups include, but are not limited, to:

- **Government and regulatory bodies:** government agencies and regulatory bodies set policies, guidelines, and frameworks for digital and media literacy education. This group is usually defined under the broad term of policymakers (government officials, education policymakers, curriculum developers, regulators, and so on).
- **Educational institutions:** this group encompasses a wide range of subgroups. It covers students from primary and secondary education, college and university students, and in-service and pre-service teachers, educators and teacher trainers. Along with any educational organisations which develop and implement curricula, programmes, and courses that focus on digital and media literacy, cultural and community organisations such as libraries, youth centres, and community outreach programmes can also fall into this group.
  - **Cultural institutions and the creative sector:** while cultural organisations are mentioned under education, **creative professionals**

(artists, filmmakers, designers, cultural mediators) are often overlooked. Many work on critical digital literacy through storytelling, gaming, film, or performance, reaching wider or non-traditional audiences.

- **General public:** in the context of digital and media literacy, the general public can be defined as anyone outside of formal education: individuals who are not specifically enrolled in structured educational programmes or courses related to digital and media literacy. It includes adults of all ages – senior citizens, parents, guardians, caregivers of children and youth, marginalised and vulnerable groups of citizens such as ethnic minorities, refugees, immigrants, and individuals with disabilities – who consume various forms of media in their daily lives but may not have received formal instruction or training in digital and media literacy. These individuals make up the broader population and engage with media through sources like television, the internet, social media, newspapers, and more. It is more difficult for practitioners to focus their digital and media literacy efforts on the general public due to this diversity.
  - **Parents and caregivers:** while included under the general public, parents and caregivers could be separated out to acknowledge their active role in media mediation, especially for children and adolescents.
- **Tech companies, VLOPs & VLOSEs (very large online platforms and search engines):** because they play a major role in the distribution and consumption of information, tech companies, [VLOPs and VLOSEs as designated by the European Commission under the Digital Services Act \(DSA\)](#) now have a responsibility to ensure that their platforms are used to spread accurate and reliable information, and to help users develop the skills need to be critical consumers of media. At the time of writing, VLOPs and VLOSEs include AliExpress, Amazon, Apple, Bing, Booking.com, Google (Google Search, Google Play, Google Maps, YouTube), LinkedIn, Meta (Facebook, Instagram), Pinterest, Pornhub, Shein, Snapchat, Stripchat, Temu, TikTok,

Wikipedia, X (formerly Twitter), XNXX, Xvideos, and Zalando. [Section 6](#) explores, in detail, the media literacy initiatives of this key stakeholder group.

- **Media:** traditional and digital media outlets contribute to digital and media literacy by producing informative and balanced content. They also collaborate with educational institutions to offer digital and media literacy programmes and resources. This group includes any media professional, from journalists to news reporters, editors, content creators (such as bloggers, YouTubers, and podcasters), influencers and media executives.
- **Non-governmental organisations (NGOs):** digital and media literacy-focused non-profits and NGOs develop educational programmes, training, and resources to raise awareness about digital and media literacy, combat disinformation, and empower individuals to become critical media consumers.
- **Civil society and advocacy groups:** civil society organisations and advocacy networks (e.g. advocating for human rights, children's rights, digital rights, anti-racism, and gender equality) often play a key role in grassroots digital and media literacy work, policy influence, and awareness campaigns.
- **Philanthropic foundations and private funders:** funders can shape the scope and direction of many digital and media literacy programmes by investing in innovation, equity, or long-term capacity building.
- **Fact-checkers:** although partly under media or NGOs, the fact-checking community deserves a separate mention. It develops tools, training, and materials specifically targeted at combating disinformation, and is often active in public engagement and digital and media literacy education.
- **Research:** researchers in the field of media studies, communication studies, and journalism studies contribute valuable insights into the impact of media on society and effective strategies for digital and media literacy education. They provide evidence-based recommendations to inform digital and media literacy initiatives.



## Section 3: The digital and media literacy landscape in the EU

The landscape of digital and media literacy across EU is notably fragmented. In several countries or regions, there are already government-supported programmes and agencies in place that help to coordinate efforts in fostering digital and media literacy. These bodies also serve as national representatives in international discussions on the topic. In other countries, while there may not be direct government support, strong national associations might play a key role in representing the field. These organisations, although independent and not directly supported by the government, nonetheless reflect much of the activity taking place in their respective countries.

Another scenario is a country where there are indeed many active organisations, including numerous NGOs, but identifying a national or regional coordinating body is more difficult. This, in turn, makes it harder to gain a comprehensive picture of developments in digital and media literacy. This is not to say that there is a lack of digital and media literacy initiatives in place – on the contrary, many activities are underway targeting various stakeholders, but it remains challenging to achieve an overarching view.

Additionally, when examining the digital and media literacy environment within the European Union, it is important to recognise the existence of **silos**, particularly among researchers, policymakers, and practitioners. These groups often operate within distinct communities that offer limited opportunities for cross-sector exchange. A similar issue affects many digital and media literacy projects funded through European Union programmes (e.g. Erasmus+, Creative Europe, Digital Europe). These cross-border initiatives are frequently disconnected from national activities in the countries involved, raising concerns about the sustainability of their outcomes once project funding concludes.

For this reason, the European Commission has implemented a number of digital and media literacy initiatives aiming to support the creation of synergies among the

different stakeholders and enhance cross-border collaboration, as described below. The following section provides an overview of several of the main players at the European level in terms of digital and media literacy.

- The **Media Literacy Expert Group (MLEG)**, chaired by the European Commission, uncovers and extends best practices in media literacy, fosters networking and sharing of best practices among Member States, and explores connections with EU policies. The Expert Group is composed of representatives from the 27 Member States. The three observers are the Council of Europe, UNESCO, and the European Digital Media Observatory (EDMO). It meets twice annually its main objectives include the need to identify, document and extend good practices in the field of media literacy, discuss EU policies, support programmes and media literacy initiatives, and build synergies between the media literacy activities of Member States.
- The **European Regulators Group for Audiovisual Media Services (ERGA)** has established a dedicated Action Group on Media Literacy. The aim of the Action Group is to exchange best practices related to the tools and measures deployed by national media regulatory authorities to promote or develop media literacy. In February 2025, ERGA transitioned into becoming the **European Board for Media Services (Media Board)**, created under the European Media Freedom Act (EMFA) of 2024. The digital and media literacy action group now functions as an independent advisory body at the European Union level, composed of national regulatory authorities and bodies (NRAs) of the media and audiovisual sector. In this role, it continues to exchange best practices related to the national tools/measures used by NRAs to promote or develop media literacy. It also continues to cover audiovisual matters, but will be further extended to broader horizontal media matters, including radio and the press, as well as to online platforms as key players of the media ecosystem.
- The **European Digital Media Observatory (EDMO)** is a multidisciplinary network of stakeholders tackling online disinformation. It brings together fact-checkers, media literacy experts, and academic researchers, to

understand and analyse disinformation. Media literacy is one of the five strands of EDMO's activities. EDMO is seeking to become a vital resource for the media literacy community in Europe, providing expertise, ideas and opportunities for connection that will empower media literacy practitioners and others in the fight against disinformation. EDMOeu, the central hub, brings together the lead digital and media literacy contacts in each of the 14 EDMO national and regional hubs, which cover all Member States. The recently established EDMO Council on Effective Media Literacy Initiatives is actively sharing good practices and resources related to digital and media literacy.

- **EMIL is EPRA's Media and Information Literacy taskforce** for media regulators and other organisations committed to promoting media and information literacy in Europe and beyond (with EPRA being the European Platform of Regulatory Authorities). Created as part of the EPRA network, it is a community of those who participate in and coordinate media literacy networks.

## Section 4: European policies and relevant actions

As mentioned earlier, media literacy is an important issue in Europe, and the EU is taking a number of steps to promote and implement it. This section provides an overview of the most significant examples of European policies and relevant actions regarding digital and media literacy. As mentioned previously, however, there are many other initiatives taking place at national and local levels across the EU.

- The EU's **Audiovisual Media Services Directive (AVMSD)** governs EU-wide coordination of national legislation on all audiovisual media - traditional TV broadcasts, on-demand services, and video-sharing platforms, and requires Member States to promote and take measures to develop media literacy skills and to report on their efforts every three years. The latest review of the AVMSD was carried out in 2018. To help Member States with the implementation of the revised AVMSD, the Commission has adopted three sets of guidelines: [on video-sharing platforms](#), [on European works](#), and [on the scope of Member States' media literacy reports](#). By the end of 2024, the Audiovisual Media Services Directive (AVMSD) had been fully transposed into all EU27 national legislations. The AVMSD also requires video-sharing platforms to provide effective media literacy measures and tools, and to raise users' awareness of those measures and tools. The Commission has published a first [report on the application of the Audiovisual Media Services Directive covering the period of 2019-2022](#).
- The **European Democracy Action Plan (EDAP)** stresses the role of media literacy in helping citizens of all ages to navigate the news environment, identify different types of media and how they work, have a critical understanding of social networks, and make informed decisions. It includes an action to increase support and funding for, while also diversifying initiatives, including those by civil society organisations, to promote media literacy and help citizens identify disinformation, within the EU and beyond.

- The **Media and Audiovisual Action Plan (MAAP)** highlights the role of the revised AVMSD in improving citizens' media literacy skills. It includes actions to ensure practical application of the media literacy obligations of the AVMSD, involving the development of a **Media Literacy Toolbox** for video-sharing platforms and guidelines to Member States defining the scope of their reporting obligations.
- The **Digital Education Action Plan (2021-2027)** is a comprehensive EU initiative that envisions the establishment of a high-quality, inclusive, and accessible digital education landscape in Europe. It reflects the EU's commitment to adapting Member States' education and training systems to the digital era, with an emphasis on fostering collaboration and addressing the challenges posed by rapid digitalisation. Of notable significance within the plan is the formulation of common **guidelines** to empower teachers and educators in cultivating digital literacy and combating disinformation through education and training. The **report** gathers key findings from the expert group led by the European Commission by focusing on addressing false information and advancing digital skills through education and training. The difficulties and possible solutions in this new and intricate area can also be found in the report, along with early findings and suggestions. These guidelines are currently being updated and are expected to be enlarged to include sections dealing with social media platforms, AI literacy and prebunking. The updated guidelines are expected to be available before the end of 2025.
- The **Strengthened 2022 Code of Practice on Disinformation** was a comprehensive set of commitments and measures adopted by 34 signatories from major online platforms, emerging platforms, advertising industry players, fact-checkers, research organisations, and civil society in the EU. In February 2025, the Commission and the European Board for Digital Services endorsed the official integration of the voluntary Code of Practice on Disinformation into the framework of the Digital Services Act (DSA), thereby changing the Code of Practice into the **Code of Conduct on Disinformation**. The Code is now a relevant benchmark for determining DSA compliance

regarding disinformation risks for the providers of VLOPs and VLOSEs that adhere to and comply with its commitments. Under the new Code, media literacy is addressed under the “Empowering users” chapter, in which platforms are required to put in place media literacy initiatives to enhance critical thinking. How they should do this is elaborated under Commitment 17, which covers several specific actions, including a commitment for platforms to partner with media literacy experts.

- Since 2022, the European Commission launches annual **Calls for proposals** to support cross-border media literacy projects under the cross-sectoral strand of the Creative Europe Programme. These calls for proposals aim to encourage knowledge-sharing and the development of innovative, media literacy collaborations across countries, taking into account the needs of various population segments.

In addition to all of the above, there are a number of additional policies specifically aimed at tackling the spread of online disinformation and misinformation to ensure the protection of European values and democratic systems. These include:

- The **Communication on “Tackling online disinformation: a European approach”** collects tools to tackle the spread of disinformation and ensure the protection of EU values;
- the **Action plan on disinformation** aims to strengthen EU capability and cooperation in the fight against disinformation.

A [more comprehensive list is available here](#).

These policies and actions are a significant step forward in promoting media literacy in the EU. However, more needs to be done to ensure that all citizens have the skills and knowledge they need to be critical consumers of media: this includes investing more in media literacy education, training and public awareness campaigns.

## Section 5: The context of the European Safer Internet Centre network

The EU co-funded [Insafe network of Safer Internet Centres \(SICs\)](#) is operating across Europe, and plays an important role in raising awareness and promoting digital and media literacy to children, families, and teachers. Each SIC typically comprises an awareness centre, helpline, hotline and youth panel. The Insafe network of Safer Internet Centres works together with the INHOPE network of internet hotline providers across Europe, and a range of global partners in the [Safer Internet Centre plus \(SIC+\) programme](#).

In September 2023, Better Internet for Kids (BIK) conducted a survey to map the current EU digital and media literacy landscape and collect suggestions on priorities for an EU-wide digital and media literacy campaign. The survey asked SICs about their current digital and media literacy actions, campaigns, and key partners, and specifically requested that they evaluate the current status of digital and media literacy education within the Safer Internet Centre's work programme. The survey findings can be found in the [first mapping of the media literacy initiatives, landscape and industry in the context of Better Internet for Kids](#).

A majority noted digital and media literacy education as a "high priority". The main priorities identified by the majority of the respondents consist of the need to **actively include and highlight the voices and opinions of young people**, and to use and promote a positive narrative to encourage practical action. Some SICs noted that many of the young people they are working with currently do not see themselves/are not able to perceive themselves as vulnerable to mis- and disinformation, as it's something they associate with their parents' or older adult generations. A few SICs were particularly wary of some known digital and media literacy issues, such as **filter bubbles** and **echo chambers** on social media, and the possible **resistance to change** to be expected among certain societal groups. In addition, some of the key concerns emerging from the Digital Services Act (DSA)



were also mentioned as potential issues, such as **AI, virtual and extended reality, data privacy/protection, and targeted advertisements.**

Lastly, most respondents highlighted the need to **map the existing framework and the existing resources and practices.** This was achieved with the publication of the [Be MediaSmartOnline guide](#): based on the extensive and resourceful materials collected in the first mapping of the EU media literacy landscape, and on the consultation of the network of Safer Internet Centres all across Europe, the guide collects together the many media literacy programmes, actions, trainings, campaigns and other initiatives currently available across the EU. Currently, it features over 170 entries, but it is regularly being updated. The guide can be browsed based on country, language, type of media literacy action, and target audience.

In addition, the support and involvement of the Insafe network has been crucial in every phase of MediaSmartOnline:

- A pilot phase of the campaign launched on 8 March 2024 and ran until 17 April 2024. The pilot campaign was scoped and delivered first in three countries (Czech Republic, Ireland, Poland), whose SICs agreed to support and cooperate in testing this approach. Campaigning materials were designed within the frame of the pilot aimed to deliver some of the key messaging around four focus topics within the field of media literacy – artificial intelligence (AI), virtual worlds and immersive realities, mis- and disinformation, online hate speech – and to spotlight media literacy actions and initiatives in the three pilot countries. Following the pilot phase, various feedback was collected from the SICs involved in the pilot campaign.
- The preliminary results were additionally discussed among the network, and an agreement was reached to set up a short-term Media Literacy Campaign Working Group (MLC-WG) to contribute to the concept, creation, planning and delivery of the full roll-out of the campaign over the following months. The MLC-WG met regularly between June and September 2024 and included representatives of 10 different SICs: Austria, Bulgaria, Croatia, the Czech Republic, France, Greece, Ireland, Italy, Malta, and Poland. The main output

of the MLC-WG meetings was the campaign plan for the first full roll-out of MediaSmartOnline.

- The first full roll-out took place between October and December 2024. Once again, the support of the network in disseminating key messages and the multiplier effect on social media and other communication channels was crucial.

## Section 6: Industry digital and media literacy initiatives

### 6.1 VLOP & VLOSE initiatives

Various digital and media literacy initiatives and campaigns from tech companies and VLOP/VLOSE (very large online platforms/very large online search engines, as designated under the Digital Services Act (DSA)) have been launched as part of their commitments made in response to a number of EU initiatives, such as the [2022 Code of Practice on Disinformation](#). These initiatives aim to address mainly digital and media literacy, online safety, and the spread of disinformation. A brief overview of some key initiatives follows.

#### 6.1.1 Google

Google has a dedicated team that develops educational resources and programmes for teachers, students, and the general public. Initiatives include:

- **Be Internet Awesome:** A global programme to empower children and young people with tools and education to confidently and safely explore, grow, and play online. It provides a comprehensive curriculum for educators and resources for parents to teach their pupils and children about internet safety, privacy, and responsible behaviour. The initiative includes an interactive online game called "Interland" to reinforce lessons on internet safety. It is now [available on Roblox](#), too.
- **Interland** is an interactive online game. The game consists of various challenges that teach players about critical aspects of online safety, such as avoiding scams, protecting personal information, and dealing with cyberbullying. It is designed to make learning about internet safety engaging and fun for kids.
- **"Hit Pause"** on YouTube: The [Hit Pause initiative](#) first launched in the US in September 2022. It gives viewers access to informative videos to better

assess the content they watch and share. The effort focuses on how to detect misinformation, from recognising manipulation tactics to looking for cues to determine trustworthiness. It was discontinued as of late 2024.

- **About this result** is a helpful search tool for evaluating information online. Next to most results on Google, there is the option to tap the three dots to learn more about the result or feature and where the information has come from. It provides details about a website before you visit it, including its description, when it was first indexed, and whether your connection to the site is secure.
- **A practical guide to prebunking misinformation** is a collaborative effort between the University of Cambridge, Jigsaw (Google) and BBC Media Action. The University of Cambridge's Social Decision-Making Lab has been at the forefront of developing prebunking approaches, based on inoculation theory, designed to build people's resilience to mis- and disinformation. Jigsaw, a team at Google, has partnered with leading universities around the world, including the University of Cambridge, to test prebunking in a variety of settings in order to understand the advantages and limitations of this approach. [An article with results is available](#) from the Central and Eastern Europe campaign, with a focus on Ukrainian refugees.
- **Jigsaw** is a unit within Google that explores threats to open societies, and builds technology that inspires scalable solutions. The team looks for high-impact interventions that focus on helping a specific group of people - journalists, civil society, or activists, for example - make the internet and society stronger and safer for everyone. Focus areas address some of the most complex challenges facing open societies, such as disinformation, censorship, toxicity (toxic language online), and violent extremism.
- **Info Interventions** is a set of approaches, informed by behavioural science research and validated by digital experiments, to build resilience to online harms. Info Interventions is a collection of experiments by Jigsaw that blend ethnographic research with technology experiments to help people build information resilience at critical moments in their online journey, empowering

them to protect themselves from a range of online harms, including misinformation, hate speech, and violent extremism. These interventions provide a methodology for proactively addressing the range of threats to people online.

- **Philanthropic programmes for underserved communities**  
(**Google.org**): Google provides funding support to organisations and initiatives that promote media literacy, digital citizenship, and online safety. It collaborates with nonprofits, educational institutions, and media literacy organisations to empower users with essential digital skills. Google supports European organisations too, such as the [School with Class programme](#), as mentioned earlier.
- **Google News Initiative (GNI)** is a programme that focuses on promoting quality journalism and media literacy. It includes funding and resources to support news literacy projects, fact-checking initiatives, and digital literacy efforts by various organisations worldwide. Additionally, **Google News Lab** is a team within the Google News Initiative whose mission is to collaborate with journalists to fight misinformation, strengthen diversity, equity and inclusion within news, and support learning and development through digital transformation.

### 6.1.2 Snapchat

Being one of the most popular photo and video sharing platforms among young users, Snapchat's media literacy-oriented initiatives include:

- Snapchat's **Safety Snapshot** is a Discover channel for safety and privacy tips and tricks.
- The **Privacy, Safety and Policy Hub** gathers together essential information such as [Snapchat's Transparency reports](#), the [Privacy](#) and [Safety](#) Centres, the [Parents' guide](#), the [Digital well-being index](#), and the [Community guidelines](#) (including one specifically about [harmful, false, or deceptive practices](#)), among many others.

### 6.1.3 Microsoft (Bing)

As a major technology company, Microsoft is involved in various initiatives and actions related to media literacy and digital education. Microsoft's key initiatives and efforts in this area include:

- **Digital Literacy Curriculum** provides free online courses to help individuals develop essential digital skills. The curriculum covers topics such as basic computer skills, internet safety, online privacy, and critical thinking.
- **Partnership for media literacy education:** Microsoft collaborates with educational institutions, nonprofits, and government organisations to promote media literacy education. Through partnerships, Microsoft supports initiatives that empower learners with the skills needed to navigate digital media responsibly. Examples include a [partnership with NAMLE](#) (National Association for Media Literacy Education), and a [partnership with the Trust Project](#) for [Trust Indicators](#) in the US.
- **Microsoft Educator Centre** provides resources and training for educators to integrate technology into the classroom effectively. It offers various courses and learning paths that incorporate media literacy and digital citizenship skills.
- **Safer online experiences:** Microsoft actively works on creating safer online experiences for users through tools like [Microsoft Defender SmartScreen](#), which helps protect users from malicious websites and potential misinformation.
- **Bing SafeSearch:** Microsoft's Bing search engine includes SafeSearch settings to filter out explicit content, providing a safer online environment for young users.

### 6.1.4 Pinterest

Pinterest has dedicated [community guidelines](#) on misinformation and disinformation, as well as a bi-annual [transparency report](#). In addition:

- In 2022, a new [policy clearly defined guidelines against false or misleading climate change information](#), including conspiracy theories, across content and ads.
- A similar approach was used during the pandemic, with guidelines specifically against [health disinformation](#).

## 6.1.5 TikTok

TikTok has been involved in promoting media literacy, digital well-being, and online safety among its users. Initiatives include:

- **Youth Portal:** TikTok's Youth Portal is a resource hub that provides safety tips, guides, and educational content for young users. It covers various topics such as privacy settings, online safety, and digital well-being.
- **Educational content and hashtags:** TikTok promotes educational content through hashtags like [#LearnOnTikTok](#). This initiative encourages creators to share informative and educational videos, including media literacy-related content.
- In 2023, TikTok launched the "[#FactCheckYourFeed](#)" campaign in collaboration with fact-checking organisations and The Student View (a digital media literacy charity). The campaign aims to equip users with the skills they need to critically engage with content, navigate the platform safely, and guard themselves against potential harm.
- **Safety features and privacy settings:** TikTok provides safety features and privacy settings to protect users from harmful content and interactions. These settings empower users to control their online experiences and contribute to digital literacy and responsible online behaviour. The [#BeCyberSmart](#) hashtag was used during Cybersecurity Awareness Month 2023.
- **Partnerships with media literacy organisations:** TikTok collaborates with external organisations, experts, and NGOs to promote online safety and digital well-being. These partnerships contribute to the development of educational resources and best practices for users. A few examples include:



- The Media Literacy Hub launched in partnership with Logically Facts, a fact-checking partner that specialise in analysing and fighting disinformation, for the UK general elections in 2024;
- The [Be Informed series](#) in partnership with the National Association for Media Literacy Education (NAMLE);
- [#thinkb4youdo](#) in partnership with the Media Literacy Council (Digital Literacy Hub in the Philippines and across Southeast Asia);
- A [partnership with MediaSmart](#) on new resources - to educate young people about advertising and online safety.
- The **Transparency Centre** collects a range of interesting materials, such as the community guidelines enforcement, covert influence operations, government removal requests and [report findings under the EU Code of Practice on Disinformation](#), among many more.

However, in February 2024, the European Commission opened [formal proceedings against TikTok](#) under the Digital Services Act (DSA), investigating its compliance with provisions on risk management of addictive design and harmful content, protection of minors, transparency of advertising, and access to data. [Further proceedings against TikTok](#) were opened in April 2024 to investigate whether the launch of the **TikTok Lite** rewards programme, which allows users to earn points while performing certain tasks on the platform, is in breach of the DSA because it was launched without due diligence risk assessment. The latter proceedings were closed in August 2024, after TikTok committed to withdrawing the feature from its applications offered within the EU.

## 6.1.6 Twitch (Amazon)

While Twitch's primary focus is on gaming, the platform has taken some initiatives to promote digital citizenship, online safety, and community guidelines:

- **Community guidelines and safety:** Twitch has a set of community guidelines that outline acceptable behaviour and content on the platform. The

guidelines are designed to maintain a safe and inclusive environment for all users.

- **Reporting and moderation tools:** Twitch provides users with reporting and moderation tools to address inappropriate or harmful content. These tools empower the community to actively participate in maintaining a positive environment.
- **Educational content:** While gaming and entertainment are the primary content on Twitch, some streamers and creators also produce educational content on various topics including media literacy, digital skills, and critical thinking.
- **Twitch Safety Advisory Council (TSAC):** Twitch formed the Safety Advisory Council in 2020, consisting of online safety experts and Twitch creators. The council's purpose is to provide input and advice on safety and moderation policies to foster a safer platform.
- **Partnerships for safety initiatives:** Twitch collaborates with external organisations and experts to promote safety and digital literacy on the platform. These partnerships contribute to the development of safety resources and best practices, such as a [media literacy guide developed in partnership with MediaWise, the Poynter Institute](#).

### 6.1.7 Wikipedia

Wikipedia's digital and media literacy initiatives stem from the Wikimedia Foundation. Examples include:

- **Content moderation** is a crucial component of the Wikipedia community more broadly. The information on Wikipedia is curated by a global community of hundreds of thousands of volunteers with unique, collaborative content moderation systems to ensure that information on the platform is fact-based, neutral, and cited with reliable sources.

- The [Trust & safety disinformation training](#), a free online course, and the **Trust & Safety team** alerts and supports the volunteer community on some extreme cases when they are reported to them.
- The Wikimedia Foundation has its own **Universal Code of Conduct** and [enforcement guidelines](#).
- The **Anti-Disinformation Repository** collects a number of activities, projects, and expertise related to countering disinformation within the Wikimedia communities.

### 6.1.8 X

Since 27 May 2023, X (formerly Twitter) officially withdrew from the EU Code of Practice on Disinformation, thereby opting out of the voluntary framework that many other platforms continue to support. This withdrawal has raised concerns among policymakers, researchers, and civil society regarding the platform's commitment to content moderation, fact-checking, and transparency in tackling disinformation. In addition, in December 2023, the European Commission opened [formal proceedings against X](#) under the Digital Services Act (DSA). The Commission adopted preliminary findings in July 2024, which identified:

- A potential breach of the DSA regarding dark patterns because the platform's verified accounts system potentially deceives users.
- A potential breach of transparency of advertising, as it does not have a searchable and reliable advertisement repository, which might make it difficult to monitor and investigate potential risks of online ads.
- A potential breach regarding access to data by researchers, as X prevents eligible researchers from independently accessing its public data.

The proceedings are currently ongoing at the time of writing, and further developments will be available on the [DSA enforcement framework webpage](#).

### 6.1.9 Meta

Although Meta has launched multiple programmes in the field of media and digital literacy in the past (e.g. [Digital literacy library](#), [Youth portal](#)), a number of recent policy decisions have raised concerns about Meta's ongoing commitment to combating disinformation and supporting media literacy in a meaningful and transparent way. Notably, Meta has scaled back or discontinued its third-party fact-checking partnerships in several countries, and recent reports suggest the company is deprioritising content moderation efforts globally, including those specifically focused on curbing misinformation. These decisions, along with a lack of transparency in Meta's approach to platform governance under the Digital Services Act (DSA), have led to critical scrutiny from regulators and civil society.

In [April](#) and [May](#) 2024, the European Commission opened formal proceedings against Meta (Instagram and Facebook). The ongoing investigations are assessing Meta's conformity regarding transparency of content moderation, a notice and action mechanism to flag illegal content, dark patterns and protection of minors, and risk management in relation to integrity of elections, dissemination of harmful content and addictive design, and access to data for researchers.

### 6.1.10 AliExpress and Temu

The European Commission opened [formal proceedings against AliExpress](#) under the DSA in March 2024, investigating compliance with provisions on risk management of illegal content, notice of action, internal complaint handling, traders' traceability, advertising transparency, recommender systems, and access to data. In October 2024, the [European Commission opened formal proceedings against Temu](#), to investigate what the platform is doing to limit the sale of non-compliant products as well as its compliance with the DSA provisions concerning addictive design, recommender systems, and access to data for researchers.

## 6.2 Other industries

### 6.2.1 Adobe

Adobe's commitment to media literacy primarily revolves around promoting digital creativity, empowering educators and students, and fostering critical thinking skills. One example includes the **Adobe education exchange**, an online platform that offers professional development resources for educators. It provides access to free courses, workshops, teaching materials, and creative projects. Educators can learn about integrating Adobe's creative tools into the curriculum to foster digital creativity and media literacy among students.

## Section 7: Impact, challenges and opportunities of current digital and media literacy initiatives

### 7.1 Challenges

#### 7.1.1 Evaluation and its persistent complexities

As of 2025, evaluation remains one of the most pressing challenges in the digital and media literacy field. The difficulties span both macro and micro levels: how to accurately measure digital and media literacy across countries, social groups, or specific demographics? How can the impact of individual digital and media literacy interventions be meaningfully evaluated? These questions are not only methodologically complex but also central to the field's credibility and future development. Despite growing awareness of their importance, consistent and meaningful indicators of digital and media literacy success remain elusive.

##### *7.1.1.1 Evaluating population-level digital and media literacy*

Assessing digital and media literacy across populations is inherently difficult due to the lack of a universal definition and the multifaceted, evolving nature of the concept. Digital and media literacy encompasses cognitive, technical, ethical, and social dimensions, which shift as digital technologies and platforms develop.

Nevertheless, recent years have seen the emergence of tools aiming to approximate such evaluations.

- **Media Literacy Index (Sofia University)**: this index does not directly measure media literacy, but instead assesses societal resilience to disinformation based on predictors such as education level, media freedom, societal trust, and digital civic engagement. These are weighted indicators that suggest a country's *potential* for media literacy, rather than actual skill levels.

- **Media Pluralism Monitor (MPM)**: developed to assess risks to media pluralism and freedom in EU Member States and candidate countries, this tool offers a comprehensive view of media ecosystems. While it doesn't directly measure media literacy, it provides essential contextual indicators - such as political independence and social inclusiveness - that shape the media literacy environment. The 2024 edition (based on 2023 data) analysed 200 variables across 20 indicators grouped into four core areas: fundamental protection, market plurality, political independence, and social inclusiveness.

#### ***7.1.1.2 Evaluating the impact of digital and media literacy interventions***

Measuring the effectiveness of digital and media literacy interventions remains a persistent obstacle. Without a standardised baseline or agreed-upon metrics, it is difficult to determine what constitutes success. Furthermore, isolating the impact of a specific programme from broader influences, such as formal education, socio-economic factors, or media exposure, is challenging.

As digital literacy becomes more urgent in today's information ecosystem, the demand for evidence-based approaches has increased. Yet practitioners still face limitations due to methodological complexity, resource constraints, and lack of shared evaluation standards. In many cases, interventions proceed without robust frameworks for assessing impact, leaving a gap between good intentions and measurable outcomes.

In short, we are still at a relatively early stage in understanding how best to deliver and measure digital and media literacy interventions.

#### ***7.1.1.3 Criteria and frameworks for evaluation***

A number of evaluation frameworks have been introduced in recent years to support consistent assessment efforts.

- **DigComp Framework (Digital Competence Framework for Citizens)**: The DigComp 2.3 (expected to be released in late 2025) update by the European Commission's Joint Research Centre (JRC) builds on the [DigiComp 2.2 version](#). It continues to offer a comprehensive structure for assessing digital competence, including over 250 knowledge, skills, and attitude



descriptors, spanning areas such as safety, information processing, and interaction with AI-driven systems. Importantly, the framework follows accessibility guidelines, reinforcing the importance of inclusive design. DigComp remains a key reference for integrating digital literacy (and by extension, media literacy) across education and lifelong learning.

- **Ofcom's media literacy evaluation toolkit:** Developed under the "*Making Sense of Media*" initiative, this toolkit offers practical resources for organisations planning, implementing, and evaluating digital and media literacy interventions. The guides are complemented by two searchable online libraries: one listing [media literacy initiatives](#) and another listing [media literacy research](#). Other resources included within the toolkit include a [glossary](#), [evaluation framework template](#), top tips for [interviews and focus groups](#), and [surveys and quizzes](#). This toolkit aims to support organisations delivering digital and media literacy initiatives, while the guidance is particularly aimed at those starting with evaluation, such as a small charity with a project that addresses issues around health misinformation, or a library that is running classes on basic digital skills for older people. However, the tools provided are also designed to be of use and benefit to those working across the digital and media literacy sector.

#### 7.1.1.4 EDMO guidelines for effective media literacy initiatives

Launched in October 2024, the **EDMO Council on Effective Media Literacy Initiatives** evolved from the earlier Working Group on Standards and Best Practices. The Council introduced a set of [12 guidelines](#) aimed at improving the quality and impact of media literacy work in Europe.

The guidelines are designed to support both new and existing practitioners by offering a structured, evidence-informed approach to intervention design and evaluation. The Council's overarching aim is to raise digital and media literacy levels and foster resilience to disinformation, aligning with EDMO's broader mission. As this work becomes more widely adopted, it has the potential to significantly enhance quality standards across the sector.

## 7.1.2 Hard-to-reach communities

Engaging hard-to-reach communities remains a significant challenge. While digital and media literacy efforts have traditionally focused on students, youth, and formal education contexts, it is increasingly clear that broader inclusivity is essential.

Marginalised and underrepresented groups, such as migrant and refugee communities, ethnic minorities, people with disabilities, elderly populations, and those living in digital poverty, often face unique barriers to media engagement. These may include language, accessibility, lack of digital infrastructure, or low trust in institutions. Tailored approaches are needed to ensure that digital and media literacy is not a privilege but a right accessible to all.

## 7.1.3 Localisation and customisation

Digital and media literacy interventions must be contextually grounded. Media consumption habits, disinformation trends, and trust in institutions vary widely by country, region, and demographic group.

Age, cultural background, language, education, and even political history can shape how individuals engage with information. As such, initiatives need to be tailored - not only linguistically, but also thematically - to the specific needs, realities, and values of local communities.

## 7.1.4 Lack of implementation in formal educational settings

Resources continue to be a challenge. When it comes to introducing digital and media literacy in compulsory education, the fact that most digital and media literacy initiatives are cross-curricular often means that they are poorly funded. While there are good arguments to be made for continuing to consider digital and media literacy as an important component of all educational subjects, this means that it is more difficult to argue for dedicated resources. While suitable materials and adequate training opportunities for teachers are often cited correctly as limiting the spread of digital and media literacy in our schools, a lack of opportunity in the busy school schedule is also a significant limiting factor.

### 7.1.5 Lack of expertise

While there is a marked interest in increasing the availability of digital and media literacy initiatives, the absence of experienced trainers and relevant expertise continues to be a significant challenge. There is little evidence that this situation differs in relation to other sectors of the community, which means that even where interest and opportunity can be identified for setting up digital and media literacy workshops, courses, programmes, and projects, finding relevant expertise to deliver such activities can be a challenge.

### 7.1.6 Lack of transparency from tech companies and social media platforms

Tech companies and social media platforms sometimes lack transparency about the work that they carry out in support of digital and media literacy in Europe. While the level of funding on the part of several of the main platforms appears to be on the increase, and they do fund many important initiatives, it is not always clear how much funding is made available to practitioners or how these initiatives are selected and evaluated. This lack of transparency with respect to the work they carry out in support of digital and media literacy, coupled with the general lack of transparency in terms of how they moderate content, makes it difficult to assess the impact of their digital and media literacy initiatives and assess how well they are aligned with European regulations.

## 7.2 Opportunities

### 7.2.1 European collaboration

Digital and media literacy continues to gain momentum at the European, national, and local levels. A growing number of stakeholders now recognise the added value of collaboration, both across borders and between sectors, to have more direct, sustained exchanges among researchers, practitioners, educators, policymakers, and civil society actors.

Increased EU-level investment and strategic coordination, such as through the **Digital Services Act (DSA)** and **European Democracy Action Plan (EDAP)**,

are also helping to standardise objectives, share best practices, and streamline resources. This collaborative momentum creates fertile ground for more robust, scalable, and sustainable media literacy strategies that reflect European Union's democratic values.

## 7.2.2 Digital and media literacy experts' profiles

It is clear that for many of those active in the digital and media literacy sphere, the benefits of bringing together the triangle of practitioners, research, and policymakers are essential for developing and implementing effective media literacy initiatives. Practitioners have the experience and expertise to develop and deliver programmes; researchers can provide evidence on what works; and policymakers can create supportive policies and provide funding. Overall, the impact and challenges of media literacy campaign initiatives are complex and multifaceted. However, there is a growing recognition of the importance of media literacy. By working together, practitioners, researchers, and policymakers can develop and implement effective media literacy initiatives that reach all citizens.

## 7.2.3 Technological innovation and new tools

While technology poses challenges, it also opens up new possibilities for digital and media literacy delivery. Emerging AI-powered tools, interactive platforms, and gamified learning experiences offer creative, personalised, and scalable solutions for media education.

Immersive technologies such as virtual reality (VR) and augmented reality (AR) are beginning to be used in experimental projects to simulate disinformation environments or demonstrate the inner workings of recommendation algorithms.

Open educational resources (OERs) and digital toolkits are more accessible than ever, allowing organisations with limited budgets to implement impactful interventions. The continued development of inclusive design tools also presents opportunities to better serve marginalised groups.

## 7.2.4 Public awareness and policy support

Public concern about disinformation, digital rights, and online safety has translated into a more receptive environment for media literacy initiatives. Citizens increasingly understand the need to be critical, informed consumers and producers of digital content.

This growing awareness supports advocacy efforts and opens the door for stronger partnerships between civil society, regulators, and platforms. In parallel, media literacy is receiving greater attention in European legislative and regulatory frameworks, notably within the Digital Services Act (DSA), European Media Freedom Act (EMFA), and Code of Practice on Disinformation.

Together, these factors are creating a more favourable policy ecosystem for embedding media literacy across sectors, funding new initiatives, and holding platforms accountable for their role in public digital education.

## Section 8: Guiding principles for media literacy campaigning initiatives

The [MediaSmartOnline campaign](#), with its pilot first, and then a full roll-out across the EU including the direct involvement and support of European Safer Internet Centres (SICs), provided an opportunity to test various approaches and devise a strategy to conduct impactful media literacy campaigns. After each campaigning period, the Insafe network of EU co-funded SICs was surveyed and consulted extensively to gather feedback and identify areas for improvement. What surfaced is that the task requires significant levels of resources, particularly when it comes to the skilled professionals needed to create a sufficiently large cohort of teachers and youth workers who can deliver appropriate levels of media education to raise the digital and media literacy levels of young people, as well as for localisation and translation efforts of materials that are already available. Indeed, a vast number of digital and media literacy actions, initiatives, programmes and other materials are available, as demonstrated by the Be MediaSmartOnline guide developed as part of the MediaSmartOnline full roll-out, but challenges are also very much in evidence when it comes to localisation and customisation.

To summarise, the main feedback and suggestions gathered from the SICs, and from the experience of the MediaSmartOnline campaign more generally, include:

- **Cross-collaboration.** The need for cross-collaboration is perhaps the key takeaway. Synergies and opportunities for collaboration should be sought in every aspect of campaigning activities: from brainstorming and preparing campaign strategies and plans; to identifying, adapting and translating materials and resources; from disseminating key messages in the campaigning period; to relying on the multiplier effect of involving multiple stakeholders with the aim of reaching a wider audience. There is a need to continue searching for synergies and opportunities for collaboration among all stakeholders involved, and to exploit the potential of existing and/or planned national resources, activities and events.

- **Co-creation.** In as much as possible, campaigning materials should be developed in co-creation, as a collective effort, created with the participation of all stakeholders involved, as each will contribute with their unique perspective.
- **Tailoring content.** In terms of general messaging, more focused topics performed better than more generic content. This suggests the need to tailor content and adapt to national priorities, reflecting those topics that the general public feels are of the utmost relevance. These focus topics were generally preferred over the generic term “media literacy” as it’s too broad in its definition, and makes it harder for the general public to associate and engage with. Media literacy campaigns should be conceived from different national perspectives, as each country faces different challenges and scenarios. However, while the need for localisation – and with it the acknowledgement of the many, diverse realities and situations existing across Europe – remains paramount, it should nonetheless be possible to agree on an overarching, generic common theme that could help bring together various interest groups. This could be based on current priorities of the European Commission’s agenda, such as AI.
- **Multilingualism.** In terms of language, while it was noted that English worked quite well as a common language and that it should be kept in terms of general brand identity (logos, hashtags, etc.), some of the messaging and other campaigning materials should be translated to allow for a more targeted effort in each country involved. The language barrier remains the main challenge faced transversally by all stakeholders involved (apart from those where English is one of the national languages or is widely spoken by the general population). Especially when it comes to digital and media literacy, being able to reach the target audience and communicate with them in their native language is an invaluable asset.



## Section 9: Conclusions

This final section summarises the main conclusions, especially in comparison with the previous iteration of the mapping.

The digital and media literacy landscape in the European Union continues to be diverse and fragmented, with a wide variety of different players involved, ranging from supra-national agencies to national and regional policymakers, NGOs, educational providers, and media and industry players. Discussions among key players in the field to reach a common understanding and agreement on the definition of media literacy, and what this umbrella term includes, must continue.

Disinformation and AI are now crucial issues in digital and media literacy/education initiatives, actions, campaigns and projects. In recent years, digital and media literacy priorities have rapidly evolved, not only due to shifting technological landscapes, but also because of intensifying geopolitical instability, democratic vulnerabilities, and the explosive rise of generative AI. While the fight against disinformation remains a central concern, the widespread adoption of AI technologies, particularly generative tools, has become an equally urgent priority for educators, policymakers, and civil society. The network of [European Safer Internet Centres \(SICs\)](#) remains a pivotal component when it comes to promoting digital and media literacy among younger people, in addition to other target audiences, and recognises the importance of its role.

Several important EU policy and legal developments occurred in recent years, which are important to consider as they have a direct impact on the rise of interest in digital and media literacy. One of the most impactful legal changes is, undoubtedly, the adoption and progressive enforcement of the [Digital Services Act \(DSA\) package](#). Such developments also mean that industry, and very large online platforms (VLOPs) and very large search engines (VLOSEs), in particular, are being called on to play their part in promoting digital and media literacy in all sectors of society, and for the first time, held accountable and investigated if they do not.

Persisting (and known) challenges include the difficulties and complexities related to reaching particularly vulnerable or isolated communities, including marginalised and underrepresented groups, migrant and refugee communities, ethnic minorities, people with disabilities, elderly populations, and those living in digital poverty. This is combined with the need to adapt, localise and customise digital and media literacy interventions to adapt to each context, since media consumption habits, disinformation trends, and trust in institutions vary widely by country, region, and demographic group, age, cultural background, language, education, and even political history. In addition, the lack of transparency with respect to the work that tech companies and large online platform carry out in support of digital and media literacy, coupled with the general lack of transparency in terms of how content is moderated, makes it difficult to assess the impact of their digital and media literacy initiatives and assess how well they are aligned with the European legislation.

There is, however, a renewed opportunity to increase EU-wide collaboration in the field, for example by increasing EU-level investment and strategic coordination. Digital and media literacy continues to gain momentum at the European, national, and local levels. A growing number of stakeholders now recognise the added value of collaboration, both across borders and between sectors, to have more direct, sustained exchanges among researchers, practitioners, educators, policymakers, and civil society actors. By working together, practitioners, researchers, and policymakers can develop and implement effective media literacy initiatives that reach all citizens.

Lastly, it is worth mentioning that technologies open up new possibilities for digital and media literacy delivery. Emerging interactive platforms and gamified learning experiences offer creative and scalable solutions for media education. Open educational resources (OERs) and digital toolkits are more accessible than ever, allowing organisations with limited budgets to implement impactful interventions. The continued development of inclusive design tools also presents opportunities to better serve marginalised groups.



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