



Teachers 4.0 Digital Age

Policy recommendations on
disinformation and media literacy for
national and EU policymakers

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Presentation of the project:

The [Teachers 4.0 Digital Age](#) project is an ERASMUS+ initiative bringing together 15+ organisations to tackle disinformation and promote digital literacy. Through a large-scale capacity-building activity for initial training and continuous professional development of teachers and educators across Europe, teachers are equipped with the necessary knowledge and skills to empower their students to think critically, make informed choices online and stay safe whilst continuously building their resilience in the digital world. National-level roundtables in the implementation countries (Bulgaria, Cyprus, Greece, Italy, Poland, and Romania) and one EU-level roundtable brought together key stakeholders to reflect on project outcomes and develop evidence-based policy recommendations. The recommendations reflect the conclusions of dialogues among policymakers, educators, researchers, and civil society on digital literacy, disinformation, and Artificial Intelligence, assessing the relevance and implementation of existing national and EU policy frameworks, and identifying key challenges and opportunities for integrating digital and media literacy into education systems.

General conclusions and policy recommendations:

Assessing training-of-trainers approaches and education needs

Most participants in the roundtables praised the effectiveness and transferability of the projects' training-of-trainers approach. The training provided through the project was perceived as highly relevant by its participants, the teachers, who rated it 4.56 out of 5 in Bulgaria, reporting an increased confidence in their ability to teach digital literacy and to guide students in evaluating information. However, participants regretted that successful outcomes often depend on individual teachers' initiative, motivation and capacities, while teachers rarely receive sufficient external incentives or institutional support to work on media literacy and disinformation. This demonstrates a broader lack of structured frameworks and coordination at both national and EU levels. In general, media literacy and the fight against disinformation are not satisfactorily integrated into curricula, and initiatives remain fragmented. All actors involved underlined that, when they exist, policies are sparsely implemented, that implementation disparities remain, and that the various scattered, small-scale efforts result in largely fragmented outcomes; initiatives are project-based, coordination and collaboration between organisations, as well as sustainable funding, are insufficient.

National-level recommendations:

- **Skills assessments at national level:** conduct detailed media and digital literacy skills national assessments, following precise indicators and methodologies, based on European policy frameworks (the European Union, the Council of Europe Steering Committee on Media and Information Society, UNESCO, OSCE...).

- **Create national frameworks on media literacy and the fight against disinformation:** involve a plurality of actors and authorities such as ministries, national inspectorates, as well as universities and schools to design a national framework, containing strategies and programmes that create obligations and standards on media literacy and the fight against disinformation.
- **Integrate human agency into media literacy strategies:** adapt national strategies to reflect the fact that media literacy goes beyond (critical-thinking) skills, taking into account the human agency of media literacy, the role of emotions, prior beliefs and individual biases, and considering ethical approaches to the information space. As former Vice President of the European Commission for Values and Transparency, Věra Jourová, said to EAVI, “we all know that this information and manipulation flies on emotions”.
- **Media literacy as a cross-cutting competence:** reform education systems to integrate media literacy and disinformation education into school and university curricula as a cross-cutting competence. Systematise courses on media and digital literacy in the training of prospective teachers at universities, and institutionalise the training of teachers, implementing mandatory and continuous professional development for in-service teachers.
- **Integration of AI literacy:** integrate AI literacy into media literacy and disinformation education, including the critical use of generative AI, algorithmic recommendation systems, AI-generated content, online manipulation, and the ethical use of AI in learning environments.
- **Complement teacher training with mentoring, materials and repositories:** go beyond teacher training and develop a system of ongoing mentoring, feedback, and practical support for teachers. Provide them further guidance, instructions and teaching materials, and centralise the resources. Encourage initiatives such as creating regional action plans, public repositories of educational resources, training programmes, guides, platforms, and certification schemes.
- **Enhanced use of existing EU resources:** encourage the systematic use of existing EU resources, including the “Guidelines for teachers and educators on tackling disinformation and promoting digital literacy”, the “Teacher and Educator Toolkits on Disinformation”, and the European Digital Competence Framework (DigComp). National authorities should integrate these tools into curricula, initial teacher education, continuous professional development, public repositories of educational resources and local media literacy initiatives.
- **Need for sustained funding:** provide stable and sustainable funding for media literacy and the fight against disinformation, to ensure impact at both institutional and grassroots levels, as civil society organisations need long-term funding through operating grants to move beyond sporadic projects and fragmented initiatives.

EU-level recommendations:

- **EU coordination and mapping mechanisms through the Democracy Shield:** although the European Union has limited competence in education, it can use the European Democracy Shield to establish coordination and mapping mechanisms, help avoid overlaps in actions and support teachers and students in developing capacities in media literacy and the fight against disinformation.
- **EU-level framework for media literacy and disinformation education:** develop an EU-level framework for media literacy and disinformation education, notably to reduce reliance on national political priorities (e.g., in Poland, where political instability has led to a lack of national coordination in those area, as well as in Cyprus where disinformation coming politicians was also reported). In the meantime, keep media literacy approaches flexible enough and respect the principle of subsidiarity, as the AVMSD does, by allowing national authorities to tailor their adaptation of the framework to their needs and regional particularisms.
- **Cross-border and regional approaches:** foster cross-border capacity building and encourage regional initiatives that specifically address the needs of specific territories, for instance, Eastern European regions affected by the spread of disinformation and Russian narratives.
- **AgoraEU and enhanced funding:** ensure that the programme AgoraEU and other instruments part of the next MFF (including the Erasmus+ programme), benefit from significant funding for media literacy and the fight against disinformation, notably through operating grants to civil society organisations, to avoid dependence on current governments' policies and to ensure a shift from fragmented initiatives towards an institutionalisation and systematisation of initiatives.

Developing multi-stakeholder and inclusive policies

A recurring point made by participants of the roundtables is the need to adopt a multistakeholder approach regarding media literacy and the fight against disinformation. The coordination frameworks mentioned above should ensure a whole-of-society approach, involving a plurality of actors (institutional actors, school and university teachers, parents, civil society organisations...), and should address existing socio-economic and cultural disparities in access to knowledge and training, notably those between the youth and the elderly. The involvement of several actors also raised questions about the European Union's principle of subsidiarity and who is better placed to tackle media literacy and the fight against disinformation, as the issues can be qualified of "glocal", global and local at the same time.

National-level recommendations:

- **Allocation of competencies:** clearly define the competencies and objectives for each level of education to maximise impact and allocate actions to the most relevant actors.

- **Inter-institutional dialogue and multi-stakeholder partnership:** organise inter-institutional dialogue and support partnerships between schools (notably through networks, the designation of media literacy coordinators, or creation of media literacy centres) and with civil society organisations, and other actors such as publishing houses, libraries, etc. Involve journalists, including investigative journalists, in media literacy initiatives to help citizens understand journalistic methods, source verification, public-interest reporting, professional ethics and the role of quality journalism in countering disinformation. A “shared responsibility” in conducting media literacy actions and training citizens to recognise disinformation should be shared between the institutional actors mentioned above and civil society, but should also involve platforms and the media industry itself.
- **Address age-induced disparities:** in the education strategies, address the fact that age is affecting the capacity of individuals to inform themselves, to have media and digital literacy skills, creating a gap between students and teachers. Offer national strategies to tackle the digital divide that particularly touches the elderly, which causes a large part of the population to be misinformed and subject to social media addiction. Redesign the education initiatives to create lifelong approaches to media literacy and education to disinformation. Create school-family training sessions and dialogues to involve the parents on media literacy.
- **Tackle gender-specific vulnerabilities:** take into account the role of gender when implementing education programmes, whereas the issues faced in the digital sphere and on social media by boys are related to pornography and the manosphere, and girls are negatively affected by beauty campaigns.
- **Inclusivity of people with special needs:** consider that some individuals are particularly vulnerable to manipulation and design policies for people with special education needs.

EU-level recommendations:

- **Definition of roles between the EU and the Member States:** define clearly the role of the European Union against the role of Member States: while the EU coordinates, provides financial support, and regulates, the Member States are adapting the global orientation to the local level and translate the European harmonised approach into the education systems.
- **Use EU funding conditionality to support multi-stakeholder approaches:** continue applying conditionality in the funding of initiatives like Teachers 4.0 to ensure a multi-stakeholder approach that directly benefits citizens; provide further support to initiatives involving different levels of actors.
- **Principle of subsidiarity in EU funding and the next budget:** design the next multi-annual financial framework (EU budget 2028-2034) and its programme for culture and education AgoraEU around the principle of subsidiarity, to not only provide structural funding to Member States, but to also support regional and local initiatives that cover

the specific needs of certain communities when it comes to media literacy and the fight against disinformation, and to provide support for territories with limited capacities.

- **Bottom-up approaches and participatory policymaking:** set norms that favour the involvement of all and adopt bottom-up approaches to ensure that citizens also contribute to shaping policy and that they develop a sense of ownership.
- **Develop an EU strategy for lifelong literacy and elderly inclusion:** create a dedicated strategy and unlock funding to tackle, in particular, the needs of the elderly, as a blind spot in policy currently results in a digital divide between younger digital natives and the rest of the population, touching particularly the elderly, whose misuse of social media to inform themselves raises concerns.
- **Reduce linguistic disparities and access to media literacy resources:** translate the European Union strategies, tools, and teaching materials on media literacy and disinformation in all the EU countries' languages, with special attention to non-dominant languages, and take measures, when possible, to tackle linguistic disparities that create uneven access to education.
- **Involve platforms and strengthen their responsibility:** applying the provisions of the Digital Services Act (DSA) to create a responsibility of platforms, especially the very large online platforms (VLOPs) and very large online search engines (VLOSEs), to give them a role in the promotion of media literacy and in the fight against disinformation.

Balancing regulation, enforcement and soft-law approaches

Aside from discussing education frameworks, multi-stakeholder and inclusive approaches to media literacy and education to disinformation, the roundtables also questioned the relevance of regulation, from what it should cover to potential alternatives.

Legislative solutions at the national and EU levels are praised for enforcing education standards and imposing obligations on media industries and Big Tech, notably regarding data protection, the use of algorithms, and harmful content. However, it was also observed that legal responses were perceived as constraining and did not necessarily receive adherence from citizens, and that adding more norms when the current frameworks sometimes already lack enforcement was creating complexity and burdens. Furthermore, legislation alone is not always sufficient, as it can quickly become obsolete and struggle to keep pace with rapid technological developments.

National-level recommendations:

- **Apply EU regulation to platforms and protect general-interest journalism:** beyond the application of regulation to Big Tech companies, and the provisions contained in the Digital Services Act and the Artificial Intelligence Act (AI Act), which notably address the abusive use of algorithms and the need for enhanced safety-by-design measures, Member States should consistently apply the provisions of the European Media Freedom Act (EMFA) and the Audiovisual Media Services Directive (AVMSD). This includes

provisions related to media freedom, media pluralism, cultural diversity, consumer protection, minors' protection and media literacy. Public service media should be recognised as key actors in democratic resilience, given their general-interest mission, their role in providing trustworthy and accessible information, and their contribution to citizens' media literacy. Their visibility and accessibility should therefore be protected, notably through the principle of prominence. At the same time, private media actors should be subject to clear standards and accountability mechanisms regarding transparency, editorial responsibility, professional ethics and the quality of information. Journalists, including investigative journalists, should also be protected as essential actors in the information ecosystem, notably by safeguarding their independence, working conditions and capacity to conduct public-interest reporting.

- **Combine legal obligations with public investment and educational initiatives:** the roundtables concluded that the multiplication of norms and obligations was only efficient if they are clearly outlined for citizens and institutions, and that they should always be backed up with public investments. Defining legal standards on media literacy and the education against disinformation is only efficient if action plans, strategies, and coordination mechanisms are set in place. Participants indeed reported the “unattractive” dimension of regulation, encouraging initiatives that build ownership and rely on actors' voluntarism rather than placing constraints. Some participants praised the benefits of shifting from purely regulatory interventions to proactive educational initiatives, and to develop “guided explorations” with technologies and the information ecosystems, rather than having “overly restrictive” policies. It was underlined that there should be a complementary approach between regulation and soft-law initiatives.
- **Better enforcement of existing frameworks:** participants regretted that norms exist but lack enforcement, and before creating new laws and national strategies, they recommended that the existing policy framework be more consistently applied, which requires increased institutional capacities, as well as raising awareness among the public on the existence of legislation and compliance with it. Moreover, applying the EU regulatory framework at the national level was also recommended as an effective way to implement an updated framework that protects citizens, supports their education against disinformation, and develops critical thinking skills, thereby enhancing democratic resilience. Member States should notably make full use of the European Board for Media Services, a coordination body established under the European Media Freedom Act.
- **Keep the framework up-to-date with technological developments:** participants pointed out that Artificial Intelligence and other technological developments are advancing rapidly, bringing new challenges that exceed the capacity of education

systems and regulation. It is also underlined by Ergüney & Sádaba¹, that “the increasing complexity of the media ecosystem necessitates the continuous updating of media literacy policies and legal frameworks”. Therefore, it is recommended for training capacities in education systems to be reinforced and for regulations to be updated regularly. National strategies should then take these developments into account and create mechanisms to monitor technological evolution and to update curricula and national legislation.

EU-level recommendations:

- **Strengthen implementation, monitoring and enforcement of digital and media law:** the provisions contained in the General Data Protection Regulation on protecting users’ data, the provisions from the Digital Services Act related to the design of platforms, transparency standards and the rules in the use of algorithms, as well as the classification of artificial intelligence systems in the Artificial Intelligence Act, which assesses risks and sets rules, are addressing important risks. The implementation of that legislation should be closely monitored, as well as the implementation of the Audiovisual Media Services Directive and the European Media Freedom Act’s provisions, with sanctions in case of non-compliance. The norms defined in this legislation should be subject to regular updates to reflect technological developments and new challenges, and to create safer environments for users. Participants of the roundtable recommended, before setting up new rules, applying the existing policy framework more strictly; while it can be improved, some provisions are already sufficient, and better implementation, with stricter monitoring systems, will already have effects.
- **Support research and access to data for evidence-based policymaking:** build on the provisions of Article 40 DSA, which allows researchers, under certain conditions and through Digital Services Coordinators, to access data from VLOPs and VLOSEs. The EU should facilitate stronger synergies between researchers, educators, regulators and Big Tech to develop evidence-based policies on media literacy and disinformation education, grounded in actual users’ behaviours.
- **Strengthen media literacy in the Audiovisual Media Services Directive:** regarding the upcoming revision of the Audiovisual Media Services Directive, it is essential to strengthen the media literacy obligations for video-sharing platforms (VSPs) contained in Article 28b, introducing more detailed requirements of media literacy measures and tools that should be provided by platforms to their users, and guidance to ensure that media literacy tools are visible, accessible, and effective. It would notably help address implementation issues and balance the effects of uneven transpositions of the Directive. Furthermore, Article 33a should strengthen Member States’ obligations to promote and develop media literacy skills by providing clearer and actionable guidance. Common

¹ Ergüney, M., & Sádaba, C. (2025). Best Practices in European Media Literacy Regulation. *Revista Educação e Cultura Contemporânea (REEDUC)*.

indicators should be defined to measure media literacy levels and reporting should be harmonised for better coordination at the EU level.

Finally, the revision of the AVMSD offers the opportunity to update the definition of media literacy and use a common definition in the EU legislation, that better incorporates human agency, the role of emotions and individual bias.

- **Combine regulation and soft-law initiatives:** it was agreed during the roundtables that regulation alone is not sufficient. For that reason, the European Union should keep building on its two-fold approach, combining strong regulation, notably for new actors such as influencers, VLOPs and VLOSEs, with continued support for soft-law approaches and funded initiatives. Dedicated funding should be allocated to media literacy and disinformation education through instruments such as Erasmus+, Horizon Europe and AgoraEU, which will embed CERV and Creative Europe within the next Multi-Annual Financial Framework. Previous and current European Union strategies, action plans, expert groups and initiatives should also continue to support national authorities, set standards and foster coordination, including the Code of Practice on Disinformation, the Communication “Tackling online disinformation: a European approach” (2018), the Action Plan against Disinformation (2018), the European Digital Strategy “Shaping Europe’s Digital Future” (2020), the Media and Audiovisual Action Plan (2020), the European Democracy Action Plan (2020), the Digital Education Action Plan (2021–2027), the High-Level Expert Group on Fake News and Online Disinformation, the Expert Group on Media Literacy, the European Digital Media Observatory (EDMO), the European Fact-Checking Standards Network (EFCSN), the “Guidelines for teachers and educators on tackling disinformation and promoting digital literacy”, the “Teacher and Educator Toolkits on Disinformation”, and the European Digital Competence Framework (DigComp). Establishing clear EU-wide guidelines for the use of artificial intelligence in professional journalism, to protect the public interest and ensure human professional oversight, was also recommended.
- **Enhance dissemination of EU pedagogical resources:** provide regular updates to these existing EU pedagogical resources and strengthen their dissemination among teachers, schools, teacher-training institutions and education authorities. Awareness of these tools should be increased to ensure that existing EU guidance is better known, more widely used, and effectively integrated into national and local media literacy initiatives.
- **Coordinate EU action through the European Democracy Shield:** the European Democracy Shield should provide coordination and orientation for European Union governance, striking the right balance between regulation (DSA, AI Act, EMFA, AVMSD...) and soft-law approaches (action plans, frameworks, EU-funded projects). It should also address threats from a defence perspective, prevent overlaps and legal complexity, fill legal gaps, and ensure that action plans, strategies, and frameworks benefit citizens and foster their voluntary engagement.

Country-specific results and recommendations:

In addition to the general and transferable policy recommendations aimed at improving policy frameworks at the national and EU levels, the roundtables generated results and advice for application at the national level².

Bulgaria - Sofia University “St Kliment Ohridski”

- Teachers reported an increased level of confidence in training students, improved their skills in digital and media literacy and shifted from theoretical awareness to practical readiness.
- Participants praised the Teachers 4.0 modules and materials and recommended integrating it into school programmes, adapted to the specific needs of different educational levels, and making the platform easier to use
- The “digital bags” provided by publishing houses and organisations to advance knowledge and skills on digital literacy and AI are relevant. Critical thinking skills should be integrated more into those initiatives.
- Teaching institutions and teachers asked for clearer guidance from the Ministry of Education and regional inspectorates. In parallel, support from the Bulgarian Media Literacy Coalition, the Bulgarian Center for Safe Internet and the Bulgarian National Radio is key to promoting the training programme and ensuring free access to the project tools and platforms. The Association of School Principals could also act as an alternative coordination channel for media and digital literacy when Ministry action is slowed by political instability.
- There is willingness from local actors to reinforce media literacy and fight disinformation, but there is a lack of guidance and frameworks are missing.
- The European Union policy framework and financial support also provide stability and can help compensate national shortcomings.

Cyprus - Cyprus Pedagogical Institute

- There are various scattered small-scale efforts in Cyprus, with little coordination. In the Greek-Cypriot context, efforts are even more fragmented, project-based, and without any coordination or collaboration between organisations.
- There is an important need for a national strategy that serves as an umbrella framework for sustainable actions and practices, replacing the current disconnected, small-scale approaches to media literacy and the fight against disinformation. Participants took the

² There is no section for Belgium, which refers to EAVI, as EAVI has conducted EU-level interviews with high-level EU officials and representatives from the media sector (industry and NGOs). The EU policy recommendations stemming from those interviews is already present in the general recommendations.

successful example of the EU’s “LGBTIQ+ Equality Strategy 2020-2025” which inspired the creation of a national strategy in Cyprus. The adoption and coordination of EU strategies by national bodies was suggested as an effective practice that could be expanded to the field of media and digital literacy.

- The Commissioner for Children’s Rights in Cyprus also stressed that digital literacy should be framed as a children’s rights and wellbeing issue, linked to children’s safety, identity, learning and creative expression.
- The need for an academic pressure group was highlighted. Participants suggested organising an academic event bringing together experts from all academic institutions in Cyprus working on media literacy (e.g. universities and the Cyprus Pedagogical Institute), which could also function as a pressure group advocating for the development of a clear national strategy on media literacy.
- Participants reported a need for horizontal approaches in school education and noted that introducing a separate school subject is currently unlikely and impractical in the local context. Efforts should therefore focus on developing educational materials and teacher training programmes tailored to local curricula, enabling educators to integrate digital literacy across subjects. These materials should also reflect emerging priorities such as AI literacy, digital footprint, online reputation and media identity. A more efficient and realistic approach would be to systematically introduce compulsory undergraduate courses in media and digital literacy for prospective teachers.
- Policy should consider gender differences, as boys and girls are exposed to different types of content and vulnerabilities online. It should also recognise that disinformation can be politically generated or instrumentalised, including by high-level officials, while avoiding a catechistic approach to media literacy and the fight against disinformation. Media education should encourage critical reflection without dismissing people’s media practices, views or political orientations.
- A multi-stakeholder approach was praised, as students are not necessarily the most vulnerable group. It is important to develop training for parents and the general public, address seniors’ social media and smartphone addiction, and involve journalists in media and digital literacy initiatives. Parent training should include participatory formats, such as joint parent-child sessions and student-led media production projects shared with families, so that teachers, students and parents are engaged together in media literacy practices.
- There is a need to revise legislation regulating online platforms, as AI-based platforms are increasingly used as search engines but are not subject to the same regulatory frameworks as traditional search engines such as Google Search. It should complement the EU policy framework that is relevant in that field.
- The Eurypedia Media Education Center, run by the Cyprus Radiotelevision and Media Services Authority, could establish collaboration with educational institutions and the Cyprus Pedagogical Institute.

- The Cybersafety Centre, which currently operates on a project basis and relies on EU funding, should be given a more permanent structure.

Greece - The Institute of Education Policy

- Students' capacities to recognise disinformation are affected by the role of emotions, prior beliefs, and algorithmic filtering, highlighting that media literacy policies must go beyond critical thinking skills.
- Institutionalising digital and critical literacy as a cross-cutting competence across all levels of education and developing a coherent national framework addressing disinformation and AI in education would be necessary. The strengthening of cooperation among educational institutions, public authorities, and specialised organisations was strongly recommended, alongside the development of systematic and continuous teacher training programmes.
- Participants recommended that parents receive training and that policies fostering school-family collaboration address the current lack of parent involvement in media literacy activities and oversight of their children to ensure safe and responsible use of social media.
- Creating a structured digital repository of educational resources which would break the barriers of effective classroom application of training on media literacy and against disinformation. This repository should be updated regularly to keep pace with constantly evolving information and tech ecosystems.
- There is a gap between EU policy frameworks and national implementation. Participants suggested that the EU boost its education strategies, reinforce the implementation mechanisms, and develop common frameworks and tools for assessing media and digital literacy. Supporting the systematic exchange of best practices and funding long-term professional development programmes would also be essential. Further integrating AI and disinformation into European education strategies should allow for a better response to rapid technological developments.

Italy - The University of Palermo

- A skills paradox is observed in Italy, where digital natives control the tools yet lack critical, productive digital skills. There are also gaps tied to socio-economic and cultural status that affect how individuals exercise critical thinking and democratic citizenship, advocating for a whole-of-society and inclusive response. It was recommended to provide funding and resources for NGOs to bridge the media literacy gap in marginalised communities where formal schooling is less effective, and to move beyond sporadic projects toward a structured, mandatory "Media Education" hour within the national curriculum, focusing on both critical media production and content analysis.

- Students' understanding of online information is heavily influenced by algorithms and recommendation systems, which can shape the content they see and reinforce biases. As one participant noted: "Everything that happens there – in the end, the algorithm conditions knowledge because it directs you towards certain things. I believe the most worrying aspect of information and education is precisely this: algorithmic literacy." Media literacy curricula should therefore include algorithmic literacy, combining practical exercises with theoretical understanding of automated systems and AI-driven platforms.
- Adopting a multi-stakeholder/whole-of-society approach was yet again suggested; it was said that "media education is a shared responsibility. It cannot be the sole burden of schools; it requires collaboration between the media industry, NGOs, and policy-making bodies to ensure continuous, lifelong learning that adapts to rapid technological shifts". Lifelong learning should notably be achieved through workshops, online courses, and community-based programmes, to ensure adults and caregivers can guide younger users, critically evaluate online content, and foster safe, responsible engagement with digital tools.
- Moreover, it was underlined that banning social media, or adopting overly restrictive policies was counterproductive. Rather than this, participants encouraged to conduct guided exploration of the (social) media and information environment. In that sense, there is an institutional responsibility. It has been observed that Corecom (Regional Communications Committees), for instance, is shifting from purely legal regulation to proactive educational initiatives, such as "digital licenses" for students. Such initiative should be standardised and expanded by national authorities, who should also support regional programs.
- To address the teachers' competency gap, as some teachers notably use AI without deep pedagogical integration or critical awareness, it was suggested to implement mandatory, continuous professional development for in-service teachers that moves beyond basic ICT skills to focus on the ethics and pedagogical application of Generative AI.
- Regarding journalists, as the profession is increasingly threatened by generative AI, it was recommended that deontological standards be updated. Establishing clear EU-wide ethical guidelines for the use of AI in professional journalism would also help protect public interest and the role of human professional oversight. If no regulation is applied, automated manipulation could result in a democratic crisis and a generalised erosion of trust, creating civil instability.

Poland - University of Lodz

- Training the teachers on disinformation, AI, and technological developments is important. Sensitivity, creativity and working methods tailored to the various

developmental stages of pupils who have their own perspectives and often a different attitude towards online risks is also needed.

- Regarding the rise of artificial intelligence, diversifying the tools used was recommended, as well as imposing stricter classification of AI systems and labelling of AI-generated content, as AI represents opportunities but also threats. There is a rapid pace of technological change and digital challenges. Teachers should receive continuous training, particularly older teachers.
- Education should go beyond teaching how to use digital tools and include developing skills in analysing, selecting, and assessing the reliability of information, including identifying disinformation and manipulation, while taking into account human agency and the role of emotions. Continuous development of critical thinking skills through their permanent integration into the curriculum at all stages of education. A special focus should be made on the growing online hate and the risks that the youth are exposed to, such as sextortion and revenge porn.
- “We can reach teachers, but we also need to reach parents.” The involvement of parents, whose key role is to protect a child’s image and build digital competencies at home, was highly recommended. A conscious, supportive approach to the digital lives of children and young people is the foundation of online safety and a key element of modern education.
- It is important that public authorities foster collaboration with schools, universities, NGOs, and teacher-training centres, and implement joint initiatives to support digital education, safe online behaviour, and resilience to online risks.
- Poland is quite advanced in the use of digital tools, with tools accessible to citizens. In the field of education, programmes such as “Digital Student” and “Compass of Tomorrow” have proven to be effective and should be further supported.
- The current legal situation regarding the implementation of the DSA, has been suspended because the bill proposed by the government was vetoed by the President, who invoked that the provisions could lead to excessive content removal and so-called ‘preventive censorship’ by platforms. It should also be noted that the number of court cases in Poland relating to the publication of disinformation, hate speech and online abuse, perpetrated by users of various ages, is currently on the rise. A new version of the regulations is currently being drafted. Creating long-term, cross-party strategies for digital education and for countering disinformation was praised as a solution to ensure consistent actions and long-term effectiveness. Additionally, because national strategies can be subject to political disputes and vary with changes in elected governments, the EU policy framework on media literacy and disinformation was praised as a sustainable approach. Having regional strategies was also mentioned as a good alternative to compensate for national shortcomings.
- The participants in the roundtable suggested enforcing the existing legislation more consistently, particularly in the areas of personal data protection and digital security. A teaching approach rather than a restrictive one was recommended. Furthermore, it was

recommended to enhance the feasibility and operational viability of strategic documents. Although strategic intentions are clearly formulated, their implementation often encounters constraints arising from available resources, institutional capacities and organisational conditions.

Romania - Ministry of Education and Research

- Participants to the roundtable recommended the creation of a coherent national action plan on media and digital literacy, which would ensure clear ownership, and prevent the fragmentation of initiatives and resources that can be observed now.
- Teacher training should combine digital pedagogy that facilitates the use of technology within classrooms, and could bridge the gap and the digital divide between teachers and students. Media and digital literacy initiatives should ensure a critical, reflective, and ethical approach to information. Moreover, training should be complemented by mentoring, feedback, and practical support. Centralisation and validated resources would be helpful. Current limits were identified in the fact that the educational system presents rigidity, and there is insufficient mentoring, which creates a limited impact of teacher training.
- Existing media and digital education initiatives should be integrated into a structured, cross-curricular strategy across all education levels. The competencies should be clearly defined, resources validated and more visible, and inter-institutional dialogue should be expanded to coordinate the actors, in order to ensure consistent implementation, reduce reliance on individual teacher initiative, and promote lifelong learning.
- The rapid pace of technological developments creates an urgent need to implement up-to-date media and digital literacy measures that provide beneficiaries with resources and knowledge. Artificial intelligence and digital transformation also have a strong impact on education and information ecosystems.
- Multi-stakeholder collaboration was praised as essential. Teacher training and resource deployment should involve public institutions, universities, NGOs, and international organisations. Moving from isolated initiatives to an integrated system requires strategic coherence, centralised inter-institutional collaboration, and cross-actor partnerships. Participants highlighted the importance of transnational partnerships and systemic solutions, including coordinated approaches to AI content labelling, to strengthen the resilience of the education system across borders. National and EU funding should back up those efforts.
- Authorities should also increase awareness of and accessibility to EU frameworks and resources, supporting the implementation of national strategies and reinforcing public understanding of media and digital literacy. Furthermore, coordinated regional initiatives and transnational partnerships can strengthen the resilience of education

systems, support harmonised standards, and promote innovative solutions and best practices across countries and regions.

Conclusion:

The seven policy roundtables, bringing together EU and national policymakers, institutional actors, representatives of the media industry, academia, and civil society, point to a clear set of shared priorities for strengthening media and digital literacy and combating disinformation in European countries, and more particularly in education systems. Almost unanimously, participants recommended the creation of coherent national strategies and frameworks on media literacy and the fight against disinformation, and called for systematic teacher training and the cross-curricular integration of these topics within education systems. The discussions also underlined that media literacy cannot be limited to schools or to young people alone, but should rather be a lifelong and inclusive process, enabling citizens of all ages, genders and backgrounds to respond critically to the transformations of the information ecosystem, including the challenges raised by technological change and artificial intelligence. For this reason, policies, curricula and training resources should be regularly updated to keep pace with rapid developments. A strong consensus emerged around the need for multi-stakeholder and whole-of-society approaches. Effective policy requires the involvement of public authorities, educational institutions, teachers, parents, civil society, media actors (and notably journalists), researchers, and digital platforms, as well as stronger inter-institutional partnerships, regional cooperation, and transnational coordination. The roundtables highlighted the complementarity between local, national and EU-level action: local and national approaches enable adaptation of policies to specific educational, institutional and cultural contexts, while EU-level frameworks can provide strategic direction, coordination, stability and protection against political fragmentation. In line with the principle of subsidiarity, the challenge is therefore to find the right balance between harmonisation and adaptation to local needs, ensuring that common EU guidance and standards supplement, rather than replace, nationally and locally tailored responses. This complementarity is also essential with regard to funding: support should be adapted to the institutional and financial capacities of each country, while ensuring sustainable resources so that initiatives do not remain fragmented and dependent on short-term projects. Finally, participants stressed that regulation and soft-law initiatives should be seen as complementary. Strong regulatory frameworks are needed to establish obligations within education systems and ensure accountability among digital actors, including platforms. However, participants also emphasised that the implementation and enforcement of existing legislation should be better monitored, and that current frameworks should be applied more consistently before new legislation is introduced. While legislative evolutions may be necessary to respond to technological developments and emerging risks, they should build on the effective application of the existing policy framework. Additionally, regulation must be accompanied by public investment, educational resources, guidance, and voluntary

engagement to build ownership among citizens and practitioners. Ultimately, media literacy is not only a question of technical competencies. It must empower citizens through critical thinking, ethical awareness and democratic resilience, while recognising the role of human agency, emotions, beliefs and biases in how people access, interpret and share information.