PEERCO CONSORTIUM
POLICY REPORT | 15 OCTOBER 2026

Collaborative media literacy in secondary education:
EU policy, six national frameworks and recommendations from PeerCo

Make Healthy Digital Habits a Shared School Responsibility

Project PeerCo: Empowering Secondary Students Against Social Media-caused Distortion through Collaboration

Executive summary

Young people should have somewhere to discuss the pressure to look, live and respond like the people they see online. PeerCo addresses this need through student-teacher collaboration, guided reflection and student-led social campaigns. Its December 2024 survey summaries report that 68% of students wanted more guidance on healthy social media use, while 61% of educators requested practical resources. Seven Local Living Labs and ten documented campaigns provide experience of delivering participatory learning across different settings. [25-32]

The PeerCo training programmes were also piloted with more than **260 students and more than 45 teachers** across the participating organisations. The piloting highlighted strong engagement with interactive learning activities, particularly group discussions, role-play, critical analysis of online content and collaborative campaign development. Participant feedback indicated increased awareness of digital risks and greater confidence in addressing issues related to social media use.

The recommendations presented in this report build on two years of research, training activities and practical experience gained through the PeerCo project, bringing together seven partner organisations from six countries. The policy review identifies opportunities within European digital education and child-protection policies, as well as the curricula, teacher competence frameworks and school guidance of the six participating countries. The priority is to translate these existing commitments into regular learning opportunities, better support for teachers and meaningful student participation. PeerCo contributes practical experience, tested educational approaches and resources that can support wider implementation. [25–33]

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2024-1-ES01-KA220-SCH-000244626



Sources: PeerCo Surveys Report, Local Living Labs Summary, Pilot Testing Report and campaign implementation reports.

THE POLICY DECISION

Education authorities should establish a funded, recurring programme of collaborative media literacy within existing secondary-school provision, regularly updated to reflect developments in the digital and media landscape. Each participating school should identify curriculum time, trained facilitators, inclusive production tools, student decision-making and an evaluation plan. Wider adoption should follow evidence of learning, accessibility and manageable delivery costs.

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Scope and basis of the analysis

The review covers **Spain, Italy, Bulgaria, Lithuania, Türkiye and Serbia**, with policy sources checked on 8 October 2026. It distinguishes legislation and administrative requirements from strategies, competence frameworks and non-binding guidance. National recommendations connect these instruments to local PeerCo findings; they are proposals for improvement, rather than a legal compliance assessment. [1; national policy sources, pp. 9-10]

The evidence combines December 2024 surveys, findings from seven Local Living Labs, the consolidated pilot testing of the student and teacher training programmes, and five social media campaign reports. Together, these sources document educational needs, participants' experiences, initial learning outcomes and lessons for implementation. [25–33]

Reading guide: project evidence, pp. 3–4; EU policy, p. 5; national policy connections, pp. 6–8; priority policy recommendations, p. 9; implementation and evaluation, p. 10; sources, pp. 11–12.

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Project findings and their policy significance

The surveys gathered 176 educator responses: 168 teachers, five administrators, one school counsellor (also a psychologist) and two school psychologists. Almost half of the student respondents were from Bulgaria. Percentages reproduce the report's descriptive summaries of participating groups, rather than national or European population estimates. Country findings guide local adaptation. [25]

Reported finding	Implication for policy
68% of students wanted guidance on healthy social media use.	Provide practical strategies and opportunities to rehearse them, alongside information about risks.
61% of educators wanted resources; 55% wanted training on students' social skills.	Combine ready-to-use activities with facilitation practice and continuing support.
32% of educators reported curriculum coverage of critical thinking and media literacy; 10% reported mindful device use.	Check what students actually receive, alongside what curriculum documents prescribe.
39% of students "somewhat" wished to resemble people seen online; 12% answered "yes".	Include self-image, social comparison and unrealistic online representations in digital education.
89% of surveyed educators believed social media strongly or very strongly influences teenagers' self-image and self-esteem.	Address social comparison, unrealistic online representations and self-esteem through regular, age-appropriate learning activities.

Students described varied experiences: 46% felt the same after social media use, 36% said it depended on the experience, 11% felt better and 7% worse. Differences between student accounts and educator observations support open dialogue. The evidence describes needs, perceptions and delivery experience, rather than causal effects or clinical outcomes. [25-27]

Implementation evidence

Seven Local Living Labs brought together young people aged 15-19, educators and experts through discussion, storytelling, creative tasks and campaign design. Facilitator summaries describe open sharing and enthusiasm for creating campaigns. The country examples combine these observations, survey findings and production experience. [25-27]

Evidence from the Training Pilot

The PeerCo training programmes were tested in different educational settings across the partner countries, involving more than 260 students and more than 45 teachers. The pilot demonstrated strong engagement with practical and participatory learning methods, including role-play, group discussions, analysis of manipulated content and student-led campaign development.

Student feedback indicated increased confidence in evaluating online information, recognising digital risks and reflecting on the influence of social media. Teachers valued the practical relevance of the activities, the ready-to-use resources and opportunities for professional exchange.

The piloting also highlighted the importance of sufficient time for discussion, realistic examples and flexible approaches that can be adapted to different classroom environments. These findings support the wider use of collaborative and experience-based media literacy education, accompanied by appropriate teacher training and resources.

Country	Evidence	Lesson for implementation
Lithuania	10 campaign posts	Student interviews and interactive video brought authentic voices into the work. [26]
Italy	13 campaign posts	One group planned and shared tasks well; another needed teamwork and software support. [27]
Türkiye	21 campaign posts	Visuals, captions and Stories supported communication; reflection should accompany production. [28]
Bulgaria	17 campaign posts	Creative production needs a realistic audience plan and supported dissemination. [29]
Spain	Student survey	77% wanted healthy-use guidance: connect digital topics to practical everyday choices. [23]
Serbia	Surveys and Living Labs	Educator requests for resources and social-skills training support practice-based preparation. [23-25]

Campaign portfolio: five reports document ten campaigns and 67 published posts, including work on vaping and online betting. Totals use the reported post-count fields. Production and communication metrics are distinguished from learning and wellbeing outcomes. [28-32]

Use existing EU commitments to support implementation

Responsibilities. Article 165 of the Treaty on the Functioning of the European Union gives the EU a supporting role in education, respecting national responsibility for teaching content and organisation. A European response should provide shared guidance, cooperation and evaluation support, while national and regional authorities determine curriculum provision. Platform obligations and school policy require coordinated action within their respective legal responsibilities. [1]

Digital education: turn guidance into a supported learning sequence

The Digital Education Action Plan 2021-2027 addresses both education systems and digital skills. The Council Recommendation of 23 November 2023 promotes coordinated provision, teacher capacity and assessment of digital competences. These are policy frameworks; the recommendation does not itself introduce a compulsory school subject. [2, 3]

The Commission's 2026 updated educator guidelines address social media and influencers, generative AI, disinformation, practical activities and assessment. PeerCo's demand for resources and its participatory methods offer material for classroom implementation of this guidance. The Commission and national education agencies should support adaptable lesson sequences and teacher mentoring, and ask funded initiatives to report learning and inclusion alongside the number of resources produced. [4; 25-27]

Better Internet for Kids: involve young people in decisions

The Better Internet for Kids strategy (BIK+) combines protection, digital empowerment and active participation. PeerCo's Living Labs fit this participatory direction: young people discuss their experiences and develop messages with adult support. National coordinators and Safer Internet Centres should connect school programmes to student advisory groups and family learning. Student feedback should inform school rules, topic choices and resource updates, with a documented response explaining what was changed. This is a proposed application of the strategy. [5; 26, 27]

Platform safety: education must complement provider responsibility

The Digital Services Act is binding EU legislation. Article 28 requires covered platforms accessible to minors to take appropriate, proportionate measures for a high level of privacy, safety and security. It prohibits profiling-based advertising using personal data when the provider knows with reasonable certainty that a user is a minor. The Commission's July 2025 guidelines address harmful recommendations, privacy and engagement features. They are non-binding compliance guidance, not a separate law or an automatic exemption from liability. [6, 7]

PeerCo's findings on social comparison and pressure support a combined response: teach students to recognise recommendation systems and commercial influence, while regulators and providers address harmful design. Schools should offer safe reporting and referral routes through appropriate child-safety services. Children should not be made responsible for remedying platform design, and public posting should never be a condition of completing a learning task. [25, 27; 6, 7]

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Media literacy accountability: measure more than activity

Article 33a of the Audiovisual Media Services Directive requires Member States to promote media literacy and report their measures. The PeerCo campaign records show why an inventory of posts and views cannot demonstrate learning. National reporting should distinguish access, participation, assessed competences and implementation quality, using proportionate school-level evidence. A common European indicator set could support comparison without imposing a uniform curriculum. [8; 28-32]

Spain, Italy, Bulgaria and Lithuania participate in the EU framework. For Türkiye and Serbia, EU education guidance provides a cooperation reference, without automatically becoming domestic school law. The Digital Services Act covers relevant services offered to recipients in the EU, irrespective of where providers are established. [1, 6]

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Spain and Italy

Spain | Give existing digital competences a practical classroom form

Policy baseline. Royal Decree 217/2022 establishes the national minimum curriculum for compulsory secondary education, including digital competences related to critical information use, collaboration, responsible online participation and the protection of health and privacy. In Castilla y León, where the Spanish PeerCo partner is based, Decree 39/2022 of 29 September establishes the regional curriculum framework for compulsory secondary education and provides the directly applicable context for implementation. Order EDU/600/2018 also provides a regional framework for integrating information and communication technologies into schools through the CoDiCe TIC certification model. This offers an additional connection between PeerCo's collaborative media literacy approach and existing school digital-development processes in Castilla y León. [12] The 2022 Teacher Digital Competence Reference Framework provides a professional-development route through personal-data protection, privacy, security and digital well-being, as well as the development of students' digital competence. Implementation involves the regional education authorities, teacher-training services and schools. [9, 10, 11]

PeerCo connection. In the survey findings for Spain, 77% of students wanted more guidance on healthy social media use. Educators reported high coverage of some digital topics. Together, these findings point to the importance of making learning practically useful and addressing everyday social pressures within existing digital education. They describe the participating group, not Spain's student population. [25]

Recommended improvement. Autonomous-community education authorities, regional teacher-training networks, including the CFIEs in Castilla y León, school leadership teams and teacher coordinators should support the integration of collaborative media literacy into school digital planning. Map a recurring collaborative learning sequence to digital competences: analyse a message, discuss self-image or social pressure, verify claims, create an alternative message and reflect on personal choices. Use the curriculum applicable to each secondary pathway and age group.

Teacher development should recognise a facilitated classroom activity and reflective review as evidence of practice. Schools should involve guidance staff in sensitive discussions and offer families concrete activities on habits and support. Progress indicator: participating schools can show completed learning sequences and assessed student work on source checking and healthy choices, rather than only certificates of staff attendance. [25–27; 9, 10, 11]

Italy | Resource collaborative work within civic education

Policy baseline. The civic education guidelines adopted through Ministerial Decree 183 of 7 September 2024 include digital citizenship and require integration into schools' three-year educational plans. Circular 3392 of 16 June 2025 prohibits smartphone use during the upper-secondary school day, including for teaching, subject to specified exceptions. Computers and tablets remain available for planned educational use. This distinction matters for campaign production. [13, 14]

PeerCo connection. In the survey findings for Italy, 83% wanted guidance on healthy social media use. The fast-fashion campaign showed planning, research and task-sharing; the Digital Detox group encountered restrictions in

free animation tools and needed additional support to collaborate. These experiences make facilitation and suitable production resources central to the proposed policy response. [25, 29]

Recommended improvement. The Ministry and regional education offices should support a reusable civic education module, embedded in schools' three-year educational offer plans, connecting persuasive content, consumption, appearance pressures and digital balance. School leaders should budget shared planning time and usable creative tools. Approved computer facilities and off-screen storyboarding can support delivery within applicable device rules.

Teachers should allocate and rotate research, writing, editing and presentation roles, with checkpoints for participation. Progress indicator: review both the quality of the finished message and evidence that each student contributed, checked sources and explained an ethical choice. Funding should cover mentoring and accessibility, not reward production volume or polished videos alone. [27, 29]

Bulgaria and Lithuania

Bulgaria | Connect civic and health education to everyday digital life

Policy baseline. Ordinance 13 of 21 September 2016 establishes the standard for civic, health, environmental and intercultural education. Its objectives include critical civic judgement, responsible decisions, healthy living and a supportive school community. It provides routes through curricular learning, class-teacher time, student participation and other school activities. In November 2025, the Ministry also announced an intention to strengthen digital-media literacy in curricula; that announcement is distinct from an adopted curriculum amendment. [15, 16]

PeerCo connection. In the survey findings for Bulgaria, 62% wanted guidance on healthy social media use. Two campaigns on wellbeing and feminism generated 17 reported posts and offered scope for creativity. Finding an audience was the main reported obstacle. This experience supports reliable school and community dissemination channels, with educational achievement assessed separately from online popularity. [25, 31]

Recommended improvement. The Ministry and regional education offices should issue a practical implementation package connecting existing civic and health outcomes to online self-image, equality, commercial messages and balanced habits. Include a sample class-teacher sequence, group facilitation guidance and a student reflection task. Teacher qualification providers should pair the package with observed practice and peer feedback, rather than distribute materials without support.

Schools and municipalities should establish supervised routes for student messages through school or community channels, with agreed moderation and voluntary public participation. Progress indicator: schools record recurring sessions, students' ability to justify a content judgement and access for learners without personal equipment. The campaign experience in Bulgaria offers practical examples for local adaptation. [25-27, 31]

Lithuania | Add learning and student voice to device-use rules

Policy baseline. The national digital-competence description covers content creation and evaluation, communication, safety and problem-solving. A further policy change was adopted in April 2026: schools were required to establish mobile-phone-use rules by 1 September 2026, taking account of school-council proposals and national recommendations. The guidance allows defined educational uses for older students and exceptions for

health or other exceptional circumstances. The requirement is for school-level arrangements, rather than one identical national rule for every learner. [17, 18]

PeerCo connection. In the survey findings for Lithuania, 73% wanted guidance on healthy social media use. The campaigns addressed school climate and healthy lifestyles. Student interviews and interactive video brought authentic voices into the work; sustaining interaction with educational posts was more challenging. These observations support activities that combine student expression with facilitation and reflection. [25, 28]

Recommended improvement. The National Agency for Education, municipalities and school leaders should connect implementation of device rules to a learning plan. Students should discuss why boundaries exist, identify useful exceptions and practise critical analysis and safe communication within the permitted arrangements. Schools should use student councils to review the rules after implementation, alongside teachers and families.

Teacher support should connect campaign work to the digital-competence outcomes, including source reliability, respectful communication and informed publication choices. Progress indicator: schools can show student input into review, equitable access to learning and individual competence evidence. Improved compliance with phone rules should be reported separately from changes in digital judgement or wellbeing. [17, 18; 25, 28]

Türkiye and Serbia

Türkiye | Connect the new digital-wellbeing agenda to student-led practice

Policy baseline. The Ministry of National Education's Circular 2026/70 of 19 August 2026 directs schools to use the student-participatory media platform Haberimiz Olsun in learning, linking it to reliable information, critical judgement and media literacy. It also calls for materials from an emotion-and-values-based digital wellbeing project covering privacy, online rights, ethics and emotional awareness. These instructions provide a route for PeerCo-related learning. [19]

The media-literacy curriculum for grades 7 or 8 includes critical evaluation and collaborative production. The Radio and Television Supreme Council and Ministry of National Education also delivered teacher-trainer development in December 2024. These foundations can support continuity into older secondary age groups. [20, 21]

PeerCo connection. In the survey findings for Türkiye, 88% wanted guidance on healthy social media use. Campaigns on recycling and reading rather than scrolling produced 21 reported posts. Implementation notes highlight visuals, captions and Stories. Reported reach/views of 6,195 and 7,894 describe platform exposure and should be recorded separately from participation and learning indicators. [25, 30]

Recommended improvement. The Ministry of National Education, provincial directorates and teacher-training providers should add an evaluated collaborative sequence to implementation of the 2026 circular. Connect student production to checking claims, discussing pressure or attention, making ethical editorial choices and reflecting on habits. Include commercial influence and idealised self-presentation alongside news and misinformation.

Teacher-trainer networks should provide mentoring and examples suitable for older secondary students. Publication must follow applicable school approval, privacy and device arrangements. Progress indicator: assess the evidence behind students' messages and their reasoning about digital wellbeing; retain views and interactions as a separate communication measure. [25-27; 19-21]

Serbia | Make teacher digital competence visible in supported practice

Policy baseline. The Digital Competence Framework - Teacher for a Digital Age 2023, published in 2024, addresses student wellbeing, ethical digital and artificial-intelligence use, information evaluation, collaboration and community contribution. It is a professional reference linked to education-development planning. The Institute for Improvement of Education provides training infrastructure covering critical thinking and media literacy. [22-24]

PeerCo connection. The surveys and Living Labs in Serbia contribute evidence on healthy social media use and the support educators need. Educator responses prioritise practical resources and training on students' social skills. The participatory work connects these needs to discussion, reflection and collaborative tasks, providing a basis for translating professional digital-competence standards into classroom practice. [25-27]

Recommended improvement. The Ministry of Education, Institute for Improvement of Education and Institute for Education Quality and Evaluation should develop a practice-based professional-development unit mapped to student wellbeing and community contribution. Teachers should plan and deliver a collaborative activity with mentoring, review student work and reflect on inclusion and safety. Include vocational and general secondary settings.

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A school network in Serbia should use shared source-checking tasks, student reflection prompts and participation records to support this professional development. Progress indicator: teachers demonstrate facilitation in practice and students explain a responsible digital choice. Review local delivery and adaptations before expansion, using experience from the other countries to inform teaching design. [22-24; 25-27]

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A common programme, adapted to national responsibilities

The following proposed improvements connect the national analysis to curriculum guidance, teacher development, school planning and funding criteria. Authorities should adapt them to their responsibilities and contexts, drawing on the educational needs and implementation lessons documented by PeerCo.

1. Establish a recurring learning entitlement

Education and curriculum authorities should specify learning on self-image, source checking, commercial influence, recommendation systems, respectful communication and balanced habits. School plans should identify where these outcomes are taught, who is responsible and how learning is reviewed. A proposed introductory sequence comprises six to eight classroom periods combining reflection, analysis, collaborative creation and review, with time adapted to learner needs. Assess provision through student work and experience. [25-27; 3, 4]

2. Make teacher support a delivery requirement

Teacher-development bodies and school leaders should fund preparation, coached practice and follow-up support. The resource package should include discussion prompts, source-checking tasks, group-role guidance and routes to school support professionals. Teachers should facilitate sensitive conversations without diagnosing students or requiring personal disclosure. Completion of training should involve planning and reviewing a real activity, addressing both the survey's resource needs and the uneven collaboration in the Italian campaign groups. [25, 27, 29]

The training materials and practical methodologies developed through PeerCo provide a foundation for such support. These resources can be adapted to different subjects, school contexts and learner needs, reducing the need for schools to develop activities from scratch. Their use should be accompanied by teacher guidance, opportunities for peer exchange and ongoing reflection on classroom practice.

3. Fund student agency, accessible tools and manageable workloads

Education authorities and local funders should make student choice, equitable participation and usable tools explicit criteria for school projects. Give students influence over themes, roles, formats and audiences. Provide shared equipment, accessible templates and off-screen alternatives. Agree realistic output requirements, with research and reflection protected from production pressure. A worthwhile contribution may be editing, checking evidence or developing an offline message; public visibility should not determine the value of participation. [26-32]

4. Join up learning, school rules, families and platform safeguards

School governing bodies and child-safety partners should link device policies to education about the reasons for boundaries and the choices available beyond school. Offer family sessions on supportive dialogue and habits, avoiding assumptions that every family has equal digital knowledge or time.

Student-led campaigns involving photographs, videos or public social media posts should follow applicable data protection requirements and school safeguarding procedures, with guidance from the school's data protection officer where applicable. Students and families should receive clear information about the purpose of publication,

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intended audiences, data retention and their rights. Public participation must be voluntary, and equivalent offline alternatives should be available.

All public campaigns should have appropriate permissions, a moderation plan and a responsible adult. Regulators should retain responsibility for enforcing applicable platform duties. [25, 27; 6, 7; 14, 18]

5. Reward demonstrable learning and responsible expansion

Funders, inspection or quality bodies, and evaluation partners should require a concise evidence plan before delivery. Assess source judgement, ethical production and students' capacity to explain healthy choices; record participation, workload and access. Campaign reach should sit in a separate communication section. PeerCo's analytical report proposes positive feedback through campaign engagement; this report recommends refining that approach so feedback rewards reasoning, care and contribution rather than likes or comparison with other groups. [27-32]

Move from a promising approach to accountable provision

The proposed 18-month cycle begins when an education authority approves a supported rollout. A designated education lead should coordinate schools, student representatives, teacher-training providers and an evaluator, linking classroom implementation to decisions on recurrent provision.

Phase		Responsibilities and deliverables
Months Prepare	1-3	Authority and school network: map curriculum outcomes; select varied school contexts; agree student involvement, safeguarding and evaluation. Confirm staff time, tools, accessibility support and recurring cost responsibilities.
Months Deliver	4-9	Schools and trainers: complete supported teacher preparation; collect baseline evidence; deliver the agreed learning sequence and campaign or offline equivalent. Keep attendance, adaptation, workload and incident records.
Months Review	10-12	Evaluator and student representatives: review end-of-sequence and three-month follow-up results, response-completion rates and participation differences. Update programme content, activities and teacher support to reflect evaluation findings, emerging digital trends, technologies and challenges. Publish an accessible summary of the findings and improvements.
Months Decide and extend	13-18	Education authority: decide whether to expand, adapt or retest using pre-agreed criteria. Incorporate effective provision into school plans and recurrent budgets; maintain resources and professional support.

A proportionate evaluation plan

Measure learning at baseline, completion and follow-up. Use comparable short tasks to check a claim, identify persuasive or idealised content, explain an editorial or privacy choice and propose a balanced-use strategy. Apply a common rubric and have a second assessor review a sample. Use pseudonymous matching where appropriate; report numbers invited, participating and completing each measure.

Listen to students and teachers separately. Combine short self-reports about confidence, habits and access to support with facilitated reflection. Self-reported change is not a clinical measure. Include students who did not enjoy or complete the activity. A comparison group or staggered rollout would strengthen interpretation; improvement over time alone cannot establish that the programme caused it.

Check inclusion and delivery quality. Record who participates, who withdraws and which access needs are met, collecting sensitive information only when necessary and with suitable safeguards. Review the distribution of meaningful group roles. Do not use public posting, follower counts or eye contact as universal measures of success. Monitor distress, unwanted disclosure and online harassment, with clear response arrangements.

Resources and decisions about wider use

Recommended budgeting method. Multiply staff hours for preparation, teaching, mentoring, moderation and evaluation by local rates. Add software, equipment access, translation and accessibility costs. Separate one-off development from recurrent delivery and assign a budget owner. Calculate delivery cost per learner by dividing recurrent costs by actual participants, alongside completion and learning indicators.

Conclusion and adoption decision. Agree expansion criteria before delivery: learning progress, manageable staff time, equitable participation and effective safeguarding. Review complete and partial participation, record adaptations and publish lessons. Extend, adjust or repeat the programme accordingly, placing recurrent provision in school and authority budgets. This connects policy commitments to better judgement and trusted support in young people's digital lives.

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References: European Union and national frameworks

Policy review: 8 October 2026. Linked titles identify official issuing institutions or legal texts; English descriptions translate the national source titles. Numbered references 1-24 cover policy sources and 25-33 cover project evidence. Recommendations and the adoption timetable are proposed applications of the findings.

European Union

[1] European Union. TFEU, Article 165. Treaty provision: EU support and cooperation; national responsibility for teaching content and organisation.

[2] European Commission. Digital Education Action Plan 2021-2027. Strategic action plan covering the digital education ecosystem and digital skills.

[3] Council of the European Union. Recommendation of 23 November 2023 on digital skills and competences. OJ C/2024/1030. Non-binding recommendation on education and training provision, teacher capacity and assessment.

[4] European Commission. Guidelines for teachers to foster digital literacy and tackle disinformation. Updated 2026. Practical guidance, including generative AI, social media, influencers and classroom assessment.

[5] European Commission. European strategy for a better internet for kids (BIK+). Adopted 11 May 2022. Strategy for protection, empowerment and active participation.

[6] European Union. Regulation (EU) 2022/2065 - Digital Services Act. Binding regulation. In particular, Articles 2 and 28 on territorial scope and protection of minors.

[7] European Commission. Guidelines on the protection of minors under the DSA. 14 July 2025. Voluntary compliance guidance; does not replace the obligations of the regulation.

[8] European Union. Audiovisual Media Services Directive 2010/13/EU, as amended. Article 33a: Member States must promote media literacy and report implementation.

Spain

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[10] Spain. Directorate-General for Evaluation and Territorial Cooperation. Resolution of 4 May 2022 publishing the Agreement of the Education Sector Conference on the updated Teacher Digital Competence Reference Framework. Official State Gazette No. 116, 16 May 2022.

[11] Junta de Castilla y León. Decree 39/2022 of 29 September, establishing the organisation and curriculum of compulsory secondary education in Castilla y León. Official Gazette of Castilla y León, 30 September 2022.

[12] Junta de Castilla y León. Order EDU/600/2018 of 4 June, regulating the integration of information and communication technologies into non-university educational establishments in Castilla y León through the CoDiCe TIC certification model. Official Gazette of Castilla y León, 12 June 2018, No. 112, pp. 22627–22639.

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Italy

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[14] Ministry of Education and Merit. Circular 3392 of 16 June 2025. Administrative instructions on smartphone use in upper-secondary education.

Bulgaria

[15] Ministry of Education and Science. Ordinance 13 of 21 September 2016. Civic, health, environmental and intercultural education standard. Official consolidated version incorporating 2023 amendments; especially Articles 4-6.

[16] Ministry of Education and Science. Statement on strengthening digital-media literacy in curricula. 21 November 2025. Policy intention and description of existing provision; not itself a curriculum amendment.

References: national frameworks and PeerCo evidence

Lithuania

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[18] Ministry of Education, Science and Sport. Education Act amendment requiring school phone-use arrangements. 23 April 2026. Official account of the adopted amendment, school deadline of 1 September 2026 and national guidance.

Türkiye

[19] Ministry of National Education. Circular 2026/70: the 2026-2027 school year. 19 August 2026. Section 10: Haberimiz Olsun and media literacy; section 15: digital wellbeing learning materials.

[20] Ministry of National Education / official media-literacy portal. Media Literacy Curriculum, grades 7 or 8. 2018 curriculum. Critical evaluation, ethical production and collaborative projects.

[21] Radio and Television Supreme Council. Media-literacy teacher-trainer programme. Official report of training held 15-19 December 2024 in cooperation with the Ministry of National Education; an implementation initiative, not legislation.

Serbia

[22] Institute for Education Quality and Evaluation. Digital Competence Framework 2023: publication and policy context. Professional reference framework, linked to education-development planning; published in 2024.

[23] Ministry of Education and partners. Teacher for a Digital Age 2023 - full framework. Areas 1.6-1.7 address student wellbeing and community contribution; other areas cover ethical use, inclusion and collaboration.

[24] Institute for Improvement of Education. Teacher-training portal. Public professional-development infrastructure, including critical thinking and media-literacy training.

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Project evidence

[25] PeerCo. Surveys report (2025). December 2024 data: educator questions 3 and 11; student questions 11, 12 and 17; methodology and findings by country context.

[26] PeerCo. Summary Report - Work Package 2: Surveys and Local Living Labs (2025). Research sequence and findings from seven Local Living Labs in the six countries.

[27] PeerCo. Analytical Report: Social Media and Teenagers' Self-Perception (2025). Survey and Living Lab findings, with recommendations for teacher and student learning.

[28] PeerCo. Lithuania: Campaign Report - Positive school climate / Healthy lifestyle. [29] PeerCo. Italy: Campaign Report - Nothingisfree / Digital Detox. Production records and implementation observations.

[30] PeerCo. Türkiye: Campaign Report - Recycle your future / Read more, scroll less. [31] PeerCo. Bulgaria: Campaign Report - Win the day / Who says? (July 2026).

[32] PeerCo. Campaign Report - QUE NO TE ATRAPE / NO APUESTES TU CONTROL. Campaigns addressing vaping and online betting; production and audience-interaction records.

[33] PeerCo. Pilot Testing Report (2026). Consolidated findings from the implementation of the student and teacher training programmes across the participating partner organisations, including participation figures, educational outcomes, participant feedback, methodological observations and recommendations for further development.

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