

Περιεχόμενα

Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό Επιλογή I	2
Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό Επιλογή II	19
Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό Επιλογή III	24
Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό Επιλογή IV.....	29
Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό Επιλογή V.....	37

Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό

Report created by Katsara, Ch. on 20/12/2017

Document Report

Selected documents KT I Επιλογή 1 (31)

205 UNESCO (2017) MILID Yearbook 2017 Media and Information Literacy in Critical Times

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1 λόγω τίτλου

https://milunesco.unaoc.org/wp-content/uploads/MILID-Yearbook-17_Call-for-Papers.pdf

189 UNESCO (2013) Media and information literacy policy and strategy guidelines

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

<http://unesdoc.unesco.org/images/0022/002256/225606e.pdf>

188 UNESCO (2011) Media and information literacy curriculum for teachers;

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

ISBN 978-92-3-001242-7 p. 192

Web URLs: <http://unesdoc.unesco.org/images/0019/001929/192971e.pdf>

UNESCO Countries <http://en.unesco.org/countries>

Part 1: Curriculum and Competency Framework Part 2: Core and Non-Core Modules

ΕΝΟΠΟΙΗΜΕΝΟΙ ΕΝΝΟΙΟΛΟΓΙΚΟΙ ΟΡΙΣΜΟΙ ΓΙΑ ΤΗΝ ΠΑΙΔΕΙΑ ΣΤΑ ΜΕΣΑ & ΤΗΝ ΠΛΗΡΟΦΟΡΙΑ

UNESCO Countries <http://en.unesco.org/countries>

186 UNESCO (2009) GUIDE TO MEASURING INFORMATION AND Communication technologies (ICT) in Education

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

978-92-9189-078-1

<http://unesdoc.unesco.org/images/0018/001865/186547e.pdf>

251 U.S. Department of Education (2017) - Reimagining the Role of Technology in Education: 2017 National Education Technology Plan Update

Comment: by Katsara, Ch.

Web URLs: <https://tech.ed.gov/files/2017/01/NETP17.pdf>

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

p. 111

<https://tech.ed.gov/files/2017/01/NETP17.pdf>

The National Education Technology Plan is the flagship educational technology policy document for the United States. The Plan articulates a vision of equity, active use, and collaborative leadership to make everywhere, all-the-time learning possible. While acknowledging the continuing need to provide greater equity of access to technology itself, the plan goes further to call upon all involved in American education to ensure equity of access to transformational learning experiences enabled by technology. The principles and examples provided in this document align to the Activities to Support the Effective Use of Technology (Title IV A) of Every Student Succeeds Act as authorized by Congress in December 2015. In order to keep pace with the changes we are seeing in schools, districts, and states on an almost daily basis, we are updating the NETP more often. Feedback from our stakeholders indicates that the previous five year update cycle was not frequent enough. In response, with this 2017 update, we commence a pattern of yearly, smaller scale updates to the NETP. <https://tech.ed.gov/netp/>

Research Notes: <!--StartFragment--> In just one year since the release of the 2016 NETP, we have seen rapid change across the coun - try in fundamental aspects of the educational technology landscape. These changes include the number of schools that that have access to broadband in their classrooms; the types and cost of technology available to schools; an evolution in the approach of leaders to the procurement of ed tech solutions as well as a greater emphasis on data security and digital citizenship; the advent of new research on the use of technology by early learners; and an increased emphasis on preparing teachers to lead with technology before they arrive in the classroom. In order to keep pace with the changes we are seeing in schools, districts, and states on an almost daily basis, we also need to change how often the National Education Technology Plan is updated. Feedback from our stakeholders indicates that the previous five year update cycle was not frequent enough. In response, with this 2017 update, we commence a pattern of yearly, smaller scale updates to the NETP to better account for the pace of innovation in the field. As part of the 2017 update, the reader will learn that: • We are encouraged by the fact that most classrooms in our country now have access to broadband, yet we know that many that do not are in communities where the potential impact is the greatest. • We welcome lower price points for devices designed for school use, but

also lament that most ed tech purchases are still based on word of mouth rather than evidence of effectiveness. • We look forward to a greater emphasis on the use of evidence as outlined within the reauthorization of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), yet recognize that educators will need assistance in expanding their efforts to infuse an evidence-based culture when it comes to ed tech in their schools and classrooms. • We are pleased to find that, in some districts, librarians and teacher leaders are stepping into more prominent leadership roles that leverage their existing skillsets to lead their peers in pedagogically driven classroom technology use. Yet we also see library positions cut back in other districts as a cost saving measure and the underutilization of classroom teachers as leaders of digital change. • We are proud of the growing number of students who work with teachers and peers to become responsible digital citizens in their schools, yet recognize that many low-income students, especially in urban and rural areas, lack internet access at home to complete their digital homework assignments and to use powerful digital tools at home to create, to solve, and to communicate that their better-off peers across town take for granted. • We are eager to take a step forward in understanding and recognizing how the active use of technology by early learners with adults can positively impact them, yet are concerned by the number of children left alone for long periods of time with a passive digital babysitter. 2 OFFICE OF Educational Technology • And we applaud those who are increasing their efforts to prepare pre-service and in-service teachers to use technology in transformative ways for learning. Yet we know that almost half of our teachers desire more training than they currently receive in using technology effectively. Against this backdrop, it is now more apparent than ever that the courageous efforts of educators to embrace the role of thoughtful, reflective innovators who work collaboratively with each other and alongside their students to explore new learning models, new digital learning environments, and new approaches to working, learning, and sharing is essential if we want technology to be an effective tool to transform learning. <!--EndFragment-->

90 U.S. Department of Education (2016) - Future Ready Learning: Reimagining the Role of Technology in Education

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

p. 106

Web URLs: <https://tech.ed.gov/files/2015/12/NETP16.pdf>

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Our schools, community colleges, and universities should be incubators of exploration and invention.

Educators should be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students. Education leaders should set a vision for creating learning experiences that provide the right tools and supports for all learners to thrive. However, to realize fully the benefits of technology

in our education system and provide authentic learning experiences, educators need to use technology effectively in their practice. Furthermore, education stakeholders should commit to working together to use technology to improve American education. These stakeholders include leaders; teachers, faculty, and other educators; researchers; policymakers; funders; technology developers; community members and organizations; and learners and their families.

142 U.S. Department of Education (2011) - International Experiences With Technology in Education: Final Report

Comment: by Katsara, Ch.

Web URLs: www.ed.gov/about/offices/list/oeped/ppss/reports.html

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

p. 327

www.ed.gov/about/offices/list/oeped/ppss/reports.html

Research Notes: This report is also available on the Department's Web site at www.ed.gov/about/offices/list/oeped/ppss/reports.html

in a 2009 speech to education researchers, U.S. Secretary of Education Arne Duncan stated, "Just simply investing in the status quo isn't going to get us where we need to go... We're competing with children from around the globe for jobs of the future. It's no longer the next state or the next region." He challenged education leaders to focus on four areas of education reform: • Adopting rigorous standards that prepare students for success in college and the workforce; • Recruiting and retaining effective teachers, especially in classrooms where they're needed most; • Turning around low-performing schools; and • Building data systems to track student achievement and teacher effectiveness. To help meet these challenges, the U.S. Department of Education issued the National Education Technology Plan 2010, which includes technology-related recommendations for states, districts, the federal government, and other stakeholders to use in helping to achieve these reforms. In an effort to learn from the experiences of other countries, particularly countries with high-performing education systems, the Department of Education funded this study, International Experiences with Technology in Education (IETE). The IETE project focused on primary and secondary level education and was conducted in two phases in 2009 - 10. During the first phase, researchers conducted literature and Internet searches for multi-national data collections. The purpose of the searches was to identify methods, instruments, and available data on key government efforts to integrate information and communications technologies (ICTs) in to teaching and learning. In the second phase of the IETE project, available data were updated and extended through a survey and interview of representatives of 21 governments (Exhibit E - 1). This set of 21 countries is sometimes referred to as "participating" countries in the text that follows.

282 U.S. Department of Education (2010) - Transforming American Education: Learning Powered by Technology

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

p. 124

Web URLs: <http://files.eric.ed.gov/fulltext/ED512681.pdf>

Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to good jobs and higher earning power for Americans. It is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time. Under the Obama administration, education has become an urgent priority driven by two clear goals: • We will raise the proportion of college graduates from where it now stands (around 41 percent) so that 60 percent of our population holds a two-year or four-year degree by 2020. • We will close the achievement gap so that all students graduate from high school ready to succeed in college and careers. These are aggressive goals and achieving them is a sizable challenge. Add to the challenge the projections of most states and the federal government of reduced revenues for the foreseeable future, and it is clear we need cost-effective and cost-saving strategies that improve learning outcomes and graduation rates for millions of Americans. Specifically, we must embrace innovation, prompt implementation, regular evaluation, and continuous improvement. The programs and projects that work must be brought to scale so every school has the opportunity to take advantage of their success. Our regulations, policies, actions, and investments must be strategic and coherent.

89 U.S. Department of Education (2009) - Evaluation of the Enhancing Education Through Technology Program: Final Report -- May 2009 (PDF) - finalreport.pdf

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

p. 76

Web URLs: <https://www2.ed.gov/rschstat/eval/tech/netts/finalreport.pdf>

The purpose of this report is to provide descriptive information about educational technology practices related to the core objectives of the U.S. Department of Education's Enhancing Education Through Technology (EETT) program. The EETT program is part of the No Child Left Behind Act of 2001 (NCLB) and, like other elements of NCLB, targets "high-need school districts." The authorizing legislation specifically states three goals for the program: (a) to improve student academic achievement through the use of educational technology, (b) to ensure that every student is technologically literate by the eighth grade, and (c) to encourage the effective integration of technology in teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices. From the program's inception in FY 2002 through

FY 2008, approximately \$3.4 billion was allocated to EETT. In FY 2008, the program was funded at approximately \$267 million. This report is structured around the EETT program objectives and specific performance measures developed by the U.S. Department of Education to meet the requirements of the Government Performance and Results Act (GPRA) of 1993, which are aligned with, but not identical to, the goals stated in the legislation. GPRA requirements address each of the following EETT program priorities: teachers' and students' access to technology, technology-related professional development, technology integration, and student technology literacy. 2 The report uses data collected from nationally representative samples of states, districts and teachers, including • 52 state educational technology directors who were surveyed about school years 2002–03 and 2006–07. • 1,028 district technology directors who were surveyed about school years 2003–04 and 2006–07. • 4,934 teachers (drawn from the district sample) who were surveyed about school year 2004–05 and 1,515 teachers (also drawn from the district sample) who were surveyed about school year 2006–07. 3 In addition to providing national estimates of educational technology in elementary and secondary schools, the report provides responses for high- and low-poverty districts and for 1 High-need districts are defined in the legislation as those serving large numbers or percentages of poor students and serving at least one school in need of academic improvement or requiring assistance acquiring or using technology. Schools “in need of academic improvement” (also identified as “in need of school improvement”) are defined in NCLB as schools that receive federal Title I funds (based on the percentage of students from low-income families) and that have not made state-defined adequate yearly progress (AYP) for two consecutive school years. There is no definition for “technology need” in the legislation, and states develop their own criteria for this standard. 2 Additional GPRA measures address the operational efficiency of the program and are outside the scope of this report. 3 A larger sample of teachers was drawn for the 2005 data collection to provide robust, schoolwide estimates of technology use (rather than estimates of individual teachers' use of technology) to inform case study selection for a NETTS substudy. viii teachers in high- and low-poverty schools to address the focus of the EETT program on the needs of high-poverty schools and districts. High-poverty schools are defined in this report as schools that were in the top poverty quartile of schools in the nation; low-poverty schools are defined as schools in the bottom two poverty quartiles, as defined by percentages of students eligible for free and reduced-price lunch (FRPL) in 2004–05. Because there are many sources of support for educational technology at the federal, state and local levels, the report's findings should not be interpreted as solely representing the effect of EETT. Key Findings This report's key findings are organized by GPRA measures for the EETT program (see Exhibit ES-1). 4 Findings are described in greater detail in the text that follows. The percentages associated with teacher technology competency, technology integration, and student technology literacy must be interpreted with care because standards guiding states and assessment techniques vary considerably

335 OECD (2016) Working Party on Measurement and Analysis of the Digital Economy: SKILLS FOR A DIGITAL WORLD : Background Paper for Ministerial Panel 4.2

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

Web URLs:

[http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DSTI/ICCP/IIS\(2015\)10/FINAL&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=DSTI/ICCP/IIS(2015)10/FINAL&docLanguage=En)

336 OECD (2016) Skills-for-a-Digital-World.pdf

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1 λόγω τίτλου και νεότητας

Web URLs: <https://www.oecd.org/els/emp/Skills-for-a-Digital-World.pdf>

338 OECD (2016) Returns to ICT Skills

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

Web URLs: <http://www.oecd-ilibrary.org/docserver/download/5jlf2p5rzq-en.pdf?expires=1506442232&id=id&accname=guest&checksum=D79AFE53D1C905C5B9B09E89B07AECE6>

337 OECD (2015) Students, Computers and Learning: Making the Connection

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

Web URLs: <http://www.oecd-ilibrary.org/docserver/download/9815021e.pdf?expires=1506441940&id=id&accname=guest&checksum=02A028161B576F39125A82D37C1B7990>

349 European Commission (2017) Opinion of the European Committee of the Regions

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

... — *Review of the Audiovisual Media Services Directive* -(2017/C 185/07) p.14 (2017/C 185/07)

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016IR4093&rid=1>

<http://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52016IR4093&rid=1>
Το πλέον πρόσφατο και κρίσιμο έγγραφο της ΕΕ

352 European Commission (2016) Resolution ... on promoting socioeconomic development and inclusiveness in the EU through education

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 24 February 2016 on promoting socioeconomic development and inclusiveness in the EU through education: the contribution of education and training to the European Semester 2016 ..

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2016:105:FULL&from=EN>

<http://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=OJ:C:2016:105:FULL&from=EN>

Στο τεκμήριο κωδικογραφήθηκαν και υπολογίστηκαν ως σελίδες τεκμηρίου 4 σελίδες από τις 20, διότι αποτελούν ξεχωριστό κείμενο.

344 European Commission (2016) Proposal for a Directive of the European Parliament and of the Council

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

.... amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services in view of changing market realities p.33 COM(2016) 287 final

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016PC0287&from=EN>

και <http://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52016PC0287&from=EL>

Concerning the future of MIL more directly, three political documents are of importance:

c. the 2017 revised Directive on Audiovisual Media Services – this first removed the mention of “media literacy” previously made in article 33, replacing it with standard provisions to monitor EU legislation; but due to mobilization from GAPMIL Europe and other monitoring groups (journalists, viewers, etc.), a new article has been proposed that would maintain the presence of MIL.8

(Frau-Meigs, 20170421) Frau-Meigs, D. (20170421). Public Policies in Media and Information Literacy in Europe [VitalSource Bookshelf version]. Retrieved from <https://bookshelf.vitalsource.com/books/9781317242277> Η παρεχόμενη αναφορά

αποτελεί κατευθυντήρια οδηγία. Ελέγξτε όλες τις αναφορές για ακρίβεια πριν από τη χρήση.

342 European Commission (2016) Promoting citizenship and the

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

...common values of freedom, tolerance and nondiscrimination through education

Overview of education policy developments in Europe following the Paris

Declaration of 17 March 2015. - Leaflet_Paris_Declaration.pdf

p.20 978-92-9492-143-7

Γνωστό ως Η Διακήρυξη των Παρισίων

Web URLs:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/1/14/Leaflet_Paris_Declaration.pdf

Concerning the future of MIL more directly, three political documents are of importance:

α. the Paris Declaration “on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education”⁶ of 17 March 2015 – in the wake of the terrorist attacks against the French satirical newspaper Charlie Hebdo. It lays the emphasis on radicalization and propaganda, and sees cooperation at EU, national and local level as key;

(Frau-Meigs, 20170421) Frau-Meigs, D. (20170421). Public Policies in Media and Information Literacy in Europe [VitalSource Bookshelf version]. Retrieved from

<https://bookshelf.vitalsource.com/books/9781317242277> Η παρεχόμενη αναφορά αποτελεί κατευθυντήρια οδηγία. Ελέγξτε όλες τις αναφορές για ακρίβεια πριν από τη χρήση.

347 European Commission (2016) Ex-post REFIT evaluation of the Audiovisual Media Services Directive 3

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1.

... 2010/13/EU Accompanying the document Proposal for a Directive of the European Parliament and of the Council amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services in view of changing market realities SWD(2016) 170 final

p. 41 WD(2016) 170 final

Web URLs: [http://eur-lex.europa.eu/legal-](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016PC0287&from=EN)

content/EN/TXT/PDF/?uri=CELEX:52016PC0287&from=EN

Συνοδευτικό του D344 European Commission (2016) Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation

or administrative action in Member States concerning the provision of audiovisual media services in view of changing market realities που προτείνει η Frau-Meigs Concerning the future of MIL more directly, three political documents are of importance:

c. the 2017 revised Directive on Audiovisual Media Services – this first removed the mention of “media literacy” previously made in article 33, replacing it with standard provisions to monitor EU legislation; but due to mobilization from GAPMIL Europe and other monitoring groups (journalists, viewers, etc.), a new article has been proposed that would maintain the presence of MIL.8

348 European Commission (2016) Executive summary of the ex-post REFIT evaluation of the Audiovisual Media Services

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

... Directive 2010/13/EU Accompanying the document Proposal for a Directive of the European Parliament and of the Council amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services in view of changing market realities SWD(2016) 171 final

p.3 SWD(2016) 171 final

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016SC0171&from=EN>

Συνοδευτικό του D344 European Commission (2016) Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services in view of changing market realities που προτείνει η Frau-Meigs Concerning the future of MIL more directly, three political documents are of importance:

c. the 2017 revised Directive on Audiovisual Media Services – this first removed the mention of “media literacy” previously made in article 33, replacing it with standard provisions to monitor EU legislation; but due to mobilization from GAPMIL Europe and other monitoring groups (journalists, viewers, etc.), a new article has been proposed that would maintain the presence of MIL.8

346 European Commission (2016) Accompanying the document Proposal for a Directive 2

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

.... of the European Parliament and of the Council amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services in view of changing market realities SWD(2016)169/FINAL

p.4 SWD(2016)169/FINAL

Web URLs: <http://ec.europa.eu/transparency/regdoc/rep/10102/2016/EN/SWD-2016-169-F1-EN-MAIN-PART-1.PDF>

Συνοδευτικό του D344 European Commission (2016) Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services in view of changing market realities που προτείνει η Frau-Meigs Concerning the future of MIL more directly, three political documents are of importance:

c. the 2017 revised Directive on Audiovisual Media Services – this first removed the mention of “media literacy” previously made in article 33, replacing it with standard provisions to monitor EU legislation; but due to mobilization from GAPMIL Europe and other monitoring groups (journalists, viewers, etc.), a new article has been proposed that would maintain the presence of MIL.8

345 European Commission (2016) Accompanying the document Proposal for a Directive 1

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

... of the European Parliament and of the Council amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services in view of changing market realities SWD(2016) 168 final p. 358 SWD(2016) 168 final

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016SC0168&from=EN>

Συνοδευτικό του D344 European Commission (2016) Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL amending Directive 2010/13/EU on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services in view of changing market realities που προτείνει η Frau-Meigs Concerning the future of MIL more directly, three political documents are of importance:

c. the 2017 revised Directive on Audiovisual Media Services – this first removed the mention of “media literacy” previously made in article 33, replacing it with standard provisions to monitor EU legislation; but due to mobilization from GAPMIL Europe and other monitoring groups (journalists, viewers, etc.), a new article has been proposed that would maintain the presence of MIL.8

"The AVMSD does not cover activities that are primarily non-economic."

354 European Commission (2014) Council conclusions on European Audiovisual Policy in the Digital Era

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

Web URLs: [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG1203\(01\)&qid=1508869779126&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG1203(01)&qid=1508869779126&from=EN)

[http://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52014XG1203\(01\)&qid=1508869779126&from=EN](http://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52014XG1203(01)&qid=1508869779126&from=EN)

350 European Commission (2013) GREEN PAPER

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1 EB=53,471 GB=0,002

*.... Preparing for a Fully Converged Audiovisual World: Growth, Creation and Values COM(2013) 231 final
p.17 COM(2013) 231 final*

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013DC0231&from=EN>

στα ελληνικά <http://eur-lex.europa.eu/legal-content/EL/TXT/PDF/?uri=CELEX:52013DC0231&from=EL>

Η οδηγία YOAM (AVMSD) που αναφέρεται στο έγγραφο αφορά το ακρωνύμιο του Audiovisual Media Services Directive (AVMSD) <https://ec.europa.eu/digital-single-market/en/audiovisual-media-services-directive-avmsd>

To Briefing EU Legislation in Progress

http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/583859/EPRS_BRI%282016%29583859_EN.pdf

Τόσο το κείμενο 350 όσο και η ιστοσελίδα αφορούν αποκλειστικά την αγορά και τις σχετικές ρυθμίσεις της. Το μόνο στοιχείο που πιθανά θα εθεωρείτο συνδετικό είναι το κεφάλαιο "Προστασία Ανηλίκων" (Protection of minors).

Παρά λοιπόν τον τίτλο που περιέχει τον όρο audiovisual και εφόσον κεντρικός άξονας ανάλυσης της παρούσας εργασίας είναι οι Εκπαιδευτικές Πολιτικές και όχι οι Πολιτικές εν γένει για τα οπτικοακουστικά μέσα, το τεκμήριο θα αξιολογηθεί μόνο κατά το ένα κεφάλαιο που περιέχει για την προστασία των ανηλίκων. Δεν θα ήταν δόκιμο να αποκλειστεί πριν αξιολογηθεί.

Η ειδική βαρύτητα που αντιστοιχεί σε κάθε κατηγορία προκύπτει ως το πηλίκο του αρθροίσματος (τίτλος - παραγραφος - πρόταση) των λέξεων που της αντιστοιχούν προς τον αριθμό των συνολικών λέξεων του ίδιου του τεκμηρίου. Ειδική Βαρύτητα = 53,471

Η γενική βαρύτητα που αντιστοιχεί σε κάθε κατηγορία προκύπτει ως το πηλίκο του αρθροίσματος (τίτλος - παραγραφος - πρόταση) των λέξεων που της αντιστοιχούν προς τον συνολικό αριθμό λέξεων όλων των τεκμηρίων, όλων των οργανισμών. Γενική Βαρύτητα = 0,002

248 European Commission (2016) - Strengthening media literacy and critical thinking to prevent violent radicalisation

Comment: by Katsara, Ch.

*Research Notes: <!--StartFragment-->Report of the first peer learning activity of the Education and Training 2020 Working Group on "Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education".<!--EndFragment--> <!--StartFragment--> Definition of media literacy Media literacy is "all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both 1 Eurostat (2015) [http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Proportion_of_households_with_access_to_computers_and_the_internet_at_home,_EU_-_28,_2007%E2%80%9314_\(%C2%B9\)_\(%25\)_BYIE15.png](http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Proportion_of_households_with_access_to_computers_and_the_internet_at_home,_EU_-_28,_2007%E2%80%9314_(%C2%B9)_(%25)_BYIE15.png) 2 Neumann, P.R. (2013) Options and Strategies for Countering Online Radicalization in the United States. *Studies in Conflict & Terrorism*, 36:6, 431 - 459. 3 Council conclusions on developing media literacy and critical thinking through education and training, 30 May 2016. traditional and new forms of media (...). It is closely related to active engagement in democratic life, to citizenship and the ability to exercise judgment critically and independently as well as to reflect on one's own actions, and can thereby enhance young people's resilience in the face of extremist messages and disinformation" 4 . Media literacy is related to several key competences 5 : 'digital competence', which requires a critical and reflective attitude towards available information and a responsible use of the interactive media; 'social and civic competences' which include the ability to understand different viewpoints and a readiness to respect the values of others; and 'cultural awareness and expression' which encompasses a sense of identity as the basis for an open attitude towards and respect for diversity. klp <!--EndFragment-->*

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

p 20

definition media literacy

Web URLs: https://ec.europa.eu/education/sites/education/files/literacy-thinking-preventing-radicalisation_en.pdf

The ET 2020 Working Group on 'Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education' held its first Peer Learning Activity (PLA) on 20 - 22 April 2016 in The Hague (Netherlands). The focus of this PLA was on 'Strengthening media literacy and critical thinking among young people as a tool to combat and prevent violent radicalisation'. Using presentations of country good practices, especially from the Netherlands, as well as NGO project demonstrations, school visits and expert inputs, the participants collectively drafted key messages with examples of existing policy or practice from different countries. These key messages will feed into the policy framework developed by the Working Group after discussions in the Working Group plenary meetings. A selection of the examples will feed into the Working Group Compendium of good practices. The advent of the internet and information technology is creating a revolution in the lives of young people and also in education. It provides both opportunities and threats. According to a recent study, some 90% of EU households have access to the internet 1 , which allows students to access information almost without boundaries. At the same time, research is increasingly showing that the

internet and social media can promote intolerant acts and cause psychological harm. Cyberbullying is a real danger to young people in today's classrooms, as is exposure to extremist ideas and hate speech. Furthermore, extremist groups benefit from the opportunities they get on the internet and through social media to influence young people and recruit new members, as well as reinforce divisions and existing prejudices. Online radicalisation can be addressed by (1) removing offensive content from the internet and social media, (2) reducing the demand for radicalisation and violent extremist messages, especially through education and awareness raising 2 . Education, and in particular critical thinking and media literacy, can greatly contribute to the second strategy and is the most long - term means of reducing the demand for online extremism. As referred to in the Council Conclusions on Developing media literacy and critical thinking through education and training 3 , it is one of the four pillars of the Paris Declaration to strengthen "children's and young people's ability to think critically and exercise judgement so that, particularly in the context of the Internet and social media, they are able to grasp realities , to distinguish fact from opinion, to recognise propaganda and to resist all forms of indoctrination and hate speech".

70 European Commission (2016) - EIT-Digital_Annual-Report-2016.pdf

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

https://www.eitdigital.eu/fileadmin/files/2017/publications/EIT-Digital_Annual-Report-2016.pdf

Research Notes: EIT Digital is a leading European digital innovation and entrepreneurial education organisation driving Europe's digital transformation. It is under EIT : EIT European Institute of Innovation and Technology "Our vision is to become the leading European initiative that empowers innovators and entrepreneurs to develop world-class solutions to create growth and jobs." EIT is under European Commission

European entrepreneurs driving digital innovation & education

Comment: by Katsara, Ch.

Web URLs: https://www.eitdigital.eu/fileadmin/files/2017/publications/EIT-Digital_Annual-Report-2016.pdf

35 European Commission (2016) - Coding and computational thinking on the curriculum - 2016-pla-coding-computational-thinking_en.pdf

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1 λόγω τίτλου και νεότητας

Web URLs: https://ec.europa.eu/education/sites/education/files/2016-pla-coding-computational-thinking_en.pdf

Summary □ Computational thinking (CT) can be loosely defined as the ability to use the concepts of computer science to formulate and solve problems. Definitions and terms vary between and within countries. Coding is generally understood as a tool to teach CT, but CT entails a wider range of abilities (e.g. problem analysis, algorithmic thinking). □ Some countries have a long-standing tradition of CT on curriculum; many more are in the progress of integrating or planning to do so. Currently the integration is mostly on secondary level, but there is increasing trend to introduce it in primary education. □ Coding / computational thinking and digital competence in general is in some countries taught as a separate subject; an increasing number of countries integrate the themes with other subjects (e.g. mathematics, sciences ...). Combining both seems to be optimal. □ Supporting peer-to-peer training of teachers can be key in spreading good practice; communities of practice can support sharing across schools. □ Coding and CT are themes where non-formal learning can play a key role and the boundaries between formal and non-formal education are blurred. □ New approaches to assessment are needed to assess CT learning, particularly if it is integrated across subjects.

28 European Commission (2016) - Assessment of the impact of the European copyright framework on digitally supported education and training practices- Final Report

Comment: by Katsara, Ch.

Web URLs:

file:///C:/Users/user/AppData/Roaming/Mozilla/Firefox/Profiles/05oajb2x.default/zotero/storage/AEMT6JP3/NC021595508N_002.pdf

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

ISBN 978-92-79-53356-3 p.208

<https://publications.europa.eu/el/publication-detail/-/publication/1ba3488e-1d01-4055-b49c-fdb35f3babc8/language-en>

Research Notes: Main goals of the study were to: Main goals of the study were to: Provide precise information on how the education and teaching exceptions and limitations are implemented; Specify how far legal uncertainties exist in each of the MS, in terms of digital education and training Provide reliable data on the level of awareness and understanding of the current framework among stakeholders (institutions, businesses, educators and learners); Analyse the obstacles generated by differing national transpositions of exceptions both at national level and concerning the cross-border use of tools; Provide quantitative and qualitative evidence of the impact of the copyright framework on all forms of education and training; Provide case studies of educational institutions, education-focused businesses and practitioners, which had to adjust behaviour or were prevented from implementing specific practices. <http://www.ppmi.lt/en/proj/assessment-of-the-european-copyright-framework-on-digitally-supported-education-and-training-practices-291.html>

49 European Commission (2015) - Council conclusions on the role of early childhood education and primary education in fostering creativity, innovation and digital competence - EE C 172 27.5.2015, p. 17 - 21

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1 λόγω τίτλου και νεότητας

=D23

(2015/C 172/05)

Web URLs: [http://eur-lex.europa.eu/legal-](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG0527(04)&qid=1497090580802&from=En)

content/EN/TXT/PDF/?uri=CELEX:52015XG0527(04)&qid=1497090580802&from

=En

IN THE CONTEXT OF THE UNION'S EFFORTS TO BUILD A DIGITAL ECONOMY

267 European Commission (2014) - The International Computer and Information Literacy Study (ICILS) - Main findings and implications for education policies in Europe

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1

p.26

Web URLs:

http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/ec-icils_en.pdf

importance of solid evidence to assess developments and take full advantage of the impact of technology on education, and called for sustained effort and international cooperation to improve our knowledge - base in this area. The International Computer and Information Literacy Study (ICILS) is an important new contribution to this knowledge base on digital competences and the integration of technology in teaching and learning. The study is carried out by the International Association for the Evaluation of Educational Achievement (IEA), and supported by the European Commission's Directorate - general for Education and Culture. ICILS is the first ever internationally comparable study assessing students' computer and information literacy. 60 000 eight graders in more than 3300 schools from 21 education systems, including 9 EU countries, were surveyed and assessed

246 European Commission (2012) - Rethinking Education: Investing in skills for better socio-economic outcomes

Comment: by Katsara, Ch.

Web URLs: [http://eur-lex.europa.eu/legal-](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012DC0669&from=EN)

content/EN/TXT/PDF/?uri=CELEX:52012DC0669&from=EN

Comment: by Katsara, Ch.

*Επιλέγεται με κατάταξη 1
=D11*

COM(2012) 669 final

Research Notes: Summary: http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=LEGISSUM:150201_1&from=EN&isLegissum=true

Investment in education and training for skills development is essential to boost growth and competitiveness: skills determine Europe's capacity to increase productivity. In the long-term, skills can trigger innovation and growth, move production up the value chain, stimulate the concentration of higher level skills in the EU and shape the future labour market. The massive increase in the global supply of highly skilled people over the last decade puts Europe to the test. The time when competition came mainly from countries that could offer only low-skilled work has come to an end. The quality of education and supply of skills has increased worldwide and Europe must respond.

343 Council of the European Union (2016) Council conclusions on

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 1.

...developing media literacy and critical thinking through education and training p.11

Web URLs: <http://data.consilium.europa.eu/doc/document/ST-9641-2016-INIT/en/pdf>

Concerning the future of MIL more directly, three political documents are of importance:

*β. the Council of the European Union conclusions “on developing media literacy and critical thinking through education and training” adopted in May 2016 – these recognize the roles of MIL and digital competence, “which encompasses the confident, creative and critical use of ICTs”, and is posited as “a crucial component of media literacy”; reflective of the latest research as it may be (taking into account the “Catch-22” situation in particular); (Frau-Meigs, 20170421) Frau-Meigs, D. (20170421). *Public Policies in Media and Information Literacy in Europe* [VitalSource Bookshelf version]. Retrieved from*

<https://bookshelf.vitalsource.com/books/9781317242277> βλέπε D290

Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό

Report created by Katsara, Ch. on 20/12/2017

Document Report

Selected documents KT II Επιλογή 2 (5)

204 UNESCO et al. (2016) MILID Yearbook 2016 Media and information literacy reinforcing human rights, countering radicalization and extremism; 2016 - 246371e)

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 2 διότι είναι μεν πρόσφατο αλλά παλαιότερο του ομοειδούς 68(D205)

<http://unesdoc.unesco.org/images/0024/002463/246371e.pdf>

351 European Commission (2016) Commission Staff Working Document Better EU tools

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 2 λόγω του ότι περιγράφει γενικά το πλαίσιο ικανοτήτων του Europass και λόγω νεότητας

... and services for skills and qualifications (Europass) Accompanying the document Proposal for a DECISION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on a common framework for the provision of better services for skills and qualifications (Europass) and repealing Decision No 2241/2004/EC {COM(2016) 625 final}

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016SC0320&from=EL>

283 European Commission (2017) - Transforming higher education: how we teach in the digital age - 2016-pla-digital-higher-education_en.pdf

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 2 λόγω τίτλου και νεότητας

Web URLs: https://ec.europa.eu/education/sites/education/files/2016-pla-digital-higher-education_en.pdf

1 Setting ' Transforming Higher Education: how we teach in the digital age ' was a Peer Learning Activity organised jointly between the ET2020 Working Groups on the

Modernisation of Higher Education and Digital Skills and Competences. It brought together representatives of public authorities and higher education institutions (HEIs) from 19 countries 1 as well as the ETUCE, EFEE and the European Distance and E - Learning Network EDEN. Presentations and discussions were held on initiatives from Ireland, Belgium/FL, Croatia, Finland, Denmark, Germany, Norway, Poland and Serbia, as well as the Erasmus+ - funded projects D - TRANSFORM and EFFECT 2 .

212 European Commission (2013) - Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources {SWD(2013) 341 final}

Comment: by Katsara, Ch.

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013DC0654&from=EN>

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 2 λόγω τίτλου παρά την παλαιότητα =D12

COM(2013) 654 final & {SWD(2013) 341 final}

Research Notes: <!--StartFragment--> από την ιστοσελίδα <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013DC0654&from=EN> Άνοιγμα της εκπαίδευσης χάρη στις νέες τεχνολογίες http://ec.europa.eu/education/policy/strategic-framework/education-technology_en <!--EndFragment-->

2 Technology and Open Educational Resources as opportunities to reshape EU education This Communication sets out a European agenda for stimulating high-quality, innovative ways of learning and teaching through new technologies and digital content. 'Opening up education' proposes actions towards more open learning environments to deliver education of higher quality and efficacy and thus contributing to the Europe 2020 goals of boosting EU competitiveness and growth through better skilled workforce and more employment. It contributes to the EU headline targets for reducing early school leaving and increasing tertiary or equivalent attainment 1 and builds on the recent initiatives 'Rethinking Education' 2 , 'European Higher Education in the World' 3 as well as the flagship initiative Digital Agenda 4 .

31 European Commission (2013) - Analysis and mapping of innovative teaching and learning for all through new Technologies and Open Educational Resources in Europe Accompanying the document Communication 'Opening Up Education' {COM(2013) 654 final}

Comment: by Katsara, Ch.

Research Notes: Έγγραφο εργασίας των υπηρεσιών της Επιτροπής από την ιστοσελίδα <!--StartFragment--> Άνοιγμα της εκπαίδευσης χάρη στις νέες τεχνολογίες http://ec.europa.eu/education/policy/strategic-framework/education-technology_en <!--EndFragment-->

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 2 διότι είναι παλαιότερο των 24(D49), 30(D28), 32(D35) και 42D(248) του ίδιου οργανισμού (E.U.)

SWD(2013) 341 final

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013SC0341&from=EN>

γγραφο εργασίας των υπηρεσιών της Επιτροπής από την ιστοσελίδα Άνοιγμα της εκπαίδευσης χάρη στις νέες τεχνολογίες http://ec.europa.eu/education/policy/strategic-framework/education-technology_en

E XECUTIVE S UMMARY This Staff Working Document accompanies the new European initiative on 'Opening up Education'. It outlines the scope, size and complexity of the challenges that lie ahead, in order to modernize and open up education through new technologies and Open Educational Resources (OER). The document provides the necessary evidence and background analysis on the use of new technologies and OER in education and training across Europe. It is based on in-depth country analysis for all EU Member States, expert reports and an extensive literature review on the state of play for new technologies and open educational resources in education and training. What is the state of play in Europe? New technologies and OER can have an extraordinary effect on improving the efficiency, accessibility and equity of education, training and learning. Learning and teaching can become more focused on the learner supporting the individual learning pathways, enhancing collaboration online and blending formal and informal education. Personalisation, collaboration and links between formal and informal learning enhanced by technologies will be at the core of future learning and push educational institutions towards opening education and institutional transformation. However, literature and practices show that education is one of the last societal sectors in Europe, which has not yet embedded the potential of new technologies, failing to provide European citizens with the skills necessary for the future. Europe is not fully reaping the potential offered by new technologies and the upsurge across the globe of digital content, including OER, to improve the efficiency, accessibility and equity of its education, training and learning systems. 63% of nine year olds do not study at a highly digital equipped school and only 20 to 25% of students are taught by digital confident and supportive teachers. In a digital world, this has serious consequences for citizens who do not possess the skills necessary for social and economic well-being. In the last years the lack of systemic uptake of new technologies in education has been a concern for many EU countries but with scattered efforts. Despite the investments, a full uptake of new technologies and OER requires more than dispersed action. Evidence indicates that the EU-wide experiences on innovative learning need to be scaled up into all classrooms, reach all learners and teachers/trainers at all levels of education and training. What are the underlying problem drivers of this implementation gap? • Teaching and learning environments: lack of teachers' skills for a real digital pedagogy; organisational barriers for developing innovative and personalised pedagogies and assessment

practices; and lack of validation and recognition mechanisms for online-acquired skills. • Digital contents: insufficient supply of quality digital contents across languages subjects and needs; uncertain legal framework conditions for producing, using, re-using and sharing educational contents; and difficult access to relevant, quality digital resources, in particular OER. • ICT infrastructure and equipment: uneven availability of ICT infrastructures and tools, including connectivity, across Member States, and absence of open interoperability standards. What are the consequences for the EU? Without adequate action in the EU, the current problems of uneven availability of infrastructures, difficult discoverability of quality digital resources, difficult validation of skills acquired online, etc. will continue to be reproduced. This has negative implications related to digital skills, digital divide and access to knowledge, inefficient use of resources and Europe's leadership. Education and training systems do not provide the digital competences needed in the 21st century economy and society. Europe will not provide similar opportunities to all its citizens to acquire digital skills for employability as well as active citizenship. The European economy would keep on facing digital skills gaps. Page | 4 There is a risk of increasing the digital divide between digital competent people and those who do not have such ICT skills. This is particularly relevant in terms of access to knowledge. The current gaps between countries may increase even more. Some countries would continue to make efforts for exploiting the potential of digital technologies for learning, while others would reduce or even stop them. This is likely to increase the negative impacts in terms of social cohesion, competitiveness and efficiency of resources. The efficiency potential of new technologies, evident in all economic sectors, is not reaped off in education and training, which lead to an inefficient use of educational resources. Europe will not be able to catch up with the emerging digital phenomena in education and training across the world and be able to modernise its education systems in terms of equity, quality and efficiency. Europe will be lagging behind in terms of supply of OER and emerging digital markets compared to the US and Asia. Third countries will lead the emerging digital phenomena in the education and training field (e.g. MOOC) and better exploit the potential of new technologies and of the investments already done. The EU would be just a follower, losing opportunities and increasing its dependency on educational technologies designed and produced abroad. What are possible ways forward? Education and training systems must be lined up with the expectations and requirements of the digital society. New technologies and the increasing attention for open educational resources can enable a paradigm shift and transform education if it takes account simultaneously of pedagogical, organisational and technological innovation. Education will only reap the full benefits of embedding new technologies and open educational resources when it opens up simultaneously the learning environments, the content and knowledge and the underlying infrastructures. The focus has to be on the learner and improvement of learning, instead of focusing on technology only. The new ways of looking to learning through OER (and MOOCs) require a rethinking of the educational landscape in terms of access, quality and efficiency. Past experiences have shown that any initiative to overcome the implementation gap of using new technologies in education requires a 360 degree approach or (eco) system-wide, and not a piecemeal approach. A full uptake of new

technologies and OER requires more than boosting experimentations across Europe. Over the past years several large scale pilots have been implemented across Europe, crossing national countries and some even of European dimension. Various practices in Europe are being looked into such as: One-to-one learning initiatives providing every child or teacher with a personal device; eTwinning, a European-wide community of schools; large scale experimentations providing real-life laboratories of scale to develop and test scenarios for mainstreaming innovative use of new technologies in education; Open Courseware; MOOCs changing the European higher education landscape and large-scale platforms for open education. Based on the evidence base and best practices provided in this Staff Working Document the underlying conditions and some ways forward for successful uptake and use of new technologies and OER in education are analysed.

Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό

Report created by Katsara, Ch. on 20/12/2017

Document Report

Selected documents ΚΤ ΙΙΙ Επιλογή 3 (6)

185 UNITED NATIONS (2009) - Mapping media education policies in the world: visions, programmes and challenges

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 3 διότι είναι παλαιότερο των 58(D189), 68(D205), και 52(D204) του ίδιου οργανισμού (UNESCO)

ISBN: 978-84-932380-9-4 p. 250

<http://unesdoc.unesco.org/images/0018/001819/181917e.pdf>

This text is a collection of papers published in «Comunicar», Latin American Scientific Journal of Media Education, issue 32 (ISSN: 1134-3478), edited March 2009 (www.revistacomunicar.com)

Το αναφερόμενο MEDIA A programme of the European Union αφορά: European Commission > DG for Education and Culture > EACEA (Education, Audiovisual and Culture Executive Agency > MEDIA programme αντιστοιχεί στο D306

Μέσα στο βιβλίο δεν αναφέρει πουθενά τους στόχους Education 2030 της UNESCO
This text is a collection of papers published in «Comunicar», Latin American Scientific Journal of Media Education, issue 32 (ISSN: 1134-3478), edited March 2009 (www.revistacomunicar.com)

The MEDIA programme is jointly run by the European Commission Directorate-General for Education and Culture (DG EAC) and the Education, Audiovisual & Culture Executive Agency (EACEA Unit P8), which is in charge of the operational management of the MEDIA programme.

The MEDIA 2007 programme (2007-2013) is the fourth multi-annual programme since 1991 (previous programmes) and has a budget of € 755 million. It simplifies the programme's administration and strengthens its objectives:

- to strive for a stronger European audiovisual sector, reflecting and respecting Europe's cultural identity and heritage - to increase the circulation of European audiovisual works inside and outside the European Union - to strengthen the competitiveness of the European audiovisual sector by facilitating access to financing and promoting use of digital technologies

The MEDIA 2007 Programme comprises a series of support measures for the European audiovisual industry focusing on:

training professionals developing production projects distributing films and audiovisual programmes promoting films and audiovisual programmes supporting film festivals new technologies

Αναπτύσσεται στο site Creative Europe Supporting Europe's cultural and creative sectors που αφορά το D55 της βάσης δεδομένων μας.

European Commission > Creative Europe > Media Overview

https://ec.europa.eu/programmes/creative-europe/media_en

Web URLs: <http://unesdoc.unesco.org/images/0018/001819/181917e.pdf>

68 OECD (2016) Education at a Glance 2016 OECD INDICATORS

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 3 διότι αφορά στους δείκτες εκπαίδευσης γενικά σε όλες τις συμμετέχουσες χώρες του οργανισμού

p. 510

ISBN (PDF) 978-92-64-25980-5

Web URLs: <http://www.oecd->

library.org/docserver/download/9616041e.pdf?expires=1501498179&id=id&accname=guest&checksum=2EAD6E412988B4EC51EF9DBAE0007526

339 OECD (2011) PISA 2009 Results Students On Line

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 3 διότι είναι παλαιότερο των 80(D336), 79(D338) και 77(D337) του ίδιου οργανισμού (OECD).

p. 396 ISBN: 9789264112995 (PDF)

<http://www.oecd->

library.org/docserver/download/9815021e.pdf?expires=1506441940&id=id&accname=guest&checksum=02A028161B576F39125A82D37C1B7990

This sixth volume of PISA 2009 results explores students' use of information technologies to learn. For PISA 2009, the framework for reading literacy has been developed to encompass reading electronic texts. This has led to an expansion of the description of text types to take account of the electronic environment, as well as a redefinition of the aspects of reading, to embrace, for example, the requirement for integration of information from multiple unrelated texts, as well as other features. The PISA 2009 reading framework and the assessment instrument together provide an operational definition and description of the distinctive structures and types of both text and task that constitute electronic reading, allowing an exploration of factors that contribute to difficulty. PISA 2009 therefore provides an opportunity to investigate electronic reading on a large scale. This book presents some initial findings.

303 European Commission (2011) Key Data on Learning and Innovation through ICT at School in Europe 2011

Comment: by Katsara, Ch.

*Επιλέγεται με κατάταξη 3 διότι περιέχει δεδομένα εφαρμογής στις χώρες της Ευρώπης.
full version of D169=D3*

ISBN 978-92-9201-184-0 p.122

Web URLs: [https://publications.europa.eu/portal2012-](https://publications.europa.eu/portal2012-portlet/html/downloadHandler.jsp?identifier=8f864668-0211-4a40-bc14-65bf1a97b6a8&format=pdf&language=en&productionSystem=cellar&part=)

portlet/html/downloadHandler.jsp?identifier=8f864668-0211-4a40-bc14-

65bf1a97b6a8&format=pdf&language=en&productionSystem=cellar&part=

This report on Key Data on Learning and Innovation through ICT at School in Europe 2011 builds on the previous Eurydice publications on information and communication technology in schools in Europe (1). It also aims to extend the theoretical framework by looking not only at the teaching and learning of ICT but also at the use of ICT to promote innovation in educational processes and to foster the development of creativity in pupils and students. The study examines the evolution of ICT infrastructure in schools in terms of networks, hardware and software. It then looks at how ICT is being used in educational processes and incorporated into curricula before focusing on its role in enabling the development of innovative teaching methods. Finally, the crucial part played by ICT in the development of 21st century skills is assessed.

71 European Commission (2016) - Education & training 2020 Survey on policies and practices of digital and online learning in Europe

Comment: by Katsara, Ch.

*Επιλέγεται με κατάταξη 3 διότι αφορά στις πολιτικές που εφαρμόζονται στις επιμέρους
χώρες και δεν είναι κεντρικό έγγραφο πολιτικής*

ISBN 978-92-79-58616-3 p.58

Web URLs: [https://publications.europa.eu/portal2012-](https://publications.europa.eu/portal2012-portlet/html/downloadHandler.jsp?identifier=621e32df-4a75-43e3-b594-2d1dccc44640&format=pdf&language=en&productionSystem=cellar&part=)

portlet/html/downloadHandler.jsp?identifier=621e32df-4a75-43e3-b594-

2d1dccc44640&format=pdf&language=en&productionSystem=cellar&part=

5 1. Acknowledgements The authors of this report are grateful to all the members of the Working Group on Digital and Online Learning (WG DOL) for the support, contributions and diffusion of the survey in their countries. They also would like to thank Sisse Resen and Panagiotis Kampylis for their support in connection with the design of the survey. Vittoria Spinelli for proof reading and Denis Crowley for valuable comments. 2. Introduction The education policy from pre - primary to higher education (HE) including curricula development, modernisation of educational system(s), quality and recognition is strongly anchored in the Member States (MS) across the European Union (EU). In some MS, policies are designed and implemented at the regional level. This gives large autonomy to the European regions to develop their educational strategies and policies. Consequently, in this vast educational landscape much diversity can be observed amongst the MS and/or the European regions, with some MS leading with advanced educational systems and others lagging behind. The European Commission (EC) can support dialogue and peer reviews between MS, focusing the discussion on common challenges, seeking to bring to the fore policy approaches which are considered to work well. Under the

E&T 2020 strategic framework for European cooperation on education and training, the Open Method of Coordination (OMC) provides a framework to support and foster dialogue across MS. Within the OMC, the Working Group on Digital and Online Learning (WG DOL) was established in 2014 as a follow-up to the Thematic Working Group on Information and Communication Technologies (ICT) and Education. With an 18-month mandate, the main aim of WG DOL was to foster mutual learning between Member States and spur further policy development on digital and online learning. The composition of the WG DOL was horizontal, implying that it covered the entire educational sector. It was composed of specialised experts on digital and online learning coming from the MS as well as from EFTA countries. The majority of experts came from the school sector and from the higher education (HE) sector. However, experts from associations of stakeholders and civil society were also represented. The WG DOL focused on how technologies and ICT can bring innovation into teaching and learning environments in Europe. Some of the key questions were about how digital technologies can contribute to organisational innovation in educational institutions, the quality models, processes, and tools that could enable innovation in teaching and learning to the benefit of learners, and how examples of innovative education can be scaled and mainstreamed. This led to rich discussions in the working group about the characteristics of digitally innovative learning environments and the nature of the wider enabling framework conditions. Questions on quality assurance of open education resources (OER) and copyright continue to be a challenge for practitioners as well as for system level actors, and a wide range of approaches and concrete tools were presented. For more information about the mandate and the composition of the WG DOL:

<http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=30926> The WG DOL provided examples of how digital and online learning education policies and practices are implemented in Member States. 2 A part of the WG DOL activities, under the policy challenge 3 aimed to observe new trends in ICT and education and their possible implication for policy making. A survey was developed to obtain an insight into the uptake of digital and online learning in institutional environments, practices and policies across MS and beyond. The aim was to capture the progress made and the remaining challenges regarding digital and online learning at the European level from the perspective of national policymakers and senior officials in charge of digital and online learning. This exercise would serve as a starting point for further analysis on digitally enabled reforms of education systems. Danish Technological Institute conducted the survey on behalf of the EC Directorate - General for Education and Culture (DG EAC) under the auspices of WG DOL.

34 European Commission (2016) - Bring Your Own Device - 2016-pla-bring-your-own-device_en.pdf

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 3 λόγω τίτλου παρά την παλαιότητα

Web URLs: https://ec.europa.eu/education/sites/education/files/2016-pla-bring-your-own-device_en.pdf

Summary □ *If they are used correctly, mobile and other digital devices can undoubtedly enhance educational activities and support self-directed and independent learning. Better results are, however, not guaranteed and, if this is the case, they are unlikely to be captured in existing indicators and measurements.* □ *Success depends on a robust, holistic concept; transformation, however, can start small in individual schools and classrooms. BYOD, in particular, can be used successfully even when the wider school has not yet integrated digital technologies.* □ *However, for a more rigorous approach to BYOD technical, legal, organisational, pedagogical, teacher and student skills, and ethical and equity issues need to be considered.* □ *Combining top-down and bottom-up approaches is recommended. Stakeholders should be involved early on – in particular teachers and school leaders, but also parents and students themselves. Teachers and school leaders may require the independence to choose strategies, pedagogies and tools for their particular context.* □ *The pedagogical and technical expertise of teachers is a key success factor; they need support and guidelines which are relevant to their daily practice.* □ *The choice of learning materials, software or apps will in most cases be more significant than the actual device.*

Supporting peer-to-peer training of teachers can be key in spreading good practice; communities of practice can support sharing across schools. □ *Practical issues and problems will arise; technical support in classrooms is needed; this can be from teachers or ICT professionals, but students themselves can also be trained to provide support (as was the case for the Hamburg pilot).*

Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό

Report created by Katsara, Ch. on 20/12/2017

Document Report

Selected documents KT IV Επιλογή 4 (9)

56 UNESCO (2017) - Training tools for curriculum development: Developing and implementing curriculum frameworks

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 4 διότι αφορά στην ανάπτυξη πλαισίων των αναλυτικών προγραμμάτων γενικά.

IBE/2017/OP/CD/02p. 48

Ref: IBE/2017/OP/CD/02

Web URLs: <http://unesdoc.unesco.org/images/0025/002500/250052e.pdf>

UNESCO Countries <http://en.unesco.org/countries>

This module is designed to be completed in conjunction with or subsequent to the study of Module 3 – Curriculum Design (Training Tools for Curriculum Development – A Resource Pack). Rather than describe what a curriculum framework is, the purpose of this module is to understand how a curriculum framework can be developed – in other words, the processes that will be required to develop a curriculum framework successfully. It is not possible to define a set of processes for developing a curriculum framework that will work in every context. The educational context of every country is a complex mix of educational traditions, curriculum development structures, policy priorities, human capacities and financial resources. Similarly, the curriculum of every country has its own, individual strengths and weaknesses, is based on a national approach to and philosophy of education, and most countries have developed a set of either implicit or explicit educational priorities to which the curriculum must respond. The main purpose of the module is to provide the reader with a clear, staged model of a process, and with some fundamental knowledge and information about each stage. The five stage model proposed for the process is: Stage 1 : Evidence - gathering Stage 2 : Preparation Stage 3 : Development Stage 4 : Implementation Stage 5 : Monitoring and evaluation However, the central challenge for you, the readers of this module, is to transfer and apply its generic content to your individual country or system circumstances. Overview of training activities The structure of the Training activities section of the module reflects the five - stage model proposed for the curriculum framework development process. Each of the five stages has at least one training activity attached to it, each of which requires the completion of a number of tasks and sub - tasks. The broad purpose of the training activities is to place you, the reader or participant, in the position of a curriculum developer, and to have you

make some decision about or formulate some response to an issue or challenge associated with the process. You may be asked to do this individually, as a member of a country team or as a member of a small workshop group. It is critical, however, that you are prepared to discuss and share ideas with you colleagues in an open and professional way. Many of the tasks ask you to complete a table or some other template document. Where this is the case, the documents are available in the ' Training Resources ' section, and can be readily accessed through the hyperlink embedded in the text .

26 U.S. Department of Education (2017) - A Compendium of Education Technology Research Funded by NCER and NCSE: 2002-2014 - 20170001.pdf

Comment: by Katsara, Ch.

*Επιλέγεται με κατάταξη 4 λόγω τίτλου παρά την παλαιότητα
p. 261*

Web URLs: <https://ies.ed.gov/ncer/pubs/20170001/pdf/20170001.pdf>

In 1999, the National Research Council published a report on the state of education research in the United States. The panel concluded, One striking fact is that the complex world of education—unlike defense, health care, or industrial production—does not rest on a strong research base. In no other field are personal experience and ideology so frequently relied on to make policy choices, and in no other field is the research base so inadequate and little used. National Research Council (1999, p. 1) Three years later with the passage of the Education Sciences Reform Act of 2002, Congress established the Institute of Education Sciences (Institute) and charged it with supporting rigorous, scientifically valid research that is relevant to education practice and policy. To meet this charge, the Institute established long- term programs of research within the National Center for Education Research (NCER) and the National Center for Special Education Research (NCSE) that address topics of importance to education practitioners and leaders, specify methodological requirements for projects, and establish a scientific peer -review system for reviewing grant proposals. Since the Institute 's founding, NCER has funded a broad range of work targeted toward providing solutions to the education problems in our nation. NCSE became part of the Institute with the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) that gave the primary authority for special education research within the U.S. Department of Education to the Institute (IDEA 2004). NCSE began operations in 2005 and funds a comprehensive program of special education research designed to expand the knowledge and understanding of infants, toddlers, and children with or at risk for disabilities. Both centers fund four general types of research: exploratory research that contributes to our core knowledge of education , development and piloting of education interventions (e.g., instructional interventions, policies, and technologies), evaluation of the impact of interventions, and development and validation of measurement instruments. Compendia of Research Funded by the Institute This compendium is part of a series of documents intended to summarize the research investments that NCER and NCSE are making to improve student education

outcomes in specific topical areas. This compendium organizes and describes projects pertaining to education technology . Other compendia explore projects pertaining to math and science research and to social and behavioral research . The Institute provided the contractors with each project 's structured abstract, which became the basis for the project 's description in the compendium . It is the Institute 's intent that this compendium assist education stakeholders in identifying projects of interest and getting an overview of major research goals and activities; it does not describe the research designs or summarize project findings. Detailed abstracts of all projects in this compendium are available on the Institute 's website (<http://ies.ed.gov/funding/grantsearch>).

293 European Commission (2016) Mapping EU investments in ICT - description of an online tool and initial observations

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 4 διότι αφορά τις χρηματοδοτήσεις. Μπορεί να χρησιμοποιηθεί ως αποδεικτικό πολιτικών προθέσεων.
ISBN 978 - 92 - 79 - 59748 - 0 p.250

<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC102233/mapping%20eu%20investments%20in%20ict%20final%20edited.pdf>

Research Notes: <!--StartFragment--> 3 Abstract Information and Communication Technologies (ICT s) are major drivers of social and economic change. They are also one of the key Thematic Objectives (TOs) in the European Structural and Investment Fund (ESIF). The aim of these funds is to strengthen economic, social and territorial cohesi on within the European Union. ICT s not only constitute an important sector themselves, but are also an important enabler of other sectors. Th is is why , analysis of ESIF data on planned ICT investments show EUR 12.2 billion encoded in the dedicated TO, but when ICT categories in other T O s are included , th is amount almost double s , to EUR 21.4 billion . Finding out more about the ICT investment plans of EU M ember S tates and regions is not always a straightforward process. The available data for ESIF are structu red in TOs and Categories of Intervention (CoI s) ; however , ICT investment often funds activities beyond the dedicated TOs and CoIs . To obtain a better picture of planned ICT investments , the European Commission Directorate General for Communications Networ ks, Content & Technology (DG CONNECT) and the JRC Institute for Prospective Technological Studies (JRC - IPTS) have developed an online tool to display planned ICT investment data on a regional basis. Th is tool will help EC officials, national and regional policymakers working on ICT issues , and beneficiaries of ESIF , to understand what kind of ICT activities are being planned in Europe. The ICT monitoring tool can be searched using a number of predefined filters, or searches of TOs and CoI s can be customise d . The tool also contains a database of keywords built up by a semantic search for keywords in Operational Programmes (O P s) . This database allows the user to identify OPs that mention a number of ICT activities more frequently than others, and to ident if y if a specific topic is mentioned in a region at all. The data set included in the tool is based on an in - depth study of individual OPs, as well as on aggregated data sets. When studying the available data

, we found that Thematic Objective 2 (TO2) does not account for all planned ESIF investments in ICT . Using a broader set of CoI s , planned spending on ICT almost doubled , from 3.8 % to around 6.6 % of the combined total of European Regional Development Funds (ERDF) , the European Social Fund (ESF) , Cohesion Funds (CF) and European Agricultural Fund for Rural Development (EAFRD) . However , it is likely that even this method fails to capture all planned investments, as respondents to our study indicated that substantial investments in ICT will be allocated to other categories , which would increase ESIF investments in ICT to EUR 35.5 billion . However, this estimate is not currently included in the tool, as the methods of estimating investments are not judged to be adequate. This range of different amounts of investment reflects the dual nature of ICT as an important sector and activity in itself, as well as an enabling technology in other public and private activities. Taking the moderate estimates , the EU Member States that plan by far the largest investments in ICT in absolute terms are Poland, Italy and Spain; the regions with the largest planned investments are Campania (IT), Sicilia (IT), Andalucía (ES), Slaskie (PL) and Puglia (IT). For example , the region of Campania plans to invest more ESIF in ICT than the whole of Germany. The greatest investments will be in broadband and ICT infrastructures (EUR 6.9 billion) , e - Inclusion and digital skills (EUR 3.9 billion) , e - Government (EUR 3.4 billion) , and smart cities and smart grids (EUR 3 .1 billion) . To get a more in - depth view of future plans , we carried out a keyword search of ESIF data . Among the most frequently mentioned keywords are ICT innovation , e - Inclusion, broadband and digital content . This is partly because these keywords are broad and all - encompassing, but the findings also reflect the ambition of many regions to invest in ICT - based innovation activities. Quite substantial ICT investments will go to ICT - based innovation and digital content, but this will be listed under CoIs related to support of small and medium - sized enterprises (SME s) and research and innovation , rather than the core CoIs for planned ICT investments. <!-- EndFragment-->

Comment: by Katsara, Ch.

Web URLs:

<http://publications.jrc.ec.europa.eu/repository/bitstream/JRC102233/mapping%20eu%20investments%20in%20ict%20final%20edited.pdf>

85 European Commission (2016) - Growing Digital Citizens Developing active citizenship through eTwinning 2016

Comment: by Katsara, Ch.

Web URLs: https://www.etwinning.net/eun-files/book2016/eTwinningBook_2016.pdf

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 4 διότι αφορά συγκεκριμένα το e-Twinning
ISBN 9789492414458 p.60

https://www.etwinning.net/eun-files/book2016/eTwinningBook_2016.pdf

Research Notes: <!--StartFragment--> από την βιβλιοθήκη του Εκπαιδευση και Κατάρτιση στην κατηγορία Πολιτικές;

http://ec.europa.eu/education/library_el?field_eac_eat_event_categories_value=eu_

policy&field_eac_eat_type_of_documentr_value=All&field_eac_eat_year_value=All eTwinning is a vibrant community that's involved, in its 11 years of existence, more than 400,000 teachers working in 166,000 schools. More than 50,000* projects have been run, involving more than 2,000,000 pupils across the continent (*October 2016). eTwinning – The Community for schools in Europe – is an action for schools funded by the European Commission under the Erasmus+ programme. eTwinning offers a high level of support for its users. In each of participating countries (currently 38) a National Support Service (NSS) promotes the action, provides advice and guidance for end users and organises a range of activities and professional development opportunities at national level. At European level, eTwinning is coordinated by the Central Support Service (CSS) managed by European Schoolnet, a consortium of 30 Ministries of Education. This body liaises with the NSS and is responsible for the development of the platform, as well as offering a range of professional development opportunities and other activities such as an annual European Conference and a Prize Event which awards teachers and students for their involvement in outstanding projects. eTwinning incorporates a sophisticated digital platform that has both public and private areas and is available in 28 languages. The public area www.eTwinning.net offers browsing visitors a range of information about how to become involved in eTwinning; explaining the benefits the action offers and provides inspiration for collaborative project work. The restricted area, called eTwinning Live, is the individual teacher's interface with the community: it enables users to find each other, interact, collaborate in projects and participate in professional development activities organised at national and European Level. Finally when teachers work together in a project they have access to a restricted and dedicated area for the project called the TwinSpace. <!--StartFragment--> Monitoring eTwinning Practice report <https://www.etwinning.net/eun-files/report2016/eTwinning-report-2016.pdf> <!--EndFragment--> <!--EndFragment-->*

93 European Commission (2015) - ET 2020 Working Group: Part 1 : Mandate WG on Digital and Online Learning

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 4 λόγω τίτλου παρά την παλαιότητα

Ref. Ares(2014)1466073 - 07/05/2014

Web URLs:

<http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetailDoc&id=13088&no=1>

The primary focus of the Working Group is to benefit the Member States in their work of furthering policy development on Digital and Online Learning through mutual learning and the identification of good practices. In particular, the recent Council Conclusions on efficient and innovative education and training to invest in skills - supporting the 2014 European Semester and the EU Communication 'Opening up Education: Innovative teaching and learning for all through new technologies and Open Educational Resources' 2 3 set out a European agenda for

stimulating high-quality, innovative ways of learning and teaching through new technologies and digital content.

77 European Commission (2015) - Draft 2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET2020) - et-2020-draft-joint-report-408-2015_en.pdf

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 4 διότι αφορά στη συνεργασία μεταξύ των χωρών του οργανισμού (E.U.)

COM(2015) 408 final

Web URLs:

http://ec.europa.eu/dgs/education_culture/repository/education/documents/et-2020-draft-joint-report-408-2015_en.pdf

84 European Commission (2013) - Europe's digital challenge Commission contribution to the European Council of 24-25 October 2013

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 4 λόγω τίτλου παρά την παλαιότητα =D29

Web URLs: http://ec.europa.eu/europe2020/pdf/20131010_en.pdf

Modern electronic communication and online services, including e - government, are major drivers of change for our economies and our societies. They help to promote growth and jobs, productivity, savings in public spending, consumer welfare and they offer new opportunities for personal expression. They are also important economic sectors in their own right. The digital economy can help European industry to grow, provide infrastructures for tomorrow's companies and boost growth of new start-ups. Even at a time of high unemployment, the internet creates five jobs for every two lost. 1 By 2020, Europe could add 4% to its GDP by stimulating the fast development of the Digital Single Market and our public authorities could achieve 15 - 20% cost reductions by moving to e - Government 2. The single market and the digital economy reinforce each other. Buying goods and services is much easier online – but it is also easier to spot where the single market is not working and to see the cost of fragmentation. Europe's telecoms market is not working as it should. Unlike the EU, the US and China have unified telecommunications markets of respectively 315 and 1350 million customers, served by 3 or 4 operators, acting within a single framework. In contrast, Europe's telecoms markets remain fragmented along national borders. European companies are not big players on the Internet. Non-European internet platforms such as Google, Apple, Amazon, Baidu are leaders in the Internet economy and they are also among the biggest companies in the world. Europe has been a leader in the past and has a

number of global Information and Communication Technology (ICT) industries. It has innovated in healthcare applications, smart city technologies, electronic public services and open data. Europe has so much potential to boost its growth and competitiveness but is now falling behind other world leaders in this field. Europe urgently needs decisive action to regain momentum in this crucially important sector. The 2013 Spring European Council stressed the importance of the digital single market for growth and called for the Commission to present concrete measures to establish a Digital Single Market as early as possible. For this to become a reality, legislative measures need to be adopted before the end of this parliamentary mandate. The Commission has proposed a Regulation to remove many of the obstacles to the single market in telecommunications. Several other legislative proposals of direct relevance to the digital economy – from online payments services to data protection rules – are also awaiting decision by the co-legislators. These are listed in the Annex to this text. The proposals overall are designed to address particular failings in the Digital Single Market, outlined below.

168 European Commission (2012) - Key Competences at School in Europe: Developing Challenges and Opportunities for Policy

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 4 διότι αφορά σε δείκτες των ευρωπαϊκών σχολείων =D6

978- 92- 9201- 292-2 p.72

Web URLs: [https://publications.europa.eu/portal2012-](https://publications.europa.eu/portal2012-portlet/html/downloadHandler.jsp?identifier=47063155-d7f7-4de8-87b0-8103e8b84197&format=pdf&language=en&productionSystem=cellar&part=)

portlet/html/downloadHandler.jsp?identifier=47063155-d7f7-4de8-87b0-

8103e8b84197&format=pdf&language=en&productionSystem=cellar&part=

The need to improve the quality and relevance of the skills and competences with which young Europeans leave school has been recognised at EU and national level. The urgency of addressing this issue is further underlined by the current situation in which Europe faces high youth unemployment and, in some cases, serious skills mismatches. In recent years, the concept of key competences has gained prominence in European education systems. Most European countries have made significant progress in incorporating the key competences into national curricula and other steering documents (4). There have been positive developments in defining specific learning outcomes and work is underway in developing a range of assessment tools to support the learning process (European Commission, 2012b). The European Policy Network on the Implementation of the Key Competences (KeyCoNet) analyses emerging initiatives for the development of the key competences (5). However a number of challenges remain. One of them relates to the need for a more strategic approach in supporting the key competences approach at school. A second one is related to the efforts to enhance the status of the transversal competences (digital, civic and entrepreneurship) as compared to the traditional subject -based competences. Furthermore there are the imperatives of lowering the proportion of low achievers in the basic skills (mother tongue, mathematics and science) and encouraging more young people to pursue higher -level studies and careers in mathematics, science and technology (MST). This cross- country report has been

produced in support of the European Commission's Communication on Rethinking Education (European Commission 2012a). The main objective of the report is to present the findings on some of the challenges that European countries face in the implementation of the key competences approach, and to identify problem areas and common obstacles. Based on research evidence and national practices, the report will also outline a range of measures that have the potential to effectively address these challenges. The comparative analysis is organised in five chapters that address the following questions: • Chapter 1: How do countries support the development of the key competences approach? • Chapter 2: How do countries implement the new competence- based curricula? • Chapter 3: How do countries assess the key competences? • Chapter 4: How do countries tackle low achievement in schools? • Chapter 5: How do countries encourage young people to pursue further study and careers in mathematics, science and technology? Each chapter concludes with a section on policy challenges and possible responses. These concluding sections are, in turn, brought together in the Key findings section

169 European Commission (2011) - Key Data on Learning and Innovation through ICT at School in Europe 2011 Edition

Comment: by Katsara, Ch.

Επιλέγεται με κατάταξη 4 λόγω του ότι περιέχει δεδομένα (αριθμούς) που εκτινάσσουν την περιεκτικότητα χωρίς όμως να συνάδουν απαραίτητα με κεντρικές πολιτικές στα μέσα.

=D3

summary of D303

Catalog number EC-31-12-197-EN-N

Web URLs: [https://publications.europa.eu/portal2012-](https://publications.europa.eu/portal2012-portlet/html/downloadHandler.jsp?identifier=a7bb8c44-7f78-4327-973e-cd60da5d4c91&format=pdf&language=en&productionSystem=cellar&part=)

portlet/html/downloadHandler.jsp?identifier=a7bb8c44-7f78-4327-973e-

cd60da5d4c91&format=pdf&language=en&productionSystem=cellar&part=

Information and Communication Technologies (ICT) have evolved extremely rapidly over the last ten years and the use of ICT in education is producing changes in teaching practices, methods, contents and evaluation processes.

Project: Εκπαιδευτικές Πολιτικές για τον Ψηφιακό Γραμματισμό

Report created by Katsara, Ch. on 20/12/2017

Document Report

Selected documents ΚΤ V Μη Επιλεγόμενα (45)

238 UNITED NATIONS (2017) Progress towards the Sustainable Development Goals Report of the Secretary - General

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου E/2017/66 p. 19
http://www.un.org/ga/search/view_doc.asp?symbol=E/2017/66&Lang=E
2017 session 28 July 2016 - 27 July 2017 Agenda items 5, 6 and 18 (a)
Pursuant to General Assembly resolution 70/1 , the Secretary - General, in cooperation with the United Nations system, has the honour to submit the report on progress towards the Sustainable Development Goals. The report provides a global overview of the current situation of the Goals, on the basis of the latest available data for indicators in the global indicator framework . a a The report was submitted on 10 May 2017 because of new data updates from a few international organizations.

208 UNESCO et al. (2015) MILID Yearbook_2015 Media and Information Literacy for the Sustainable Development Goals

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι επιλέγεται σχετικό νεώτερο, το ομοειδές 68(D205)
https://milunesco.unaoc.org/wp-content/uploads/2015/07/milid_yearbook_20151.pdf

207 UNESCO et al. (2014) MILID Yearbook 2014 Global_citizenship_in_a_digital_world

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι επιλέγεται σχετικό νεώτερο, το ομοειδές 68(D205)
https://milunesco.unaoc.org/wp-content/uploads/2015/03/global_citizenship_in_a_digital_world.pdf

206 UNESCO et al. (2013) MILID Yearbook 2013 Media and Information Literacy and Intercultural Dialogue

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
https://milunesco.unaoc.org/wp-content/uploads/2015/03/global_citizenship_in_a_digital_world.pdf

275 UNESCO et al (2008) Towards information literacy indicators Conceptual Framework Paper

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
CI-2008/WS/1 p. 46
<http://unesdoc.unesco.org/images/0015/001587/158723e.pdf>

320 UNESCO (2017) UNESCO 2016

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι είναι ένα γενικό έγγραφο αποτίμησης του οργανισμού
ERI-2017/WS/1 p. 148
Web URLs: <http://unesdoc.unesco.org/images/0024/002480/248073e.pdf>

76 UNESCO (2017) - Education 2030: Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
p.105
Web URLs: <http://uis.unesco.org/sites/default/files/documents/sdg4-metadata-global-thematic-indicators.pdf>
UNESCO Countries <http://en.unesco.org/countries>

37 UNESCO (2017) - A Decade of progress on education for sustainable development: reflections from the UNESCO Chairs Programme

Comment: by Katsara, Ch.

Web URLs: <http://unesdoc.unesco.org/images/0025/002523/252319e.pdf>

Comment: by Katsara, Ch.

Δεν επιλέγεται λόγω περιεχομένων τίτλου
ISBN 978-92-3- [100227-4] p. 133

<http://unesdoc.unesco.org/images/0025/002523/252319e.pdf>

Research Notes: <!--StartFragment--> UNESCO Education Sector Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa. The Global Education 2030 Agenda UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments. <!--EndFragment-->

UNESCO Countries <http://en.unesco.org/countries>

UniTwin University Twinning and Networking Programme Launched in 1992, the UNITWIN/UNESCO Chairs Programme, which involves over 700 institutions in 116 countries, promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work. The programme supports the establishment of UNESCO Chairs and UNITWIN Networks in key priority areas related to UNESCO's fields of competence – i.e. in education, the natural and social sciences, culture and communication. Through this network, higher education and research institutions all over the globe pool their resources, both human and material, to address pressing challenges and contribute to the development of their societies. In many instances, the networks and chairs serve as thinktanks and bridgebuilders between academia, civil society, local communities, research and policy-making. They have proven useful in informing policy decisions, establishing new teaching initiatives, generating innovation through research and contributing to the enrichment of existing university programmes while promoting cultural diversity. In areas lacking expertise, chairs and networks have evolved into poles of excellence and innovation at regional or sub-regional levels. They also contribute to strengthening North-South-South cooperation. <http://en.unesco.org/unitwin-unesco-chairs-programme>

278 UNESCO (2016) - UNESCO 2015

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι είναι ένα γενικό έγγραφο αποτίμησης του οργανισμού

Web URLs: <http://en.unesco.org/system/files/244834e1.pdf>

UNESCO Countries <http://en.unesco.org/countries>

informed the proposed education targets of the Open Working Group on Sustainable Development Goals (SDGs). We further recall the outcomes of the regional ministerial conferences on education post-2015 and take note of the findings of the 2015 EFA Global Monitoring Report and the Regional EFA Synthesis Reports. We recognize the important contribution of the Global Education First Initiative as well as the role of governments and regional, intergovernmental and non-governmental organizations in galvanizing political commitment for education. 4. Having taken stock of progress made towards the EFA goals since 2000 and the education-related Millennium Development Goals (MDGs) as well as the lessons learned, and having examined the remaining challenges and deliberated on the proposed Education 2030 agenda and the Framework for Action as well as on future priorities and strategies for its achievement, we adopt this Declaration.

323 UNESCO (2015) Leveraging ICT for Achieving Education 2030 Qingdao Declaration: Seize Digital Opportunities, Lead Education Transformation;

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

Web URLs: <http://unesdoc.unesco.org/images/0023/002333/233352m.pdf>

244 UNESCO (2015) - Relationship between Sustainable Development Goal 4 and the Education 2030 Framework for Action

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

Web URLs: <http://www.unesco.org/culture/pdf/edu/SDG4-Ed2030-relationship.pdf>

UNESCO Countries <http://en.unesco.org/countries>

318 UNESCO (2014) Teaching and learning: achieving quality for all; EFA global monitoring report, 2013-2014

Comment: by Katsara, Ch.

Δεν επιλέγεται λόγω παλαιότητας και λόγω περιεχομένων τίτλου

ISBN 978-92-3-104255-3 p 496

Web URLs: <http://unesdoc.unesco.org/images/0022/002256/225660e.pdf>

This Report is an independent publication commissioned by UNESCO on behalf of the international community. It is the product of a collaborative effort involving members of the Report Team and many other people, agencies, institutions and governments. The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries. The EFA

Global Monitoring Report team is responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization. Overall responsibility for the views and opinions expressed in the Report is taken by its Director.

277 UNESCO (2014) - UNESCO 2013

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι είναι ένα γενικό έγγραφο αποτίμησης του οργανισμού
Web URLs: <http://unesdoc.unesco.org/images/0022/002271/227146e.pdf>
UNESCO Countries <http://en.unesco.org/countries>

288 UNESCO (2008) Understanding information literacy a primer

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
<http://unesdoc.unesco.org/images/0015/001570/157020e.pdf>

190 UNESCO (2008) Media development indicators: a framework for assessing media development Endorsed by the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) at its 26th session (26-28 March 2008)

Comment: by Katsara, Ch.

Δεν επιλέγεται λόγω παλαιότητας και λόγω περιεχομένων τίτλου
<http://unesdoc.unesco.org/images/0016/001631/163102e.pdf>

259 U.S. Department of Education (2017) - Request for Applications Education Research Grants CFDA Number: 84.305A - 2018_84305A.pdf

Comment: by Katsara, Ch.

Research Notes: <!--StartFragment--> The Education Technology topic supports research that applies advances in technology to education practice to improve student achievement and progress through the education system. Through this topic, the Institute is interested in the development and evaluation of education technology products intended for use in schools or through formal programs (e.g., after-school programs, distance learning programs, on-line programs) run by schools or state and local education agencies. These products are to have a strongly justified (theoretically, pedagogically, and empirically) scope and sequence of their content and a developmentally-appropriate user-interface for students. The long-term

outcome of this research will be an array of education technology tools that have been documented to be efficacious for improving learning in authentic preK and K-12 education settings. <!--EndFragment-->

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

p. 152

Web URLs: https://ies.ed.gov/funding/pdf/2018_84305A.pdf

PART I: OVERVIEW AND GENERAL REQUIREMENTS

.....	1 A. INTRODUCTION	
.....	1 1. Technical Assistance for Applicants	2
B. GENERAL REQUIREMENTS		
.....	2 1. Student Education Outcomes	
.....	2 2. Authentic Education Settings	3
3. Topics		
.....	4 4. Goals	5
5. Dissemination		
.....	6 C.	
APPLICANT REQUIREMENTS		
.....	8 1. Eligible Applicants	
.....	8 2. The Principal Investigator and Authorized Organization Representative	
.....	8 3. Common Applicant Questions	
.....	8 D. PRE-AWARD REQUIREMENTS	9
.....	9 E. CHANGES IN THE FY 2018 REQUEST FOR APPLICATIONS	
.....	10 F. READING THE REQUEST FOR APPLICATIONS	
.....	11 1. Requirements	
.....	11 2. Recommendations for a Strong Application	
.....	12 PART II: TOPICS	
.....	13 A. APPLYING TO A TOPIC	
.....	13 1. Cognition and Student Learning	
.....	14 2. Early Learning Programs and Policies	16
.....	16 3. Education Leadership	
.....	19 4. Education Technology	21
.....	21 5. Effective Teachers and Effective Teaching	
.....	23 6. English Learners	
.....	25 7. Improving Education Systems	
.....	27 8. Postsecondary and Adult Education	29
.....	29 9.	

Reading and Writing
..... 32
10. Science, Technology, Engineering, and Mathematics (STEM) Education
..... 34
11. Social and Behavioral Context for Academic Learning
..... 36
12. Special Topics in Education Research
..... 38
For awards beginning in FY 2018 Education Research, i Posted May 30, 2017 Table of Contents

240 U.S. Department of Education (2014) - TEL_Appendix_Tables.xls

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
p. 11*

Web URLs:

https://www.nationsreportcard.gov/tel_2014/files/2014_TEL_Appendix_Tables.xls

Text URLs: internal-pdf://1493/2014_TEL_Appendix_Tables.xls

Excel με όλα τα στοιχεία

270 U.S. Department of Education (2014) - Technology and Engineering Literacy (TEL) Where Do Students Learn About Technology and Engineering Literacy?

Comment: by Katsara, Ch.

Δεν επιλέγεται

p. 4

*https://www.nationsreportcard.gov/tel_2014/files/TEL_contextual_infographic.pdf
Students live in a world of rapid technological change affecting life at home, school, and the workplace. The increased emphasis on 21st century skills in K-12 education led the National Assessment of Educational Progress (NAEP) to administer the first-ever Technology and Engineering Literacy assessment. In 2014, this assessment was administered to 21,500 eighth-grade students in about 840 schools across the nation. Students' opportunities to learn about and use technology and engineering happen both inside and outside the classroom. The Technology and Engineering Literacy assessment includes a survey asking about these experiences across and within the three content areas – Technology and Society, Design and Systems, and Information and Communication Technology.*

271 U.S. Department of Education (2014) - Technology and Engineering Literacy (TEL) Explore a Scenario-Based Task

Comment: by Katsara, Ch.

Δεν επιλέγεται

p. 5

https://www.nationsreportcard.gov/tel_2014/files/TEL_task_infographic.pdf
A city is encouraging its citizens to use bicycling as a form of transportation. We need students to apply their technology and engineering skills to come up with a cost-effective route design for a safe bike lane. Keep in mind when tackling a problem, students need to produce a design that meets specific requirements while accounting for trade-offs between options

269 U.S. Department of Education (2014) - Technology and Engineering Literacy (TEL) A New Generation of NAEP Assessments

Comment: by Katsara, Ch.

Δεν επιλέγεται

p. 3

https://www.nationsreportcard.gov/tel_2014/files/TEL_101_infographic.pdf
Since 1969, the National Assessment of Educational Progress (NAEP) has been informing us on what students know and can do across the United States in different subjects. The Technology and Engineering Literacy assessment is one of the latest digitally based assessments from the National Center for Education Statistics (NCES).

61 European Commission (2016) - Education and Training Monitor 2016

Comment: by Katsara, Ch.

Web URLs: https://ec.europa.eu/education/sites/education/files/monitor2016_en.pdf

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

ISBN no p.92

This publication is based on document SWD(2016) 334

https://ec.europa.eu/education/sites/education/files/monitor2016_en.pdf

ακρονύμια όπως

ICILS International Computer and Information Literacy Study (IEA

ICT Information and Communication Technology

IEA International Association for the Evaluation of Educational Achievement

EACEA Education, Audiovisual and Culture Executive Agency (European

Commission) DG EAC Directorate-General for Education and Culture, European

Commission ET 2020 The EU's strategic framework for European cooperation in

education and training ISCED International Standard Classification of Education

OJ Official Journal of the EU

315 European Commission (2014) Horizon 2020

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
ISBN 978-92-79-33057-5 p.40*

Web URLs:

http://ec.europa.eu/programmes/horizon2020/sites/horizon2020/files/H2020_inBrief_EN_FinalBAT.pdf

150 European Commission (2013) - Innovating in the digital era: putting Europe back on track pres

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
p. 17 στα ελληνικά στο D10*

Web URLs: http://ec.europa.eu/europe2020/pdf/20131024_en.pdf

183 European Commission (2017) - Management Plan 2017 DG EDUCATION , YOUTH, SPORT AND CULTURE

Comment: by Katsara, Ch.

*Research Notes: Management Plan 2016 Education and Culture βρίσκεται
https://ec.europa.eu/info/publications/management-plan-2016-education-and-culture_en*

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
Ref. Ares(2016)7101200 - 21/12/2016*

Web URLs: https://ec.europa.eu/info/sites/info/files/management-plan-eac-2017_en_1.pdf

Young people are Europe's main asset for the future. The EU and its Member States need to invest in and build on the richness and potential that young people represent for Europe in terms of skills, creativity and diversity. DG EAC operates under European Commission's first political priority, "A New Boost for Jobs, Growth and Investment". President Juncker in his State of the Union Address (SOTEU) 2016 recalled that " Europe must invest strongly in its youth, in its jobseekers, in its start-ups " 1 . Education is the best investment that young people in Europe can make in their future. In this regard, the EU has put education at the heart of its agenda for Jobs, Growth, Fairness and Democratic Change 2 . Even if, the effort we make today may not be immediately visible, failure to invest now will cost future generations dearly.

284 European Commission (2016) - Working Group Mandates for 2016-2018 - et-2020-group-mandates_en.pdf

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

Web URLs:

http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/expert-groups/2016-2018/et-2020-group-mandates_en.pdf

The ET 2020 strategic framework for European cooperation in education and training is the main instrument to develop exchanges of information and experience on issues common to the education and training systems of the Member States (TFEU, a rt. 165 and 166). As part of the ET 2020 strategic framework, cooperation inter alia takes the form of Working Groups. Working Groups – first established by the Commission under the Education and Training 2010 work programme in order to implement the Open Method of Coordination in education and training – offer a forum for the exchange of best practices in these fields. They bring together – on a voluntary basis – experts from the Member States 1 . The WGs are fora for exchange on key education and training topics. In this perspective, they will identify and analyse pertinent examples of policies within the EU to be able to draw common principles and factors for challenges or success transferable to other Member States. The 2015 Joint Report 2 stipulates that the “mandates [of the Working Groups] will be proposed by the Commission and adjusted in the light of comments expressed by the Member States, in particular through the Education Committee”

268 European Commission (2016) - The Future of the European Institute of Innovation and Technology (EIT): Strategic Issues and Perspectives - eit-hlg-final-report_en.pdf

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

Web URLs: https://ec.europa.eu/education/sites/education/files/eit-hlg-final-report_en.pdf

When the EIT was set up in 2008, it was charged with a set of objectives which were defined in very broad terms and a set of operating instructions which were, in contrast, tightly drawn and which have acted as important constraints on its development. The EIT's mission, as set out in its founding Regulation and its 2013 amendment, is to :

- contribute to sustainable European economic growth and competitiveness by reinforcing the innovation capacity of the Member States and the Union,*
- promote and integrate higher education, research and innovation of the highest standards, 1*
- promote synergies and cooperation among higher education, research and innovation,*
- address the major challenges faced by European society,*
- foster entrepreneurship 2 . The founding constraints included: □ the EIT did not have autonomy in choosing its field of work: it has been allowed to work only on specific, politically determined fields, through a determined model involving the establishment of a KIC in each field, □ the EIT was required to be geographically distributed, □ the Knowledge and Innovation Communities (KICs) - and, to a lesser, less well - defined extent, the EIT itself - were required to become in time financially sustainable, □ the EIT and KICs were set up with strict and heavy reporting requirements and with specific accounting and financial requirements 3 . On top of these initial constraints, new and influential challenges have emerged as the EIT has grown; they are well documented in the European Court of Auditors (ECA)*

performance audit of April 2016⁴. These challenges include: how best to organise the EIT's own administrative team; how to structure the KICs given their size and dispersed nature and how to manage them to maximum effect; how, after 2014, to accommodate to the specific rules of Horizon 2020; how to contribute to the broader policy effort to boost innovation systems in Europe, including to the calls to support breakthrough and market creating innovation through a European Innovation Council. The ongoing challenge for EIT has been to deliver on its very broad and ambitious objectives while operating within its imposed constraints, and responding to the challenges that have emerged (and will continue to emerge) as it has grown. The High Level Group was established by Commissioner Tibor Navracsics to make recommendations that can help guide the European Commission and the EIT Governing Board as they seek to respond to the combination of ambitions, constraints and ongoing 1 The first two points were set out in the Regulation (EC) No 294/2008 of the European Parliament and of the Council of 11 March 2008 establishing the European Institute of Innovation and Technology . 2 The last three points were added in the Regulation (EU) No 1292/2013 of the European Parliament and of the Council of 11 December 2013 . 3 The EIT funding supports so - called KIC Added - Value Activities (abbreviated as KAVA). The EIT contribution to a KIC's budget shall not exceed, according to the EIT Regulation, 25% of the KIC's overall funding. 4 ECA Special report 04/2016: <http://www.eca.europa.eu/en/Pages/DocItem.aspx?did=35819> 6 challenges. The Group has set out its analyses and recommendations in the report that follows, organised by reference to a number of the most important issues it has identified.

254 European Commission (2016) - Strategic plan 2016-2020

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

Ref. Ares(2016)1294281 - 15/03/201

Web URLs: https://ec.europa.eu/info/sites/info/files/strategic-plan-2016-2020-dg-eac_march2016_en.pdf

The current Commission's term of office runs until 31 October 2019. New political orientations provided by the incoming Commission for the subsequent period will be appropriately reflected in the strategic planning process.

We strive for an inclusive society based on cross - border and inter - cultural cooperation in education, research, youth, culture and sport. We support young people, students, teachers, researchers and artists by creating opportunities to improve their skills, mobility and to take advantage of jobs and growth. Our flagship programmes are Erasmus+, Marie Skłodowska-Curie and Creative Europe.

215 European Commission (2016) - Policies to promote social and civic competences – from the Paris Declaration to global citizenship education - social-civic-competences-report-2017_en.pdf

Comment: by Katsara, Ch.

Web URLs: https://ec.europa.eu/education/sites/education/files/social-civic-competences-report-2017_en.pdf

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

https://ec.europa.eu/education/sites/education/files/social-civic-competences-report-2017_en.pdf

Research Notes: <!--StartFragment-->Produced by the ET 2020 Working Groups PLA<!--EndFragment--> <!--StartFragment--> As Europe becomes increasingly diverse, it faces many opportunities - but also many challenges when it comes to safeguarding some of its fundamental values and democratic principles. A Pew Research Report 3 focusing on 10 European countries, released in July 2016, confirms earlier findings that many Europeans do not fully embrace the principles of respect, tolerance, human rights for all, and solidarity; among others, it showed that, on average, 16% of respondents had a negative view of Jews, 43% had a negative view of Muslims and 48% a negative view of Roma. There are indications too that it is not only adults that hold intolerant attitudes, but that negative perceptions of minorities are clearly present among young people in various EU countries. In addition, some studies show that both residential and school segregation are increasing in Europe, with for example new arrivals being overly concentrated in disadvantaged neighbourhoods. 4 Finally, multiple studies show that many teachers in Europe harbour both subtle and/or blatant prejudices towards minority groups, with many considering for example that minorities should assimilate completely, and that teachers tend to have lower expectations for minority group students 5, 6. In order to boost a return to fundamental values, the European Parliament, in February 2016 7, passed a resolution emphasising the importance of promoting and practising the core European value of social inclusion. The resolution also emphasised the importance of <!--StartFragment--> encouraging and promoting multilingual and intercultural competences, as well as valuing diversity, encouraging intercultural and interreligious dialogue and assisting young people to become active and responsible citizens. In addition, in June 2016, the European Commission adopted a "Communication on supporting the prevention of radicalisation leading to violent extremism" 8 which outlines actions in seven specific areas where cooperation at EU level can bring added value, notably in the areas of education, training and youth. Furthermore, in November 2016 the Council adopted conclusions on the prevention of radicalisation leading to violent extremism 9, which underline the need to undermine and challenge existing violent extremist ideologies and to counterbalance them with appealing non-violent alternatives and to support parents, siblings, peers, youth workers and others in contact with young people who are at risk of violent radicalisation. <!--EndFragment--> <!--EndFragment-->

214 European Commission (2016) - PISA 2015: EU performance and initial conclusions regarding education policies in Europe - pisa-2015-eu-policy-note_en.pdf

Comment: by Katsara, Ch.

Research Notes: <!--StartFragment-->Η Ευρωπαϊκή Επιτροπή και ο Οργανισμός Οικονομικής Συνεργασίας και Ανάπτυξης υπέγραψαν συμφωνία συνεργασίας για θέματα εκπαίδευσης και δεξιοτήτων, και χαρακτήρισαν τις διεθνείς έρευνες ως έναν από τους βασικούς τομείς κοινού ενδιαφέροντος. Το 2013, η Ευρωπαϊκή Επιτροπή και ο ΟΟΣΑ δημοσίευσαν από κοινού τα αποτελέσματα δύο προγραμμάτων αξιολόγησης δεξιοτήτων: του Προγράμματος Διεθνούς Αξιολόγησης Μαθητών (PISA) και της Έρευνας για τις Δεξιότητες των Ενηλίκων (PIAAC). Η συνεργασία με τον ΟΟΣΑ καλύπτει και άλλα θέματα, όπως οι στρατηγικές δεξιοτήτων, τα ιδρύματα επιχειρηματικής εκπαίδευσης και η αποτελεσματικότητα των σχολικών συστημάτων.<!--EndFragment-->

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
Manuscript completed on 6 December 2016*

Web URLs: https://ec.europa.eu/education/sites/education/files/pisa-2015-eu-policy-note_en.pdf

The OECD Programme for International Student Assessment (PISA) is the basis for the ET 2020 benchmark on underachievement of 15 - year olds in basic skills. The indicator states that by 2020, the share of 15 - year - olds who are low achievers in reading, maths and science should be less than 15% in the EU. PISA data on educational outcomes are collected every three years. PISA 2015 is the sixth round of this survey ; it has a special focus on science performance. Generally speaking, EU Member States show great variation with regards to the share of low achievers in all three subjects, to the extent that no convergence across average performance of EU Member States over time can be observed . Five main findings from PISA 2015 can be summarised from this preliminary analysis. 1. When it comes to progress towards the 2020 benchmark of less than 15% low achievers, the EU as a whole is seriously lagging behind in all three domains and has taken a step backward , compared to the PISA 2012 results (science: 20.6 % , +4.0 percentage points; reading: 19.7% , +1.9 percentage points; maths: 22.2% , + 0.1 percentage point). Low achievers cannot successfully complete basic tasks that are required in modern societies and the consequences of this underachievement, if it is not tackled successfully, will be eminent and costly in the long run for them individually, but also for societies as a whole . 2. Gender differences are not as strong as they used to be: the gap in the shares of low achievers in mathematics and science between boys and girls continues to be negligible , which is promising for later STEM fields of study. The gender gap in reading has gone down significantly – even if this is at the cost of an overall higher level of low performers . 3. Socio - economic status continues to be a strongly influential factor for 15 - year - old students' achievement in science, with much higher shares of low achievers among the lower social groups than among students of higher socio - economic status. 4. A student's immigrant background is an additional factor that is related to high shares of low achievers in most EU Member States. Even though there is a correlation with the effects of socio - economic background, too many of immigrant students do not achieve the necessary basic skills, even among those born in the country where the test was taken . 5. Participation in pre - primary schooling is highly correlated with higher performance among 15 - year - olds. It is vital that EU Member States provide

comprehensive, high quality early childhood education and care that is attractive and easily available to all groups of their population, so that early foundations for good performance, but also social inclusion are la

184 European Commission (2016) - Learning analytics: Key messages

Comment: by Katsara, Ch.

Web URLs: https://ec.europa.eu/education/sites/education/files/2016-pla-learning-analytics_en.pdf

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
https://ec.europa.eu/education/sites/education/files/2016-pla-learning-analytics_en.pdf*

Research Notes: <!--StartFragment--> The third plenary meeting of the ET2020 Working Group on Digital Skills and Competences (October 2016) focus ed on the topic of learning analytics in education. . <!--EndFragment-->

66 European Commission (2016) - Education and Training Monitor 2016 - Country Analysis

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι αφορά στους δείκτες εκπαίδευσης γενικά και ανά χώρα
ISBN 978-92-79-58616-3 p.301*

Web URLs:

53 European Commission (2016) - Compulsory Education in Europe 2016/17 Eurydice Facts and Figures

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
SBN 978-92-9492-348-6 p.12*

Web URLs: <https://publications.europa.eu/portal2012-portlet/html/downloadHandler.jsp?identifier=2f15cd79-9a83-11e6-9bca-01aa75ed71a1&format=pdf&language=en&productionSystem=cellar&part=>
This publication provide concise information on the duration of compulsory education/training in 43 European education systems covering 38 countries participating in the EU's Erasmus+ programme (28 Member States, Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia and Turkey). Full-time compulsory education/training, as defined in this publication, refers to a period of full-time educational/training attendance required of all students. This period is regulated by the law and usually determined by the students' age. In general, full-time compulsory education/training is provided in formal institutions/schools. However, in some education systems, certain compulsory education/training programmes can combine part-time school based and part-time workplace courses. In such cases, students are evaluated for both parts. In most countries, under certain conditions, compulsory education/training can be provided at home. Additional compulsory part-time education/training means that after the end of full-time compulsory education/training period and until a defined age the minimum formal requirement for all young people is to participate in part-time education/training. Starting age refers to the age at which students start compulsory education/training. Leaving age refers to the age at which students are expected to complete compulsory education/training. In most European education systems, compulsory education/training starts at the beginning of primary education (ISCED 1), usually at the age of 6. In 15 education systems, attendance at last year(s) of pre-primary education, usually at the age of 5, is already compulsory. Hungary has reported the earliest school starting age referring to 3. By contrast, in Estonia and Sweden, compulsory education starts at the age of 7. In most European education systems, full-time compulsory education/training lasts 9-10 years ending at the age of 15-16. In Belgium, Germany (12 Länder), Luxembourg, Portugal, the United Kingdom (Northern Ireland) and Turkey, the duration of full-time compulsory education/training is 12 years, while in Germany (5 Länder), Hungary, the Netherlands and the former Yugoslav Republic of Macedonia, 13 years' attendance is mandatory. Compulsory education/training period usually covers primary and lower secondary education levels (ISCED 1 and 2) and corresponds to the full-time school attendance. In Belgium, Germany, the Netherlands, Portugal and the Former Yugoslav Republic of Macedonia, it is compulsory to stay in education/training until age of 18-19. However, in these countries, between ages 15-16 and 18-19, students can attend compulsory education/training programmes combining part-time school based and part-time workplace courses. Only programmes where students are evaluated for both school based and workplace courses are considered as 'full-time

compulsory education/training'. (1). In Austria, Poland and the United Kingdom (England), after the official school leaving age students still have to remain in education or training until their 18 birthday. However, the full-time attendance is not mandatory. Students can fulfil this obligation by participating in either full-time education or training, work-based learning or part-time education or training.

52 European Commission (2016) - Colloquium on promoting inclusion and fundamental values through education - 201605-colloquium-report-radicalisation_en.pdf

Comment: by Katsara, Ch.

Web URLs: https://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation_en.pdf

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
https://ec.europa.eu/education/sites/education/files/201605-colloquium-report-radicalisation_en.pdf*

Research Notes: <!--StartFragment-->Education in all its forms has a key role to play in promoting more cohesive, democratic and resilient societies by fostering a culture of dialogue, mutual understanding and social inclusion. The aim of the colloquium of May 2016 was to reiterate the Commission's commitment to promoting fundamental values through both formal and non-formal learning, share developments since the adoption of the Declaration and show examples of some innovative and inspiring practices at local level.<!--EndFragment-->

The tragic terrorist attacks that recently hit Europe sent a strong signal that the EU must stand firm to defend and promote the fundamental values underpinning peaceful and pluralistic societies. Education in all its forms has a key role to play in promoting more cohesive, democratic and resilient societies by fostering a culture of dialogue, mutual understanding and social inclusion. This has been the spirit of the Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education adopted by the EU Ministers for Education and the European Commissioner for Education, Culture, Youth and Sport, Tibor Navracsics, at their informal meeting on 17 March 2015 in Paris

13 European Commission (2016) - 3rd Interim Evaluation of the EACEA - Final Report

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
ISBN 978-92-9492-212-0 p.99*

Web URLs: https://ec.europa.eu/education/sites/education/files/eacea-interim-evaluation-2016_en.pdf

This report was prepared as an outcome of the 3rd interim evaluation of the EACEA (specific contract No. EAC - 2015 - 270, implementing Framework Contract No. EAC/22/2013 - 4), carried out by the PPMI Group (Lithuania) in cooperation with

the sub - contractor MATRIX (United Kingdom). The Final Report was produced on the basis of requirements set out in the Terms of Reference (henceforth - ToR), information gathered and analysed during the project, as well as the minutes of project meetings with the Steering Group. In line with requirements set out in the ToR, the Final Report provides the results of the evaluation, its conclusions and recommendations. It is divided into the following parts: □ Part 1: Background, approach and methodology; □ Part 2: Overall performance of the Agency, quantitative and qualitative CBA; □ Part 3: Evaluation findings; □ Part 4: Conclusions and recommendations; □ Annex 1: Terms of Reference; □ Annex 2: Synthetic description of the changes (the results of Task 1); □ Annex 3: Implementation of the actions in response to recommendations (the results of Task 3); □ Annex 4: Evaluation methodology; □ Annex 5: List of interviewees; □ Annex 6: Survey questionnaires and results; □ Annex 7: Fiches on the selected examples of good practices; □ Annex 8: Survey data/dataset and metadata; □ Annex 9: Presentation summarising the contents of the report.

14 European Commission (2016) - 3rd Interim Evaluation of the EACEA Executive Summary

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
SBN 978 - 92 - 9492 - 211 - 3 p.15*

Web URLs: https://ec.europa.eu/education/sites/education/files/eacea-interim-evaluation-2016-summary_en.pdf

The Education, Audiovisual and Culture Executive Agency was set up by the Commission Decision 2005/56/EC of 27 January 2005 to manage Community actions in the fields of education, audiovisual and culture. Its mandate was revised and extended in 2013 to cover the management of projects and new European Union programmes and actions in the fields of education & culture, audiovisual, citizenship and youth, namely, Erasmus+, Creative Europe, Europe for Citizens and EU Aid Volunteers.

15 European Commission (2016) - 3rd Interim Evaluation of the EACEA - Annex 1: Terms of Reference

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
ISBN 978 - 92 - 9492 - 211 - 3 p.121*

Web URLs: https://ec.europa.eu/education/sites/education/files/eacea-interim-evaluation-2016-annexes_en.pdf

The Education, Audiovisual and Culture Executive Agency ("the EACEA") was created by Commission Decision No 2005/56/EC of 14 January 2005, (last amended by decision 2013/776/EU of 18 December 2013) for the management of European Union actions in the fields of education, audiovisual and culture, and other activities. The EACEA is an autonomous legal entity which the Commission has entrusted with

direct programme management tasks in accordance with the Financial Regulation applicable to the budget of the European Union. Since the EACEA's creation its mandate has been extended several times to include mainly the changes in programmes. The EACEA's mandate was last revised in 2014 to cover the period 2014 - 2024. During most of the evaluation reference period (2012 - 2014) the EACEA has had four parent DGs, appointed in compliance with Commission delegating decisions 1, namely the Directorate - General for Education and Culture (DG EAC), the Directorate - General for Development and Cooperation (DG DEVCO, until the end of 2013) and the Directorate General for Communication (DG COMM) and, the Directorate - General of Humanitarian Aid and Civil Protection (DG ECHO), appointed in 2014. These parent DGs were changed in early 2015 following the reorganisation of the Commission (DG COMM has been replaced by DG HOME, and DG CNECT added due to the transfer of the MEDIA sub - programme of Creative Europe in November 2014). The mission of the EACEA is to implement certain strands of EU programmes in the fields of education and training, culture, audiovisual, citizenship, youth and volunteering as laid down in the instrument delegating powers to the EACEA. The programmes concerned for the period 2014 - 20 are the following (see section A1.8. for the references): Creative Europe; Erasmus+; Europe for Citizens; EU Aid Volunteers; projects in the field of higher education falling under external cooperation instruments. During the period under evaluation, the EACEA also has been managing the closing phase of the 2007 - 13 programme: Lifelong Learning Programme, Erasmus Mundus II, MEDIA Mundus, Int ra ACP Academic Mobility Scheme, Tempus, Bilateral Cooperation with Industrialised countries, MEDIA 2007, Culture, Europe for Citizens, and Youth in Action. The tasks that have been delegated to the EACEA mainly consist in the management of projects throughout their lifecycle, in particular operations required to launch and conclude grant procedures, including calls for proposals, evaluations of projects, selections, notifications, signing and modifying agreements, contracting, monitoring of 1 Commission Decision C (2013) 9189 amended by C (2014) 4084 delegating powers to the Education, Audiovisual and Culture Executive Agency, delegates to the Agency the performance of tasks linked to the implementation of Union programmes in the field of education, audiovisual and culture comprising, in particular, implementation of appropriations entered in the general budget of the Union and of the EDF allocations. Education and Culture 3 March 2016 projects, payments, and contacts with beneficiaries. Since 2007 the EACEA has also been in charge of the implementation of Eurydice, the network of information on education (and from 2014, youth) in Europe for the collection, analysis and dissemination of information and the production of studies and publications. In 2014, the EACEA employed 458 people and managed an operational budget of around €690 million with an administrative budget of around €50 million. In 2013 it received a total of around 15,000 applications for funding of which 4,000 applications were selected. At the end of 2014 the EACEA was managing more than 5,400 running projects. The EACEA began operating at the beginning of 2006. At that time it replaced the Technical Assistance Offices (TAOs) used for the implementation of some of the concerned programmes by the Commission departments. It also took over tasks that were

managed internally by the Commission departments (e.g. the management of smaller programmes) as well as tasks that were outsourced to other bodies. For further details and references about tasks and roles of the EACEA, see section A1.8. of this document. A1.2. Description of the assignment Pursuant to Article 25 of Council Regulation (EC) No 58/2003 laying down the statute for Executive Agencies, an external evaluation on the operation of each Agency shall be carried out every three years. It shall include a cost - benefit analysis. Such a cost - benefit analysis should include the costs of coordination and checks, the impact on human resources, possible savings within the general budgetary framework of the European Union, efficiency and flexibility in the implementation of outsourced tasks, simplification of the procedures used, proximity of outsourced activities to final beneficiaries, visibility of the Community as promoter of the Community programme concerned and the need to maintain an adequate level of know - how inside the Commission. A first evaluation of the EACEA's operations was conducted for a period from the start of its activities in January 2006 until April 2008 inclusive. The second evaluation covered the period from May 2008 until 31 December 2011. This evaluation will cover the period 2012-2014. A1.2.1. Tasks of the Evaluator The Evaluator is requested to carry out the following tasks under the contract 3 : 1. To provide a synthetic description of the changes which have occurred and key events (evolution of mandate, transition to the new generation of programmes, evolution of performance, staffing changes, processes and delivery, etc.) during the evaluation period defined above, with a comparison to the situation at the end of the previous evaluation period, as well as the situation before the activities

16 European Commission (2016) - 3rd Interim Evaluation of the EACEA - Assessment of final evaluation report

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

Web URLs: https://ec.europa.eu/education/sites/education/files/eacea-interim-evaluation-2016-qa_en.pdf

Purpose of this document: This document must be established for all interim and ex-post evaluations in the Directorate- General for Education and Culture (DG EAC) to provide an objective overall assessment of the evaluation and the validity of its results, as well as a general description of how the evaluation results will be used by DG EAC. The document shall be published together with the Evaluation Report on Europa: http://ec.europa.eu/dgs/education_culture/evalreports/index_en.htm

Definitions: Evaluation in the Commission is defined as "an evidence-based judgement of the extent to which an intervention has 1) been effective and efficient, 2) been relevant given the needs and its objectives, 3) been coherent both internally and with other EU policy interventions, and 4) achieved EU added-value". It is a tool to help the Commission assess the actual performance of EU interventions compared to initial expectations. Information about the evaluation framework of the European Commission can be obtained at: http://ec.europa.eu/dgs/secretariat_general/evaluation/index_en.htm Organisation of the evaluation process : In DG EAC evaluations must be independent and shall be led and carried out by external

resources. The operational management of the EAC policy areas is responsible for the identification of evaluation subjects, the organisation of evaluations, and the follow-up of evaluation results. A central Evaluation Team, detached from the operational activities evaluated, has as a major role in ensuring quality, objectivity and an element of independence to the process, by having a close involvement in all steps of the evaluation. An evaluation Steering Group is appointed to prepare the evaluation, supervise the execution, and support the evaluator on the basis of the members' specific knowledge and expertise of the evaluation subject.

167 European Commission (2012) - Key Data on Education in Europe 2012

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου =D7

ISBN 978-92-9201-242-7 p. 212

Web URLs: <https://publications.europa.eu/portal2012-portal/html/downloadHandler.jsp?identifier=9e2d1009-d3bd-4d00-9feb-74cce4d5e990&format=pdf&language=en&productionSystem=cellar&part=>

The Eurydice Network is producing the Key Data on Education report for more than 15 years. Initially, only a general report with indicators on education was published and, at present, in addition, three thematic Key Data reports are also disseminated (Foreign Languages, Innovation and ICT and Higher Education). Moreover, starting from 2012/13, two new thematic Key Data reports on Early Childhood Education and on Teachers and School Heads will be developed. The general Key Data on Education report, published jointly with Eurostat, is a unique publication and a flagship product for the Eurydice Network as it combines statistical data and qualitative information to describe the organisation and functioning of education systems in Europe. The present edition of Key Data on Education has redefined structure and reduced overall number of indicators. However, the statistical and contextual indicators have longer data time series presenting the developments in the European education systems in the last decade. In this way, the report constitutes a useful complementary tool to accompany the publication of the Joint report on Education and Training 2020. This comprehensive outline, covering all levels of education and including the main trends in European education, would provide a context for the main themes discussed in the Joint report.

67 European Commission (2012) - Education and Training 2020 Work programme Thematic Working Group 'Assessment of Key Competences' Literature review, Glossary and examples

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου p.52

Web URLs:

http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/keyreview_en.pdf

This document supports the Commission Staff Working Document 'Assessment of Key Competences in initial education and training: Policy Guidance' 1, which is one of the documents accompanying the Communication from the Commission "Rethinking Education: Investing in skills for better socio-economic outcomes". 2 Both the Staff Working Document and this literature review build on the work of the Thematic Working Group 'Assessment of key competences'. This group was established within the Education and Training 2020 work programme 3 to look into the role of assessment in implementing the 2006 Recommendation of the European Parliament and the Council on key competences for lifelong learning. 4 The group members, who represent a wide range of expertise in the field of school education and vocational education and training, undertook a number of peer learning activities and provided good practice examples that are presented amongst these documents. This document has three sections. The first section presents the research and literature related to the assessment of key competences. The second section presents a glossary of the key terms used in this context. The third section supports the aforementioned Staff Working Document by providing three examples of the assessment of key competences from Austria, Lithuania and Ireland. These extended examples present the work on the development of the assessment of key competences in a wider policy context. The list of members of the Thematic Working Group is in the Appendix. This document was drafted by education consultant David Pepper, as part of the contract between ICF GHK Consulting and the European Commission.

83 European Commission (2010) - EUROPE 2020 A strategy for smart, sustainable and inclusive growth

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου =D9

COM(2010) 2020 final

Web URLs: [http://eur-](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF)

[lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:EN:PDF)

Europe faces a moment of transformation. The crisis has wiped out years of economic and social progress and exposed structural weaknesses in Europe's economy. In the meantime, the world is moving fast and long-term challenges – globalisation, pressure on resources, ageing – intensify. The EU must now take charge of its future. Europe can succeed if it acts collectively, as a Union. We need a strategy to help us come out stronger from the crisis and turn the EU into a smart, sustainable and inclusive economy delivering high levels of employment, productivity and social cohesion. Europe 2020 sets out a vision of Europe's social market economy for the 21st century. Europe 2020 puts forward three mutually reinforcing priorities: – Smart growth: developing an economy based on knowledge and innovation. – Sustainable growth: promoting a more resource efficient, greener and more competitive economy. – Inclusive growth: fostering a high-employment

economy delivering social and territorial cohesion. The EU needs to define where it wants to be by 2020. To this end, the Commission proposes the following EU headline targets: – 75 % of the population aged 20-64 should be employed. – 3% of the EU's GDP should be invested in R&D. – The "20/20/20" climate/energy targets should be met (including an increase to 30% of emissions reduction if the conditions are right). – The share of early school leavers should be under 10% and at least 40% of the younger generation should have a tertiary degree. – 20 million less people should be at risk of poverty. These targets are interrelated and critical to our overall success. To ensure that each Member State tailors the Europe 2020 strategy to its particular situation, the Commission proposes that EU goals are translated into national targets and trajectories. The targets are representative of the three priorities of smart, sustainable and inclusive growth but they are not exhaustive: a wide range of actions at national, EU and international levels will be necessary to underpin them. The Commission is putting forward seven flagship initiatives to catalyse progress under each priority theme: – "Innovation Union" to improve framework conditions and access to finance for research and innovation so as to ensure that innovative ideas can be turned into products and services that create growth and jobs. – "Youth on the move" to enhance the performance of education systems and to facilitate the entry of young people to the labour market. EN 6 EN – "A digital agenda for Europe" to speed up the roll-out of high-speed internet and reap the benefits of a digital single market for households and firms. – "Resource efficient Europe" to help decouple economic growth from the use of resources, support the shift towards a low carbon economy, increase the use of renewable energy sources, modernise our transport sector and promote energy efficiency. – "An industrial policy for the globalisation era" to improve the business environment, notably for SMEs, and to support the development of a strong and sustainable industrial base able to compete globally. – "An agenda for new skills and jobs" to modernise labour markets and empower people by developing their skills throughout the lifecycle with a view to increase labour participation and better match labour supply and demand, including through labour mobility. – "European platform against poverty" to ensure social and territorial cohesion such that the benefits of growth and jobs are widely shared and people experiencing poverty and social exclusion are enabled to live in dignity and take an active part in society. These seven flagship initiatives will commit both the EU and the Member States. EU-level instruments, notably the single market, financial levers and external policy tools, will be fully mobilised to tackle bottlenecks and deliver the Europe 2020 goals. As an immediate priority, the Commission charts what needs to be done to define a credible exit strategy, to pursue the reform of the financial system, to ensure budgetary consolidation for long-term growth, and to strengthen coordination within the Economic and Monetary Union. Stronger economic governance will be required to deliver results. Europe 2020 will rely on two pillars: the thematic approach outlined above, combining priorities and headline targets; and country reporting, helping Member States to develop their strategies to return to sustainable growth and public finances. Integrated guidelines will be adopted at EU level to cover the scope of EU priorities and targets. Country-specific recommendations will be addressed to Member States. Policy warnings could be issued in case of inadequate response. The reporting of Europe 2020 and

the Stability and Growth Pact evaluation will be done simultaneously, while keeping the instruments se parate and maintaining the integrity of the Pact. The European Council will have full ownership and be the focal point of the new strategy. The Commission will monitor progress towards the targets, facilitate policy exchange and make the necessary proposals to steer action a nd advance the EU flag ship initiatives. The European Parliament will be a driving force to mobilise citizens and act as co-legislator on key initiatives. This partnership approach should exte nd to EU committees, to national parliaments and national, local and regional authorit ies, to social partners and to stakeholders and civil society so that everyone is involved in delivering on the vision. The Commission proposes that the European Council endorses - in March - the overall approach of the strategy and the EU headline targets, and approves - in June - the detailed parameters of the strategy, including the inte grated guidelines and national targets. The Commission also looks forward to the views and support of the European Parliament for making Europe 2020 a success

256 European Commission (2009) - Strategic framework for European cooperation in education and training (ET 2020)

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
2009/C 119/02*

*Web URLs: [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528(01)&from=EN)
IV (Notices) COUNCIL NOTICES FROM EUROPEAN UNION INSTITUTIONS AND BODIES Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020') (2009/C 119/02) THE COUNCIL OF THE EUROPEAN UNION, RECALLING the endorsement by the March 2002 Barcelona European Council of the 'Education and Training 2010' work programme which — in the context of the Lisbon Strategy — established for the first time a solid framework for European cooperation in the field of education and training, based on common objectives and aimed primarily at supporting the improvement of national education and training systems through the development of complementary EU-level tools, mutual learning and the exchange of good practice via the open method of coordination*

50 European Commission (2009) - Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020) (2009/C 119/02)

Comment: by Katsara, Ch.

*Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου
2009/C 119/02*

Web URLs: [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528(01)&from=EN)

151 European Commission (2008) - Improving competences for the 21st Century: An Agenda for European Cooperation on Schools {COM(2008) 425 final}

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου {COM(2008) 425 final}

Web URLs: <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52008SC2177&from=EN>

This staff working document complements the Communication 'Competences for the 21st Century: An Agenda for European Cooperation on Schools' (COM(2008) 425). It presents (a) a summary of the results of the public consultation, as well as (b) the theoretical and empirical evidence underlying the Communication.

69 Council of Europe (2016) - Education at the Council of Europe : Skills and qualifications in a democracy

Comment: by Katsara, Ch.

Δεν επιλέγεται διότι η σχετικότητα είναι μικρότερη του μέσου όρου

Web URLs: <https://rm.coe.int/16806ce22e>

The Council of Europe advocates quality education to prepare young people not only for employment, but also for their lives as active citizens in democratic societies, and to ensure their personal development and the development and maintenance of a broad, advanced knowledge base. All four purposes are equally important and compatible. They reinforce each other. Many of the competences you need to be an active citizen also help make you employable and they contribute to your personal development. ■ Education systems in Europe should make it possible for every student to develop their abilities to the full and help them to realise their ambitions. This is particularly important for students who come from backgrounds where education is considered less as an opportunity than as a waste of time. Therefore the determination of the quality of an education system must include its ability to provide adequate opportunities for all learners. Moving from the institution to the system level, it becomes even more evident that inclusion is an important dimension of the quality debate. Can a system be excellent if it leaves a percentage of its learners by the wayside? ■ Quality education is provided differently in compulsory and non-compulsory education, just as it is provided differently in pre-school and higher education. Some groups will need special attention and measures to benefit from quality education that is adapted to their needs, but quality education must be guaranteed for all. ■ Public authorities have an important role in making sure that quality education is available to all, however each country does this in different ways and at different levels. Some education is provided in private schools but within a framework established by public authorities. Public responsibility does not stop where private schooling begins or when compulsory education comes to an end.

